



University of Madras

Chepauk, Chennai 600 005

[Est.1857, State University, NAAC 'A⁺⁺' Grade, CGPA 3.59, NIRF2019 Rank: 20]

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Undergraduate Programme

Curriculum and Syllabus for

B.Sc. Psychology

(With effect from the Academic Year 2023-24)

JUNE 2023

Note: The Board of Studies in Psychology (Common) designed the syllabus as per Common Model Syllabus provided by TANSICHE based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.

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1. INTRODUCTION

B.Sc. Psychology: Programme Outcome, Programme Specific Outcome and Course

Outcome

Psychology is the scientific study of mind and behaviour. It is a broad and diverse field with many career options for the students. This course forms the foundation for the students aspiring to specialize in various fields such as education, hospital, industrial, forensic, and many more. The key core areas of study in Psychology include general psychology, developmental psychology, social psychology, abnormal psychology and experimental psychology. This programme helps learners in building a solid foundation for higher studies in Psychology. In addition students are equipped with skills that facilitate employment.

The Bachelor's Degree B.Sc. Psychology is awarded to the students on the basis of knowledge, understanding, skills, attitudes, values and academic achievements expected to be acquired by learners at the end of the Programme. Learning outcomes of Psychology are aimed at facilitating the learners to acquire these attributes, keeping in view of their preferences and aspirations for gaining knowledge of Psychology.

PROGRAMME OUTCOMES (PO)

At the end of the programme, the student will be able to:

- PO1: Promote and apply scientific knowledge for finding sustainable solutions to solve the issues pertaining to self and society,
- PO2: Identify, analyse and formulate novel ideas to yield substantial results in fields of research utilizing the principles of behavioural science.
- PO3: Relate key concepts and scientific principles to various scientific phenomenon and their applications in day to day life.
- PO4: Cultivate unparalleled comprehension of fundamental concepts relevant to psychology leading to individual progress and career advancement.
- PO5: Communicate effectively ideas in English.
- PO6: Generate solutions for problems and design processes that meet the specific needs for appropriate consideration for physical and mental health, cultural, societal and environmental conditions.

PROGRAMME SPECIFIC OUTCOMES (PSO)

After completion of the undergraduate programme in Psychology, the student will

PSO1: Acquire knowledge on key concepts and theoretical approaches and gain understanding of the origin and recent advances in the discipline.

PSO2: Be able to think originally, utilize the knowledge and understanding of Psychology to develop, appreciate and test the theoretical concepts for applications in various arenas.

PSO3: Assess and critically evaluate central ideas and assumptions comprehensively facilitating research and analysis of data.

PSO4: Use the relevant sources of scientific knowledge to identify and generate novel solutions for problems for enhancement of self and community.

PSO5: Effectively communicate learned information both in written and oral format

PSO6: Develop capacity for individual and team work, understand and implement ethical principles necessary for professional up gradation

2. Highlights of the Revamped Curriculum

- Student-centric, meeting the demands of various fields & society, incorporating hands-on training, skill enhancement modules, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The core subjects include latest developments in the field of psychology
- The core electives during the third year have been improvised by adding more emerging fields of psychology.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with a viva-voce component in the fifth semester enables the student to apply conceptual knowledge to practical situations.

- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature are incorporated as Elective courses, covering conventional topics to the latest such as counselling psychology to sports psychology

3. Credit Distribution for UG Programme in Psychology

B.Sc Psychology First Year Semester-I

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC1, CC2)	10	10
	Elective Course 1 (Generic / Discipline Specific)EC1	3	4
Part-IV	Skill Enhancement Course (SEC1)	2	2
	Foundation Course	2	2
		23	30

Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC3, CC4)	10	10
	Elective Course 1 (Generic / Discipline Specific) EC2	3	4
Part-IV	Skill Enhancement Course (SEC2, SEC3)	4	4
		23	30

Second Year Semester-III

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC5, CC6)	10	10
	Elective Course 1 (Generic / Discipline Specific)EC3	3	4
Part-IV	Skill Enhancement Course (SEC4-Entrepreneurial Skill, SEC5)	3	3
	Environmental Studies(EVS)	-	1
		22	30

Semester-IV

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-I	Language	3	6
Part-II	English	3	6
Part-III	Core Courses 2 (CC7, CC8)	10	10
	CC7: Core Industry Module -1 - Industrial Statistics		
	CC8 : Any Core paper		
	Elective Course 1 (Generic / Discipline Specific)EC4	3	3
	Skill Enhancement Course SEC6 & SEC7 - Digital Skills for Employability (Naan Mudhalvan Scheme)	4	4
	Environmental Studies EVS	2	1
		25	30

Third Year - Semester-V

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Core Courses 3(CC9, CC10, CC11)	12	15
	Elective Courses 2 (Generic / Discipline Specific) EC5, EC6	6	9
	Core /Project with Viva voce CC12	4	4
Part-IV	Value Education	2	2
	Internship / Industrial Training (Carried out in II Year Summer vacation) (30 hours)	2	--
		26	30

Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)
Part-III	Core Courses 3 (CC13, CC14, CC15)	12	18
	Elective Courses 2 (Generic / Discipline Specific) EC7, EC8	6	10
Part IV	Professional Competency Skill Enhancement Course SE8	2	2
Part-V	Extension Activity (Outside college hours)	1	-
		21	30

Total Credits: 140

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	5	4	2	23
Part V	-	-	-	-	-	1	1
Total	23	23	22	24	26	21	140

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

**5. B.Sc Psychology Curriculum
First Year Semester-I**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil & Other Languages Paper-I	3	6	25	75	100
Part-II	100L1Z: English Paper-I	3	6	25	75	100
Part-III	140C1A: Core-1: Introduction to Psychology I	5	5	25	75	100
	140C1B: Core-2: Biological Psychology	5	5	25	75	100
	140E1A: Elective-1: Building Psychological Capital	3	4	25	75	100
Part IV	SEC1* – (Choose any one from the list) %	2	2	25	75	100
	100S1A: Basic Tamil-I (Other Language Students) *					
	100S1B: Advanced Tamil-I (Other Language Students) *					
	140B1A: Foundation Course – Careers and Ethics in Psychology	2	2	25	75	100
		23	30			

*** PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

- Students who have studied Tamil upto XII STD and also have taken Tamil in Part I shall take SEC-I.
- Students who have **not** studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6th Std.).
- Students who have studied Tamil upto XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

% (SEC) SKILL ENHANCEMENT COURSES:

- 140S0A: BASICS OF HEALTH CARE MANAGEMENT
 140S0B: INTRODUCTION TO CRIME PREVENTION
 140S0C: CHILD RIGHTS
 140S0D: MARRIAGE AND FAMILY LIFE EDUCATION
 140S0E: SOCIAL WORK AND PERSONS WITH DISABILITY

Semester-II

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-II	3	6	25	75	100
Part-II	100L2Z: English Paper-II	3	6	25	75	100
Part-III	140C2A: Core-3: Introduction to Psychology II	5	5	25	75	100
	140C2B: Core-4: Psychology of Childhood	5	5	25	75	100
	140E2A: Elective-2: Cross Cultural Psychology	3	4	25	75	100
Part IV	SEC2* (Choose any one from the list) %	2	2	25	75	100
	100S2A: Basic Tamil-II (Other Language Students) *					
	100S2B: Advanced Tamil-II (Other Language Students) *					
	140S2B: SEC3: Psychological First Aid	2	2	25	75	100
		23	30			

**Second Year
Semester-III**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-III	3	6	25	75	100
Part-II	200L3Z: English Paper-III	3	6	25	75	100
Part-III	240C3A: Psychology of Adolescence and Early Adulthood - Core 5	5	5	25	75	100
	240C3B: Social Psychology I - Core 6	5	5	25	75	100
	240E3A: Statistics for behavioural Science - Elective 3	3	4	25	75	100
Part-IV	240S3A: Skill Enhancement Course SEC-4 Psychological Skills for Entrepreneurship Development	1	1	25	75	100
	240S3B: Skill Enhancement Course SEC-5 Relaxation Techniques	2	2	25	75	100
	Environmental Studies	-	1	-	-	-
		22	30	175	525	700

**SECOND YEAR
Semester-IV**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-I	Tamil and Other Languages Paper-IV	3	6	25	75	100
Part-II	200L4Z: English Paper-IV	3	6	25	75	100
Part-III	240C4A: Psychology of Middle age and Old age - Core 7	5	5	25	75	100
	240C4B: Social Psychology II - Core 8	5	5	25	75	100
	240E4A: Introduction to Research Methodology - Elective 4	3	3	25	75	100
Part-IV	240S4A: Skill Enhancement Course SEC-6 Psychological Therapy Techniques	2	2	25	75	100
	240S4B: Skill Enhancement Course SEC-7 Personality Development	2	2	25	75	100
	Environmental Studies	2	1	25	75	100
		25	30	175	525	700

**Third Year
Semester-V**

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-III	340C5A: Psychopathology I - Core 9	4	5	25	75	100
	340C5B: Cognitive Psychology - Core 10	4	5	25	75	100
	340C51: Assessments in Psychology (Practical)- Core 11	4	5	40	60	100
	340C5C: Organisational Psychology- Core 12	4	5	25	75	100
	340E5A: Counselling Psychology- Elective 5	3	4	25	75	100
	340E5B: Generic/Discipline specific Project with Viva Voce - Elective 6	3	4	25	75	100
Part IV	Value Education	2	2	25	75	100
	Internship / Industrial Training (Summer vacation at the end of IV semester activity)	2	-	-	-	-
		26	30	150	450	600

Semester-VI

Part	List of Courses	Credit	Hours per week (L/T/P)	Int. Mks	Ext. Mks	Total
Part-III	340C6A: Psychopathology II - Core 13	4	6	25	75	100
	340C6B: Educational Psychology - Core 14	4	6	25	75	100
	340C6C: Health Psychology - Core 15	4	6	25	75	100
	340E6A: Sports and Exercise Psychology - Elective 7	3	5	25	75	100
	340E6B: Environmental Psychology - Elective 8	3	5	25	75	100
Part IV	340S6A: Professional Competency Skill - Psychological Testing and Report Writing	2	2	25	75	100
Part V	Extension Activity	1	-	-	-	-
		21	30	150	450	600

Total Credits : 140

சென்னைப் பல்கலைக்கழகம்
University of Madras

Part-I

பொதுத் தமிழ் - பாடத்திட்டம்

General Tamil - Syllabus

4 பருவங்கள் (முதல் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பொதுத்தமிழ்-1
தமிழ் இலக்கிய வரலாறு -1
முதலாம் ஆண்டு – முதற் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L1AU	பொதுத்தமிழ் -1 தமிழ் இலக்கிய வரலாறு -1	Supportive	Y	-	-	-	3	6	25	75	100

Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்	K4
CO 2	அற இலக்கியம் மற்றும் தமிழ் காப்பியங்களின்வழி வாழ்வியல் சிந்தனையைப் பெறுவர்	K5, K6
CO 3	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர்	K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 | தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.

1. இலக்கணம்;

அ.தொல்காப்பியம், இறையனார் களவியல் உரை , நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை நூல்கள்

ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்த்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்

- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஓர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு
3. அற இலக்கியம்-பதினெண்கீழ்கணக்கு நூல்கள்
4. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்
5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் -- பகுத்தறிவு

இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு-2

சங்க இலக்கியம்

எட்டுத்தொகை ;எ

1. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்
2. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே
3. ஐங்குறுநூறு -நெல் பல பொலிக! பொன் பெரிது சிறக்க!' (முதல் பாடல்)-வேட்கைப் பத்து
4. கலித்தொகை- 51 - சுடர்த்தொடிக் கேளாய் -குறிஞ்சிக் கலி
5. புறநானூறு -189 தெண்கடல் வளாகம் பொதுமையின்றி, நாடா கொன்றோ -187

பத்துப்பாட்டு;

1. முல்லைப்பாட்டு (முழுவதும்)

அலகு-3

அற இலக்கியம்

- 1.திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்
- 2.நாலடியார்-பாடல்: 131 (குஞ்சியழகும்)
- 3.நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப
- 4.பழமொழி நானூறு- தம் நடை நோக்கார்
- 5.இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு-4

காப்பிய இலக்கியம்

1. சிலப்பதிகாரம் - வழக்குரைகாதை
2. மணிமேகலை- பாத்திரம் பெற்ற காதை
3. பெரியபுராணம் - பூசலார் நாயனார்புராணம்
4. கம்பராமாயணம்- குகப் படலம்
5. சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்

6. இயேசு காவியம் -ஊதாரிப்பிள்ளை	
அலகு-5	பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்
பக்தி இலக்கியம்;	
<ol style="list-style-type: none"> 1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும் 2. மாணிக்கவாசகர் திருவாசகம் - நமச்சிவாய வாழ்க நாதன்தாள் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை 3. பொய்கையாழ்வார்-வையந் தகளியா வார்கடலே 4. பூதத்தாழ்வார்-அன்பே தகளியா 5. பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன் 6. ஆண்டாள் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்) 	
பகுத்தறிவு இலக்கியம்;	
<ul style="list-style-type: none"> • திருமூலர் - திருமந்திரம் (270,271, 274, 275 285) • பட்டினத்தார் -திருவிடை மருதூர் (காடே திரிந்து - எனத் தொடங்கும் பாடல் பா.எண் ;.279, 280) • கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்) • இராவண காவியம் - தாய்மொழிப் படலம் - 18. ஏடுகை யில்லா ரில்லை முதல் - 22. செந்தமிழ் வளர்த்தார். வரை 	
Text books	
•	.
Reference Books	
<ul style="list-style-type: none"> • மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காடெமி, புதுடெல்லி. • மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை. • தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை. • தமிழ் இலக்கிய வரலாறு -முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி • புதிய தமிழ் இலக்கிய வரலாறு- முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன் • தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள் • தமிழ் இலக்கிய வரலாறு -முனைவர். ப.ச.ஏசுதாசன் • தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார் • வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு-பாக்கியமேரி • தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம் 	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
Web Sources	

- <https://www.chennailibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

FOUNDATION COURSE: PART-I HINDI PAPER-I

100L1E

Inst.Hrs. : 6
Credits : 3

Year : I
Semester : I

Programme:	U.G. – FOUNDATION COURSE – PART-I HINDI	
Programme Outcomes:	1. Identify the literary trends, prose forms and nature of functional Hindi and its applications 2. Understand the roll of literature and importance of Functional Hindi 3. Obtain the practical knowledge of critical study of Literature, thinking, writing and expressional skills. 4. Obtain official noting, drafting and Business and personal, semi official letter writing methods and techniques 5. Employ the evaluating, summerising and differentiate contextual meanings.	
Programme Specific Outcomes:	1. Basic knowledge for higher studies 2. Obtain Basic professional skills i.e. business and official Correspondence and applications 3. Language application and writing skills 4. Basic idea of evaluation critical and analytical study of literature. 5. Develops ideas of creative thinking and writing	
Course Objectives	1. Identify the theme and aims of prose lessons and functional Hindi	K1
	2. Understand and summarise the theme	K2
	3. Explain the ideology of literary works and writers	K3
	4. Interpret the contextual meaning and differentiation	K4
	5. Evaluate on the basis of elements, features and trends of prose	K5
	6. Conceive the knowledge of literary themes and practice of functional Hindi	K6
Title of the Course:	PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING	
Pre-requisites, if any:	Basic Knowledge of Hindi Prose forms and prose writers	
UNITS		
I	1. Sabhyata ka Rahasya 2. Personal Applications 3. Leave Letters 4. Introduction to office procedures 5. Official letter 6. Demi Official Letter	
II	1. Mitrata 2. Letter to the Editor 3. Opening an A/C	

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	<ol style="list-style-type: none"> 4. Demi Official Letter 5. Office Order 6. Administrative Terminology English to Hindi (30 Words)
III	<ol style="list-style-type: none"> 1. Yuvavon Se 2. Application for Withdrawal 3. Circular 4. Memo 5. Enquiry 6. Administrative Terminology Hindi to English (30 Words)
IV	<ol style="list-style-type: none"> 1. Paramanu Oorja evam Khadya Padarth Sanrakshan 2. Transfer of an A/C 3. Missing of Pass Book / Cheque Leaf 4. Official Memo 5. Resolution and Notice 6. Administrative Terminology English to Hindi (30 Words)
V	<ol style="list-style-type: none"> 1. Yougyata aur Vyavasay ka Chunav 2. Complaints 3. Ordering for Books 4. Notification 5. Official Noting Hindi to English (25 Phrases) 6. Official Noting English to Hindi (25 Phrases)
Course Outcomes	<ol style="list-style-type: none"> 1. Explains the nature, features, elements of prose forms and Functional Hindi 2. Understand the theme, aim of lessons and obtain application skills. 3. Evaluate the thought, ideology, expressional and artistic skills of writers. 4. Obtain skills of critical analysis of Literary forms and drafting skills of personal letters, business letters, noting and drafting skills 5. Learn to Employ the obtained skills in enriching the bright future.
Reading List (Print and Online)	<ol style="list-style-type: none"> 1. Sarkari karyalayon mein Hindi ka Prayog, Written by Gopinath Srivatav, Lokbharati Prakashan, 15,A, Gandhi Mrag, Allabad – 1 2. Hi.wikipedia.org/wiki.आधुनिक_हिन्दी_गद्य_का_इतिहास 3. https://www.infosrf.com/blog-single.php?MnBv=494
Recommended Texts	<ul style="list-style-type: none"> • HINDI GADHYA MALA Ed. by Dr. Syed Rahamathulla, Poornima Prakashan 4/7-B, Begum III Street, Royapettah, Chennai – 14. • Karyalayeen Tippaniya :Kendriya Hindi Sansthan, Agra • Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14

Method of Evaluation:

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	POS1	POS 2	POS 3	POS 4	POS 5
CO 1	S	S	M	S	M
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023
EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024

Programme:	I & II UG – Second Language - SANSKRIT
Programme Code:	BFC-LS22
Duration:	2 years
Programme Outcomes:	<p>After successful completion of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Create simple sentences using different grammatical tenses 2. Sensitize the students to the functioning of the language 3. Know the historical and cultural perspective of literary trends and movements in Sanskrit and in its literature 4. Define the origin of Sanskrit Literature 5. Demonstrate different teaching methodologies 6. Translate simple passages 7. Consolidate their communication skills in both spoken and written Sanskrit.
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. Understand and appreciate the aesthetical, social, political, cultural, etc., values expressed in various prescribed texts 2. Apply different grammatical rules to their reading and writing assignments 3. Identify the base words of nouns and different tenses 4. Read, understand, write and speak in simple Sanskrit 5. Translate simple sentences related to the themes given

List of Courses:

Semester	Course Code	Title of the Course	Core/Elective/ Soft Skill	Credits
I	BFC-LS001	Paper I – Poetry, Grammar and History of Sanskrit Literature	C	3
II	BFC-LS002	Paper II – Prose, Grammar and History of Sanskrit Literature	C	3
III	BFC-LS003	Paper III – Drama, Grammar and History of Sanskrit Literature	C	3
IV	BFC-LS004	Paper IV – Alankara, Didactic & Modern literatures and Translation	C	3

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EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024

100L1G

FOUNDATION COURSE: PART-I SANSKRIT PAPER-I

Inst.Hrs. : 6
Credits : 3

Year : I
Semester : I

Paper I – Poetry, Grammar and History of Sanskrit Literature

Course Outcomes	<ol style="list-style-type: none"> 1. Remember the usage of grammatical tenses in constructing sentences in dialogue. 2. Apply the rules of usage in practice exercises and identify errors 3. Explain the nuances in the usage of various grammatical tenses and aspects 4. Demonstrate knowledge of various expressions of opinion, emotions, cause, effect, purpose, and hypothesis in French 5. Communicate in French and summarize the given text 	
Course Objectives	Understand the basic Sanskrit sentence structure	K1
	To provide the glimpses of the rich Sanskrit literary tradition through reading the literary composition	K2
	Explain the language of this Mahakavya which is highly elaborate and polished with continual play upon words and variety of metres	K3
	Analyse and interpret expressions of cause, effect, purpose, and opposition in Sanskrit	K4
	Evaluate grammatical nature of verses	K5
Units		
I	Introduction to Sanskrit (Alphabets, Two letter words and three letter words) Grammar: <i>akārāntaḥ puṁliṅgaḥ śabda-s</i> - 1. बाल (<i>Bāl a</i>) and 2. देव (<i>Deva</i>) <i>ākārāntaḥ strīliṅgaḥ śabda-s</i> - 1. बाला (<i>Bāl ā</i>) and 2. लता (<i>Lat ā</i>) <i>akārāntaḥ napuṁsakaliṅgaḥ śabda-s</i> - 1. फल (<i>Phal a</i>) and 2. वन (<i>Vana</i>)	
II	Introduction to <i>Rāmāyana</i> , <i>Kālidāsa</i> and his poetic works Text: <i>Raghuvamśa</i> (Canto I) Verses 1-15	
III	Introduction to the works of <i>Bhāravi</i> - Text: <i>Raghuvamśa</i> (canto I) Verses 16-30	
IV	Introduction to the works of <i>Śrī Harṣha</i> - Text: <i>Raghuvamśa</i> (Canto I) Verses 31-45	
V	Grammar: Conjugations - <i>Laṭ lakāra-s</i> – (Present tense) (i) गच्छति (<i>Gacchat i</i>) (ii) तिष्ठति (<i>Ti ṣṭhat i</i>) (iii) पठति	

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023

	<p>(<i>Paṭ hat i</i>) (i v) नृत्यति (<i>Ṇṭ yati</i>) (v) कुप्यति (<i>Kupyati</i>) (vi) कथयति (<i>Kat hayati</i>) (vi i) गणयति (<i>Ḡanayati</i>) (vi i i) अस्ति (<i>Asti</i>) (i x) करोति (<i>Karoti</i>) (x) शृणोति (<i>Śṛṇoti</i>) Indeclinables (Avyayaani) - अपि (<i>api</i>), कदा (<i>kadā</i>), च (<i>ca</i>), अद्य (<i>adya</i>), विना (<i>vi nā</i>), सह (<i>saha</i>), तत्र (<i>tatra</i>), किम् (<i>ki m</i>), यदि (<i>yadi</i>) - तर्हि (<i>tarhi</i>), यथा (<i>yat hā</i>) - तथा (<i>tat hā</i>) Prefixes (<i>Upasargas</i>) - आङ् (<i>āṅ</i>), वि (<i>vi</i>), परि (<i>pari</i>), अनु (<i>anu</i>), अधि (<i>adhi</i>), उत् (<i>ut</i>), प्रति (<i>prati</i>), उप (<i>upa</i>), प्र (<i>pra</i>) निर् (<i>ni r</i>)</p>
Book recommended for Reference	<p><i>Kalāśālā-Saṁskṛta-Sukhabodhinī - I</i> To be Published by: University of Madras, Chennai - 5</p>

Mapping with Programme Outcomes:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	S	S
CO 2	S	S	S	S	S
CO 3	S	S	M	M	S
CO 4	S	S	M	S	S
CO 5	S	S	S	S	S

S-Strong M-Medium L-Low

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023
EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024

100L2G

FOUNDATION COURSE: PART-I SANSKRIT PAPER-II

Inst.Hrs. : 6
Credits : 3

Year : I
Semester : II

Paper II – Prose, Grammar and History of Sanskrit Literature

Course Outcomes	<ol style="list-style-type: none"> 1. Understand and apply grammatical concepts in drafting sentences and paragraphs 2. Apply the rules and regulations in handling usage of Lrt lakara and Asmad Sabdah, practice exercises and identify errors 3. Form an idea of the aesthetic expressions that make Sanskrit composition get the position of pride in world literature 4. Demonstrate knowledge of various expressions of opinion, emotions, cause, effect, purpose, and hypothesis in Sanskrit 5. Appreciate the art of employment of Alankaras in a prose form of poetry 	
Course Objectives	Provide acquaintance with prose literature in Sanskrit through a study of one of the best texts of prose, which would pave the way for gaining sufficient grounding in the language	K1
	Enumerate various grammatical tenses and use them to communicate in Sanskrit language	K2
	Summarize the stories of Panchatantra and discuss in	K3
	Analyze and interpret expressions of cause, effect, purpose, and opposition in Sanskrit	K4
	Evaluate and comprehend text passages	K5
Units		
I	Introduction to Prose literature in Sanskrit Grammar: <i>ikārāntaḥ puṁliṅgaḥ śabdāḥ</i> - 1. कवि (<i>Kavi</i>) and 2. रवि (<i>Ravi</i>) <i>ikārāntaḥ strīliṅgaḥ śabdaḥ</i> - 1. मति (<i>Mati</i>) <i>ikārāntaḥ strīliṅgaḥ śabdaḥ</i> - 1. नदी (<i>Nadi</i>) <i>ikārāntaḥ napuṁsakaliṅgaḥ śabdaḥ</i> 1. वारि (<i>Vari</i>)	
II	Introduction to <i>Māhābhārata</i> , the author of बालरामायणम् (<i>Bālarāmāyaṇam</i>) and his works Text: <i>Bālakāṇḍam</i> of <i>Bālarāmāyaṇam</i>	
III	Introduction to the works of <i>Baṇa</i> (<i>Kādambarī</i> and <i>Harṣacaritam</i>), <i>Daṇḍin</i> (<i>Daśakumāracaritam</i> and <i>Avantisundarīkathā</i>) and <i>Subandhu</i> (<i>Vāsavadattā</i>)	
IV	Introduction to Historical <i>Kāvya</i> s in Sanskrit - The works of <i>Kalhaṇaḥ</i> , <i>Bilhaṇaḥ</i> , <i>Bāṇaḥ</i> and <i>Pravarasenaḥ</i>	

UNIVERSITY OF MADRAS
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V	<p>Grammar: Conjugations - <i>Lañ lakārah</i> (Past tense) (i) अगच्छत् (<i>Agacchat</i>) (ii) अतिष्ठत् (<i>Atiṣṭhat</i>) (iii) अपठत् (<i>Apaṭhat</i>) (iv) अनृत्यत् (<i>Anṛtyat</i>) (v) अकुप्यत् (<i>Akupyat</i>) (vi) अकथयत् (<i>Akat hayat</i>) (vii) अगणयत् (<i>Aganayat</i>) (viii) आसीत् (<i>Asit</i>) (ix) अकरोत् (<i>Akarot</i>) (x) अशृणोत् (<i>Aśṛnot</i>)</p> <p>Indecl i nabl es: (a) तुमुन् (<i>Tumun</i>) suffix ended words (Infinitive forms) (i) गन्तुम् (<i>Gantum</i>) (ii) स्थातुम् (<i>Stahātum</i>) (iii) पठितुम् (<i>Paṭhitum</i>) (iv) नर्तितुम् (<i>Nartitum</i>) (v) कोपितुम् (<i>Kopitum</i>) (vi) कथयितुम् (<i>Kat hayitum</i>) (vii) गणयितुम् (<i>Ganayitum</i>) (viii) भवितुम् (<i>Bhavitum</i>) (ix) कर्तुम् (<i>Kartum</i>) (x) श्रोतुम् (<i>Śrotum</i>) (b) क्त्वा (<i>Kṛvā</i>) suffix ended words (Past passive participles) (i) गत्वा (<i>Gatvā</i>) (ii) स्मृत्वा (<i>Smṛtvā</i>) (iii) गणयित्वा (<i>Ganayitvā</i>) (iv) पठित्वा (<i>Paṭitvā</i>) (v) कृत्वा (<i>Kṛtvā</i>) (c) ल्यप् (<i>Lyap</i>) suffix ended words (Past passive participles) (i) आगत्य (<i>Āgatya</i>) (ii) विस्मृत्य (<i>Vismṛtya</i>) (iii) विगणय्य (<i>Viganayya</i>) (iv) प्रपठ्य (<i>Prapaṭhya</i>) (v) अनुकृत्य (<i>Anukṛtya</i>)</p>
Book recommended for Reference	<p><i>Kalāsālā-Saṃskṛta-Sukhabodhinī - II</i> To be Published by: University of Madras, Chennai - 5</p>

Mapping with Programme Outcomes:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	M	S
CO 2	S	M	S	S	S
CO 3	S	S	S	M	S
CO 4	S	S	M	S	S
CO 5	S	S	S	S	S

S-Strong M-Medium L-Low

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023
EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024

200L3G

FOUNDATION COURSE: PART-I SANSKRIT PAPER-III

Inst.Hrs. : 6
Credits : 3

Year : II
Semester : III

Paper III – Drama, Grammar and History of Sanskrit Literature

Course Outcomes	<ol style="list-style-type: none"> 1. Be familiar with the style of the great Sanskrit Dramatist Bhasa 2. Be able to appreciate the aesthetical, social, political, cultural, etc., values expressed in prescribed composition 3. Understand the structural patterns of Sanskrit dramatic composition 4. Develop the finer and minor nuances of Nataka form of drama 5. Analyze the literary texts
UNITS	
I	Introduction to Dramaturgy – Ten types of Drama - Characteristics and features (<i>Nāndī, Sūtradhāra, Sthāpanā</i> and <i>Bharatavākyam</i>) of Sanskrit Dramas. Prose Text: <i>Karṇabhāram</i> - Page. 01 - 10 (till 10 <i>Slokās</i>)
II	Characteristics and features (<i>Vastu, Netā</i> and <i>Rasas</i>) of Sanskrit Drama - Prose Text: <i>Karṇabhāram</i> - Page. 11 - 20 (till 17 <i>Slokās</i>)
III	Authorship of 13 Trivandrum play of <i>Bhāsa</i> - Introduction to the Dramas of <i>Kālidāsa, Bhavabhūti, Harṣavardhana</i> and <i>Rājaśekhara</i> Text: <i>Karṇabhāram</i> - Page. 21 - 32 (Upto the end)
IV	Introduction to the dramatic works of <i>Viśākhadatta, Śūdraka, Bhaṭṭanārāyaṇa</i> and <i>Murāri</i> - Introduction to Allegorical dramas 1. <i>Prabodhacandrodaya</i> and 2. <i>Saṅkalpasūryodaya</i>
V	Introduction to <i>Campū</i> literature 1. <i>Bhojacampū</i> 2. <i>Viśvaguṇādarśacampū</i> and 3. <i>Nalacampū</i> Grammar – <i>Lṛṭ lakārāḥ</i> (Future tense) (i) गमिष्यति (<i>Gami śyat i</i>) (ii) स्थास्यति (<i>St hāsyat i</i>) (iii) पठिष्यति (<i>Paṭ hi śyat i</i>) (iv) नर्तिष्यति (<i>Nart i śyat i</i>) (v) कोपिष्यति (<i>Kopi śyat i</i>) (vi) कथयिष्यति (<i>Kat hayi śyat i</i>) (vii) गणयिष्यति (<i>Ganayi śyat i</i>) (viii) भविष्यति (<i>Bhavi śyat i</i>) (ix) करिष्यति (<i>Kari śyat i</i>) (x) श्रोष्यति (<i>Ś rośyat i</i>) Declensions: (<i>Sar vanānāśabdāḥ</i>) - 1. तद् शब्दः (<i>Tad śabdah</i>) i n al I gender s 2. अस्मद् शब्दः (<i>Asnad śabdah</i>) 3. युष्मद् शब्दः (<i>Yuśmad śabdah</i>)

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023

Course Objectives	Understand the structure and use of different phrases and Idioms in Sanskrit Drama and grammatical aspects of <i>Karṇabhāram</i>	K2
	Enhance one's ability to converse freely in the language, which is considered to be a specialized skill as far as the Sanskrit Language goes	K2
	Draft and summarize the literary texts	K3
	Identify and apply different grammatical peculiarities	K3
	Analyze and critically assess the literary texts	K4

Book recommended for Reference	<p style="text-align: center;"><i>Kalāśālā-Saṃskṛta-Sukhabodhinī - III</i></p> <p style="text-align: center;">To be Published by: University of Madras, Chennai - 5</p>
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Mapping with Programme Outcomes:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	M	S	S
CO 2	S	S	S	S	S
CO 3	S	M	M	S	S
CO 4	S	S	M	S	S
CO 5	S	S	S	S	S

S-Strong M-Medium L-Low

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023
 EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024

200L4G

FOUNDATION COURSE: PART-I SANSKRIT PAPER-IV

Inst.Hrs. : 6
 Credits : 3

Year : II
 Semester : IV

Paper IV – Alankara, Didactic & Modern literatures and Translation

Course Outcome	1. Apply the usage of compound words 2. Differentiate the alankaras 3. Translate the prose passages prescribed 4. Identify and apply different grammatical tenses of “Mahabharata” related translation 5. Analyze and critically assess the literary texts
UNITS	
I	Introduction to Didactic literature (<i>Pañcatantram</i> and <i>Hitopadeśah</i>) Text: The lion and the hare शशकसिंहकथा (<i>Śaśakasimhakathā</i>) from <i>Pañcatantram</i> and The jackal and the elephant शृगालहस्तिकथा (<i>Śrgālahastikathā</i>) a story from <i>Mitralābhaḥ</i> of <i>Hitopadeśah</i>
II	<i>Alaṅkārah</i> - i. <i>Upamā</i> , ii. <i>Rūpakam</i> , iii. <i>Ullekhaḥ</i> , iv. <i>Utprekṣā</i> and v. <i>Vyatirekaḥ</i>
III	Introduction to Modern literature - Introduction to अर्थशास्त्रम् (<i>Artha śāstram</i>) of चाणक्यः (<i>Cāṇakyaḥ</i>) - Introduction to मयमतम् (<i>Mayamatam</i>) - Introduction to नीतिद्विषष्टिका (<i>N t i d v i ṣ a ṣ ṭ h i k ā</i>) - <i>S l o k ā s</i> - 1 t o 10 - I n t r o d u c t i o n t o t h e l i f e h i s t o r y o f श्रीआदिशङ्कराचार्यः (<i>Śrī -Ādi śaṅkar ācār yaḥ</i>), श्रीरामानुजाचार्यः (<i>Śrī Rāmānuj ācār yaḥ</i>) and श्रीमध्वाचार्यः (<i>Śrī Mādhvācār yaḥ</i>)
IV	Introduction to Modern literature in Sanskrit - Text: तिरुक्कुरळ् संस्कृतानुवादः (Sanskrit translation of Tirukkural) <i>Slokās</i> 1 to 10 ईश्वरवन्दनम् (<i>Kaḍavul Vāzhththu</i>) by कलियन् रामानुजजीयर् (<i>Kaliyan Rāmānujajīyar</i>) नालडियार् (<i>Nālaḍiyār</i>) translated by श्री एस्. एन्. रामदेशिकः (<i>Śrī S N Rānadeśi ka</i>) - <i>S l o k ā s</i> : 1 t o 5
V	Translation from prose section Unit - I stories Grammar: Conjugation - <i>Loṭ lakārāḥ</i> (Imperative mood) (i) गच्छतु (<i>Gacchat u</i>) (ii) तिष्ठतु (<i>Ti ṣ ṭ hat u</i>) (iii) पठतु (<i>Paṭ hat u</i>) (iv) शृणोतु (<i>Śr ṇ ot u</i>) (v) करोतु (<i>Kar ot u</i>)

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
SYLLABUS WITH EFFECT FROM 2022-2023

Course Objectives	Demonstrate the usage of connecting words	K2
	Understand the alankaras which are used in devotional lyrics	K2
	Draft and summarize the literary texts	K3
	Identify the meaning, types of figure of speech of the prescribed text	K3
	Analyze and critically assess the literary texts	K4

Book recommended for Reference	<i>Kalāsālā-Saṃskṛta-Sukhabodhinī - IV</i> To be Published by: University of Madras, Chennai - 5
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Mapping with Programme Outcomes:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	S	S	M	S	S
CO4	S	M	S	S	S
CO5	S	S	S	S	M

S-Strong M-Medium L-Low

UNIVERSITY OF MADRAS U.G. AND FIVE YEAR INTEGRATED PG DEGREE PROGRAMS FOUNDATION COURSE: PART I – ARABIC <small>(EXISTING SYLLABUS (22-23) FOLLOWED FROM THE ACADEMIC YEAR 2023-2024)</small>	
Programme:	U.G. AND FIVE YEAR INTEGRATED P.G. DEGREE PROGRAMS FOUNDATION COURSE: PART I – ARABIC
Programme Code:	BFC-LA23
Duration:	4 Semesters
On successful completion of this program, the graduates are expected to achieve the following:	
Programme Outcomes:	<ol style="list-style-type: none"> 1. Acquire the knowledge of the structure of Arabic words 2. Acquaint with the knowledge of basic Arabic grammar 3. Become familiar with the knowledge of phonetic system of Arabic language 4. Able to communicate in Arabic 5. Have the knowledge of moral values in the light of Quran and Hadith
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. Understand the sounds and phrasing of Arabic language. 2. Learn the basic Arabic grammar 3. Develop communication skills in Arabic 4. Acquire new vocabulary in Arabic 5. Learn the moral values of the Holy Quran and Sunnah

List of Courses:

Semester	Course Code	Title of the Course	Foundation Course	Credits
I	100L1H	Paper I : Prose	FC	3
II	100L2H	Paper II : Grammar	FC	3
III	200L3H	Paper III : Communication Skill in Arabic	FC	3
IV	200L4H	Paper IV : Quran and Hadith	FC	3

Course I	Course Code	Title of the Course	Credits
FC	100L1H	Paper I : Prose	3
Course Outcomes	<ol style="list-style-type: none"> 1. Understand the correct pronunciation of Arabic letters 2. Understand the structure-based composition. 3. Acquire new vocabulary in Arabic 4. Read the Arabic sentences without diacritical marks 5. Able to write the simple sentences in Arabic without errors. 		
Pre-requisites, if any:	Nil		
Course Objectives	<ol style="list-style-type: none"> 1. Understand basic Arabic grammar. 2. Understand the structure of Arabic language. 3. Employ sentence making. 4. Enhance vocabulary. 5. Improve reading and writing skills. 		
Units			
I	(دروس اللغة العربية لغير الناطقين بها، الجزء الأول، الدكتور ف. عبد الرحيم) من الدرس الأول إلى الدرس الرابع		
II	من الدرس الخامس إلى الدرس الثامن		
III	من الدرس التاسع إلى الدرس الثالث عشر		
IV	من الدرس الرابع عشر إلى الدرس الثامن عشر		
V	من الدرس التاسع عشر إلى الدرس الثالث والعشرين		

Prescribed Text Book	دروس اللغة العربية لغير الناطقين بها، الجزء الأول، الدكتور ف. عبد الرحيم Duroos Al-Lugha Al-Arabiyya – Part I, By Dr. V. Abdur Rahim
Reading List (Print and online)	معجم الكلمات الواردة في دروس اللغة العربية لغير الناطقين بها مفتاح دروس اللغة العربية لغير الناطقين بها القراءة الراشدة – الشيخ أبو الحسن علي الحسيني الندوي القراءة المفيدة – الدكتور محمد يوسف كوكن العمري منهاج العربية – السيد النبي حيدرآبادي www.alnahw.com

Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO	3	3	3	2	1

3-Strong 2-Medium 1-Low

Course II	Course Code	Title of the Course	Credits
FC	100L2H	Paper II : Grammar	3
Course Outcomes	<ol style="list-style-type: none"> 1. Able to use basic grammatical structure. 2. Develop reading skills and reading speed 3. Acquire new vocabulary in Arabic 4. Understand the different types of sentences. 5. Able to construct simple sentences in Arabic 		
Pre-requisites, if any:	Nil		
Course Objectives	<ol style="list-style-type: none"> 1. Understand basic Arabic grammar. 2. Understand the correct usage of Arabic grammar. 3. Employ sentence making. 4. Enhance vocabulary. 5. Improve reading and writing skills. 		
Units			
I	(قواعد اللغة العربية الأساسية، الدكتور سيد رحمة الله) من الدرس الأول إلى الدرس الرابع		
II	من الدرس الخامس إلى الدرس الثامن		
III	من الدرس التاسع إلى الدرس الثاني عشر		

IV	من الدرس الثالث عشر إلى السادس عشر
V	من الدرس السابع عشر إلى الدرس العشرين
Prescribed Text Book	قواعد اللغة العربية الأساسية، الدكتور سيد رحمة الله Basic Arabic Grammar, By Dr. Syed Rahmathullah
Reading List (Print and online)	النحو الواضح – علي الجارم ومصطفى أمين دليل النحو الواضح – الدكتور بشير أحمد جمالي سهل العوامل – الدكتور تاج الدين المناني النحو الميسر للكبار والصغار – علي محمود عقيلي القواعد التطبيقية في اللغة العربية – الدكتور نديم دعكور www.alnaww.com

Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO	3	3	3	3	1

3-Strong 2-Medium 1-Low

Course III	Course Code	Title of the Course	Credits
FC	200L3H	Paper III : Communication Skill in Arabic	3
Course Outcomes	<ol style="list-style-type: none"> 1. Understand the basics of Arabic language. 2. Learn the structure of Arabic words. 3. Familiarize with the phonetic system of Arabic. 4. Able to communicate in Arabic 5. Able to translate from Arabic to English and vice versa 		
Pre-requisites, if any:	Nil		
Course Objectives	<ol style="list-style-type: none"> 1. Understand the sounds and phrasing of Arabic language. 2. Acquire new vocabulary and apply in context. 3. Develop communication skills in Arabic. 4. Understand the different aspects of communication. 5. Learn to communicate in everyday interactions. 		
Units			
I	(الكتاب الأساسي في تعليم اللغة العربية لغير الناطقين بها، الجزء الأول – السعيد محمد بدوي وفتحي علي يونس) التعارف – في المطار (١)		
II	في الفندق – في المطعم		
III	في البنك – عند الطبيب (١)		

IV	في الطريق - في مكتب البريد
V	في السوق (١) - في السوق (٢)
Prescribed Text Book	<p>الكتاب الأساسي في تعليم اللغة العربية لغير الناطقين بها، الجزء الأول - السعيد محمد بدوي وفتححي علي يونس</p> <p>Al Kitaab Al Asaasi Fi Taleem Al Lughha Al Arabiyya Li Ghair An Naatiqeena Biha - Part I, By Sayeed Muhaamad Badawi and Fathi Ali Yunus</p>
Reading List (Print and online)	<p>A Practice Book on Gulf Arabic, By Dr. Abdul Jaleel. T</p> <p>Arabic Conversation Book, By Mohd. Harun Rashid and Khalid Perwez</p> <p>A Hand book of Commercial Arabic by Dr. Aboobacker K.P</p> <p>العربية لغير العرب - د. مصطفى حسن الرئيس، الأزهر</p> <p>العربية للحياة - جامعة الملك سعود</p> <p>القراءة العربية لغير العرب - وزارة التربية بالكويت</p> <p>www.talkinarabic.com</p>

Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO	3	3	3	2	1

3-Strong 2-Medium 1-Low

Course IV	Course Code	Title of the Course	Credits
FC	200L4H	Paper IV : Quran and Hadith	3
Course Outcome	<ol style="list-style-type: none"> 1. Know the principal textual sources of the Islamic tradition: The Qur'an and the Hadith. 2. Know the role of Quran and Hadith in the synthesis of Islamic faith and practice. 3. Understand the structure of Arabic grammar through Quran and Hadith. 4. Understand the methodology of translation of Quran and Hadith. 5. Understand the moral values of Quran and Hadith 		
Pre-requisites, if any:	Nil		
Course Objectives	<ol style="list-style-type: none"> 1. Know the importance of Quran and Hadith. 2. Understand the style of Quran and Hadith. 3. Understand the role of Quran and Hadith in the Islamic faith and law. 		

	<p>4. Know the structure of Arabic grammar through the examples from Quran and Hadith.</p> <p>5. Learn the cultural and moral values.</p>
Units	
I	<p>(١. سورة لقمان من القرآن الكريم ٢. أحاديث سهلة للدكتور ف. عبد الرحيم)</p> <p style="text-align: right;">سورة لقمان</p> <p style="text-align: right;">من الآية ١ إلى الآية ١٠</p>
II	من الآية ١١ إلى ٢٠
III	من الآية ٢١ إلى ٣٤
IV	<p style="text-align: right;">أحاديث سهلة</p> <p style="text-align: right;">من الحديث ١ إلى الحديث ١٠</p>
V	من الحديث ١١ إلى الحديث ٢٠
Prescribed Text Book	<p style="text-align: right;">١. سورة لقمان من القرآن الكريم</p> <p style="text-align: right;">٢. أحاديث سهلة للدكتور ف. عبد الرحيم</p> <p>1) Sooratu Luqman</p> <p>2) Ahadeeth Sahlah By Dr. V. Abdur Rahim</p>
Reading List (Print and online)	<p>Tafsir Al-Jalalain</p> <p>The Noble Quran, Dr. Muhammad Muhsin Khan and Muhammad Taqi-Ud-Dhin Al-Hilali</p> <p style="text-align: right;">الأربعون النووية</p> <p style="text-align: right;">نصوص من الحديث النبوي الشريف، الدكتور ف. عبد الرحيم</p>

شرح أحاديث سهلة، الدكتور ش. عبد المالك

<https://quran.com/>

<https://sunnah.com/nawawi40>

Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO	1	2	3	3	3

3-Strong

2-Medium

1-Low

UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated - SEMESTER – I

Foundation Course in French: Prescribed Text and Grammar-I

Course Outcomes	<ol style="list-style-type: none"> 1. Introduce oneself and talk about one's likes and dislikes 2. Invite someone, to accept or deny an invitation 3. Making purchases at the market 4. Recall and remember the usage of grammatical tenses in constructing sentences in a dialogue. 5. Apply the learnt grammar rules in practice exercises to improve their understanding 		
Course	Foundation Course in French	Course Code	100L1K
Title of the Course:	Prescribed Text and Grammar-I		
Credits:	3		
Pre-requisites, if any:	---		
Course Objectives	Identify the basic French sentence structure		K1
	Define and describe the various grammatical tenses and use them to communicate in French		K2
	Examine the various documents presented and discuss and reply to the questions asked on it		K2 and K3
	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French		K4
	Evaluate the grammatical nature present in passages		K5
Units			
I	Unité 1: Salut ! Unité 2: Enchanté!		
II	Unité 3: J'adore !		
III	Unité 4: Tu veux bien ?		
IV	Unité 5: On se voit quand ?		
V	Unité 6: Bonne idée !		
Prescribed Text	Régine Mérieux & Yves Loiseau, Units 1-6 of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	M	L	S	M	L	S	S	S	M	S	M
CO2	S	M	M	L	M	M	L	S	S	S	S	S	M
CO3	M	S	S	M	M	M	L	S	M	M	M	S	M
CO4	S	M	M	L	S	M	L	S	S	S	M	S	M
CO5	S	M	M	L	M	M	L	S	S	S	S	S	M

S-Strong M-Medium L-Low

UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

SEMESTER I

Title of the Paper : Prescribed Text and Grammar-I

Prescribed textbook : Régine Mérieux & Yves Loiseau, **Units 1-6 of *Latitudes 1*** (Indian Edition), Paris, Didier, 2017.

Questions not to be asked from the Autoévaluation and Préparation au DELF

Paper setters are to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.

QUESTION PAPER PATTERN

Time : 3 Hours

Maximum Marks : 75

Section A (10 x 2 = 20 Marks)

Answer any TEN questions

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

Section B (5 x 5 = 25 Marks)

Answer any FIVE questions

8 Grammar exercises to be given from the prescribed textbook

Section C (3 x 10 = 30 Marks)

Answer any THREE

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

FIRST YEAR - SEMESTER I PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L1ZU	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To enable learners to acquire self awareness and positive thinking required in various life situations.									
LO2	To help them acquire the attribute of empathy									
LO3	To assist them in acquiring creative and critical thinking abilities									
LO4	To enable them to learn the basic grammar									
LO5	To assist them in developing LSRW skills									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
I	SELF-AWARENESS(WHO)&POSITIVE THINKING(UNICEF) Life Story 1.1 Chapter 1 from Malala Yousafzai, I am Malala 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi Poem 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore 1.4 Love Cycle – Chinua Achebe							20		
II	EMPATHY Poem 2.1 Nine Gold Medals – David Roth 2.2 Alice Fell or poverty – William Wordsworth Short Story 2.3 The School for Sympathy – E.V. Lucas 2.4 Barn Burning – William Faulkner							20		
III	CRITICAL & CREATIVE THINKING Poem 3.1 The Things That Haven't Been Done Before – Edgar Guest 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost							20		

UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH SYLLABUS WITH EFFECT FROM 2023-2024

	Readers Theatre 3.3 The Magic Brocade – A Tale of China 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)	
IV	Part of Speech 4.1 Articles 4.2 Noun 4.3 Pronoun 4.4 Verb 4.5 Adverb 4.6 Adjective 4.7 Preposition	15
V	Paragraph and Essay Writing 5.1 Descriptive 5.2 Expository 5.3 Persuasive 5.4 Narrative Reading Comprehension	15
Course Outcomes		
Course Outcomes	On completion of this course, students will:	
CO1	Acquire self awareness and positive thinking required in various life situations	PO1,PO7
CO2	Acquire the attribute of empathy.	PO1,PO2,PO10
CO3	Acquire creative and critical thinking abilities.	PO4,PO6,PO9
CO4	Learn basic grammar	PO4,PO5,PO6
CO5	Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.	PO3,PO8
Text books (Latest Editions)		
1.	Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.	
2.	M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.	
3.	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.	
4.	N.Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.	
5.	Aaron Shepard. Stories on Stage, Shepard Publications, 2017.	
6.	J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.	

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FOUNDATION COURSE: ENGLISH
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Web Resources	
1	Malala Yousafzai. I am Malala (Chapter 1) https://archive.org/details/i-am-malala
2	M.K Gandhi. An Autobiography or The Story of My Experiments with Truth(Chapter-1)- Rupa Publication, 2011 https://www.indiastudychannel.com/resources/146521-Book-Review-An-Autobiography-or-The-story-of-my-experiments-with-Truth.aspx
3	Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings) https://www.poetryfoundation.org/poems/45668/gitanjali-35
4	Aaron Shepard.Stories on Stage, Shepard Publications, 2017 https://amzn.eu/d/9rVzINv
5	J C Nesfield. Manual of English Grammar and Composition. https://archive.org/details/in.ernet.dli.2015.44179

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to POS	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

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Title of the Course		INTRODUCTION TO PSYCHOLOGY-I					
Paper Number		CORE I					
Category	Core	Year	I	Credits	5	Course Code	140C1A
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview and understanding of the Origins, Goals, Research Methods and Fields of Specialization in Psychology. ● The basic principles of sensation for vision, hearing, smell, taste and bodily senses. ● The principles of Perception and Illusion. ● Learning theories highlighting on the principles of Classical and Operant Conditioning and Observational Learning. ● Emotions and theoretical perspectives of emotions. 					
Course Outline		<p>Unit I: Introduction to Psychology: Definition of Psychology. Nature of Psychology. Origin of Psychology. Philosophical origins: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Brief history of modern scientific Psychology: Structuralism, Functionalism, Behaviourism, Gestalt psychology, Piaget, Psychoanalysis, Cognitive approach. Scientific approach to Psychology.</p>					
		<p>Unit II: Scope of Psychology: Goals of Psychology. Role of a psychologist in society. Branches of Psychology: Clinical Psychology, Industrial Psychology, Counselling Psychology, Developmental Psychology, Social Psychology, Positive Psychology, Sports Psychology, Health Psychology, Criminal Psychology, Gender Psychology, Biopsychology.</p>					
		<p>Unit III: Attention, Sensation & Perception: Attention: Definition, Factors affecting attention, Set in attention. Sensation: Definition, Types of sensation, Elements of Sensation. Perception: Definition, Gestalt Laws, Subliminal perception, ESP</p>					
		<p>Unit IV: Learning: Characteristics of Learning. Classical conditioning (Pavlov) - Principles involved, Significance, Operant Conditioning (B.F Skinner) – Principles involved, Significance, Trial and Error (Thorndike) Conditioning – Principles Involved, Significance, Insight learning (Kohler)- Principles Involved, Significance, Social Learning Theory (Bandura)- – Principles Involved, Significance.</p>					

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Course Outline	<p>Unit V: Emotion: Definition. Nature. Types. Physiological Responses Arousal and Emotional Intensity. Theories: James Lange Theory, Cannon Bard Theory, Schachter-Singer Theory, Richard Lazarus' Theory.</p> <p>Communication of Emotion: Emotional Expression, Characteristics, Innate Expression of Emotions, Social Aspects of Emotional Expressions.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the internal Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
Recommended Text	<p>Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd</p> <p>Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc.</p> <p>Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd</p> <p>Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers.</p> <p>Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd</p>
Reference Books	<p>Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill.</p> <p>Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York.</p> <p>Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co.</p> <p>Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co</p> <p>Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi</p>

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Website and e-Learning Source	Frontiers in Psychology (https://www.frontiersin.org/journals/psychology) Archives of Scientific Psychology (https://psycnet.apa.org/PsycARTICLES/journal/arc/6/1) BMC PSYCHOLOGY (https://bmcpshology.biomedcentral.com/) https://www.psywww.com/careers/specialt.htmlwww.worthpublishers.com/hockenbury https://courses.lumenlearning.com/ws-u-sandbox/chapter/gestaltprinciples-of-perception/
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** Acquire knowledge on the history, methods and special areas in the field of Psychology
- **CO2 (K3)** Explain sensory systems through which information processing happens
- **CO3 (K4)** Relate the process of attention to perception and infer how we make sense of the world around us
- **CO4 (K5)** Critically examine the process of learning
- **CO5 (K1, K4)** Gain insight into complex emotional experiences of human being and analyse the experience of self in day to day life.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	2	3	1	2
CO2	3	2	2	1	3	1
CO3	3	2	3	1	3	2
CO4	1	3	2	2	3	1
CO5	1	2	3	2	3	3

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Title of the Course		BIOLOGICAL PSYCHOLOGY					
Paper Number		CORE II					
Category	Core	Year	I	Credits	5	Course Code	140C1B
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<p>To place emphasis on the perspectives and research methods of Biological Psychology.</p> <p>To examine the structure and Communication of the cells of the nervous system and synaptic transmission.</p> <p>To understand the role of brain in regulating temperature, thirst and hunger</p> <p>To examine the nature and functions of the endocrine glands.</p> <p>To examine the causes of brain damage and its effect on behaviour</p>					
Course Outline		<p>UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</p> <p>Introduction – Meaning of Biological Psychology, Biological explanation of behaviour, Mind Brain relationship, Recording brain activity, Research methods.</p>					
		<p>UNIT II: BASICS OF NERVOUS SYSTEM AND NEUROTRANSMISSION</p> <p>Development of nervous system, Central Nervous System, Peripheral Nervous System; Neurons – Structure, types; Brain – Structure, Divisions, Glial cells, Cerebrospinal fluid, Blood Brain barrier; Neurotransmitters – Meaning, Types, Events at synapse; Membrane Potential – Action potential and Resting potential.</p>					
		<p>UNIT III: REGULATION OF INTERNAL BODY STATES</p> <p>Temperature – Homeostasis, Allostasis, Temperature regulations and Behaviour; Thirst – Maintaining water balance, Causes of thirst, Osmotic thirst and hypovolemic thirst; Hunger – Physiological mechanisms of hunger and satiety, Role of Hypothalamus.</p>					

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Course Outline	<p>UNIT IV: HORMONES AND BEHAVIOUR</p> <p>Hormones: Introduction and Definition. Principles of Hormones. Neural versus Hormonal Communication. Hormones: Classification by Chemical Structure. Endocrine Glands and its Specific Hormones: The Pituitary Gland; The Adrenal Gland; The Thyroid Gland; The Gonads; The Pineal Gland; The Pancreas and The Parathyroid Glands.</p> <p>UNIT V: BRAIN DAMAGE</p> <p>Causes of Brain damage, Neurodegenerative diseases, Stress and illness.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Analytical ability, Professional Competency, and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Kalat, J.W. (2011). <i>Biopsychology</i>. Delhi, India: Cengage Learning India Private Limited. 2. Pinel, J. (2007). <i>Biopsychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd.
Reference Books	<ol style="list-style-type: none"> 1. Rosenweig, Breedlov, Leiman(2002) : Biological psychology, 2. 3rd edition, Sinaven Associate, Inc 3. Carlson, N.R. (2007). <i>Foundations of physiological psychology</i>. New Delhi, India: Pearson India Education Services Pvt Ltd. 4. Levinthal, C.F. (1996). <i>Introduction to Physiological Psychology</i> (3rded.)Prentice-Hall ofIndia Pvt. Ltd. 5. Psychology, 6th Edition, Tata McGraw Hill, New Delhi 6. Barnes, J. (2013) <i>Essentials of Biological Psychological</i>. New Delhi: Sage Publications Pvt Ltd 7. Bremnar, J.D. (2005) <i>Brain Imaging Handbook</i>. New York: W.W Norton & Company Inc.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. Behavioural and Brain Functions (https://behavioralandbrainfunctions.biomedcentral.com/) 2. Biological Psychology (https://www.journals.elsevier.com/biological-psychology) 3. http://www.ecpdu.net/htmlfiles/uploads/2015/01/researchmethods-in-biopsychology.pdf 4. https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/overview-of-neuronstructure-and-function 5. https://www.khanacademy.org/science/biology/humanbiology/neuron-nervous-system/a/the-synapse
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COURSE OUTCOMES

On successful completion of the course, students will be able to

- CO1 (K2)** Describe recent research methods and perspectives on the emerging field of Behavioural neuroscience and the reciprocal relationship between brain and behaviour.
- CO2 (K2)** Understand anatomy and functions of the basic cell of the nervous system and explain the process of communication between neurons
- CO3 (K4)** To understand and analyse the regulations of internal body states.
- CO4 (K1, K4)** To understand the function of endocrine glands and relate the knowledge to Analyse various human behaviour.
- CO5 (K2)** Describe the complex orchestrated functioning of the nervous system describe the manifestation of biological deficits in behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2	3	1	2
CO2	2	3	1	1	3	1
CO3	1	2	3	2	3	2
CO4	1	3	2	2	3	1
CO5	2	1	1	2	3	3

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Title of the Course		Building Psychological Capital					
Paper Number		ELECTIVE I (Discipline specific)					
Category	Elective	Year	I	Credits	5	Course Code	140E1A
		Semester	I				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		3	1	--	4		
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview of positive psychology and Psychological capital. ● The basic of Self efficacy and ways to strengthen individuals Self efficacy to enhance performance. ● The differentiation of hope and hopelessness and its impact on mental state and strategies to imbibe hope. ● To understand the various spectrums of optimism and locus of control. ● To examine Resilience and 7 C's Model of resilience. 					
Course Outline		<p>UNIT1: INTRODUCTION The need for a different approach, positive vs negative approach, contributions of positive psychology, psy cap in relation to job satisfaction motivation and performance</p> <p>UNIT 2: PSYCAP EFFICACY Definition, key ingredients of efficacy, ways to strengthen efficacy</p> <p>UNIT 3: PSYCAP HOPE Definition of hopelessness, effects of hopelessness, hopelessness and depression, ways to improve hope</p> <p>UNIT 4: PSYCAP OPTIMISM Definition of optimism in locus of control, ways to develop optimism, dispositional optimism, explanatory style</p> <p>UNIT 5: PSYCAP RESILIENCE Definition, ways to develop resilience 7 C's model of resilience, qualities of a resilient PERSON.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Fred Luthans., Carolyn, M. Youssef— Morgan. & Bruce, J. Avolio. (2015), Psychological Capital and beyond, New York: Oxford University Press. 2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). Oxford University Press. New York. 3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths. New York: Routledge.
Reference Books	<ol style="list-style-type: none"> 1. Avolio. (2006), Psychological Capital: Developing the Human Competitive Edge, New York: Oxford University Press. 2. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt ltd.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. PSYCAP https://positivepsychology.com/psychologicalcapital-psycap/ 2. Self -efficacy https://www.verywellmind.com/what-is-selfefficacy-2795954 3. 7c's of Resilience https://summitcounseling.org/7-cs-ofresilience/ 4. https://www.mathewsopenaccess.com/full-text/optimismpessimism-and-its-relationship-with-locus-of-control-amongchildren-and-adolescents

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K4)** – To analyse the positive and negative approach and its effect on work determinants like, job motivation, satisfaction and performance.
- **CO2 (K2)** – To understand the role of self-efficacy and ways to improve it.
- **CO3 (K2)** – To distinguish the various conditions that implicate in developing hope and hopelessness and analyse ways to inculcate hope and build mental well-being.
- **CO4 (K2)** – To distinguish the ways to build optimism and locus of control for better performance.
- **CO5 (K3, K4)** – To analyse and apply 7C’s Model of Resilience.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	3	1	2
CO2	1	3	2	2	3	1
CO3	2	1	3	3	3	2
CO4	1	3	2	1	3	2
CO5	2	2	2	1	3	3

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Title of the Course		BASICS OF HEALTH CARE MANAGEMENT					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0A
		Semester	I/II				
Instructional Hours		Lecture	Tutorial		Lab Practice	Total	
Per week		2	--		--	2	
Pre-requisite							
Course Outline		<p>UNIT I: PERSONAL (SELF) HEALTH CARE Personal Hygiene – Personal Diet pattern – Self health maintenance by yoga and other spiritual practice – Drills Activity – Prepare a personalised balanced diet plan for yourself</p> <p>UNIT II: FAMILY HEALTH CARE Family hygiene – group health care by vaccination – propitiation and prevention – Sanitation and diet patterns Activity – Collect the vaccination schedule chart from a hospital and describe the illnesses that can be prevented by vaccination</p> <p>UNIT III: COMMUNAL HEALTH CARE Mass – Hygiene (Social Hygiene) – Environmental Hygiene - Communal health care centres – Hospitals – Statistical bodies - Government and Non government organizations (NGO) for propagation of nutritious diet patterns - maintained by voluntary health organizations and government schemes. Activity – Visit an NGO that deals with diet patterns of the community.</p> <p>UNIT IV: HEALTH AWARENESS Health awareness programme organized by governmental and non governmental agencies. Communal amenity programme. Activity – Create an awareness program in a community for health awareness</p> <p>UNIT V: HEALTH DISASTER MANAGEMENT First Aid – Disaster management techniques like epidemic eruption control, management and eradication. Activity – Write a report on a natural calamity that has happened in the past and the measures taken by the government and local community to gtackle the issue.</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Social and preventive Medicine, K. Park, Brimnot publishers
ReferenceBooks	Buchbinder, Nancy H. Shanks (2016). Introduction to Health Care Management. Jones & Bartlett Publishers. Gupta S. D. (2022). Healthcare System Management: Methods and Techniques. Springer.
Website and e-Learning Source	https://www.coursera.org/articles/health-care-management https://www.careers360.com/courses/health-care-management-course https://www.pearson.com/pathways/areas-work-study/health-care-management.html https://apo.who.int/publications/i/item/india-health-system-review

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K 1)** know about Health care Management.
- **CO2 (K 2)** interpret insights about Family and Communal health
- **CO3 (K 2)** describe the advancements happening in community health
- **CO4 (K 4)** analyse various health awareness initiatives in India
- **CO5 (K 2)** explain disaster management techniques

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	2	2	3	2
CO2	3	3	1	3	3	2
CO3	2	2	2	2	3	1
CO4	1	2	2	2	3	2
CO5	2	2	1	1	3	3

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Title of the Course		INTRODUCTION TO CRIME PREVENTION					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0B
		Semester	I/II				
Instructional Hours		Lecture	Tutorial	Lab Practice	Total		
Per week		2	--	--	2		
Pre-requisite							
Course Outline		<p>Unit I: Introduction History of crime prevention – Definitions and key concepts – Types of crime prevention – Fear of crime Activity: Trace history of Crime corrective action in India</p> <p>Unit II: Crime Prevention Methods: Punitive, defence, intervention, mechanical, mass, clinical, group relations’ – Crime Prevention Through Environmental Design (CPTED) – Reducing first offenders and recidivism – Situational crime prevention Activity: Prepare a report on Number of First Time Offenders in Tamil Nadu</p> <p>Unit III: Traditional Programmes Police information centres – ‘May I Help You’ kiosks – Community policing – Intervention programmes – Patrolling and beats – Intelligence –Surveillance Activity: Visit a May I help you Kiosk and observe their activities</p> <p>Unit IV: Modern Programmes Public relations campaign – Potential victim protection – De-motivating potential offenders – Socialization of youth at risk – Programmes aimed at slums and disruptive family situations – Disaster management and recovery Activity: Analyse the measures taken by TN Police to minimise offence</p> <p>Unit V: Crime Prevention Organizations Role of Boys Clubs – Friends of Police – Community Watch – Neighbourhood Watch – Delinquency prevention – Role of NGOs in crime prevention –Prevention of Crime and Victim Care (PCVC) Activity: Visit an NGO that works towards crime prevention and submit a report</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Braga A.A. (2014) Problem-Oriented Policing. In: Bruinsma G., Weisburd D. (eds) Encyclopaedia of Criminology and Criminal Justice. New York: Springer. Bullock, K., Clarke, R., & Tilley, N. (2012). Situational prevention of organised crimes. London: Routledge. Shaftoe, H. (2004). Crime prevention: Facts, fallacies and the future. New York: Palgrave Macmillan
Reference Books	Fennelly, L., & Perry, M. (2018). CTPED and Traditional Security Countermeasures: 150 Things You Should Know. London: CRC Press. Goldstein, H. (1990). Problem-oriented policing. New York: McGraw Hill. Hughes, G. (2002). Crime prevention and community safety: New directions. London: Sage. Peak, K., & Glensor, R. (1996). Community policing and problem solving: Strategies and practices. Upper Saddle River, NJ: Prentice Hall.
Website and e-Learning Source	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001807/M027584/ET/1521106050E-TEXT.pdf https://indianlawportal.co.in/crime-prevention/ https://www.legalserviceindia.com/legal/article-2096-history-of-criminal-law-procedure-and-criminal-justice-reforms-in-india.html https://ncrb.gov.in/en/crime-india

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Trace the history of crime prevention and understand the definition, concepts and the various types of crime prevention strategies.
- **CO2 (K2)** Understand the traditional crime prevention methods and programmes involving community policing.
- **CO3 (K5)** Evaluate the traditional crime prevention techniques in the society
- **CO4 (K2)** Describe the modern crime prevention initiatives to address the crime problem in society
- **CO5 (K2)** Explain the various crime prevention organizations that aim to prevent and reduce crime.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	3	2
CO2	2	1	1	1	3	3
CO3	2	2	1	2	3	2
CO4	2	2	1	2	3	2
CO5	2	1	2	2	3	2

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Title of the Course		CHILD RIGHTS					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140SOC
		Semester	I/II				
Instructional Hours		Lecture	Tutorial	Lab Practice	Total		
Per week		2	--	--	2		
Pre-requisite							
Course Outline		<p><u>Unit 1 - Child in India</u> A demographic profile of the child in India-Needs of Children in India- Realizing Children's rights in India Activity - Create a timeline of historical events regarding the child rights in India</p> <p><u>Unit II Problems of Children</u> Children in Special Circumstances: The Destitute Child, the Delinquent Child, Street Children, School dropouts, Children with HIV/AIDS, Foeticide, Infanticide, Child Labor, Child Abuse and Children Trafficking; Children in need of Special Care: The Disabled Child. Activity - Create a short video focusing on the problems of Children- its causes and ways to overcome them.</p> <p><u>Unit III - Health and Educational Services</u> Health Services: Health and Nutritional services for the child in India – ICDS Project, School health Programmes Educational Service: Government and Non-governmental programmes and alternate Strategies for education of the rural and urban child in India Activity - Create an awareness session in the nearby community (Preferably a rural area/Chennai Government Schools/Villages/ Tribes etc.) on child rights- Study a Child Rights Activist from Tamil Nadu</p> <p><u>Unit IV - Provisions for Protection of Child Rights.</u> U.N Charter on the Rights of the Child, Indian Constitution and Children's Rights, National Policy for Children, Juvenile Justice (Care and Protection of Children) Act,</p>					

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	<p>2000</p> <p>Legal provisions in India relating to the Children-National Commission for Protection of Child Rights</p> <p>Activity - Discuss the global child right conflicts and events in the classroom- Enact a role play on the provisions given by “The Constitution of India” related to Children.</p> <p>Unit V Role of GO’s & NGOs in advocacy of child rights.</p> <p>Governmental & Non-Governmental Programmes for Children, Role of Social Workers in ensuring child rights</p> <p>Activity - As a group, with the help of an NGO, conduct an awareness session in Schools/ Colleges (Any one)</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<p>Brandon, M., Schofield, G, and Trinder, L., (1998), Social Work With Children, New York; Palgrave.</p> <p>Colton, M., Sanders, R., and Williams, M., (2001), An Introduction to Working with Children – A Guide for Social Workers, New York; Palgrave Macmillan.</p> <p>Devasia, Leelama and Devasia, V., V.,(1991), Girl Child in India, Ashish Publishing House, New Delhi.</p> <p>Draucker, Burke, Claire, (1992), Counselling Survivors of Childhood Sexual Abuse, Sage Publications, New Delhi Kakhar.</p>
<p>Reference Books</p>	<p>Anantha, Raman, Sita, (1996), Getting Back to School. Social Reform in Tamil Districts, 1870 – 1930, Stree,</p>

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	<p>Calcutta.</p> <p>Defence for Children International,(1997) International Standards Concerning the Rights of the Child, Geneva.</p> <p>Helfer, E., Ray and Kempe, Henry, C., The Battered Child, Second Edition, The University of Chicago Press, Chicago.</p> <p>Indian Council for Child Welfare, (1995), Adoption, ICCW Journal.</p> <p>Indian Council for Child Welfare, (1997), Twenty Years of ICDS, ICCW Journal, July – December 1995.</p> <p>1Merrick, D., (2006), Social Work and Child Abuse – Still Walking the Tight Rope; London Routledge.</p> <p>M.S.Swaminathan Research Foundation, (1994), Policy of Young Children In Tamil Nadu.</p> <p>M.S.Swaminathan Research Foundation & NIPCCD, (1995), Learning from Innovations – Report of a Consultation on Innovative Approach in Early Childhood Care and Education.</p> <p>Park, K.,(1997), Parks Text Book of Preventive Medicine, Banarsidas Bhanot Publishers, Delhi.</p> <p>Pati, R., N., (1991), ed., Rehabilitation of Child Laborers in India, Ashish Publishing House, New Delhi.</p> <p>Praskash, Ved,(1993), School Education in Rural India, Mittal Publications, New Delhi.</p> <p>Rane, Asha,(1994), ed., Street Children - A Challenge to the Social Work Profession, TISS.</p> <p>Shanmugavelayuthm, (1995) K. Social Legislation and Social Change, Chennai , VazhaValmudan publishers</p> <p>Sharma, Ram, Nath and Sharma, Rachana, (2006), Child Psychology, New Delhi, Atlantic Publishers and Distributors.</p>
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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ 2. https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf 3. https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf 4. https://centreforchildprotection.org/constitution-al-provision/ 5. https://www.legalserviceindia.com/legal/article-11-protection-of-childrens-human-rights-in-india.html
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** understand the needs and problems of children in Indian society.
- **CO2 (K2)** develop an understanding of the Rights of Children and the Provisions for Ensuring justice.
- **CO3 (K4)** Appraise for the rights of the child
- **CO4 (K5)** Evaluate the status of child protection measures in India
- **CO5 (K3)** Link child resources to the Schools, Colleges and other community

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	2	2	3	2
CO2	2	1	3	2	3	2
CO3	2	2	2	2	3	2
CO4	2	2	2	2	3	2
CO5	2	3	2	2	3	3

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Title of the Course		MARRIAGE AND FAMILY LIFE EDUCATION					
Paper Number		SEC 1					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S0D
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		2	--	--	2		
Pre-requisite							
Course Outline		<p>Unit I The family: Definition, Importance of the family for Individual, Types of family, changing Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages. Activity – Role play on life cycle</p> <p>Unit II Marriage: Definition, Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counselling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy Activity – Discuss the pros and cons of different types of marriages</p> <p>Unit III Conjugal Harmony: Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles Activity – Write a report on trends in women opting for jobs</p> <p>Unit IV Communication in Marriage: Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success. Sexuality Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, Pregnancy and Birth. Family planning. Activity – Formulate a strategy for better communication in a couple</p> <p>Unit V Family Disorganization: Factors contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counselling, Family Counselling Centres, Family Court, All Women’s Police Station Activity – Visit a marital counselling centre and write a report</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Betty, Carter and Monica, MCGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed. Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press
Reference Books	Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London. Evely, Millis, Duvall, Family Development, II Ed. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications. Klemers, Marriage and Family Relationships. Marie, Mascarenhas, (1999), Family Life Education of Value Education. Pimeta, J., Grooming you for Marriage, St. Paul’s Publications. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd.,New Delhi
Website and e-Learning Source	https://www.jec.senate.gov/public/index.cfm/republicans/2022/3/building-a-happy-home-marriage-education-as-a-tool-to-strengthen-families#:~:text=Healthy%20marriage%20and%20relationship%20education%20programs%20are%20designed,such%20as%20churches%2C%20community%20centers%2C%20schools%2C%20and%20online. http://ecoursesonline.iasri.res.in/mod/page/view.php?id=104802

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K1)** examine understanding of family life, marriage and responsible Parenthood.
- **CO2 (K6)** develop the skills necessary to develop and maintain Satisfying and stable relationship.
- **CO3 (K4)** a the services available for the welfare of the family
- **CO4 (K1)** know about family welfare services
- **CO5 (K2)** describe the factors contributing to family disorganization

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	3	2	3	2
CO2	2	1	2	2	3	2
CO3	2	3	2	2	3	2
CO4	2	3	3	2	3	2
CO5	2	2	2	2	3	2

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 SYLLABUS WITH EFFECT FROM 2023-2024

Title of the Course	SOCIAL WORK AND PERSONS WITH DISABILITY					
Paper Number	SEC 1					
Category	Year	I	Credits	2	Course Code	140S0E
SEC	Semester	I/II				
Instructional Hours Per week	Lecture	Tutorial		Lab Practice	Total	
	2	--		--	2	
Pre-requisite						
Course Outline	<p>Unit I Disability Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability. Activity – List the 21 disabilities according to RPWD</p> <p>Unit II Historical development Historical development of services & programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people. Activity – Visit a special school that teaches children with disability and prepare a report</p> <p>Unit III Causes of Disabilities Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India. Activity – Write an action plan to reduce stigma towards individuals with disability</p> <p>Unit: IV International Protocols UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled Activity – Collect a newspaper article connected with rights of disabled persons</p> <p>Unit : V Occupation and Disability Factors specific to disabled elderly people; and Children, Social work in traditional setting. The changing context of Social work practice. Social Work intervention for creating supportive environment. Activity – Collect pictures of barrier free environment and prepare a scrapbook</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC– CSIR/ GATE/ TNPSC/ others to be solved
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<p>Narashimha, M.C. & A.K. Mukherjee; Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986.</p> <p>Oliver, Michale; Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London, 1993.</p> <p>Bequer Ali & Anjali Sharma, Disability: Challengers, Response, Concerned Action, New Delhi, 1997.</p>
Reference Books	<p>Wilson B.R. & D.L. McMillan, Rehabilitation Studies, Cambridge University Press, 1997.</p> <p>Kitchlu, T.N., A Century of Blind Welfare in India, Penman Publishers, New Delhi, 1991. 1981.</p> <p>Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.</p> <p>Baquer Ali, Disabled, disablement, Disablism, VHAI, New Delhi, 1994.</p> <p>Barnes, Colin, Disables People in Britain and Discrimination: A Case for Anti – Discrimination Legislation, Hurst & Company, London, 1991.</p> <p>Bhargava, Mahesh, Introduction to Exceptional Children: Their Nature and Educational Provisions, Sterling Publishes Pvt.Ltd., New Delhi, 1994.</p> <p>Bhushan, Shashi et.al, The Situation of the – Handicapped in India, Institute of Social Sciences, New Delhi, 1988.</p> <p>Chainani, M.L. Rehabilitation of Physically Handicapped, PopularPrakashan, Bombay, 1971</p> <p>Chattopadhyay, Anjana, All India Directory of Educational an Vocational Training Institutes for the Handicapped. Patriot Publishers, New Delhi, 1986</p>

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Website and e-Learning Source	https://www.who.int/health-topics/disability https://uta.pressbooks.pub/introsocialwork/chapter/social-work-with-persons-with-disabilities/ https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/15_social_work_in_the_field_of_disability/22_role_of_social_work_in_the_field_of_disabilities/et/7581_et_et.pdf https://disabilityaffairs.gov.in/content/
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** demonstrate understanding of the needs and problems of persons with disability.
- **CO2 (K2)** understand policies, programmes and services available to persons with disability
- **CO3 (K4)** point out skills and techniques of working with the differently able
- **CO4 (K3)** articulate current laws and policies for the differently able
- **CO5 (K2)** understand policies, programmes and services available to persons with disability

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

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Title of the Course		CAREERS AND ETHICS IN PSYCHOLOGY					
Paper Number		SEC 2 (Foundation course)					
Category	SEC-FC	Year	I	Credits	2	Course Code	140B1A
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		2	--	--	2		
Pre-requisite							
Course Outline		<p>Unit 1 Introduction An introduction to the scientific study of human behavior and mental process- Careers in Psychology with Bachelor’s, Master’s, and Doctoral Degrees- skills and career settings.</p> <p>Unit 2 Career paths in Psychology Careers in subfields of psychology-Practice-oriented fields in psychology: Clinical and Counseling Psychology, School Psychology. Research fields: Neuro psychology, Cognitive Neuropsychology. Other Disciplines: Legal and Forensic Psychology, Health Psychology, Sport Psychology, Industrial-Organizational Psychology, Social Psychology, forensic psychology. Developmental Psychology, Cognitive psychology, community psychology.</p> <p>Unit 3 Ethical underpinnings in Psychological research Ethics Definition- Need for Ethical Code- Importance of Ethics- APA code of ethics-Ethics in Reporting Psychological research: Reporting research results- Plagiarism- Publication credit- Duplicate Publication of data- sharing research data for verification.</p> <p>Unit 4 Ethical guidelines for Human Participants research Ethical issues to consider before beginning research- institutional approval- dealing with risk- informed consent- confidentiality- debriefing- deception in Psychological research.</p> <p>Unit 5 Ethical guidelines for Non- Human Animal subjects Need for animal research in Psychology- Ethical codes: justification- Personnel- care and Housing of animals- acquisition of animals- procedures used in the study- institutional animal care- animal care after research.</p>					
Extended Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Professional	Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	Kuther, T. L. & Morgan, R. D. (2019). Careers in Psychology- Opportunities in a Changing World (5 th ed), Sage Publications Best, J. W., & Kahn, J. V. (2016). Research in education. Pearson Education India.
Reference Books	Koocher, G. P. & Keith-Spiegel P (2008). Ethics in Psychology and the Mental Health Professions: Standards and Cases 3rd Edition, Oxford University Press. Zechmeister, E., Shaughnessy, J., & Zechmeister, J. (2011). Research methods in psychology. McGraw-Hill Education.
Website and e-Learning Source	https://www.apa.org/education-career/guide/paths https://www.apa.org/ethics/code https://www.bps.org.uk/guideline/code-ethics-and-conduct

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Gain insight into various subfields in the field of psychology
- **CO2 (K5)** Apply knowledge of psychology to formulate career choices.
- **CO3 (K2)** Understand the purpose of ethics in psychological research
- **CO4 (K2)** Identify and address ethical concerns in human and animal research with consideration of the American Psychological Association's code of Ethics
- **CO5 (K5)** Evaluate research studies for their adherence to ethical guidelines

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	2
CO2	3	3	2	3	3	3
CO3	2	2	3	3	3	3
CO4	2	3	2	3	3	2
CO5	3	3	3	2	3	3

**சென்னைப் பல்கலைக்கழகம்
University of Madras**

Part-IV

அடிப்படைத் தமிழ் - பாடத்திட்டம்

Basic Tamil - Syllabus

2 பருவங்கள் (முதல் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பருவம் - I (Semester - I)
அடிப்படைத் தமிழ் - I (Basic Tamil - I)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S1A	அடிப்படைத் தமிழ் - I Basic Tamil - I	Supportive	2		-	-	2	2	25	75	100
Pre requisite	- தமிழ் கற்கும் ஆர்வம்.									SV 2023	
Learning Objectives - கற்றல் நோக்கங்கள்											
<ul style="list-style-type: none"> • பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி பயிற்றுவித்தல். • தமிழ் எழுத்துகளின் வரிவடிவங்களை அறிவதோடு உச்சரிக்கவும் எழுதவும் பயிற்றுவித்தல். • கற்றுக்கொண்ட சொற்களைக் கொண்டு தொடர்களை அமைத்துப் பேசக் கற்றுக்கொள்ளச் செய்தல். • தமிழ்பேசும் மக்களிடையே அவர்கள் கலந்துபழகி, தங்கள் வாழ்வைச் சிறப்பாக நடத்தத் தேவையான மொழிவளத்தைப் பெறச் செய்தல். 											
Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்											
On the successful completion of the course, students will be able to இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.											
CO 1	தமிழ் உயிரெழுத்து வடிவங்களையும் மெய்யெழுத்து வடிவங்களையும் அறிந்துகொள்வர்.								K1,K2		
CO 2	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகளை அறிந்து அவற்றை எழுதும் திறன் பெறுவர்.								K2		
CO 3	ஒரு எழுத்துக்கு ஒரு ஒலி, ஒரு ஒலிக்கு ஒரு எழுத்து என்ற தமிழின் உச்சரிப்பு - வரிவடிவத் தொடர்பை உணர்வர்.								K3,K4		
CO 4	சில அடிப்படையான மொழி இலக்கண விதிகளை அறிந்து பயன்படுத்துவர்.								K3,K5		
CO 5	தமிழ்நாட்டுச் சூழலில் அன்றாடத் தேவைகளை நிறைவேற்றிக்கொள்ள ஏற்ற மொழிப் பயன்பாடுகளை அறிவர்.								K4,K6		
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	உயிரெழுத்துகள், மெய்யெழுத்துகள், உயிர்மெய் எழுத்துகள்										
	உயிர், மெய், உயிர்மெய்த் துணைக் குறியீடுகள், குறில்-நெடில், வல்லினம்-மெல்லினம்-இடையினம் - எழுத்துகளின் ஒலிப்பு முறையையும் எழுதும் முறையையும் கற்றல்.										
Unit - II	ஒரெழுத்து ஒருமொழியும் இன்றியமையாத பெர்றசொற்களும்										
	ஒரெழுத்துச் சொற்கள் - பல எழுத்துச் சொற்கள் - சொற்பொருள் அறிதல் - நாள், மாதம், எண் பெயர்கள் அறிதல் - பருவங்கள் அறிதல் - விலங்குகள், தாவரங்கள், உடல் உறுப்புகள், உறவுப் பெயர்கள், ஊர்ப் பெயர்கள், போன்றவற்றை அறிதல்.										
Unit - III	சொல் வகைகளும் சொற்பயன்பாடும்										
	எண் அடை, பெயரடை, வினையடை, இடைச்சொற்கள் இணைப்பு, வேற்றுமை உருபு இணைப்பு போன்ற மொழி விதிகளைக் கற்பித்தல்.										
Unit - IV	பிழையின்றிப் பேசுதலும் எழுதுதலும்										
	திணை-பால்-எண்-இடம்-காலம் ஆகியவற்றை அறிதல். பொதுவாக இவற்றில் ஏற்படும் பிழைகளை உணர்த்திச் சரிசெய்தல்.										

Unit - V	மொழிப் பயன்பாட்டு பயிற்சி
	<ul style="list-style-type: none"> • ஆர்வமுட்டும் நிகழ்ச்சி அல்லது சிறிய கதையைச் சொல்லச் செய்தல் / படிக்கச் செய்தல். • சூழல்சார் (கல்லூரி, நூலகம், உணவகம், பேருந்து-இரயில்-விமான நிலையங்கள், அங்காடிகள்) உரையாடல்களை மாணவர்களிடையே நிகழ்த்துதல். • கதையினைச் சொல்லச் சொல்ல எழுதச் சொல்லுதல். • திரைப்படம் அல்லது திரைப்படப் பாடல் குறித்து மாணவர்களிடையே குழுக் கலந்துரையாடல் செய்யச் சொல்லல்.
Text book (s)	
•	அடிப்படைத் தமிழ்-1 (Basic Tamil-I)
Reference Books / Websites	
•	தமிழில் நாமும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	www.tamilvu.org/ta/content/சான்றிதழ்
•	www.thamizham.net/kal/ttenglish/cards32-u8.htm
•	www.thamizham.net/kal/ttenglish/index-u8.htm
•	www.ilearntamil.com
•	www.wikihow.com/Learn-Tamil
•	www.ilovelanguages.org/tamil.php
•	www.ling-app.com/learn-tamil
•	www.ilearntamilnow.com
•	www.17-minute-languages.com/en/learn-tamil
•	www.hindustanitongue.com/learn-tamil
•	www.duolingo.com/course/ta/en/Learn-Tamil
•	www.mylanguages.org/learn_tamil.php
•	www.learn101.org/tamil.php
•	www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM
•	www.karky.in/payilcourses/index.html
•	www.tamilvu.org/ta/பயணியர்-தமிழ்
•	www.languagetrainers.com/blog/tamil-words/
•	www.thamizham.net/kal/tamil.htm
•	www.worldtamilacademy.com
•	www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php
•	www.ling-app.com/ta/basic-words-in-tamil/
•	www.thirutamil.com/article/20-easy-thirukkural-in-tamil/
•	www.chennaiLibrary.com/avvai/kondraivendan.html
•	www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022
•	www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்
•	www.ling-app.com/ta/tamil-culture
•	www.caleidoscope.in/art-culture/tamil-nadu-culture-3

Apps

- www.kaniyantamil.com/best-mobile-apps-tamil-learning/
- Tamil 101 - Learn to Write
- <https://payil.app/tva/ta/>
- <https://tamil-101.en.aptoide.com/app>
- Ling - Learn Tamil Language
- Tamil by Nemo
- Learn Tamil Quickly

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2

Strong - 3, Medium - 2, Low - 1

**சென்னைப் பல்கலைக்கழகம்
University of Madras**

Part-IV

வளர்நிலைத் தமிழ் - பாடத்திட்டம்

Advanced Tamil - Syllabus

2 பருவங்கள் (முதல் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பருவம் - 1 (Semester - 1)
வளர்நிலைத் தமிழ் - I (Advanced Tamil - I)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S1B	வளர்நிலைத் தமிழ் - I Advanced Tamil - I	Supportive	2	-	-	-	2	2	25	75	100
Pre-requisite	பத்தாம் வகுப்பு வரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.										SV 2023
Learning Objectives - கற்றல் நோக்கங்கள்											
<ul style="list-style-type: none"> இக்கால இலக்கியங்களில் இன்றியமையாத சில வகைமைகளை மாணவர்கள் அறியுமாறு செய்தல். அழியும் நிலையில் உள்ள நாட்டுப்புறப் பாடல்கள் குறித்த விழிப்புணர்வை ஏற்படுத்துதல். உரைநடை வடிவத்தின் குறிப்பிடத்தக்க கூறான கட்டுரை இலக்கியம் பற்றியும் அதன் சிறப்புகள் குறித்தும் அறியச் செய்தல். தம் உள்ள கருத்துகளை நடப்பு இலக்கிய வடிவங்களைப் பயன்படுத்திச் சமூகத்துக்குப் படைத்தளிக்கத் தூண்டுதல். மொழிப் பிழைகள் நேராமல் தவிர்த்து , பல்வகை ஊடகங்களிலும் வேலை வாய்ப்பு பெற ஊக்கமளித்தல். 											
Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்											
On the successful completion of the course, students will be able to											
இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்											
CO 1	சமகால இலக்கியங்களின் நோக்குகள்- போக்குகள் குறித்து மாணவர்கள் அறிந்துகொள்வர்.										K2
CO 2	நாட்டுப்புற மக்களின் வாழ்வியல் , அறிவாற்றல், இன்றைய நிலை ஆகியவை குறித்துச் சிந்திப்பர்.										K1,K2
CO 3	தங்கள் கற்பனை வளத்தை மாணவர்கள் பெருக்கிக் கொள்வர்.										K2,K4,K6
CO 4	மொழியில் பிழைகள் நேரா வண்ணம் எழுதக் கற்றுக் கொள்வதோடு , திறனாய்வு செய்யும் ஆற்றல் பெறுவர்.										K5,K4
CO 5	திரைப்படம், சின்னத்திரை, தொலைக்காட்சி உள்ளிட்ட ஊடகங்களில் பாடல், இசை, எழுத்து எனப் பல்வேறு வேலைவாய்ப்புகள் பெறுவர்.										K5,K4,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	நாட்டுப்புறப் பாடலும் கவிதையும்										
	<ol style="list-style-type: none"> 1. கி.வ.ஜா.வின் மலையருவி அல்லது ஏதேனும் ஒரு நாட்டுப்புறத் தொகுப்பிலிருந்து தேர்ந்தெடுத்துத் தாலாட்டுப் பாடல், சிறுவர் விளையாட்டுப் பாடல், தொழில் பாடல், ஒப்பாரிப் பாடல் ஆகியவற்றை மாணவர்களுக்கு அறிமுகப்படுத்துதல். 2. தமிழ்த்தாய் வாழ்த்து முதல் பாடல் மட்டும். 3. பாரதியாரின் “செந்தமிழ் நாடென்னும் போதினிலே” பாடல். 										
Unit - II	புதுக்கவிதையும் சிறுகதையும்										
	<ol style="list-style-type: none"> 1. “நிலத்தை ஜெயித்த விதை” - வைரமுத்து 2. “தீக்குச்சி” (பித்தன் தொகுப்பு) - அப்துல் ரஹ்மான் 3. “கட்டை விரல்” - கா.ந. அண்ணாதுரை 4. “சனிக்கிழமை” (காகித உறவு தொகுப்பு) - சு.சமுத்திரம் 										

Unit - III	கட்டுரையும் குறிப்புகளைக்கொண்டு கட்டுரை எழுதுதலும்											
	1. மு.வ.வின் “நல்வாழ்வு” தொகுப்பிலிருந்து ஏதேனும் ஒரு கட்டுரை. 2. குறிப்புகளைக் கொடுத்துக் கட்டுரை எழுதச் செய்தல்.											
Unit - IV	ம் நேர்காணலும் திறனாய்வு											
	இலக்கியநயம் பாராட்டுதல், நூல் திறனாய்வு, திரைப்படத் திறனாய்வு. நேர்காணல்											
Unit - V	மொழிப் பயிற்சி											
	1. திணை, பால், எண், இடப் பயன்பாடு அறிதல். 2. பொருந்திய சொல் தருதல். 3. பிழை நீக்கி எழுதுதல்.											
Text book (s)												
•												
Reference Books / Websites												
•												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2
Strong - 3, Medium - 2, Low - 1												

சென்னைப் பல்கலைக்கழகம்
University of Madras

Part-I

பொதுத் தமிழ் - பாடத்திட்டம்

General Tamil - Syllabus

4 பருவங்கள் (இரண்டாம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பொதுத்தமிழ்- 2
தமிழ் இலக்கிய வரலாறு -2
முதலாம் ஆண்டு – இரண்டாம் பருவம்

Course Code	Course Name	Category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
100L2AU	பொதுத்தமிழ் -2 தமிழ் இலக்கிய வரலாறு -2	Supportive	Y	-	-	-	3	6	25	75	100

Learning Objectives

- முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்
- தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	சிற்றிலக்கியங்களின்வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர்	K4
CO 2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்வர்	K5, K6
CO 3	திராவிட இயக்க இலக்கியங்களைக் கற்பதன் மூலம் மொழி உணர்வு , இன உணர்வு, சமத்துவம் சார்ந்த சிந்தனைகளைப் பெறுவர்	K3
CO 4	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்வர்	K3
CO 5	போட்டித் தேர்வுகளில் வெற்றி பெறுவதற்குத் தமிழ்ப் பாடத்தினைப் பயன்கொள்ளும் வகையில் பயிற்சி பெறுவர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1 தமிழ் இலக்கிய வரலாறு அறிமுகம்.

1. சிற்றிலக்கியம்; குறவஞ்சி, கலம்பகம், உலா, பரணி, பள்ளு, பிள்ளைத்தமிழ், தூது, அந்தாதி.
2. தனிப்பாடல் அறிமுகம்
3. இக்கால இலக்கியம் ;கவிதை, சிறுகதை,நாடகம், உரைநடை. , திராவிட இயக்கம் வளர்த்த தமிழ்.

அலகு-2 சிற்றிலக்கியக்கமும்,தனிப்பாடலும்

சிற்றிலக்கியம்;

- கலிங்கத்து பரணி- விருந்தினரும் வறியவரு நெருங்கி யுண்ணரும் - முதல் - கேட்பாரைக் காண்மின் காண்மின் - வரை
- திருக்குற்றாலக் குறவஞ்சி - வானரங்கள் கனிகொடுத்து
- முக்கூடற் பள்ளு - ஆற்று வெள்ளம் நாளை வரத்
- அபிராமி அந்தாதி- கலையாத கல்வியும் குறையாத வயதும் (பதினாறு செல்வங்கள்)
- திருவரங்கக் கலம்பகம் - மறம் -பிள்ளைப் பெருமாள் ஐயங்கார்-பேசுவந்த தூத செல்லரித்த ஓலை செல்லுமோ
- தமிழ்விடு தூது முதல் பத்து கண்ணிகள்

தனிப்பாடல்;

- வான்குருவி யின்கூடு -ஒளவையார்
- ஆமணக்குக்கும் யானைக்கும் சிலேடை ;முத்திருக்கும் கொம்பசைக்கும் மூரித்தண்டே - காளமேகப் புலவர்
- இம்பர் வான் எல்லை இராமனையே பாடி -வீரராகவர்
- நாராய் நாராய் -சத்தி முத்தப் புலவர்

அலகு-3

இக்கால இலக்கியம்- 1

1. பாரதியார் பாரத சமுதாயம் வாழ்கவே
2. பாரதிதாசன் - சிறுத்தையே வெளியில் வா
3. நாமக்கல் கவிஞர்-கத்தியின்றி
4. தமிழ் ஒளி - மீன்கள் (அந்தி நிலா பார்க்க வா)
5. ஈரோடு தமிழன்பன் - எட்டாவது சீர் (வணக்கம் வள்ளுவ)

சிறுகதைகள், _

1. புதுமைப்பித்தன் - கடிதம்
2. ஜெயகாந்தன் -வாய்ச் சொற்கள் (மாலை மயக்கம் தொகுப்பு)
3. ஆர். சூடாமணி - அந்நியர்கள்

உரைநடை ;

1. மு வ கடிதங்கள் - தம்பிக்கு நூலில் முதல் இரண்டு கடிதங்கள்

அலகு-4

இக்கால இலக்கியம்- 2

1. தந்தை பெரியார் - திருக்குறள்(மாநாட்டு) உரை
2. பேரறிஞர் அண்ணா - இரண்டாம் உலகத் தமிழ் மாநாட்டு உரை
3. கலைஞர் மு. கருணாநிதி - தொல்காப்பிய பூங்கா -எழுத்து -முதல் நூற்பா கட்டுரை

நாடகம் / திரைத்தமிழ் :

1. வேலைக்காரி -திரைப்படம்
2. ராஜா ராணி -சாக்ரடீஸ் -ஓரங்க நாடகம்

இதழியல் தமிழ் ;

முரசொலி கடிதம்

1. செம்மொழி வரலாற்றில் சில செப்பேடுகள்

அலகு-5

மொழிப் பயிற்சி

சொல் வேறுபாடு / பிழை தவிர்த்தல்

- வாசிப்பது – வாசிப்பவர்
- சுவர்- சுவரில்
- வயிறு - வயிற்றில்
- கோயில்- கோவில்
- கறுப்பு – கருப்பு
- இயக்குநர்-இயக்குனர்
- சில்லறை-சில்லரை
- முறித்தல் – முரித்தல்
- மனம்-மனசு- மனது
- அருகில்-அருகாமையில்
- அக்கரை- அக்கறை
- மங்கலம்- மங்களம்.

பயிற்சி :

- பிழையான சொற்களை ஒரு பத்தியில் கொடுத்து அந்தப் பிழையான சொற்களைச் சரியாக எழுதச் செய்தல்
- சிறிய பத்தி ஒன்றை ஆங்கிலத்தில் கொடுத்து அதனைத் தமிழில் மொழிபெயர்க்க வைத்தல்.

Text books

- .

Reference Books

- மு. வரதராசன், தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி.
- மது. ச. விமலானந்தன், தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை.
- தமிழ் இலக்கிய வரலாறு –முனைவர்.சிற்பி பாலசுப்ரமணியம், முனைவர்.சொ.சேதுபதி
- புதிய தமிழ் இலக்கிய வரலாறு– முனைவர்.சிற்பி பாலசுப்ரமணியம்,நீல.பத்மநாபன்
- தமிழ் இலக்கிய வரலாறு - டாக்டர்.அ.கா.பெருமாள்
- தமிழ் இலக்கிய வரலாறு –முனைவர். ப.ச.ஏசுதாசன்
- தமிழ் இலக்கிய வரலாறு - ஸ்ரீ குமார்
- வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு–பாக்கியமேரி
- தமிழ் பயிற்றும் முறை, பேராசிரியர் ந. சுப்புரெட்டியார் - மணிவாசகர் பதிப்பகம், சிதம்பரம்

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Sources

- <https://www.chennailibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-1

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

FOUNDATION COURSE: PART-I HINDI PAPER-II

100L2E

Inst.Hrs. : 6
Credits : 3

Year : I
Semester : II

Paper – II- ONE ACT PLAY, SHORT STORY & TRANSLATION		
Duration:	1 Semester	
Programme Outcomes:	<ol style="list-style-type: none"> 1. Identify the features, elements of literary forms i.e. Drama, one act play, Novel and Short Stories, techniques of Translation 2. Understand the Ideology, message and aims of the literary works and writers 3. Obtain the knowledge of method of critical study of Literary works. 4. Obtain the skills of summarise, interpretation of contexts, and practice of translation 5. Employ the knowledge of translation and language and professional skills. 	
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. Basic knowledge for higher studies 2. Basic Knowledge of Hindi literature and its trends 3. Language skills spoken and writing skills 4. Basic idea of critical and analytical study of literature. 5. Obtains knowledge of Translation of different subjects 	
Course Objectives	1. Identifies the writers, theme and aims of literary works	K1
	2. Understand and summarise the theme of one act plays and short stories and their techniques	K2
	3. Explains the methods and techniques of Translation of different fields	K2
	4. Evaluate the theme and artistic skills of One Act Plays and short stories and writers	K5
	5. Conceive the basic knowledge of literary themes and translation	K6
Pre-requisites, if any:	Basic Knowledge of Hindi Fiction and Translation	
UNITS		
I	<ol style="list-style-type: none"> 1. Auranzeb ki Aakhiri Raat 2. Mukthidhan 3. Practice of Annotation Writing 4. Practice of Summary and Literary evaluation Writing 	
II	<ol style="list-style-type: none"> 1. Laksmi ka Swagat 2. Mithayeewala 3. Practice of Summary and Literary evaluation Writing 4. Translation Practice. (English to Hindi) 	

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III	1. Basant Ritu ka Natak 2. Seb Aur Dev 3. Practice of Summary and Literary evaluation Writing 4. Introduction to Translation Practice
IV	1. Bahut Bada Sawal 2. Vivah ki Teen Kathayen 3. Practice of Summary and Literary evaluation Writing 4. Translation Practice. (English to Hindi)
V	1. Translation Practice. (English to Hindi)

Course Outcomes	1. Identifies the nature, features, elements of One Act Plays and Short Stories and skills of Translation 2. Understand the theme, aim of lessons and obtain skills of Evaluation. 3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings 4. Obtain skills of summarizing, evaluating and critical study 5. Employ the techniques and skills of Literature and Translation.
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Reading List (Print and Online)	1. https://hindisarang.com/hindi-ekaanki-ekaankikar/ 2. https://hi.wikipedia.org/wiki/हिन्दी_कहानी
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Recommended Texts	1. ONE ACT PLAY (Detailed Study): AATH EKANKI Edited By: Devendra Raj Ankur, Mahesh Anand Vani prakashan, 4695, 21-A Dariyagunj, New Delhi – 110 002 2. SHORT STORIES (Non-Detailed Study): SWARNA MANJARI Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp.Ranganathan St.), T.Nagar, Chennai–600017. 3. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7 B Begum III Street, Royapettah, Chennai – 14. 4. Anuvad Abhyas Part III : Dakshin Bharat Hindi Prachar Sabha, T. Nagar, Chennai-17.
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Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	S	S	S
CO 2	S	S	S	S	L
CO 3	M	S	S	S	L
CO 4	M	S	S	S	L
CO 5	S	S	S	S	S

UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated – SEMESTER – II

Foundation Course in French: Prescribed Text and Grammar-II

Course Outcomes	<ol style="list-style-type: none"> 1. To ask for and give directions. 2. To give orders or commands using <i>Impératif</i> 3. To narrate events from the past using <i>Passé Composé</i> 4. Cite the ordinal numbers in French 5. Indicate the position of something using prepositions of place 		
Course	Foundation Course in French	Course Code	100L2K
Title of the Course:	Prescribed Text and Grammar-II		
Credits:	3		
Pre-requisites, if any:	-		
Course Objectives	Revise and recall the French sentence structure	K1	
	Enumerate the various grammatical tenses and use them to communicate better in French	K2	
	Summarize and develop ideas from the documents after discussing it in detail	K2 and K3	
	Write and understand dialogues based on the themes done in class	K4	
	Evaluate and comprehend text passages	K5	
Units			
I	Unité 7: C'est où?		
II	Unité 8: N'oubliez pas !		
III	Unité 9: Belle vue sur la mer !		
IV	Unité 10: Quel beau voyage !		
V	Unité 11: Oh ! joli ! Unité 12: Et après ?		
Prescribed Text	Régine Mérieux & Yves Loiseau, Units 7-12 of <i>Latitudes 1</i> (A1 /A2), méthode de français, Didier, 2017 (Indian Edition)		

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	L	M	M	L	S	S	S	M	M	M
CO2	S	M	M	L	M	M	L	S	S	S	S	M	M
CO3	M	S	S	M	S	M	M	S	S	S	M	S	S
CO4	S	S	M	L	S	M	L	S	S	S	S	S	S
CO5	S	S	S	L	M	M	L	S	S	S	M	S	S

S-Strong M-Medium L-Low

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FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

SEMESTER II

Title of the Paper : Prescribed Text and Grammar-II

Prescribed textbook: Régine Mérieux & Yves Loiseau, **Units 7-12** of *Latitudes 1* (Indian Edition), Paris, Didier, 2017.

Questions not to be asked from the Autoévaluation and Préparation au DELF

Paper setters to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.

QUESTION PAPER PATTERN

Time : 3 Hours

Maximum Marks : 75

Section A (10 x 2 = 20 Marks)

Answer any TEN questions

15 questions to be asked on cultural / civilisational aspects found in the prescribed textbook

Section B (5 x 5 = 25 Marks)

Answer any FIVE questions

8 Grammar exercises to be given from the prescribed textbook

Section C (3 x 10 = 30 Marks)

Answer any THREE

3 must be answered out of 5 topics (1 dialogue writing, 1 letter /email writing, 1 composition, 1 comprehension, 1 translation)

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FOUNDATION COURSE: ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

FIRST YEAR - SEMESTER II PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
100L2ZU	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1		To make students realize the importance of resilience								
LO2		To enable them to become good decision makers								
LO3		To enable them to imbibe problem-solving skills								
LO4		To enable them to use tenses appropriately								
LO5		To help them use English effectively at the work place.								
Unit No.	Unit Title & Text						No. of Periods for the Unit			
I	RESILIENCE Poem 1.1 Don't Quit – Edgar A. Guest 1.2 Still Here – Langston Hughes Short Story 1.3 Engine Trouble – R.K. Narayan 1.4 Rip Van Winkle – Washington Irving						20			
II	DECISION MAKING Short Story 2.1 The Scribe – Kristin Hunter 2.2 The Lady or the Tiger - Frank Stockton Poem 2.3 The Road not Taken – Robert Frost 2.4 Snake – D. H Lawrence						20			
III	PROBLEM SOLVING Prose life Story 3.1 How I taught My Grandmother to Read – Sudha Murthy Autobiography 3.3 How frog Went to Heaven – A Tale of Angolo 3.4 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam						20			

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FOUNDATION COURSE: ENGLISH SYLLABUS WITH EFFECT FROM 2023-2024

IV	Tenses 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	15
V	English in the Workplace 5.1 E-mail – Invitation, Enquiry, Seeking Clarification 5.2 Circular 5.3 Memo 5.4 Minutes of the Meeting	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Realize the importance of resilience	PO1,PO7
CO2	Become good decision-makers	PO1,PO2,PO10
CO3	Imbibe problem-solving skills	PO4,PO6,PO9
CO4	Use tenses appropriately	PO4, PO5,PO6
CO5	Use English effectively at the work place.	PO3,PO8

Text Books (Latest Editions)

References Books

1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6.	Communication Skills : Practical Approach Ed. Shaikh Moula
	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

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FOUNDATION COURSE: ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

Web Sources

1	Langston Hughes. Still Here https://poetryace.com/im-still-here
2	R. K. Narayan. Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf
3	Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm
4	Frank Stockton. The Lady or the Tiger https://www.gutenberg.org/ebooks/396

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	3.0

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Title of the Course		INTRODUCTION TO PSYCHOLOGY- II					
Category	Core III	Year	I	Credits	5	Course Code	140C2A
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To examine the various spectrum of Cognition like problem – solving and Decision making. ● To understand the way memory works and stages of memory. ● It provides an overview of theories of motivation and its implication on behaviour. ● To understand what is intelligence and various theoretical approaches to it and to know how to asses Intelligence. ● To understand the underlying concept of personality and how it applies in different settings such as the workplace, in a marriage, in forming friendship, also emphasis on the measurement of and practical applications of personality. 					
Course Outline		<p>Unit I: Cognition: Meaning – Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes Morphemes – Syntax - Semantics – Pragmatics.</p> <p>Unit II: Memory: Definition. Nature of memory (Encoding, storage and retrieval) Memory encoding Attention, levels of Processing, Elaboration, Imagery. Memory storage – Sensory Memory, short – Term memory, Chunking and Rehearsal, working Memory, Long-Term Memory, Explicit Memory, Implicit Memory. Memory Retrieval – Retrieval Cues and retrieval tasks. Forgetting – Encoding Failure; Retrieval Failure; Memory and Study Strategies in encoding, storage and retrieval</p> <p>Unit III: Motivation: Meaning, Definition, Motivation Cycle; Types of Motivation-Physiological Motivation – Hunger, Thirst, Psychological Motivation – Achievement, Affiliation, Power; Theories of Motivation – Need Theories – Maslow and ERG, Drive Reduction Theories</p> <p>Unit IV: Intelligence: Definition. Intelligence as a process: Piaget. Structure of intelligence: Approaches of Spearman, Thurstone, Cattell. Triarchic approach. Multiple intelligences. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Extremes of intelligence: Mental retardation and giftedness. Determiners of intelligence: heredity and environment. Emotional intelligence.</p>					

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	Unit V: Personality: Definition, Determinants, Approaches – Psychoanalytic – Freud- Structuring Personality, Psychosexual stages of development, defence mechanism. Type approach – Jung’s typology, Trait theory – Allport; Eysenck and BIG Five; Assessment of personality – Objective, Subjective and Projective
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Passer, M.W. & Smith R.E. (2007) <i>Psychology- The Science of mind and Behavior</i> (3rd ed.) New Delhi: Tata McGraw-Hill Publishing Company Ltd 2. Baron, R.A. & Misra, G. (2017) <i>Psychology Indian Subcontinent Edition</i> (5thed.) India, U.P.: Pearson India Inc. 3. Ciccarelli, S.K., & White, J.N. <i>Psychology</i> 5thed. (2018). Adapted Misra, G. Noida: Pearson India Education Services Pvt Ltd 4. Hockenbury, D. H. & Hockenbury, S. E. (2003). <i>Psychology</i> (3rd ed.) New York: Worth Publishers. 5. Khatoon, N. (2012) <i>General Psychology</i>. Dorling Kindersley (India) Pvt Ltd
Reference Books	<ol style="list-style-type: none"> 1. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.(2007). Introduction to Psychology,7th Edition. Singapore: Mcgraw- Hill. 2. Myers, D.G. (2004). Psychology.5th Edition, Worth Publishers: New York. 3. Kalat, J. (2007) Introduction To Psychology, 8th Edition, Wordsworth Pub.Co. 4. Hilgard ,E.R., Atkinson,R.L.,R.C.,(2003) Introduction To Psychology.14th Edition Wordsworth Pub. Co 5. Feldman, R.S. (2006) Understanding Psychology, 6th Edition, Tata McGraw Hill, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Judgment and Decision making (http://journal.sjdm.org/) 2. https://courses.lumenlearning.com/boundlesspsychology/chapter/introduction-to-memory/ 3. http://ncert.nic.in/ncerts/l/kepy108.pdf 4. https://pdfs.semanticscholar.org/3da0/efc3e89115d759d7a2ec2a7e399a07cb17f5.pdf 5. http://wps.ablongman.com/wps/media/objects/1530/1567154/278-316_CH08_61939.pdf

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COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2, K4)** To Understand the different types of cognition and thinking processes and to analyse the steps in problem solving and decision making.
- **CO2 (K4)** To summarize and compare the various functions and memory processes involved in memory and forgetting.
- **CO3(K1)** To outline the various theories of motivation and to understand the implications of it.
- **CO4(K3)** To explain the theories of intelligence and the ways to assess intelligence.
- **CO5 (K3)** To explore the various theories of Personality and examine the uses of personality assessments.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	2	2
CO2	1	3	1	2	3	1
CO3	3	1	3	2	3	1
CO4	1	3	2	1	3	2
CO5	2	1	3	1	3	3

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Title of the Course		PSYCHOLOGY OF CHILDHOOD					
Category	Core IV	Year	I	Credits	5	Course Code	140C2B
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To provide an overview of the human development stages from conception to babyhood. ● To understand the characteristics of early childhood at physiological domain. ● To analyse the emotional development of childhood and socialization process. ● To examine the characteristics of late childhood at physiological domain, challenges of development. ● To provide various perspectives to explain cognitive and personality development in early childhood. 					
Course Outline		<p>UNIT I – HUMAN DEVELOPMENT Human development, Period of life span, Conception through Birth, Heredity and environment; Birth – Stages, Methods and settings of Child birth; Characteristics of Infancy and Babyhood.</p> <p>UNIT II – EARLY CHILDHOOD Characteristics of early childhood, Developmental tasks, Physical development, Physiological habits, Speech during early childhood.</p> <p>UNIT III – EMOTIONS AND SOCIALISATION IN EARLY CHILDHOOD Emotions – Common emotions of early childhood, Variations in emotional pattern; Socialization– Patterns of early socialization, Early forms of behaviour in social situations, Companionship in early childhood, Social and Unsocial behaviour patterns.</p> <p>UNIT IV – LATE CHILDHOOD Characteristics of late childhood, Developmental tasks, Physical development, Interests in later childhood, Sex-role typing in late childhood, Hazards of late childhood, Happiness in late childhood.</p> <p>UNIT V – COGNITION AND PERSONALITY IN CHILDHOOD Cognitive Development – Piaget’s Sensory motor stage, Piaget’s Pre-operational stage, Piaget’s stage of Concrete operations, Information Processing Approach of memory development, Psychometric and Vygotskian Approaches of Intelligence; Personality – Development of Self- concept, Freud’s Phallic stage and Latency stage, Erikson’s Initiative Vs guilt and Industry Vs inferiority.</p>					

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Santrock J.W. (2013) <i>Child Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 4. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Berndt, T.J. (1997). <i>Child development</i>, Madison, WI: Brow & Benchmark Publishers. 2. Smith, Barry D. (1998). <i>Psychology Science and Understanding The</i> McGraw-Hill Company. 3. Bee H. & Boyd D. <i>The Developing Child</i> (10th Ed.) Delhi: Pearson Education. 4. Berk L.E. (2013) <i>Child Development</i> (9th Ed.) New Delhi: PHI Learning Pvt Limited. 5. Feldman R.S. & Babu N. (2019) <i>Child Development</i> (8th Ed.) Noida: Pearson.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Genes and Environment (https://genesenvironment.biomedcentral.com/) 2. Developmental psychology commons (http://network.bepress.com/social-and-behavioral-sciences/psychology/developmental-psychology/) 3. https://courses.lumenlearning.com/wmopenpsychology/chapter/stages-of-development/ 4. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10107-infancy-physicaldevelopment 5. https://www.gracepointwellness.org/461-child-developmentparenting-infants-0-2/article/10116-infancy-emotional-socialdevelopment-emotional-expression-and-understanding

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COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1(K2)** – To explicate the developmental stage of conception through birth.
- **CO2 (K1, K2)** – To elucidate the developmental tasks of early childhood.
- **CO3 (K2)**– To describe the various emotions and socialization patterns of early childhood.
- **CO4 (K4)** – To distinguish the hazards and happiness of late childhood
- **CO5 (K4)**– To critically evaluate the cognitive and personality development in childhood.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	2	1
CO2	1	3	1	1	3	2
CO3	2	1	3	1	3	2
CO4	1	3	1	1	3	1
CO5	2	1	2	3	3	3

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Title of the Course		CROSS CULTURAL PSYCHOLOGY					
Category	Elective II	Year	I	Credits	3	Course Code	140E2A
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		3	1		--		4
Objectives of the Course		<ul style="list-style-type: none"> ● Introduce the principles, concepts and issues associated with the study of cross-cultural psychology. ● Identify and explore the diversity associated with different cultures and how culture influences all aspects of human interaction in all situations. ● Facilitate students understanding of their own cultural heritage and how these cultural perspectives impact on their lives. ● Examine the role of Culture in various development aspects of human development process and emotionality. ● Explore gender sensitisation in view of cultural spectrum. 					
Course Outline		<p>UNIT I: INTRODUCTION TO CULTURE AND PSYCHOLOGY Definition of Culture, Origins of Culture, Contents of Culture, Pan cultural Principles Etics & Emics.</p> <p>UNIT II: SOCIALIZATION & ENCULTURATION Definition, Bronfenbrenner model, Culture & Parenting — Parenting Goals & Beliefs, Baumrind parenting theory, Culture & Peer – Margaret Mead socialization theory, Social and cultural factors that influence math’s achievement.</p> <p>UNIT III: CULTURE AND DEVELOPMENTAL PROCESS – TEMPERAMENT Three major categories of temperaments Thomas & Chess, 1977, Goodness of fit — Cross- Cultural research on Temperament; Attachment- Bowlby’s (1969) evolutionary theory of attachment, Ainsworth’s <i>Classification</i> System of Attachment; Moral reasoning- Kohlberg’s Theory of Morality, Criticism: Kohlberg’s Theory of Morality.</p> <p>UNIT IV: CULTURE, LANGUAGE AND COMMUNICATION Structure of language, Language differences across cultures, Culture, language, and cognition – Sapir- Whorf hypothesis support and Criticisms, Bilingualism and culture, Components of communication – Non Verbal Communication, Role of culture in the communication process, Intracultural vs. intercultural communication—Barna’s obstacles in communication, Improving intercultural communication.</p> <p>UNIT V: CULTURE AND GENDER Definition of terms, Gender differences- Hofstede’s Masculinity vs. Femininity, Cognitive differences, Gender stereotypes, Gender role ideology, Future research</p>					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	1. Matsumoto, D., & Juang, L. (2013). Culture and Psychology (5 th Ed.). Belmont, CA: Wadsworth Cengage Learning.
Reference Books	1. Kenneth D. Keith (2019) Cross-Cultural Psychology: Contemporary Themes and Perspectives (2 nd Ed.) John Wiley & Sons Ltd. 2. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). Human behaviour in global perspective: An introduction to cross-cultural psychology. Pergamon Press. 3. Shiraev, E. B., & Levy, D. A. (2020). Cross-cultural psychology: Critical thinking and contemporary applications. Routledge.
Website and e-Learning Source	1. Etics and emics https://youtu.be/d17a4hrPAnU 2. https://ivypanda.com/essays/the-cross-cultural-construct-of-bronfenbrenners-ecological-systems/ 3. https://www.brosix.com/blog/cross-cultural-communication/

COURSE OUTCOMES

On successful completion of the course, students will be able to

- **CO1 (K2)** - To describe and discuss the various theoretical orientations/paradigms that describe cultural differences
- **CO2 (K4)** - To analyse and discuss the ways in which different cultures influence our socialisation and enculturation process.
- **CO3 (K6)** - To discuss and evaluate the impact of culture on human development concepts like temperament, attachment styles and morality.
- **CO4 (K2, K4)**- To understand the interaction of language, culture and communication and analyse methods to improve intercultural communication.
- **CO5 (K3)** - to examine the role of culture in the understanding gender roles, stereotypes and ideology development.

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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	3	2	3	2	1
CO2	2	3	2	1	3	2
CO3	3	2	3	1	3	1
CO4	2	3	1	2	3	1
CO5	1	2	3	3	3	3

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Title of the Course		PSYCHOLOGICAL FIRST AID					
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	140S2B
		Semester	II				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	--		--		2
Course Outline		Unit 1 Introduction to Psychological First Aid (PFA) - Concept and Development of PFA - Core Competencies of PFA					
		Unit 2 The RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition)					
		Unit 3 Four Basic Standards of Psychological First Aid - Goals of Psychological First Aid - Five Components of Psychological First Aid - What Makes a PFA Practitioner Effective - Dos and Don'ts of Psychological First Aid - Ethical Guidelines					
		Unit 4 Self-Care - Practising Good Self-Care - Consequences of Poor Self-Care - Symptoms of Burnout - Vicarious Trauma - Helping Yourself During a Mental Health Crisis					
		Unit 5 Team Care – Seeking support - People Who Likely Need Special Attention - Evaluation					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		1. American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author. 2. Erskine, R. G. (2015). Relational Patterns, Therapeutic Presence : Concepts and Practice of Integrative Psychotherapy. London: Routledge. 3. American Counseling Association. (2014). The ACA Encyclopedia of Counseling. Hoboken: American Counseling Association.					

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Reference Books	<ol style="list-style-type: none"> 1. Baker, E. K. (2003). Caring for ourselves as psychologists. The Register Report, 28, 7–10. http://www.nationalregister.org/trr.html. 2. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. PloS one, 9(12), e114714. https://doi.org/10.1371/journal.pone.0114714 3. Everly, G. S., Jr. (1999). Toward a model of psychological triage. International Journal of Emergency Mental Health, 1, 151–154. 4. Everly, G. S., Jr., & Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. www.MentalHealthFirstAid.org 2. https://academy.theknightsofsafety.com/courses/psychological-first-aid 3. https://www.mooc-course.com/course/psychological-first-aid-coursera/ 4. https://www.redcross.org/take-a-class/coronavirus-information/psychological-first-aid-online-course 5. https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people

Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K3)** Learn and apply psychological first aid
- **CO2 (K 6)** Manage psychological crisis reactions
- **CO3 (K 2)** Understand goals and principles of PFA
- **CO4 (K 6)** Practice self-care
- **CO5 (K 5)** Increasing the learners’ abilities in managing psychological crisis situations

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

**சென்னைப் பல்கலைக்கழகம்
University of Madras**

Part-IV

அடிப்படைத் தமிழ் - பாடத்திட்டம்

Basic Tamil - Syllabus

2 பருவங்கள் (இரண்டாம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பருவம் - II (Semester - II)
அடிப்படைத் தமிழ் - II (Basic Tamil - II)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2A	அடிப்படைத் தமிழ் - II Basic Tamil - II	Supportive	2		-	-	2	2	25	75	100
Pre-requisite	தமிழ் எழுத்துகளை அறிந்திருத்தலோடு தொடக்க நிலையில் பேசவும் எழுதப் படிக்கவும் தெரிந்திருத்தல்.										SV 2023
Learning Objectives - கற்றல் நோக்கங்கள்											
<ul style="list-style-type: none"> தமிழ்மொழியைத் தொடக்க நிலையில் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்ளுதல். பிறமொழி மாணவர்களுக்குத் தமிழ்மொழி யின் சிறப்புகள் , கலை-பண்பாட்டை அறிமுகப்படுத்துதல். தமிழ் இலக்கிய இலக்கண வளங்களின் சிறப்புக ளை அறிதல் . அவற்றுள் சிலவற்றைச் சுவைத்துப் பார்த்தல். தமிழரின் தனித்தன்மைகளை உணரச் செய்தல். 											
Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்											
On the successful completion of the course, students will be able to											
இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்											
CO 1	தமிழ்மொழியைப் பேசவும் பிறர் பேசுவதைப் புரிந்துகொள்ளவும் திறன் பெறுதல். தமிழைப் படிக்கவும் எழுதவும் கற்றுக்கொள்வர்.										K1,K2
CO 2	கடிதம், விண்ணப்பம், நிகழ்ச்சிக் குறிப்புகள் எழுதுதல், தகவல் தொடர்புச் சாதனங்களில் தகவல் எழுதுதல் என அன்றாட வாழ்வில் தமிழ்ப் பயன்பாட்டைக் கற்றுக்கொள்வர்.										K1,K3,K4
CO 3	தமிழின் இலக்கிய வளத்தோடு தமிழரின் அறக் கோட்பாடுகளையும் தமிழரின் வரலாற்று-பண்பாட்டுச் செழுமையையும் புரிந்துகொள்வர்.										K1,K2,K4
CO 4	தமிழறிஞர்களையும் படைப்பாளிக ள், அரசியல் தலைவர்கள், சிறந்த ஆளுமைகளைப் பற்றி அறிந்துகொள்வர்.										K4,K5,K6
CO 5	தமிழர் கலை , பண்பாடு, பழக்கவழங்கங்கள், விளையாட்டுகள், விழாக்கள், தமிழரின் தனித்த அடையாளங்கள், சிறப்புகள் ஆகியவற்றை அறிவதோடு, அவரவர் மண்ணுகுரிய கலைப் பண்பாட்டோடு ஒப்பிட்டுப் புரிந்துகொள்வர்.										K1,K4,K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	சொல்லும் பொருளும்										
	<ol style="list-style-type: none"> பெயர்-வேற்றுமை, வினை-காலம், பெயரடை-வினையடை, எதிர்ச்சொற்கள் போன்றவறைக் கொண்டு சிறுசிறு தொடர்கள் பேசவைத்தல், எழுதவைத்தல். பெயர்ப் பலகை, செய்தித்தாள் போன்றவற்றை வாசிக்கவும் பொருள் கூறவும் பயிற்சியளித்தல். உரையாடல் (படங்களைப் பார்த்து, சொற்களைச் சொல்லவைத்தல்/பேசவைத்தல், கேள்விகளுக்குப் பதில் அளித்தல், தலைப்புகள் கொடுத்துப் பேசச் செய்தல். 										

Unit - II	அன்றாட வாழ்வில் தமிழ்ப் பயன்பாடு
	காலைக் கடமைகள், சமையல், உணவுகள், உடல்நலம், வீட்டுப் பொருள்கள், வணிகம், போக்குவரத்து, பயணம் தொடர்பான செயல்பாடுகள் போன்ற அன்றாட நடவடிக்கைகளில் தமிழ்மொழிப் பயன்பாடு.
Unit - III	தமிழ் இலக்கியங்கள் அறிமுகம்
	1. தமிழ் இலக்கியங்கள் அறிமுகம் - இலக்கிய இலக்கண வளங்களின் சிறப்புகள். 2. திருக்குறள், ஆத்திசூடி, சங்க இலக்கியம், திரைப் பாடல்கள், நாட்டுப்புறப் பாடல்கள் போன்றவற்றில் சுவைமிகுந்த பாடல்களை வாசிக்கவைத்தல் பொருளுணர்த்துதல், கற்றவற்றை எழுதச்செய்தல்.
Unit - IV	தமிழ்ப் படைப்பாளர்கள், அறிஞர்கள், ஆளுமைகள், தலைவர்கள்
	1. இலக்கிய-இலக்கணப் படைப்பாளர்கள் (தொல்காப்பியர், திருவள்ளுவர், ஓவையார், கம்பர், பாரதி, பாரதிதாசன், ஜெயகாந்தன், கண்ணதாசன், வைரமுத்து போன்றோர்). 2. அரசியல் தலைவர்கள் (காமராசர், பெரியார், அண்ணா, எம்.ஜி.ஆர். போன்றோர்). 3. திரைப் பிரபலங்கள் (சிவாஜி கணேசன், ரஜினிகாந்த், கமலஹாசன், பாலச்சந்தர், இளையராஜா, சி.பா. பாலசுப்பிரமணியம் போன்றோர்). 4. ஆளுமைகள் (வ.உ. சிதம்பரனார், பாவாணர், அப்துல் கலாம், போன்றோர்). மேற்குறித்தோரை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
Unit - V	தமிழர் கலை, பண்பாடு, பழக்க வழங்கல்கள், விளையாட்டுகள், விழாக்கள்
	1. தமிழரின் தனித்த அடையாளங்களும் சிறப்புகளும். 2. கலைகள் (கட்டடம், சிற்பம், ஓவியம், புழங்குபொருள்கள்). 3. நுண்கலைகள் (சிலம்பம், பட்டிமன்றம், வில்லுப்பாட்டு, ஆட்டம், கூத்து போன்றன). 4. விளையாட்டுகள் (குழந்தைகள், சிறுவர், இளைஞர், ஆண்கள், பெண்கள்). 5. விழாக்கள் (குடும்ப விழாக்கள், கோயில் சார்ந்த விழாக்கள், கிராமிய விழாக்கள்). 6. சுற்றுலாத் தலங்கள் / வரலாற்றுச் சிறப்புமிக்க இடங்கள். 7. உணவு, உடை, மருத்துவம் இன்னபிற. மேற்குறித்தவற்றை அறிமுகப்படுத்துதல். மாணவர்களைப் பேசவைத்தல் /எழுதவைத்தல்.
Text book (s)	
•	அடிப்படைத் தமிழ்-2 (Basic Tamil-II)
Reference Books / Websites	
•	தமிழில் நாமும் தவறில்லாமல் எழுதலாம் - பொற்கோ, பாரி நிலையம், சென்னை, 2003.
•	www.tamilvu.org/ta/content/சான்றிதழ்
•	www.thamizham.net/kal/ttenglish/cards32-u8.htm
•	www.thamizham.net/kal/ttenglish/index-u8.htm
•	www.ilearntamil.com
•	www.wikihow.com/Learn-Tamil
•	www.ilovelanguages.org/tamil.php
•	www.ling-app.com/learn-tamil
•	www.ilearntamilnow.com
•	www.17-minute-languages.com/en/learn-tamil
•	www.hindustanitongue.com/learn-tamil

•	www.duolingo.com/course/ta/en/Learn-Tamil
•	www.mylanguages.org/learn_tamil.php
•	www.learn101.org/tamil.php
•	www.goethe-verlag.com/book2/EN/ENTA/ENTA002.HTM
•	www.karky.in/payilcourses/index.html
•	www.tamilvu.org/ta/பயணியர்-தமிழ்
•	www.languagetrainers.com/blog/tamil-words/
•	www.thamizham.net/kal/tamil.htm
•	www.worldtamilacademy.com
•	www.outsourcingtranslation.com/resources/phrases/tamil-sentences.php
•	www.ling-app.com/ta/basic-words-in-tamil/
•	www.thirutamil.com/article/20-easy-thirukkural-in-tamil/
•	www.chennaiLibrary.com/avvai/kondraivendan.html
•	www.tamilvu.org/ta/content/புதிய-பாடத்திட்டம்-2022
•	www.tamilvu.org/ta/content/மின்-கற்றலுக்கான-இணையத்தளம்
•	www.ling-app.com/ta/tamil-culture
•	www.caleidoscope.in/art-culture/tamil-nadu-culture-3

Apps

•	www.kaniyantamil.com/best-mobile-apps-tamil-learning/
•	Tamil 101 - Learn to Write
•	https://payil.app/tva/ta/
•	https://tamil-101.en.aptoide.com/app
•	Ling - Learn Tamil Language
•	Tamil by Nemo
•	Learn Tamil Quickly

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2

Strong - 3, Medium - 2, Low - 1

**சென்னைப் பல்கலைக்கழகம்
University of Madras**

Part-IV

வளர்நிலைத் தமிழ் - பாடத்திட்டம்

Advanced Tamil - Syllabus

2 பருவங்கள் (இரண்டாம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பருவம் - 2 (Semester - 2)
வளர்நிலைத் தமிழ் - II (Advanced Tamil - II)

Course Code	Course Name	Category	L	T	P	S	Credit	Ins. Hours	Marks		
									CIA	External	Total
100S2B	வளர்நிலைத் தமிழ் - II Advanced Tamil - II	Supportive	2	-	-	-	2	2	25	75	100
Pre-requisite	பத்தாம் வகுப்புவரை தமிழை மொழிப்பாடமாகப் படித்திருக்க வேண்டும்.										SV 2023
Learning Objectives - கற்றல் நோக்கங்கள்											
<ul style="list-style-type: none"> பண்டைத் தமிழ் இலக்கியங்கள் , அவற்றின் சிறப்புகள் மற்றும் பொருண்மைகள் ஆகியன குறித்து அறியச்செய்தல். காப்பிய இலக்கியங்கள் , பக்தி இலக்கியங்கள் ஆகியவற்றில் காணலாகும் கருத்துக் கருவூலங்களை நுகரச் செய்தல். உரைநடை இலக்கியத்துள் , கட்டுரை, இலக்கியம் குறித்த அறிமுகத்தை மாணவர்களுக்கு ஏற்படுத்துதல். பாடத்தின்வழி, பல்வகை இலக்கியங்கள் தோன்றுவதற்கான காரணங்கள் மற்றும் மாற்றம் பெறுவதற்கான காரணங்களை அறியச் செய்தல். இருவேறு மொழிகளின் இயல்புகளை உணர் த்தி, மொழிபெயர்க்கும் திறனையும் அலுவலகக் கடிதம் எழுதும் பயிற்சியையும் பெறச் செய்தல். 											
Expected Course Outcomes - எதிர்பார்க்கப்படும் கற்றல் அடைவுகள்											
On the successful completion of the course, students will be able to											
இப் பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்.											
CO 1	உரைநடை இலக்கியத்தின் பெருமைகளை உணர்ந்து , அதனை அன்றாட வாழ்வில் பயன்படுத்தும் திறன் பெறுவர்.									K2,K3	
CO 2	பண்டைத் தமிழ் இலக்கியங்கள் காட்டும் சமூக , பண்பாட்டு, வாழ்வியல் முறைகளை அறிந்துகொள்வர்.									K1,K3,K4	
CO 3	காப்பியக் கட்டமைப்புகளை இன்றைய புதினம் , திரைப்படங்கள் ஆகியவற்றுடன் ஒப்பிட்டுக் காணும் அறிவைப் பெறுவர்.									K1,K3,K4	
CO 4	தமிழ் இலக்கிய மரபினையும் மாற்றங்களையும் ஆய்ந்து உணரும் ஆற்றல் பெறுவர்.									K1,K4,K5, K6	
CO 5	மொழிபெயர்ப்புத் திறன் பெறுவதோடு, அன்றாட வாழ்வின் தேவைகளான பல்வகை அலுவலகக் கடிதங்கள் எழுதும் திறன் பெறுவர்.									K4,K5,K6	
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											
Unit - I	பக்தி இலக்கியமும் சிற்றிலக்கியமும்										
	<ol style="list-style-type: none"> “மண்ணில் நல்லவண்ணம் வாழலாம்” - திருஞான சம்பந்தர் திருவேங்கடமலையில் பிறத்தல் என்னும் தலைப்பில் குலசேகர ஆழ்வார் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று. முக்கூடற்பள்ளு இலக்கியத்தில் மூத்த பள்ளி தன் நாட்டுவளம் குறித்துப் பாடியுள்ள பாடல்களில் ஏதேனும் ஒன்று. 										
Unit - II	சங்க இலக்கியம், அற இலக்கியம், காப்பியம்										
	<ol style="list-style-type: none"> “நாடா கொன்றோ காடா கொன்றோ” - ஓவையார். “யாதும் ஊரே” - கணியன் பூங்குன்றனார் - புறநானூறு “நிலத்தினும் பெரிதே”, “வேம்பின் பைங்காய்” - குறுந்தொகை. திருக்குறள் - 'பொருள்செயல் வகை' அதிகாரம் 										

	உ) சிலப்பதிகாரம் - வஞ்சிக் காண்டம் - காட்சிக் காதை. ஊ) குண்டலகேசி - “பாளையாம் தன்மை செத்தும்” எனத் தொடங்கும் பாடல்.											
Unit - III	தமிழ் உரைநடை											
	தமிழ் உரைநடைச் சிறப்பையும் தேவையையும் மாணவர்கள் உணரும் வகையில் ஒரு சிறுகதை, ஓர் ஓரங்க நாடகம், ஓர் எளிய கட்டுரைத் தொகுப்பு இவற்றை அறிமுகம் செய்க.											
Unit - IV	தமிழர் பண்பாட்டு வரலாறு											
	தமிழர் பண்பாடு, கலைகள் (நிகழ்த்து கலை, ஓவியம், கட்டடக் கலை போன்றவற்றை அறிமுகம் செய்க.											
Unit - V	மொழிப் பயிற்சி											
	1. மயங்கொலிப் பிழை, குறில்-நெடில், சொற்பிழை, சந்திப்பிழை, தொடர்பு பிழைகளை நீக்கி எழுதப் பயிற்சியளித்தல். 2. கலைச்சொல்லாக்கம் 3. மொழிபெயர்ப்பு - தமிழ்-ஆங்கிலம், ஆங்கிலம்-தமிழ் பகுதிகளை மொழிபெயர்ப்பு செய்யப் பயிற்சியளித்தல். 4. வேலைவேண்டி விண்ணப்பம் எழுதுதல். 5. அலுவலகக் கடிதம். 6. போட்டித் தேர்வுகளுக்குரிய கண்ணோட்டத்தில் மொழி, இலக்கிய வரலாற்றினைக் கற்பித்தல்.											
Text book (s)												
•												
Reference Books / Websites												
•												
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2
Strong - 3, Medium - 2, Low - 1												

சென்னைப் பல்கலைக்கழகம்
University of Madras

Part-I

பொதுத் தமிழ் - பாடத்திட்டம்

General Tamil - Syllabus

4 பருவங்கள் (மூன்றாம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பொதுத்தமிழ் -3
தமிழக வரலாறும் பண்பாடும்
இரண்டாம் ஆண்டு - மூன்றாம் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	External	Total
200L3AU	பொதுத்தமிழ் -3 தமிழக வரலாறும் பண்பாடும்	Supportive	Y	-	-	-	3	6	25	75	100

Learning Objectives

- தமிழக வரலாற்றை அறிந்துகொள்ளுதல்.
- தமிழரின் வாழ்வியல் தொன்மையை அறிதல்.
- தமிழரின் பண்பாட்டினை அறிந்துகொள்ளல்.
- தமிழர்மேல் நிகழ்ந்த பிற பண்பாட்டுத் தாக்கங்களை அறிதல்.
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	தமிழக வரலாற்றை அறிந்துகொள்வர்.	K4
CO 2	தமிழரின் வாழ்வியல் தொன்மையை அறிவர்.	K5, K6
CO 3	தமிழரின் பண்பாட்டுக் கூறுகளை அறிந்துகொள்வர்	K3
CO 4	பிற பண்பாட்டுத் தாக்கம் மற்றும் அணுகுமுறைகளை அறிவர்.	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1	தொல் பழங்கால வரலாறும் சங்ககால வரலாறும்
<ol style="list-style-type: none"> 1. தொல் தமிழர் 2. பழைய கற்காலம் 3. புதிய கற்காலம் 4. உலோகக் காலம் 5. அகழ்வாராய்ச்சியில் தமிழும் தமிழரும் (கீழடி வரை) 6. திணை வாழ்வியல் (களவு வாழ்க்கை, கற்பு வாழ்க்கை, உணவு, அணிகலன்கள், வாணிகம், விளையாட்டுகள்) 7. கல்வியும், கலைகளும் 	

8. தமிழ் வளர்த்த சங்கம்	
9. சங்க கால ஆட்சி முறை	
10 . அயல்நாட்டுத் தொடர்புகள்	
அலகு-2	ஆட்சியர் வரலாறு
1. மூவேந்தர் வரலாறு	
2. பல்லவர் வரலாறு	
3. நாயக்கர் ஆட்சி	
4. முகம்மதியர் ஆட்சி	
5. மராட்டியர் ஆட்சி	
அலகு-3	ஐரோப்பியர் கால வரலாறு
1. போர்த்துக்கீசியர்	
2. டச்சுக்காரர்கள்	
3. டேனிஸ்காரர்கள்	
4. பிரெஞ்சுக்காரர்கள்	
5. ஆங்கிலேயர்கள்	
6. பாளையக்காரர்கள்	
7. இந்திய விடுதலைப் போராட்டத்தில் தமிழ்நாடு	
அலகு-4	விடுதலைக்குபின் தமிழ்நாட்டு வரலாறு
1. மொழிப்போராட்டம்	
2. சமூக மறுமலர்ச்சி	
3. தொழில்நுட்ப வளர்ச்சி	
அலகு-5	மொழிப்பயிற்சி
<ul style="list-style-type: none"> • நிறுத்தக் குறிகள் • கலைச்சொற்கள் • மொழிபெயர்ப்பு 	
பயிற்சி :ஆங்கிலக் கலைச் சொற்களைக் கொடுத்து அவற்றைத் தமிழில் மொழிபெயர்க்கச் செய்தல்.	
Text books	
<ul style="list-style-type: none"> • தமிழக வரலாறும் பண்பாடும் - கே.கே. பிள்ளை, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை, • தமிழர் நாகரிகமும் பண்பாடும் - அ. தட்சிணாமூர்த்தி, யாழ் வெளியீடு, சென்னை,. • தமிழக வரலாறும் பண்பாடும் - வே.தி. செல்லம், மணிவாசகர் பதிப்பகம், சென்னை, • ஆதிச்சநல்லூர் முதல் கீழடி வரை நுவேதா லூயிஸ், கிழக்குப் பதிப்பகம், சென்னை. • பண்பாட்டு மானிடவியல் - பக்தவத்சல பாரதி, அடையாளம் பதிப்பகம், திருச்சி. • தமிழர் மேல் நிகழ்ந்த பண்பாட்டுப் படையெடுப்புகள், க.ப. அறவாணன், தமிழ்க்கோட்டம், சென்னை. • 	

Reference Books

- தமிழக சமுதாய பண்பாட்டு கலை வரலாறு -கு. சேதுராமன், என்.சி.பி.எச், சென்னை,
- தமிழர் கலையும் பண்பாடும் -அ.கா. பெருமாள், என்.சி.பி.எச், சென்னை.
- ஒரு பண்பாட்டின் பயணம்: சிந்து முதல் வைகை வரை -ஆர். பாலகிருஷ்ணன், ரோஜா முத்தையா ஆராய்ச்சி நூலகம், சென்னை.
- தமிழும் பிற பண்பாடும் - தெ.பொ. மீனாட்சி சுந்தரனார், நியூ செஞ்சரி புக் ஹவுஸ், சென்னை
- தமிழர் வரலாறும் பண்பாடும் - நீலகண்ட சாஸ்திரி, ஸ்ரீசெண்பகா பதிப்பகம், சென்னை
- தமிழர் வரலாறும் தமிழர் பண்பாடும்- மா.இராசமாணிக்கனார்
- தமிழர் நாகரிக வரலாறு -க.த.திருநாவுக்கரசு, தொல்காப்பியர் நூலகம், சென்னை.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web Sources

- <https://www.chennaiLibrary.com/>
- <https://www.sirukathaigal.com>
- <https://www.tamilvirtualuniversity.org>
- <https://www.noolulagam.com>
- <https://www.katuraitamilblogspot.com>

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2
CLO 1	3	2	3	2	2	3	2	2	2	2	3	3
CLO 2	2	2	2	3	3	2	2	3	3	2	2	2
CLO 3	3	3	3	2	2	3	3	2	3	3	3	3
CLO 4	3	2	3	3	3	3	2	2	2	2	3	2
CLO 5	2	2	3	3	2	2	3	3	2	3	3	2

Strong -3, Medium-2, Low-1

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

200L3E

FOUNDATION COURSE: PART-I HINDI PAPER-III

Inst.Hrs. : 6
Credits : 3

Year : II
Semester : III

PAPER –III ANCIENT POETRY AND INTRODUCTION TO HINDI LITERATURE (UPTO REETI KAAL)		
Duration:	1 Semester	
Programme Outcomes:	1. Identify the ancient poets and their works, contribution to society and Literature 2. Studies the contemporary conditions and its impact on Ancient poets 3. Understand the message of poets their expressional and artistic skills 4. Evaluation and critical study of Ancient Poetry and Trends of Ancient Literature 5. Obtain the skills of summarise, interpretation of contexts and literary attitude	
Programme Specific Outcomes:	1. Basic knowledge of Ancient Poets and their works 2. Basic Knowledge of History of Hindi literature and its trends 3. Obtain skills of briefing, interpretation and evaluation 4. Basic idea of critical and analytical study of literature. 5. Obtain the application knowledge of relation between contemporary condition and literature and its impact on poets	
Course Objectives	1. Identify the literary trends of ancient Hindi literature, and social conditions and its impact on Ancient poetry	K1
	2. Summarise the content of prescribed poems and understand the trends of Ancient Hindi Literature .	K2
	3. Critical study and analysis of artistic skills of poets and their expressional skills and literary trends	K4
	4. Employ the methods of interpreting contexts, ideas and identify the special features, poetic skills through practicing annotation writing	K3
	5. Differentiate the subject, ideology, contribution and poetic skills with each other and also know about contemporary poets , writers and the impact of contemporary situations	K5
	6. Conceive the aims of Literature and relations between Literature and contemporary society	K6

Pre-requisites, if any:	Basic Knowledge of Hindi Fiction and Translation
UNITS	
I	<ol style="list-style-type: none"> 1. Kabirdas - Saakhi (Dohas from 1 to 10) 2. Literary Trends of Veeragatha Kaal (Aadikaal) 3. Chand Baradai and his Works 4. Vidhyapathi and his Works
II	<ol style="list-style-type: none"> 1. Surdas - Bramargeet Saar 2. Literary Trends of Bhakthi Kaal 3. Gyan Margi Shakha 4. Important Poet : 1. Kabirdas
III	<ol style="list-style-type: none"> 1. Tulasidas – Vinay ke Pad only 2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha 3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha 4. Important Poets – 1. Joyasi and 2. Tulasidas
IV	<ol style="list-style-type: none"> 1. Meera Bai – Pad only 2. Tiruvalluar (Dharmakaand only) 3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha 4. Important Poet – Surdas
V	<ol style="list-style-type: none"> 1. Biharilal (Dohas 1 to 5) 2. Literary Trends of Reethikaal 3. Important Poet : Bihari and his works 4. Bhushan and his works and Ghananand and his works

Course Outcomes	<ol style="list-style-type: none"> 1. Identifies the Ancient Poets their works, and impact of contemporary conditions of society and ancient History of Hindi Literature 2. Understand the theme , message, expressional and artistic skills 3. Evaluate the thought, ideology, expressional and artistic skills of writers and contextual meanings and literary trends of Ancient History 4. Obtain skills of summarizing, evaluating and critical study and of poems 5. Employ the techniques of interpretation and contextual meaning of texts
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Reading List (Print and Online)	<ol style="list-style-type: none"> 1. Hindi Sahithya Ka Itihas, By: Ramchandra Shukla, Jaya Bharati Publications, 217, B, Maya Press Road, Allahabad – 211 003. 2. Hindi Sahithya Yug Aur Pravritthiya By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6. 3. Hindi Sahithya ka Itihas
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	By : Gulabroy, Lakshmi Narayana Agarwal Book Publishers and seller, Anupama Plaza – 1, Block No. 50, Sanjay Palace, Agra – 282002.
Recommended Texts	1. Poetry Selection Madras University Publications University of Madras

Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	M	M
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	M	S	S	S	S
CO 5	M	S	S	S	S

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FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated – SEMESTER – III

Foundation Course: Translation, Comprehension and Grammar - I

Course Outcomes	<ol style="list-style-type: none"> 1. Identify and appreciate the construction and the structure of different tenses and sentences 2. Translate simple texts 3. Draft and summarize literary texts 4. Apply the grammatical rules to express one's ideas using different tenses 5. Analyze literary texts with respect to their structure and composition 		
Course	Foundation Course in French	Course Code	200L3K
Title of the Course:	Translation, Comprehension and Grammar – I		
Credits:	3		
Pre-requisites, if any:	-		
Course Objectives	Understand the structure and use of the different grammatical tenses	K2	
	Translate texts and examine them	K2 and K4	
	Draft summaries of literary texts	K2 and K6	
	Identify the requirement and employ the different grammatical tenses	K3	
	Analyze and critically assess the literary texts	K4 and K5	
UNITS			
I	<i>Nos études</i> <i>Les feuilles mortes</i> Le passé composé		
II	<i>Demain dès l'aube</i> <i>Une visite inattendue</i> L'imparfait		
III	<i>La tortue et le chien</i> Le subjonctif Le conditionnel		
IV	<i>Le vrai Père</i> Les pronoms relatifs La comparaison		
V	<i>L'hiver</i> <i>La danse</i> L'expression du temps		
Prescribed Text	K. Madanagobalane & N.C. Mirakamal, <i>Le français par les textes</i> , Chennai, Samhita Publications – Goyal Publisher & Distributors Pvt Ltd, 2017		

UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	M	M	M	M	M	L	S	S	S	S	S	M
CO 2	M	M	S	S	S	S	M	S	M	M	S	M	S
CO 3	S	M	S	M	M	M	M	S	S	S	M	S	M
CO 4	S	S	M	M	S	M	L	S	S	S	S	S	M
CO 5	M	M	S	S	S	M	M	S	S	S	M	S	M

S-Strong M-Medium L-Low

SEMESTER III

Title of the Paper : Translation, Comprehension and Grammar-I

Prescribed textbook: K.Madanagobalane &N.C.Mirakamal, *Le français par les textes*, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

The following texts from the prescribed textbook:

- *Nos études*
- *Les feuilles mortes*
- *Demain dès l'aube*
- *Une visite inattendue*
- *La tortue et le chien*
- *Le vrai Père*
- *L'hiver*
- *La danse*

The following grammar components are chosen from the prescribed textbook:

- Le passé composé
- L'imparfait
- Le subjonctif

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FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

- Le conditionnel
- Les pronoms relatifs
- La comparaison
- L'expression du temps

Paper setters to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.

QUESTION PAPER PATTERN

Time : 3 Hours

Maximum Marks : 75

Section A (10 x 2 = 20 Marks)

Answer any TEN questions

15 short answer questions to be asked from the prescribed texts (name of the text might be included within brackets in the question)

Section B (5 x 5 = 25 Marks)

Answer any FIVE questions

8 Grammar exercises to be given from the prescribed textbook

Section C (3 x 10 = 30 Marks)

Answer any THREE

3 must be answered out of 5 topics (1 translation of a prescribed text, 1 translation of unknown text, 1 comprehension of unknown text, 2 summaries of the prescribed texts)

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FOUNDATION COURSE: ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

SECOND YEAR - SEMESTER III

PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
200L3ZU	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To make them active listeners									
LO2	To enhance the interpersonal relationship skills									
LO3	To embolden them to cope with stress									
LO4	To master grammar skills									
LO5	To help them to use English effectively in a business environment									
Unit No.	Unit Title & Text									No. of Periods for the Unit
I	ACTIVE LISTENING Short Story 1.1 In a Grove – AkutagawaRyunosuke Translated from Japanese by Takashi Kojima 1.2 The Gift of the Magi – O’ Henry Prose 1.3 Listening – Robin Sharma 1.4 Nobel Prize Acceptance Speech – WangariMaathai									20
II	INTERPERSONAL RELATIONSHIPS Prose 2.1 Telephone Conversation – Wole Soyinka 2.2 Of Friendship – Francis Bacon Song on (Motivational/ Narrative) 2.3 Ulysses – Alfred Lord Tennyson 2.4 And Still I Rise – Maya Angelou									20
III	COPING WITH STRESS Poem 3.1 Leisure – W.H. Davies 3.2 Anxiety Monster – RhonaMcFerran Readers Theatre 3.3 The Forty Fortunes: A Tale of Iran 3.4 Where there is a Will – Mahesh Dattani									20
IV	Grammar 4.1 Phrasal Verbs & Idioms 4.2 Modals and Auxiliaries 4.3 Verb Phrases – Gerund, Participle, Infinitive									15

UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH SYLLABUS WITH EFFECT FROM 2023-2024

V	Composition/ Writing Skills 5.1 Official Correspondence – Leave Letter , Letter of Application, Permission Letter 5.2 Drafting Invitations 5.3 Brochures for Programmes and Events	15
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Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Listen actively	PO1,PO7
CO2	Develop interpersonal relationship skills	PO1,PO2,PO10
CO3	Acquire self-confidence to cope with stress	PO4,PO6,PO9
CO4	Master grammar skills	PO4,PO5,PO6
CO5	Carry out business communication effectively	PO3,PO8

Text Books (Latest Editions)

1	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.
2	Mahesh Dattani, Where there is a Will. Penguin, 2013.
3	Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000
4	EssentialEnglish Grammar by Raymond Murphy

Web Resources

1	WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023. https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/
2	Telephone Conversation - Wole Soyinka https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html
3	Anxiety Monster- RhonaMcFerran- www.poetrysoup.com

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FOUNDATION COURSE: ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

UNIVERSITY OF MADRAS
B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY
 SYLLABUS WITH EFFECT FROM 2023-2024

Title of the Course		PSYCHOLOGY OF ADOLESCENCE AND EARLY ADULTHOOD					
Category	Core V	Year	II	Credits	5	Course Code	240C3A
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview and understanding of Adolescence and the consequent changes in an adolescent. ● To comprehend the changes in adolescent behaviour pertaining gender, sexual and relationships. ● The characteristics, development and changes of Early Adulthood. ● To have an insight into the Vocational and Family adjustments in Early Adulthood ● Different perspectives of Cognitive and Personality development in Early Adulthood. 					
Course Outline		UNIT I: ADOLESCENCE Characteristics of adolescence, Developmental tasks, Physical changes, Emotionality during adolescence, Social changes during adolescence, Adolescent interests.					
		UNIT II: ADOLESCENT BEHAVIOR Changes in morality during adolescence, Sex interest and sex behaviour during adolescence, Approved sex roles, Family relationships during adolescence.					
		UNIT III: EARLY ADULTHOOD Characteristics of early adulthood, Developmental tasks, Changes in interests, Social mobility, Sex role adjustment, Personal and social hazards.					
		UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENTS IN EARLY ADULTHOOD Vocational adjustments, Marital adjustments, Adjustment to parenthood, Adjustment to singlehood, Hazards of vocational and marital adjustments.					
		UNIT V: COGNITION AND PERSONALITY Cognitive Development - Piaget's Formal operational stage, Elkind's Immature characteristics of Adolescent thought, Shift to postformal thought, Schaie's Life-span model of Cognitive development, Personality - Freud's genital stage, Erikson's Identity Vs Confusion, Marcia's Identity status Crisis and Commitment, Gender differences in identity formation during adolescence, Four views of personality development during Early adulthood – Normative stage models, Timing of events model, Trait models, Typological Models..					

UNIVERSITY OF MADRAS
B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY
 SYLLABUS WITH EFFECT FROM 2023-2024

<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Papalia D. E, Olds S. W.& Feldman R.D. (2004) <i>Human Development</i> (9thEd.) Chennai: McGraw-Hill Education (India) Private Limited. 2. Santrock J.W. (2011) <i>Life-Span Development</i> (13th Ed.) New Delhi: Tata McGraw Education Private Limited. 3. Hurlock E.B. (2010) <i>Developmental Psychology: A Life Span Approach</i>, Tata McGraw, Hill Education Pvt Ltd 4. Santrock J.W. (2007) <i>Adolescence</i> (11thEd.) New Delhi: Tata McGraw-Hill Publishing Company Limited.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Shaffer D.R. (1996) <i>Developmental Psychology – Childhood and Adolescence</i> (4th Ed.) California: Brooks/Cole Publishing Company. 2. Shaffer D.R. &Kipp K. (2007) <i>Developmental Psychology – Childhood and Adolescence</i> (7thEd.) Haryana: Thomson Wadsworth. 3. Sigelman C.K. & Shaffer D.R. (1995) <i>Life span Development</i> (2nd Ed.) California: Brooks/Cole Publishing Company.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. Journal of Youth and Adolescence https://link.springer.com/journal/10964) 2. https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_A_Lifespan_Development_A_Psychological_Perspective_(Lally_and_Valentine-French)/8%3A_Middle_Adulthood/8.01%3A_Physical_Development_in_Middle_Adulthood 3. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-4565/crisis-in-middle-adulthood-age-4565 4. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/physical-cognitivedevelopment-65/physical-development-age-65

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SYLLABUS WITH EFFECT FROM 2023-2024

COURSE OUTCOMES

On successful completion of the course, the students will be able to

- CO1 (K6) - To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 (K5)- To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 (K4)- To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 (K3)- To identify and critically analyse the vocational and marital adjustments made by early adults.
- CO5 (K2)– To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	1
CO2	2	3	1	1	3	2
CO3	3	1	3	2	3	1
CO4	1	3	2	1	3	3
CO5	1	2	3	3	3	1

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Title of the Course		SOCIAL PSYCHOLOGY I					
Category	Core VI	Year	II	Credits	5	Course Code	240C3B
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		4	1		--		5
Objectives of the Course		<ul style="list-style-type: none"> ● To offer the students a comprehensive overview of Social Psychology. ● To comprehend the development and vicissitudes of Social Cognition. ● To gain insight into the formation and management of Social Perception. ● To develop understanding of attitudes and persuasion ● To learn of the dynamics of close interpersonal relationships. 					
Course Outline		UNIT I: INTRODUCTION TO SOCIAL PSYCHOLOGY Definition of Social Psychology, History, Research method in Social Psychology, Social Psychology in new millennium.					
		UNIT II: SOCIAL COGNITION Definition of social cognition; Schemas – Meaning, Impact of schemas on social cognition, Priming, Schema persistence; Heuristics – Meaning, Representativeness, Availability, Anchoring and adjustment; Potential sources of error in social cognition.					
		UNIT III: SOCIAL PERCEPTION Definition of social perception; Non-verbal communication – Basic channels; Deception –Meaning. Non-verbal cues to identify deception; Attribution – Definition, Theories of attribution– Correspondent inference, Kelley’s theory of causal attribution; Basic sources of error in attribution, Impression formation, Impression management.					
		UNIT IV: ATTITUDES Attitudes – Meaning, Types, Formation of attitudes – Classical conditioning, Instrumental conditioning, Observational learning; Strength of attitudes, Change in attitude – Persuasion, cognitive processes underlying persuasion, Resisting persuasion attempts, Cognitive dissonance, Dissonance and attitude change.					
		UNIT V: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS Meaning of interpersonal attraction, Internal determinants of attraction, External determinants of attraction; Romantic relationships and falling in love – Romance, Selecting a potential mate, Love, Jealousy, Marital happiness, Causes of relationship failure.					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/ NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Baron R.A. & Byrne D. (2014) <i>Social Psychology</i> (13th Ed.) Prentice-Hall of India. 2. Myers D.G. (2012) <i>Social psychology</i> (11th Ed.) New York, NY: McGraw.
Reference Books	<ol style="list-style-type: none"> 1. Winnicott, D.W. (1995). <i>Counselling and Therapy</i>. London: Sage Publications 2. Whiston, S.C (1999). <i>Principles ad applications of assessment in counseling</i> , Wadsworth, Belmont. Brooks- Clole 3. Nichols, M.P. & Schwartz, R.C. (2010). <i>Family therapy: Concepts and methods</i>. 9th ed. Toronto: Allyn and Bacon, Pearson education, Inc.Press, Inc 4. Patterson, J., William, L., Grauf-Grounds, C., &Chamow. (2009). <i>Essential skills in family therapy: From the first interview to termination</i>. 2nd Edition. New York: The Guilford Press.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. Journal of Social and Political Psychology (https://jspp.psychopen.eu/index.php/jspp) 2. International Review of Social Psychology (https://www.ripsirsp.com/about/) 3. https://us.sagepub.com/sites/default/files/upmbinaries/90582_ch_1_heinzen.pdf 4. https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf 5. https://opentextbc.ca/socialpsychology/chapter/changing-attitudesby-changing-behavior/

COURSE OUTCOMES

On successful completion of the course, the students will be able to

- CO1 (K1) - To Outline the nature, history, principles and scope of social psychology and methods used in social psychology research
- CO2 (K2) – To understand social cognition and its potential sources of error
- CO3 (K3) – To describe the strategies used to form and maintain positive impression.
- CO4 (K3) – To elucidate the ways to resist persuasion
- CO5 (K4) – To analyze the causes of marital happiness and relationship failure.

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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	1
CO2	3	3	3	2	3	1
CO3	2	1	1	3	3	3
CO4	1	2	2	1	3	3
CO5	1	3	3	1	3	2

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Title of the Course		STATISTICS FOR BEHAVIOURAL SCIENCE					
Category	Elective III	Year	II	Credits	3	Course Code	240E3A
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		3	1		--		4
Objectives of the Course		<ul style="list-style-type: none"> • To understand basic statistical concepts. • To apply concepts of central tendency and variability • To understand normal distribution and hypothesis testing • To gain insight into parametric analysis. • To comprehend non parametric analysis 					
Course Outline		Unit I: Basic statistical concepts					
		Meaning of statistics-Importance of Statistics in Psychology - Variables and their types - Concept of Descriptive and Inferential Statistics - Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Organizing qualitative data - Frequency distribution - cumulative frequency distribution. Graphical representation of frequency distribution - histogram, frequency polygon, bar diagram, pie chart, cumulative percentage curve					
		UNIT II: Central Tendency And Variability					
		Measures of Central Tendency: Mean, median & Mode - Properties and calculation of grouped and ungrouped data - Guidelines for the Use of Central Tendencies. Measures of Variability: Range, Average Deviation, Semi Interquartile Range, Q1, Q3 and Quartile Deviation, variance and Standard Deviation - Properties and calculation of grouped and ungrouped data - Guidelines for the Use of Measures of Variability.					
		UNIT III: Normal Distribution and Hypothesis Testing					
		The Normal Distribution: Properties and Importance of the Normal Curve- Skewness - Kurtosis Hypothesis: definition, types - Hypothesis testing process - Type I and Type II errors, significance level (p value) , one tailed and two tailed tests.					
		UNIT IV: Parametric Statistics					
		Correlation: Concept and types of Correlation- Calculation of Product Moment Correlation and Spearman's Rank; Properties and Significance of Correlation Co-efficient Conceptoft Tests- Single Sample, Dependent means, Independent means - Assumptions One way Analysis of Variance: within and between group variations					

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	<p>Unit V: Non parametric Statistics</p> <p>The Chi-Square Statistic: Chi square test for goodness of fit - Assumptions and uses Rank order test - Mann Whitney U test - sign test - Run test - Wilcoxon's signed ranks test - Kruskal Wallis test - Assumptions and uses</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC-CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. King, B.M. and Minium E W. (2011). Statistical Reasoning in the Behavioural Sciences. 5th Edition. New Delhi: Wiley student India edition. 2. Aron A, Aron E N and Coups E J. (2007). Statistics for Psychology. New Delhi: Pearson Education. 3. Argyrous, G. (2011). Statistics for research. New Delhi: Sage South Asia edition. 4. Gaur A S and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 5. Haslam S Alexander & Mc Garty Craig. (2003). Research Methods & Statistics in Psychology. New Delhi: Sage Publications India Pvt. Limited.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Frederick, J.G, & William, L.B.(2007). Statistics for Behavioural Sciences.(7thEd.). Thomson Wadsworth. 2. Kothari, C. R. (2008). Research Methodology: Methods and Techniques. (2ndEd.).New Age International. 3. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi. 4. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Black well Publishers 5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: Pearson Education. 6. Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles &Applications (6th Ed.) New Jersey: Prentice Hall.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://www.scribbr.com/statistics/levels-of-measurement/ 2. Measures of central tendency - https://youtu.be/HtFZzgFP360 3. https://study.com/academy/lesson/normal-distribution-of-dataexamples-definition-characteristics.html 4. https://www.statisticshowto.com/probability-and-statistics/statisticsdefinitions/parametric-and-non-parametric-data/

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Course Outcomes:

On successful completion of the course, the students will be able to

CO1 (K2) To understand and define, to recognize measurements as being one of the four scales, representing data

CO2 (K3) To understand and calculate measures of central tendency and measures of variability.

CO3 (K3) To understand the concept of normal distribution and hypothesis testing

CO4 (K4) To analyze and interpret raw data using various parametric methods CO5 (K5) To gain an overview of various non-parametric methods.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	2	1
CO2	3	2	2	1	1	2
CO3	1	1	3	2	1	1
CO4	2	3	1	1	2	2
CO5	1	2	2	3	2	1

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Title of the Course		PSYCHOLOGICAL SKILLS FOR ENTREPRENEURSHIP DEVELOPMENT					
Category	Skill Enhancement Course	Year	II	Credits	1	Course Code	240S3A
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		1	--		--		1
Course Outline		UNIT I: Entrepreneurship Development - Dynamics of Entrepreneurship - Scope of Entrepreneurship; latest trends; Skills of an entrepreneur.					
		UNIT II : Human Resource Development through Achievement Motivation – Motivating people for excellence ; Entrepreneurial motivation - motivation - Maslow theory - Herzberg theory - Mc Gregors theory - McClelland need achievement theory.					
		UNIT III: Behavioral competencies - Emotional Intelligence – Assertiveness - Creativity - steps in creativity - Decision making and Problem solving.					
		UNIT IV: Risk Taking Behavior -Active Risk Management - People, Time and Cost Management; Change & Conflict Management; Risk identification - Qualitative & quantitative risk assessment - Risk response strategies.					
		UNIT V: Motivation training – Goal setting & Time Management; Identifying motivators and strengthening their action plan based on SWOC; Effective Negotiation, Interpersonal relationship skills; Team building skills.					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		Rao, T. V. (1990). Designing Entrepreneurial Skills Development Programmes. Resource Book for Technical and Vocational Institutions. Sharma, S. (2021). Entrepreneurship development. PHI Learning Pvt. Ltd. Ramachandran, K. (2009). Entrepreneurship Development: Indian cases on Change Agents. Tata McGraw-Hill Pub					

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Reference Books	<ol style="list-style-type: none"> 1. Bessant, J., & Tidd, J. (2007). Innovation and entrepreneurship. John Wiley & Sons 2. Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice. Cengage learning 3. Nieuwenhuizen, C. (Ed.). (2009). Entrepreneurial skills. Juta and Company Ltd 4. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21st Century (pp. 3-32). Bingley: Emerald Publishing 5. Mohanty, S. K. (2005). Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K3)** provide the knowledge, skills and attitudes in Entrepreneurship skill training.
- **CO2 (K2)** Understand the importance of developing positive attitudes and inculcating achievement motivation toward self employment and gain confidence to be an entrepreneur
- **CO3 (K4)** Understand the importance of behavioural competencies to be an entrepreneur
- **CO4 (K3)** Gain knowledge about the management of business units /organizations by direct interaction with Entrepreneurs.
- **CO5 (K4)** develop positive attitudes and achievement motivation toward self employment and gain confidence to be an entrepreneur.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	3	2
CO2	2	2	3	2	3	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	3	2	2	3	2

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Title of the Course		RELAXATION TECHNIQUES					
Category	Skill Enhancement Course	Year	II	Credits	2	Course Code	240S3B
		Semester	III				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	--		--		2
Course Outline		UNIT I PROGRESSIVE MUSCULAR RELAXATION Physiology of relaxation - Progressive muscular relaxation - Steps to initiate progressive muscular relaxation - Benefit of progressive relaxation technique - Jacobsons relaxation technique (Practical experience to be given)					
		UNIT II MEDITATION Meditation – the inner and outer self - Definition, types of meditation – concentrative, receptive, reflective and generative - Benefits of meditation – (Practical experience to be given)					
		UNIT III DEEP BREATHING Deep breathing - steps involved in breathing techniques. Benefits, psychological effects of deep breathing - Effects of deep breathing on the brain (Practical experience to be given)					
		UNIT IV AUTOGENIC TRAINING Autogenic training – Definition, importance of the technique and 6 stages of autogenic training (Practical experience to be given)					
		UNIT V GUIDED IMAGERY Guided imagery – definition, uses of guided imagery (Practical experience to be given)					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		Lillian Nejad, Katerina Volny .[2008]. Relaxation techniques: Crown house publishing Michael Robertson, Relaxation techniques					
Reference Books		Jay winner, Relaxation on the run – book scape Swaminathan V.D, Kalaiappan.K.V.[2001]. Psychology for effective living: Angel printing house.					

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Website and e-Learning Source	1. https://www.mayoclinic.org 2. https://www.health.harvard.edu 3. https://www.nccih.gov.health
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Gain knowledge of progressive muscular relaxation
- **CO2 (K2)** Demonstrate meditation
- **CO3 (K6)** Adopt right breathing techniques
- **CO4 (K2)** Demonstrate Autogenic training
- **CO5 (K3)** Utilize guided imagery to aid in relaxation

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	3	2	3
CO2	3	1	3	3	2	3
CO3	3	2	3	3	2	3
CO4	3	2	3	2	2	3
CO5	3	2	3	3	2	3

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U.G. DEGREE COURSE

ENVIRONMENTAL STUDIES PROGRAMME
ABILITY ENHANCEMENT COMPULSORY COURSES
(AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019
(i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

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Unit 6: Environmental Policies & Practices (8 lecturers)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons.

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U.G. DEGREE COURSE

13. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
14. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
15. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
19. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
20. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.

சென்னைப் பல்கலைக்கழகம்
University of Madras

Part-I

பொதுத் தமிழ் - பாடத்திட்டம்

General Tamil - Syllabus

4 பருவங்கள் (நான்காம் பருவம்)

(B.A., B.Sc., B.Com., BCA., BBA)

2023-24

பொதுத்தமிழ் -4
தமிழும் அறிவியலும்
இரண்டாம் ஆண்டு - நான்காம் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
200L4AU	பொதுத்தமிழ் -4 தமிழும் அறிவியலும்	Supportive	Y	-	-	-	3	6	25	75	100

Learning Objectives

- தாய்மொழி வழியாக அறிவியல் பற்றிய சிந்தனைகளை வளர்த்தல்.
- அறிவியல் கலைச் சொல்லாக்கம் பற்றிப் பயிற்றுவித்தல்.
- மாணவர்களுக்கு அறிவியல் பார்வையை ஏற்படுத்துதல்.
- தமிழில் அறிவியல் படைப்பிலக்கியங்களை உருவாக்கத் தூண்டுதல்
- தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்

Expected Course Outcomes

On the Successful completion of the Course, Students will be able to

இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்

CO 1	தாய்மொழி வழியாக அறிவியல் பற்றிச் சிந்திக்கும் திறன் பெற்றிருப்பர்.	K4
CO 2	அறிவியல் கலைச் சொல்லாக்கம் பற்றிய விதிகள், நுணுக்கங்களைத் தெரிந்திருப்பர்.	K5, K6
CO 3	அறிவியல் தமிழ் வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு குறித்து அறிந்திருப்பர்.	K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்	K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.	K2

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

அலகு-1	தமிழரின் அறிவியல் சிந்தனைகள்
	<ul style="list-style-type: none"> • அறிவியலும் மனித வாழ்வும் • ஐந்திணைப் பகுப்பும் சூழலியலும் • தொழில்நுட்ப மேலாண்மை • நீர் நில மேலாண்மை

அலகு-2	பழந்தமிழ் இலக்கியங்களில் அறிவியல் சிந்தனைகள்
	<ol style="list-style-type: none"> 1. நிலவியல் 2. உலோகவியல் 3. வானவியல் 4. உயிரியல் 5. உளவியல்

அலகு-3	இடைக்கால இலக்கியங்களில் அறிவியல் சிந்தனைகள்
	<ol style="list-style-type: none"> 1. காப்பியங்களில் அறிவியல் 2. சிற்றிலக்கியங்களில் அறிவியல் 3. உரைநூல்களில் அறிவியல்
அலகு-4	இணையத் தமிழ்
	<ol style="list-style-type: none"> 1. இணையத் தமிழ் பயன்பாடு - அறிமுகம் 2. இணையத்தமிழ்க் கல்விக்கழகம் 3. இணைய நூலகம் 4. செயற்கை நுண்ணறிவியல் 5. தமிழ்நாட்டு அறிவியல் ஆளுமைகள்
அலகு-5	கடிதம் எழுதுதலும் கட்டுரை எழுதுதலும்
	<ul style="list-style-type: none"> • உறவு முறைக் கடிதப் பயிற்சி • அலுவலகக் கடிதப் பயிற்சி • விண்ணப்பப் படிவம் எழுதும் பயிற்சி • தன் விவரப் படிவம் எழுதும் பயிற்சி • கருத்து விளக்கக் கட்டுரைகள் எழுதும் பயிற்சி • பத்திரிகைகளுக்குக் கட்டுரை எழுதும் பயிற்சி
Text books	
	<ul style="list-style-type: none"> • அறிவியல் தமிழ் இன்றைய நிலை - இராதா செல்லப்பன், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை. • மணவை முஸ்தபா, தமிழில் அறிவியல் படைப்பிலக்கியம், மணவை பப்ளிகேஷன், சென்னை. • கலைச்சொல்லாக்கம் - மங்கை, ரங்கராசபுரம், சென்னை .
Reference Books	
	<ol style="list-style-type: none"> 1. தமிழர் வேளாண்மை மரபுகள் - இல).செ.கந்தசாமி • 2. சங்க இலக்கியத்தில் வேளாண் சமுதாயம், பெ.மாதையன், நியூ செஞ்சுரி புக் ஹவுஸ் 3. தமிழில் அறிவியல் இதழ்கள்சாமுவேல்- ரா.பார்வேந்தன் ஃபிஷ்கிறீன் பதிப்பகம், கோவை 4. அறிவியல் தமிழ் - பதிப்பாசிரியர் இராதா செல்லப்பன், பாரதிதாசன் பல்கலைக்கழகம், திருச்சிராப்பள்ளி. 5. இணையத் தமிழ் வரலாறு, மு.பொன்னவைக்கோ, பாரதிதாசன் பல்கலைக்கழகம் 6. இணையத் தமிழ், சந்திரிகா சுப்பிரமணியம் - சந்திரோதயம் பதிப்பகம் 7. இணையமும் இனிய தமிழும் - துரை. மணியரசன், இசை பதிப்பகம் 8. கணினித் தமிழ், இல. சுந்தரம் - விகடன் பிரசுரம் 9. மாண்புமிகு மண், பாமயன், வம்சி புக்ஸ்

10. தமிழ் இலக்கியத்தில் அறிவியல் சிந்தனைகள் வானதி பதிப்பகம், சென்னை													
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]													
Web Sources													
<ul style="list-style-type: none"> • https://www.chennaiLibrary.com/ • https://www.sirukathaigal.com • https://www.tamilvirtualuniversity.org • https://www.noolulagam.com • https://www.katuraitamilblogspot.com 													
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	1.
CLO1	3	2	3	3	3	2	2	2	3	2	3	2	
CLO2	3	3	2	2	2	3	2	3	3	2	2	2	
CLO3	3	2	3	3	2	2	2	3	2	3	3	2	
CLO4		3	3	2	2	2	3	2	3	2	3	3	
CLO5	3	3	2	2	2	3	3	2	2	2	3	3	

Strong -3,Medium-2,Low-

UNIVERSITY OF MADRAS
UG & 5 YR INTEGRATED DEGREE – FOUNDATION COURSE
 EXISTING SYLLABUS (22-23) FOLLOWED FOR THE ACADEMIC YEAR 2023-2024

200L4E

FOUNDATION COURSE: PART-I HINDI PAPER-IV

Inst.Hrs. : 6
Credits : 3

Year : II
Semester : IV

PAPER –IV MODERN POETRY AND INTRODUCTION TO HINDI LITERATURE (AADHUNIK KAAL)	
Duration:	1 Semester
Programme Outcomes:	<ol style="list-style-type: none"> 1. Identify the Modern poets and their works, contribution to society and Literature 2. Studies the contemporary conditions and its impact on Modern poets 3. Understand and differentiate the message of poets their expressional and artistic skills and 4. Evaluation and critical study of Modern Poetry and Trends of Ancient Literature 5. Obtain the skills of summarise, interpretation of contexts and literary attitude
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. Basic knowledge of modern Poets and their works 2. Basic Knowledge of History of Hindi literature and its trends 3. Obtain skills of briefing, interpretation and evaluation 4. Basic idea of critical and analytical study of literature. 5. Obtain the application knowledge of relation between contemporary condition and literature and its impact on poets

Course Objectives		
	1. Identify the modern trends of Modern Hindi literature, different forms of modern literature i.e. poetry, fiction etc.	K1
	2. Summarise the content of prescribed poems and understand the trends of modern Hindi Literature .	K2
	3. Critical study and analysis of artistic skills of poets and their expression skills	K4
	4. Employ the methods of interpreting contexts, ideas and identify the poetic skills through practicing annotation writing	K3 K5
	5. Differentiate the subject and poetic skills of prescribe poems with each other and also know about contemporary poets , writers and the impact of contemporary situations	K6
	6. Conceive the aims of Literature and relations between	

	Literature and contemporary society	
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Pre-requisites, if any:	Basic knowledge of Modern Hindi poets and their poetry	
UNITS		
I	<ol style="list-style-type: none"> 1. Asha – (Jayashankar Prasad) 2. Tum Logon se Door (Nagarjun) 3. Literary Trends of Chayavaad 	
II	<ol style="list-style-type: none"> 1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi) 2. Bharat Ki Aarthi - (Shamsher Bahadur Singh) 3. Literary Trends of Pragathivaad 	
III	<ol style="list-style-type: none"> 1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman) 2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal) 3. Literary Trends of Nayee Kavita 	
IV	<ol style="list-style-type: none"> 1. Literary Trends of Hindi Short Stories 2. Literary Trends of Hindi One Act Plays 3. Maithili Saran Gupta, Mahadevi Varma, 	
V	<ol style="list-style-type: none"> 1. Jayashankar Prasad, Nirala, 2. Panth, Dinakar, Premchand, 3. Yashpaal, Jainendra Kumar, Mohan Rakesh, 	

Course Outcomes	<ol style="list-style-type: none"> 1. Evaluate the poetic skills of poets and their poems 2. Identify the conditions inspire the poets and writers 3. Enumerate the literary trends and different literary forms 4. Understand the human, social, ethical and literary values 5. Obtain the knowledge to evaluate and critical analysis of literary works
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Reading List (Print and Online)	<ol style="list-style-type: none"> 1. Hindi Sahithya Ka Itihas, By: Ramchandra Shukla, Jaya Bharati Publications, 217, B, Maya Press Road, Allahabad – 211 003. 2. Hindi Sahithya Yug Aur Pravritiya By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6. 3. Hindi Sahithya ka Itihas By : Gulabroy, Lakshmi Narayana Agarwal Book Publishers and seller, Anupama Plaza – 1, Block No. 50, Sanjay Palace, Agra – 282002
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Recommended Texts	6. Poetry Selection Madras University Publications University of Madras
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Method of Evaluation:

Internal Assessment	End Semester Examination	Total	Grade
25	75	100	

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S
CO 2	S	S	M	S	M
CO 3	S	S	M	S	S
CO 4	M	M	S	S	S
CO 5	S	S	S	S	S

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FOUNDATION COURSE: FRENCH

SYLLABUS WITH EFFECT FROM 2023-2024

UG & 5 Year PG Integrated – SEMESTER – IV

Foundation Course: Translation, Comprehension and Grammar - II

Course Outcomes	<ol style="list-style-type: none"> 1. Apply connecting words (<i>cause, but, concession, condition, hypothèse, conséquence</i>) to improve the spoken as well as written communication skills 2. Differentiate the various past tenses in “<i>Les Temps du Passé</i>” and their unique usage 3. Summarize the literary texts 4. Identify and apply the different grammatical tenses of “<i>les temps du passé</i>” in sample exercises to practice 5. Critically assess the literary texts through an analysis of its themes, narrative techniques, characters and its cultural significance 		
Course	Foundation Course in French	Course Code	200L4K
Title of the Course:	Translation, Comprehension and Grammar – II		
Credits:	3		
Pre-requisites, if any:	----		
Course Objectives	Demonstrate the usage of connecting words in a given text	K2	
	Understand and differentiate the various types of past tenses in “ <i>Les Temps du Passé</i> ”	K2 and K4	
	Summarize the literary texts after a thorough analysis	K2 and K4	
	Identify and apply the different grammatical tenses of “ <i>les temps du passé</i> ”	K3	
	Analyze and critically assess the literary texts with regard to the themes and literary techniques	K4 and K5	
UNITS			
I	<i>Estula</i> <i>Décadi et son grand-père</i> Le plus-que-parfait		
II	<i>Une mauvaise nouvelle</i> <i>L'égoïste puni</i> Le passé simple		
III	<i>La visite de la grand-mère</i> L'expression de la cause L'expression de la conséquence		
IV	<i>Le Horla</i> L'expression du but L'expression de la concession		
V	<i>Monsieur Friquet</i> <i>Le lévrier et le serpent</i> L'expression de la condition et de l'hypothèse		
Prescribed Text	K. Madanagobalane & N.C. Mirakamal, <i>Le français par les textes</i> , Chennai, Samhita Publications – Goyal Publisher & Distributors Pvt Ltd, 2017		

UNIVERSITY OF MADRAS

FOUNDATION COURSE: FRENCH
SYLLABUS WITH EFFECT FROM 2023-2024

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	M	S	M	L	S	M	L	S	S	S	M	S	M
CO2	S	M	M	L	M	M	L	S	S	S	S	M	M
CO3	M	S	S	M	M	M	M	S	S	M	M	S	M
CO4	S	M	M	L	M	M	L	S	S	S	S	M	M
CO5	M	S	S	M	M	M	M	S	S	M	M	S	M

S-Strong M-Medium L-Low

SEMESTER IV

Title of the Paper : Translation, Comprehension and Grammar-II

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, *Le français par les textes*, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

The following texts from the prescribed textbook:

- *Estula*
- *Décadi et son grand-père*
- *Une mauvaise nouvelle*
- *L'égoïste puni*
- *La visite de la grand-mère*
- *Le Horla*
- *Monsieur Friquet*
- *Le lévrier et le serpent*

The following grammar components are chosen from the prescribed textbook:

- Le plus-que-parfait

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FOUNDATION COURSE: FRENCH SYLLABUS WITH EFFECT FROM 2023-2024

- Le passé simple
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Paper setters to strictly adhere to the syllabus and ask questions only from the pages included in the syllabus. Questions should cover the entire syllabus.

QUESTION PAPER PATTERN

Time : 3 Hours

Maximum Marks : 75

Section A (10 x 2 = 20 Marks)

Answer any TEN questions

15 questions to be asked from the prescribed texts (name of the text might be included within brackets in the question)

Section B (5 x 5 = 25 Marks)

Answer any FIVE questions

8 Grammar exercises to be given from the prescribed textbook

Section C (3 x 10 = 30 Marks)

Answer any THREE

3 must be answered out of 5 topics (1 translation of a prescribed text, 1 translation of unknown text, 1 comprehension of unknown text, 2 summaries of the prescribed texts)

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UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

SECOND YEAR - SEMESTER IV

PAPER II –GENERAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
200L4ZU	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To help learners imbibe goal-setting attitude.									
LO2	To enable them to understand the value of integrity.									
LO3	To help them deal with emotions.									
LO4	To teach the learners to frame sentences using tenses.									
LO5	To enhance reporting skills.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
I	GOAL SETTING (UNICEF) Life Story 1.1 From Chinese Cinderella – Adeline Yen Mah 1.2 Why I Write - George Orwell Short Essay 1.3 On Personal Mastery – Robin Sharma 1.4 On the Love of Life – William Hazlitt							20		
II	INTEGRITY Short Story 2.1 The Taxi Driver – K.S. Duggal 2.2 Kabuliwala - Rabindranath Tagore 2.3 A Retrieved Reformation – O Henry Extract from a play 2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)							20		
III	COPING WITH EMOTIONS Poem 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou Reader’s Theatre 3.3 The Giant’s Wife A Tall Tale of Ireland – William Carleton 3.4 The Princess and the God : A Tale of Ancient India							20		

UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

IV	Language Competency Sentences 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences Direct and Indirect Speech	15
V	Report Writing 5.1 Narrative Report 5.2 Newspaper Report Drafting Speeches 5.3 Welcome Address 5.4 Vote of Thanks	15

Course Outcomes

Course Outcomes	On completion of this course, students will	
CO1	Determine their goals	PO1,PO7
CO2	Identify the value of integrity.	PO1,PO2,PO10
CO3	Deal with emotions.	PO4,PO6,PO9
CO4	Frame grammatically correct sentences	PO4,PO5,PO6
CO5	Write cohesive reports.	PO3,PO8

Text Books (Latest Editions)

1	Oxford Practice Grammar , John Eastwood, Oxford University Press
2	Cambridge Grammar of English , Ronald Carter and Michael McCarthy
3.	George Orwell Essays, Penguin Classics

Web Resources

1	http://www.gradesaver.com/George-orwell-essays/study/summary
2	O' Henry. A Retrieved Reformation. https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf
3	Maya Angelou. Phenomenal Woman. https://www.poetryfoundation.org/poems/48985/phenomenal-woman
4	The Quality of Mercy, https://poemanalysis.com
5	https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-William-Hazlitt

UNIVERSITY OF MADRAS

FOUNDATION COURSE: ENGLISH

SYLLABUS WITH EFFECT FROM 2023-2024

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3
CO2	3	3	3	3
CO3	3	3	3	3
CO4	3	3	3	3
CO5	3	3	3	3
Weightage	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0

UNIVERSITY OF MADRAS
B.Sc. DEGREE PROGRAMME IN PSYCHOLOGY
 SYLLABUS WITH EFFECT FROM 2023-2024

Title of the Course		PSYCHOLOGY OF MIDDLE AGE AND OLD AGE					
Category	Core VII	Year	II	Credits	5	Course Code	240C4A
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> • CO1 - To describe and discuss the various developmental tasks of middle age. • CO2 - To analyse and understand the vocational and family adjustments made by middle aged people. • CO3 - To discuss and evaluate the personal and social hazards of old age. • CO4 - To identify the changes to be made in the living arrangements of elderly • CO5 – To understand memory decline in old age. 					
Course Outline		<p>UNIT I: MIDDLE AGE Characteristics of middle age, Developmental tasks, Adjustment to Physical changes, Adjustment to mental changes, Adjustment to changed interests, Social adjustments, Personal and social hazards of middle age.</p> <p>UNIT II: VOCATIONAL AND FAMILY ADJUSTMENT IN MIDDLE AGE Vocational adjustments, Adjustment to changed family pattern, Adjustment to single hood, Adjustment to loss of spouse, Adjustment to approaching retirement, Adjustment to approaching old age, Vocational and marital hazards of middle age.</p> <p>UNIT III: OLD AGE Characteristics of old age, Developmental tasks, Adjustment to physical changes in old age, changes in motor abilities, Changes in mental abilities, Changes in interests, Hazards of personal and social adjustments.</p> <p>UNIT IV: VOCATIONAL AND FAMILY ADJUSTMENT IN OLD AGE Vocational adjustments, Adjustment to retirement, Adjustment to changes in family life, Adjustment to loss of a spouse, Adjustment to singlehood, Living arrangements for the elderly, Vocational and family life hazards.</p>					

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 SYLLABUS WITH EFFECT FROM 2023-2024

	<p>UNIT V: COGNITION AND PERSONALITY</p> <p>Cognitive Development – Measuring cognitive abilities in middle age, The distinctiveness of adult cognition, Creativity in middle age, Intelligence and Processing abilities in old age.</p> <p>Measuring older adult’s intelligence, Competence in everyday tasks and problem solving in old age; Memory changes in old age, Improving memory in older adults; Personality – Erikson’s Generativity Vs stagnation and Integrity Vs Despair, The self at midlife, Models of coping in old age.</p>
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co. 2. Santrock, J. W. (1999). Life span development, New York, NY: McGraw Hill. 3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers. 4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill. 5. Berk, C. L. (1996). Child development, New Delhi, India: PrenticeHall of India (Pvt) Ltd.
Reference Books	<ol style="list-style-type: none"> 1. Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company. 2. Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaigh Publication Pvt. Ltd. 3. Chakravarthy, L. (1997). Life in Twilight Years, Calcutta: Kwaliti Books Co. 4. Biswas, S.K. (1987). Aging in Contemporary India. Calcutta: The Indian Anthropological Society, 5. Birren, J.E. & Schaie, W. (1996). Handbook of Psychology of Aging. New York: Academic Press

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Website and e-Learning Source	<ol style="list-style-type: none"> https://www.pewresearch.org/social-trends/2013/01/30/thesandwichgeneration/#:~:text=Who%20is%20the%20sandwich%20generation,are%20age%2060%20or%20older. https://www.verywellmind.com/generativity-versus-stagnation2795734#:~:text=stagnation%20is%20the%20seventh%20stage,ages%20of%2040%20and%2065. https://www.cliffsnotes.com/studyguides/psychology/development-psychology/psychosocialdevelopment-age-65/relationships-age-65
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COURSE OUTCOMES:

On successful completion of the course, students will be able to

- CO1 (K2): To describe and discuss the various physical changes and emotionality during adolescence.
- CO2 (K2, K4): To analyse and understand the changes in morality, sex interest and family relationships in adolescence.
- CO3 (K5): To discuss and evaluate the personal and social hazards of early adulthood.
- CO4 (K4): To identify and critically analyse the vocational and marital adjustments made by early adults.
- CO5 (K2): To understand the cognitive and personality development.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	1	3	3	3	1
CO2	1	3	3	2	2	1
CO3	3	1	2	1	3	2
CO4	2	3	1	3	3	2
CO5	1	1	3	3	3	2

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Title of the Course		Social Psychology II					
Category	Core VIII	Year	II	Credits	5	Course Code	240C4B
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● Understand how of social influence enable compliance, conformity and obedience ● Get introduced to the theories that explain selflessness and to suggest ways to increase helping behaviour. ● Comprehend knowledge about various theories that explain aggression and apply the knowledge to prevent and control aggression. ● Get acquainted to functions of a group and its influences on individual performance and to educate them about the potential dangers of decision making in group. ● Facilitate students to see the applicability of social psychological principles in various settings. 					
Course Outline		<p>Unit I: Social Influence</p> <p>Conformity – Meaning, Asch’s research on conformity, Sheriff’s research on autokinetic phenomenon, Factors affecting conformity, Resisting pressures to conform; Compliance - Meaning, Six basic principles of compliance, Symbolic social influence; Obedience – Meaning, Milgram’s experiment on obedience.</p> <p>Unit II: Prosocial Behaviour</p> <p>Meaning, Motives for pro-social behaviour, Competitive altruism, Five crucial steps to determine helping Vs not helping, External and internal influences on helping behaviour, Empathy, Personality and Helping.</p> <p>Unit III: Aggression</p> <p>Perspectives on aggression – Evolutionary perspective, Drive theories; Modern theories of aggression – Social learning perspective and General Aggression Model; Causes of human aggression – social, cultural, personal and situational; Prevention and control of aggression.</p> <p>Unit IV: Groups And Individuals</p> <p>Groups – Meaning, Types, Key components, Stages of group formation, Benefits of joining a group, Social facilitation, Social loafing, hooliganism, deindividuation; Conflict: Nature, Causes and Effects; Techniques to resolve conflicts, Perceived fairness in groups – Basic rules for judging fairness, Reactions to perceived unfairness; Decision making by groups, Downside to group decision making.</p>					

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	<p>Unit V:Application Of Social Psychology</p> <p>Social Psychology and legal system, Social Psychology and Health, Social Psychology and the world of work.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Myers, D.G. & Twenge, J.M. (2017): Social psychology. New York, NY: McGraw – Hill Education. 2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). Social psychology. Chennai, India: Pearson India Education Services Pvt. Limited. 3. Myers, D.G. (2002). Social psychology. New York, NY: McGraw Hill Book Company. 4. Baron, A., & Byrne, D. (2002). Social psychology. New Delhi, India: Prentice-Hall of India. 5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). Social psychology. New Delhi, India: Dorling Kindersley (India) Private Limited.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Winnicott, D.W. (1995). Counselling and Therapy. London: Sage Publications 2. Whiston, S.C (1999). Principles and applications of assessment in counselling, Wadsworth, 3. Belmont. Brooks- Clole Nichols, M.P. & Schwartz, R.C. (2010). Family therapy: Concepts and methods. 9th ed. 4. Toronto: Allyn and Bacon, Pearson education, Inc. Press, Inc 5. Patterson, J., William, L., Grauf-Grounds, C., & Chamow. (2009). Essential skills in family therapy: From the first interview to termination. 2nd Edition. New York: The Guilford Press. 6. Myers David G. (2002). Social Psychology, 7th Edition, McGraw Hill Book Company.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.verywellmind.com/the-asch-conformity-experiments2794996#:~:text=The%20Asch%20conformity%20experiments%20were,by%20those%20of%20a%20group. 2. https://study.com/academy/lesson/moral-prosocial-behavior-definitionexamples-of-classroom-applications.html 3. https://www.sciencedirect.com/topics/social-sciences/prosocial-behavior 4. https://youtube/PZRGpzxXn2Q
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COURSE OUTCOMES:

On successful completion of the course, students will be able to

- **CO1(K1)** :To relate to the nature and causes of social influence.
- **CO2 (K2)** : To observe the internal and external influences on helping behaviour.
- **CO3 (K3)** : To employ the strategies that can be used to prevent or control human aggression.
- **CO4 (K4)** : To appraise group dynamics.
- **CO5 (K4)** : To analyze the role of social psychology in various settings like legal system, health and work.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	3	3	2
CO2	1	3	3	1	3	2
CO3	3	2	3	1	3	3
CO4	1	3	3	3	3	2
CO5	2	1	3	1	3	3

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Title of the Course		Introduction to Research Methodology					
Category	Elective IV	Year	II	Credits	3	Course Code	240E4A
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		2	1		--		3
Objectives of the Course		<ul style="list-style-type: none"> • Understand need, types and ethics of research. • Get acquainted with problem identification, literature review and data collection. • Distinguish between probability and non probability sampling. • Gain an overview about variables, reliability and validity. • Facilitate students to write a research report. 					
Course Outline		Unit I: Introduction Definition- Need and Importance of Psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Ethics in research: APA guidelines, plagiarism, ethics in animal experimentations.					
		Unit II: Research Problem, Review of Literature & Methods of Data Collection Research Problem: Meaning and characteristics of a problem - Types of Problems. Reviewing the Literature: Purpose and Sources of Review. Data collection: Primary & Secondary Data - observational method, interview method - structured, semi structured and focus group interviews, questionnaire method, case study method - Sources of secondary data - Merits and Limitations.					
		Unit III: Sampling Meaning and Need for sampling - Fundamentals of sampling- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling					
		Unit IV: Variables , Reliability and Validity Types of variables- dependent and independent variables, confounded variables. Reliability and Validity of measurements - types of validity test- criterion related validity, face validity, content validity, convergent validity, concurrent validity, discriminate validity, predictive validity , types of reliability tests – inter-rater reliability, test retest reliability, split half reliability, internal consistency reliability.					

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	<p>Unit V: Report writing Meaning- General purpose of writing a research report- Styles of writing a research report- Types of research reports- Precautions in writing research report - Research proposal - Computers in research.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Jones, S and Forshaw, M. (2014). Research Methods in Psychology. New Delhi: Pearson. 2. C.R. Kothari (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Pvt. Ltd 3. Zechmeister S Anne, Zechmeister B Eugene & Shaughnessy J John (2001) Essentials of Research Methods in Psychology. Singapore: McGraw-Hill International Edition. 4. Evans, A N and Rooney, B. J. (2008). Methods in Psychological Research. New Delhi: Sage Publications India Pvt Ltd. 5. Mc Burney, D. H. and White, T L (2007). Research Methods. USA: Thomson Wadsworth.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Shaughnessy, J Zechmeister, E B and Zechmeister J S (2006). Research Methods in Psychology. Singapore: Mc Graw Hill. 2. Breakwell, G. M., Smith, J, A, Wright D B. (2012). Research Methods . USA: Sage Publication. 3. Gaur A s and Gaur SS (2009). Statistical methods for practice and research. A guide to data analysis using SPSS. 2nd edition. New Delhi: Response - Sage publication. 4. Flick, U. (2004). An Introduction to Qualitative research. Edition New Delhi: Sage South Asia Edition. 5. Sharlene Nagy Hesse-Biber Patricia Leavy . (2006). The Practice of qualitative Research. New York: Sage Publications, Inc.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://libraryguides.vu.edu.au/c.php?g=607897&p=6869540 2. https://youtu.be/pTuj57uXWlk 3. https://www.scribbr.com/methodology/types-of-validity/ 4. https://students.unimelb.edu.au/academic-skills/resources/reportwriting/research-reports

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COURSEOUTCOMES:

On the successful completion of the course, students will be able to

- **CO1:** (K2) Understand the basic concepts, ethics and process of research.
- **CO2:** (K2) Demonstrate the ability to select a research problem, collect review of literature & identify methods of data collection
- **CO3:** (K4) Distinguish various sampling techniques
- **CO4:** (K3) Demonstrate the ability to identify independent, dependent and mediating variables and establish reliability and validity
- **CO5:** (K6) Develop the ability to write research report as per APA protocol

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	2	2	2
CO2	1	2	2	3	1	1
CO3	2	1	2	1	2	3
CO4	1	3	2	2	1	2
CO5	1	2	2	2	3	2

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Title of the Course		PSYCHOLOGICAL THERAPY TECHNIQUES					
Category	Skill Enhancement Course (Non Major Elective)	Year	I	Credits	2	Course Code	240S4A
		Semester	I/II				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		2	--	--	2		
Course Outline		<p>Unit: 1 Introduction to Art Therapy: Definition – Art, play Therapy, History, profession, ethics of Art & Play therapy, Scope of Art& Play Therapy</p> <p>Unit:2 Basic approaches in art & Play Therapy, Steps in art therapy & play therapy- Assessment, Treatment in the beginning phase, mid phase, & Termination, Characteristics of Art & Play Therapist Benefits of Art Therapy& Play Therapy</p> <p>Unit:3 Approaches to Art & Play Therapy: Psychoanalytic & Jungian approaches to Art & Play therapy, Humanistic approaches – Existentialism, Person- Centered, and Gestalt approaches to art & Play therapy.</p> <p>Unit :4 Art Therapy Techniques: Scribble technique, Free drawing, Drawing completion, conversational drawing, murrals, zentangles, mandala, self-portraits, Emotion wheel.</p> <p>Unit:5 Play Therapy Techniques: Directive & Non Directive play therapy, creative visualization, storytelling, role playing, water & sand play, dance & creative movement.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		<p>Judith A. Rubin (2015). Introduction to Art Therapy: Sources & Resources (2nd edition). Routledge Taylor & Francis Group.</p> <p>Cathy A Malchiodi (2011). Handbook of Art Therapy,(2nd edition).Guilford Press.</p>					
Reference Books		<p>O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016). <i>Handbook of Play Therapy</i>. John Wiley & Sons, Inc.</p> <p>Guerney, L. F., Jr., & Ryan, V. (Eds.). (1986). <i>Play Therapy With Children: Modalities for Change</i>. Jason Aronson.</p>					

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Website and e-Learning Source	https://arttherapy.org/ https://www.a4pt.org/ https://www.expressivetherapiessummit.com/
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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K2)** Understand the fundamental definitions of art therapy and play therapy.
- **CO2 (K3)** Identify the core principles of art therapy and play therapy approaches.
- **CO3 (K4)** Analyze the theoretical foundations and techniques associated with the approaches to therapy.
- **CO4 (K6)** Gain proficiency in various art therapy techniques, such as scribble technique, free drawing, and conversational drawing.
- **CO5 (K3)** Develop the ability to adapt and employ play techniques effectively in different client situations.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	2	3	2	2
CO2	1	2	3	3	2	3
CO3	1	2	2	3	2	2
CO4	1	2	2	3	2	3
CO5	3	2	2	3	2	3

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Title of the Course		PERSONALITY DEVELOPMENT					
Category	Skill Enhancement Course (Non Major Elective)	Year	II	Credits	2	Course Code	240S4B
		Semester	IV				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		2	--	--		2	
Course Outline		<p>Unit-1 Emotional Regulation The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person Exercises: 1. Handling put-downs- techniques practiced through role plays. 2. Trigger log- managing the anger by monitoring. 3. Defusing the Bomb exercise- discuss how one can manage provocations, relaxation techniques like focused breathing, tucker turtle, and visualization.</p>					
		<p>Unit-2 Interpersonal Effectiveness Understanding conflicts of interest- conflict resolution strategies – negotiating to win – negotiating to solve the problems – steps for effective problem-solving negotiating – refusal skills. Exercises: 1. Non-verbal communication exercise 2. Confronting the opposition 3. Use conflict resolution and negotiation skills through role-playing different scenarios</p>					
		<p>Unit-3 Study skills Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning. Exercise: 1. Use the techniques of memory enhancers to review your classroom and textbook notes.</p>					
		<p>Unit-4 Goal setting The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college Exercise: 1. Set goals using SMART goal-setting model 2. Use the backward goal-setting technique to set goals. 3. Visualization techniques- One year from now exercise, average perfect day exercise</p>					

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	<p>Unit-5 Self-esteem Self-theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self-esteem – techniques for enhancing self-esteem – nurturance techniques. Exercises: 1. Identify your strengths and weakness through SWOT analysis 2. Practice saying positive affirmations about self 3. Nurturing relationships activity</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson &Wadsworth. 2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon. 3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning. 4. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Alex, K. (2009). Soft Skills: Know Yourself & Know The World. 1st edition. New Delhi: S. Chand & Company Ltd. 2. Goleman, D. (2007). Emotional Intelligence. 10th edition. Bantam Books 3. Schriener, C (2000). Overcoming Stress. 1st edition. New Delhi: Orient Paperbacks. 4. Bonham-Carter, D. (2012). Building Self-esteem. 1st edition. Icon Books Ltd.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://ggie.berkeley.edu/practice/put-down-the-put-downs/ 2. https://learningcenter.unc.edu/tips-and-tools/enhancing-your-memory/ 3. https://positivepsychology.com/goal-setting-exercises/ 4. https://blog.gratefulness.me/20-affirmations-to-say-to-yourself-when-you-need-support/ 5. https://www.thegoodzone.org/courses/1254370/lectures/27944098

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Course Outcomes:

On successful completion of the course, students will be able to

CO1 (K5) Manage emotions effectively and cope with stress and anger in a constructive manner.

CO2 (K2) Handle conflicts and negotiate a problem effectively.

CO3 (K3) Apply various study skills and enhance their learning process.

CO4 (K5) Set goals effectively and overcome procrastination.

CO5 (K2) Demonstrate a high level of self-esteem and self-awareness

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	3	2	2	2
CO2	2	1	3	3	2	2
CO3	3	2	2	2	2	2
CO4	2	1	3	2	2	2
CO5	2	2	3	3	2	2

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U.G. DEGREE COURSE

ENVIRONMENTAL STUDIES PROGRAMME
ABILITY ENHANCEMENT COMPULSORY COURSES
(AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019
(i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

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Unit 6: Environmental Policies & Practices (8 lecturers)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons.

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13. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
14. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
15. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
19. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
20. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.

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Title of the Course		ASSESSMENTS IN PSYCHOLOGY					
Category	Core XI	Year	III	Credits	4	Course Code	340C51
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		1			4		5
Objectives of the Course		<ul style="list-style-type: none"> ● To experiment and assess human psychological attributes. ● To learn psychological test administration and scoring. ● To comprehend and deduce test results. ● To conceptualise and report psychological tests. ● To analyse and apply data to understand unique human psychological capacities and discrepancies. 					
Course Outline		<p>CONCEPTS</p> <ol style="list-style-type: none"> 1. Attention 2. Perception 3. Learning 4. Motivation & Emotion 5. Psychomotor abilities 6. Intelligence tests 7. Personality 8. Aptitude 9. Interest 10. Achievement tests 11. Stress and coping 12. Attitudes and behavior 13. Creativity 14. HR/organizational behaviour <ul style="list-style-type: none"> • A minimum of 6 experiments and 6 questionnaires should be conducted from the above list • Chose concepts as varied as possible 					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		<p>Questions related to the above topics, from various competitive examinations UPSC/ TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>					
Skills acquired from this course		<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>					

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Recommended Text	<ol style="list-style-type: none"> 1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2).New Delhi: Concept Publishing Company. 2. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors. 3. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson. 4. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press. 5. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.
Reference Books	<ol style="list-style-type: none"> 1. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, applications and Issues. India: Wadsworth, Cenegage. 2. Jan J fterLaak,(2013), Understanding psychological assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Setting, first edition, sage publications. 3. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counseling and Guidance, Pearson education, Inc 4. Sharma R N and Sharma R (2004), Guidance and Counseling in India , Pearson education, Inc 5. Meg Barker, Andreas Vossler and Darren Langdrige (2010), Understanding counselling and psychotherapy, sage publication.

Course Outcomes

On successful completion of the course, the students will be able to

- CO1(K6)-Experiment and Assess human attributes such as perception, attention, personality, intelligence, thought and attitudes through standardized tests.
- CO2 (K2)- Demonstrate skills in administering and scoring assessment measures.
- CO3 (K5)-Demonstrate competence in drawing inferences from the results without bias.
- CO4 (K6)-Demonstrate competence in writing a standard report.
- CO5 (K5)- Make observation, interpret and use the data obtained from measurement to analyse individual differences in human capacities

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	1	3	1
CO2	1	3	2	3	3	3
CO3	2	2	3	3	3	2
CO4	3	1	3	1	3	2
CO5	2	3	3	1	3	3

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Title of the Course		PSYCHOPATHOLOGY I					
Category	Core IX	Year	III	Credits	4	Course Code	340C5A
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● To have an overview of Abnormal psychology. ● To comprehend the paradigms in psychopathology. ● To gain understanding of Intellectual disability. ● To develop insight into Somatoform and Dissociative disorders ● To learn of Addiction disorders. 					
Course Outline		<p>Unit I: Introduction to Abnormal Psychology Mental health, psychological abnormality, deviance, dis function, historical views of abnormal behaviour, differences between psychosis and neurosis, clinical assessment and methods - mental status examination, clinical interviews, questionnaires, projective tests in clinical practice.</p> <p>Unit II: Paradigms In Psychopathology. Psychoanalytic paradigm, Physiological paradigm, Cognitive paradigm, Humanistic paradigm, classification and diagnosis: DSM 5 and ICD 10 classification, issues in classification of abnormal behaviour.</p> <p>Unit III: Intellectual Disability Definition, classification, prevalence, interpersonal deficits and behavior problems, common intellectual disability syndromes - hypothyroidism, Fragile X syndrome, Down's, William's, PKU.</p> <p>Unit IV: Somatoform And Dissociative Disorders Somatoform disorders- Hypochondriasis, Pain disorder, Conversion disorder and Body dysmorphic disorder Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and socio cultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.</p> <p>Unit V: Addiction Disorders Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.</p>					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					

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Recommended Text	<ol style="list-style-type: none"> 1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). <i>Abnormal psychology</i>. New Delhi, India: Pearson India Education Services Private Limited. 2. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth 3. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers. 4. Davison, G.C., Neale, J.M &Kring, A. M. (2004). <i>Abnormal psychology</i>. Marblehead, MA: John Wiley& Sons Inc. 5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill pubg Co 6. Cutting, J. (1997). <i>Principles of psychopathology</i>. New York, NY: Oxford University Press
Reference Books	<ol style="list-style-type: none"> 1. David H. Barlow & Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition. New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). <i>Abnormal psychology</i>. 3. 13th edition. Pearson Education. 4. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition. Scott, Foresman and Company. 5. Irwin G. Sarason, Barbara Sarason (2005). <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication. 6. Carson, R.C & Butcher, J.N. <i>Abnormal Psychology & Modern life</i>. (10th ed.) . NY Harper-Collins 7. Bootzin, R.R, Acocella,J.R& Alloy, L.B .<i>Abnormal Psychology current perspectives</i> (6th ed.). McGraw Hill Inc. USA 8. Neale, J.M, Davidson. G.C, & David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley & Sons
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://icd.who.int/en 2. https://www.apa.org/monitor/2013/04/dsm 3. https://my.clevelandclinic.org/health/articles/24291-diagnosticand-statistical-manual-dsm-5 4. https://www.psychiatry.org/Patients-Families/Addiction-Substance-Use-Disorders

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COURSE OUTCOMES

On successful completion of the course, the students will be able to

- CO1(K2) - To distinguish between normal & abnormal behavior and outline the historic view of abnormal psychology.
- CO2 (K2) – To understand the classification and diagnosis of abnormal behaviour.
- CO3 (K1)–To outline the common intellectual disability syndromes.
- CO4 (K4) – To elucidate various somatoform and Dissociative disorders
- CO5 (K5)– To analyze the causes and treatment of addiction.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	3	2
CO2	3	1	2	3	3	3
CO3	3	2	3	1	3	1
CO4	1	3	3	2	3	3
CO5	1	2	3	2	3	3

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Title of the Course		COGNITIVE PSYCHOLOGY					
Category	Core X	Year	III	Credits	4	Course Code	340C5B
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● To define and outline the evolution and scope of cognitive psychology. ● To outline various theories of pattern recognition and explain language development, comprehension and understand disorders of language. ● To outline the various theories of attention and perceptual disorders. ● To compare the differences between short term, long term and working memory. ● To illustrate the different types of problem solving strategies, and the application of different types of reasoning. 					
Course Outline		<p>Unit I : Introduction Definition - Information Processing Approach - Growth of Cognitive Psychology - Cognition's relation to other fields - Research methods in Cognitive Psychology.</p> <p>Unit II : Pattern Recognition, Language Pattern recognition - Template Theories - Feature Theories - Structural Theories - Information Processing stages - Partial Report Technique - Spelling's model - word recognition - word superiority effect - neural network model. Language - language systems, speech sounds, words and morphemes, sentence level, sentence comprehension, language production, disorders of language - aphasia, dyslexia.</p> <p>Unit III : Attention, Disorders of perception and attention Attention – Definition – Factors influencing attention – Theories of attention - Bottleneck theories - Broadbent's filter model - Treisman's attenuation model - Deutsch-Norman Memory selection model - Automatic Processing and Applications - Cognitive Neuroscience of Attention - Posner's theory of the neural bases of attention. Overview of Disorders of perception and attention - synaesthesia, blind sight, unilateral spatial neglect, visual agnosia, prosopagnosia.</p>					
		<p>Unit IV: Memory Forgetting - Decay theory - Interference theory - cue dependent forgetting - inhibition - retrieval induced forgetting - directed forgetting - imagination and false memory - Individual differences in chunking - Acoustic codes and rehearsal- Acoustic codes in reading Recognition of items in short term memory - types of amnesia.</p> <p>Working memory - Baddeley's revised working memory model.</p> <p>Long term memory - Atkinson-Shiffrin model - Verbal rehearsal and learning - Rehearsal and serial position effect - meta cognition - Mnemonic Techniques - method of loci, the pegword technique, key word technique, organizational technique - tip of the tongue phenomenon - Improving eyewitness recall and identification- episodic and</p>					

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	<p>semantic memory- autobiographical memory - Flashbulb memory - the cue-word method .</p> <p>Unit V: Reasoning , Problem solving Reasoning - Logical reasoning - Analogical reasoning - Scientific reasoning - Deductive reasoning, Inductive reasoning, Propositional reasoning, Syllogistic reasoning, Conditional reasoning- Venn diagrams - Creative thinking. Problem solving - Types of problems - problem solving strategies - mean end analysis - reasoning by analogy - transformational problems - incubation - problem solving experts - block to problem solving - types of heuristics.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Groom , D. (2014) . An Introduction to Cognitive Psychology - Processes and Disorders. USA: Psychology Press. 2. Reed, S. K. (2010). Cognition - Theories and Applications UK: Wadsworth Cengage Learning. 3. .Hunt, R, R, Ellis, H, C. (2004). Fundamentals of Cognitive Psychology. Nes Delhi: Tata Mc Graw- Hill edition. 4. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication. 5. Riegler, B.R. and Riegler, G L (2008) . Cognitive Psychology, applying the science of the mind. New Delhi: Pearson India Education Services Private Limited. 6. Galotti, K. M. (2004). Cognitive Psychology: In and out of the Laboratory. New Delhi: Wadsworth.

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Reference Books	<ol style="list-style-type: none"> 1. Ronald Kellog. Fundamentals of Cognitive Psychology 2. Bridge, Robinson, Riegler, Greg. Applying the Science of the Mind 3. Galotti K M. 2014. Cognitive psychology: In and out of the laboratory. 5th ed. New Delhi, India. Sage. 4. Matlin M W, Farmer T A. 2016. Cognition. 9th ed. New-Jersey, USA. Wiley. 5. Smith E E, Kosslyn S M. 2007. Cognitive psychology: mind and brain. New Delhi, India. Prentice-Hall. 6. Solso R L, Maclin O H, Maclin, M K. 2014. Cognitive psychology. 8th ed. Noida, India. Pearson. 7. Sternberg R J, Sternberg K. 2012. Cognitive psychology. 6th ed. California, USA. Wadsworth. 8. Weisberg R W, Reeves L M. Cognition: from memory to creativity. 2013. New-Jersey, USA. Wiley.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://cdn.intechopen.com/pdfs/5795/InTech_Theory_of_cognitive_pattern_recognition.pdf 2. https://cognitiontoday.com/memory-models-in-psychologyunderstanding-human-memory/ 3. https://youtu.be/iQlwWheRKO

COURSE OUTCOMES:

On the successful completion of the course, students will be able to:

CO1 (K1) Recognize the applications of cognitive processes in various areas of human Development.

CO2 (K2) Distinguish the different disorders of language and comprehend the stages of human language development and also identify different perspectives of pattern recognition.

CO3 (K2) Explain the process of attention and identify various perceptual disorders.

CO4 (K4) Recognize and examine the process of remembering and forgetting.

CO5 (K5) Examine the different types of reasoning and demonstrate various problem solving strategies.

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	3	2	2	2	2
CO2	2	1	1	3	2	2
CO3	1	2	2	2	2	3
CO4	2	3	1	2	2	2
CO5	1	2	2	2	3	1

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Title of the Course		Organisational Psychology					
Category	Core XII	Year	III	Credits	4	Course Code	340C5C
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		3	1	-		4	
Objectives of the Course		<ul style="list-style-type: none"> ● To learn an overview of Organisational Psychology. ● To comprehend job analysis and its methods. ● To gain insight into employee selection and recruitment processes. ● To understand employee attitudes, motivation, training and evaluation. ● To learn of leadership theories and enhancement. 					
Course Outline		<p>Unit I: Introduction to Organisational Psychology – Definition, Scope of Organizational psychology, History of I/O Psychology – Pre – During- post WWI and WWII, Hawthorne Studies, Changes in workplace since 1980, Organisational Psychology Today</p> <p>Unit II Job Analysis Definition, Methods and Techniques- Job Description, Job Specification, Job Evaluation, Performance Criteria, Uses of Job Analysis. Methods – Observation, Participation, Existing data, Interviews, Surveys and Job Diaries. Techniques- Job Element Methods, Critical Incidents Technique (CIT), Position Analysis Questionnaire (PAQ).</p> <p>Unit III: Employee Recruitment, Assessment, & Selection – Recruitment Internet recruitment, Employee Referrals, Job Fairs, Newspaper ads, Screening – written materials, References & letters of recommendation, Types of Assessments – Cognitive Ability, Mechanical Ability, Motor & Sensor Ability, Physical Ability, Job Skills and Knowledge, Personality and Integrity tests, Selection, Placement, EEO – Importance and process.</p> <p>Unit IV: Employee Attitudes, Motivation & Performance Designing and Evaluating Training Motivation theories, Relationship between motivation and performance, Employee Engagement, Job satisfaction, Commitment, Absenteeism, Turnover, OCB, Positive Affect, Areas of employee training, Fundamental issues in employee training, A model for successful training programs.</p> <p>Unit V: Leadership - Definition and Theories Trait Theories, Behavioral Theories, Contingency Theories (Fielder), LMX Theory, Transformational Leaders, Organisational Climate, Application of the theories.</p>					

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPS C/TRB/NET/UGC-CSIR/GATE/TNPSC/other to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin 5. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today Delhi: Pearson Inc. 2. Mc Cormick, E.J. and Ilgen, D.R. (1984). Industrial psychology. New Delhi: Prentice Hall of India. 3. Robbins, S.P. (2005). Organizational Behavior. 11th Edition. New Delhi: Prentice Hall of India Pvt. Ltd. 4. Decenzo and Robbins, Human Resource Management-Prentice Hall of India. 5. Garry Dessler and Biju Varkkey, Human Resource Management, Pearson Education, New Delhi. 6. Robbins, S. P. (2003), Organisational Behaviour, New Delhi: Prentice Hall of India 7. John W. Newstrom and Keith Davis, Organizational Behaviour, Human Behaviour at Work. 10th ed. Tata McGraw Hill, 2002 8. Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin

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Course Outcomes

On successful completion of the course, the students will be able to

- CO1 (K2) To review various I/O Psychological theories/paradigms.
- CO2 (K3) To discuss how Psychological theories/paradigms may be applied to understanding human behaviors at work.
- CO3 (K5) To perform job analysis using various concepts of I/O Psychology.
- CO4 (K6) To design and evaluating training programs.
- CO5 (K3) To practice resourceful leadership .

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	3	2
CO2	3	2	1	3	3	3
CO3	2	3	3	1	3	1
CO4	3	2	2	1	3	3
CO5	3	1	1	3	3	3

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Title of the Course		COUNSELLING PSYCHOLOGY					
Category	Elective V	Year	III	Credits	3	Course Code	340E5A
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		3	1	--		4	
Objectives of the Course		<ul style="list-style-type: none"> ● To have a perceptual overview of the counselling. ● To comprehend the counselling process. ● To understand the role of psychological testing and diagnosis in counselling. ● To gain insight into the counsellors attributes, skills and ethics. ● To learn of the varied fields of application in counselling. 					
Course Outline		Unit I: Nature And Scope Of Counselling					
		Counselling– Meaning, Nature, Need and Functions of Counselling, Emergence of Counselling in India, Goals and Scope of Counselling, Types of Counselling Services.					
		Unit II: Approaches To Counselling And The Counselling Process					
		Directive and non-directive approaches, Humanistic approach, Behavioristic approach, Existential Approach, Eclectic Approach, Counselling Process - Preparation for counselling, Steps in the counselling process.					
		Unit III: Psychological Testing And Diagnosis					
Use of psychological tests in counselling, Types of psychological tests, Nature of a good psychological test, Test interpretation in counselling, Limitations of psychological tests, Diagnosis and its limitations.							
Unit IV: Counsellor Qualities, Skills And Ethical Responsibilities							
Qualities of an effective counsellor, Counsellor skills- Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy, Ethics in counselling.							
Unit V: An Overview of Specialities In Counselling							
Family group consultation, Counselling Families Concerning Children, Counselling with Parents, Counselling the Delinquent, Marriage Counselling, Premarital Counselling, Counselling the differently abled, Career Counselling, Adolescent Counselling, Counselling people affected by pandemic and epidemic, Role of Counsellor in fostering Good Mental Health.							
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/TRB /NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)					

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Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Rao, N. (2013). <i>Counselling and Guidance</i>. Chennai, India: Tata McGraw Hill. 2. Gladding, S.T. (2017). <i>Counselling: A comprehensive profession</i>. Chennai, India: Pearson. 3. Gibson, R. L., & Mitchell, M. H. (2007). <i>Introduction to counselling and guidance</i>. Upper Saddle River, NJ: Prentice Hall. 4. Nayak, A. K. (2007): <i>Guidance and counseling</i>. New Delhi, India: APH Publishing. 5. Barki, B. G., & Mukhopadhyay, B. (2008): <i>Guidance and counselling manual</i>. New Delhi, India: Sterling. 6. Kochhar, S. K. (1984). <i>Guidance and counselling in colleges and universities</i>. New Delhi, India: Sterling.
Reference Books	<ol style="list-style-type: none"> 1. Corey, G. (2004). <i>Theory and Practice of Counseling and Psychotherapy</i> (7th Ed.). Wadsworth Publishing. 2. Gibson L Robert & Mitchell H Marianne. (2003). <i>Introduction to counseling and Guidance</i>. 6th edn. Delhi: Pearson Education 3. Nelson-Jones. (1995). <i>The theory and practice of counseling</i>. 2nd Edn. London: Holt, Rinehart and Winston Ltd. 4. Burnard Philip. (1995). <i>Counselling Skills Training – A sourcebook of Activities</i>. New Delhi: Viva Books Private Limited. 5. Samuel T. Gladding (2013) <i>Counseling: A Comprehensive Profession</i> Pearson education, 6. Richard Nelson-jones (2012), <i>Theory and practice of Counseling and Therapy</i>, 5th edition, sage publications 7. Sharma R N and Sharma R (2004), <i>Guidance and Counseling in India</i>, Pearson education, Inc 8. Meg Barker, Andreas Vossler and Darren Langdridge (2010), <i>Understanding counselling and psychotherapy</i>, sage publications.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://counsellingskillsacademy.com/active-listening/ 2. https://positivepsychology.com/activelisting/#:~:text=Active%20listening%20in%20counseling,depth%20of%20the%20client's%20emotion.%E2%80%9D 3. https://egyankosh.ac.in/bitstream/123456789/77469/1/Unit-7.pdf 4. https://egyankosh.ac.in/bitstream/123456789/21200/1/Unit-4.pdf

COURSE OUTCOME

On successful completion of the course, the students will be able to

- CO1 (K3) – To identify the need and importance of counselling in the current context.
- CO2 (K2) – To explain the various approaches in counselling and the types, uses & diagnosis in counselling process.
- CO3 (K2) – To summarize the interpretation of psychological tests in counselling.
- CO4 (K2) – To articulate the qualities of an effective counsellor.
- CO5 (K3) – To identify the various specialties in counselling.

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Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	3	1
CO2	3	2	3	3	3	3
CO3	3	2	3	1	3	3
CO4	1	3	2	3	3	2
CO5	2	3	1	3	3	1

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

PART – IV - VALUE EDUCATION

Common for all U.G. & Five Year Integrated Courses
(Effective from the Academic Year 2012 – 2013)

SYLLABUS

CREDITS: 2

III YEAR / V SEM

Objective: Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

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U.G. DEGREE COURSE

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

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Title of the Course		PSYCHOPATHOLOGY II					
Category	Core XIII	Year	III	Credits	4	Course Code	340C6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice	Total	
		5	1		--	6	
Objectives of the Course		<ul style="list-style-type: none"> ● Understand the clinical picture, causal factors and treatment for Schizophrenia. ● Know the Causes and Treatment of the Mood Disorders. ● Classify the causes and treatment of Anxiety Disorders. ● Classify personality disorder and its attributes. ● Understand Attention Deficit Hyperactive Disorder and Learning Disorders 					
Course Outline		UNIT 1: SCHIZOPHRENIA Schizophrenia, clinical picture, positive and negative symptoms - hallucinations, delusions, disorganised behaviour, disorganised speech, catatonia; subtypes of schizophrenia, other psychotic disorders- Schizoaffective disorder, Schizophreni form disorder, Delusional disorder, Brief psychotic disorder, Shared psychotic disorder.					
		UNIT -2 MOOD DISORDERS Mania, Depression, Major Depressive disorder, Dysthymia, Cyclothymia, Bipolar I and Bipolar II disorders, causes and treatment.					
		UNIT 3: ANXIETY DISORDERS Anxiety, phobia, Generalized anxiety disorder- clinical picture, causes and treatment, specific phobia, social phobia, panic disorder, agoraphobia, obsessive compulsive disorder- clinical picture, causes and treatment, post traumatic stress disorder - symptoms, causes and treatment.					
		UNIT 4: PERSONALITY DISORDERS Personality, personality disorder, Cluster A, Cluster B and Cluster C disorders, causes and treatment.					
		UNIT 5: CHILDHOOD DISORDERS Attention Deficit Hyperactive Disorder - clinical picture, Causes, management, treatment, contemporary interventions, Learning Disorders -Dyslexia, Dysgraphia, Dyscalculia - clinical picture, management, contemporary interventions.					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					

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Recommended Text	<ol style="list-style-type: none"> 1. Butcher J.N., Hooley J.M., Mineka S. & Dwivedi C.B. (2017) <i>Abnormal Psychology</i>. (16 th Ed.) India: Pearson Education, Inc. 2. Carson R.C., Butcher J.V. & Mineka S. (2000) <i>Abnormal Psychology and Modern Life</i> (13 th Ed.) Allyn& Bacon Publishers. 3. Barlow, D. (2017). <i>Abnormal psychology and casebook in abnormal psychology</i>. Belmont, CA: Wadsworth. 4. Comer, R. (2018). <i>Fundamentals of abnormal psychology</i>. New York, NY: Worth Publishers. 5. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). <i>Abnormal psychology</i>. Malden, MA: John Wiley& Sons Inc. 6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). <i>Abnormal psychology</i>. New Delhi, India: Tata McGraw Hill publishing Co. 7. Cutting, J. (1997) <i>Principles of Psychopathology</i>. New York, NY: Oxford University Press.
Reference Books	<ol style="list-style-type: none"> 1. David H. Barlow & Durand V. Mark (2000). <i>Abnormal psychology</i>. 2nd edition . New York: Brooks\Cole Publishing Co., 2. Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). <i>Abnormal psychology</i>. 13th edition. Pearson Education. 3. James C. Coleman (1976). <i>Abnormal psychology and modern life</i>. 5th edition . Scott, Foresman and Company. 4. Irwin G. Sarason, Barbara Sarason (2005) . <i>Abnormal psychology</i>. New Delhi: Prentice Hall Publication. 5. Carson, R.C & Butcher, J.N. <i>Abnormal Psychology & Modern life</i>. (10th ed.) . NY Harper-Collins 6. Bootzin, R.R, Acocella, J.R & Alloy, L.B .<i>Abnormal Psychology-current perspectives</i> (6th ed.). McGraw Hill Inc. USA 7. Neale, J.M, Davidson. G.C, & David, A.F. <i>Exploring Abnormal psychology</i>. (6th ed.). John Wiley & Sons.
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.psychiatry.org/patients-families/schizophrenia/what-isschizophrenia 2. https://www.psychiatry.org/Patients-Families/Personality-Disorders/Whatare-Personality-Disorders 3. https://www.cdc.gov/ncbddd/developmentaldisabilities/learningdisorder.html#:~:text=Having%20a%20learning%20disorder%20means,after%20first%20or%20second%20grade

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COURSE OUTCOME:

On successful completion of the course, the students will be able to

- **CO1 (K2):** To be able to understand schizophrenic behaviour.
- **CO2 (K2):** To explain the causes of unipolar and bipolar disorder and treatment
- **CO3 (K2):** To detail the symptoms, causes and treatment of anxiety disorders.
- **CO4 (K2):** To summarize types, causes and treatment of Personality disorder
- **CO5 (K2) :**To understand the contemporary interventions used to treat Attention Deficit Hyperactive Disorder and Learning Disorders.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	2	3	3	2
CO2	3	1	2	3	3	1
CO3	3	2	3	1	3	2
CO4	2	1	3	2	3	3
CO5	1	2	3	3	3	3

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Title of the Course		EDUCATIONAL PSYCHOLOGY					
Paper Number		CORE XIV					
Category	Core XIV	Year	III	Credits	4	Course Code	340C6B
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial		Lab Practice		Total
		5	1		--		6
Objectives of the Course		<ul style="list-style-type: none"> ● Understand the meaning and purpose of education. ● Explain the theoretical perspectives of learning and cognition. ● Comprehend the faculties of learning such as intelligence, emotion, and imagination, creativity. ● Differentiate the social process of learning in various societal contexts. ● Understanding education from Indian Perspective and application of psychological principles to overcome stress and anxiety and to enhance mental well-being of the students. 					
Course Outline		<p>Unit I: Introduction Aims of education in relation to relationship of self, society and education. Education and self- knowledge: Becoming a reflective practitioner. Brief introduction to problems of schooling in contemporary India. Transformative education for individual and social change.</p> <p>Unit II: Cognition and Learning An overview of the key theoretical approaches: Behaviourism, IndividualConstructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.</p> <p>Unit III: Learning and Motivation Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.</p> <p>Unit IV: Learning theories and schooling Application of learning theories in school, the child and the curriculum, the process of education, learning in and out of school in diverse environment, exploring socio cultural perspectives on culture, gender, environment and learning. Understanding the design of learning environments – brain, mind, experience and school.</p>					

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	<p>Unit V: Education in the Indian Context</p> <p>Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Woolfolk A., Misra G., & Jha A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub. 2. Cornelissen M., Misra G., & Varma S. (2010). Foundations of Indian psychology (Vol.2). New Delhi, India: Pearson. 3. Krishnamurti J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust. 4. Badheka G. (1997). Divaswapan. New Delhi, India: NBT. 5. Bruner J. (1996). The culture of education. Cambridge: Harvard University Press
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Dewey, J. (1937) The child and the curriculum. Chicago: University of Chicago Press. 2. National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT. 3. Rogers C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co. 4. Thapan M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub. 5. Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi. 6. Mangal. S. K., (2005). Advanced Educational Psychology,). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi. 7. Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai.

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Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://www.apa.org/education-career/guide/subfields/teachinglearning#:~:text=Psychologists%20working%20in%20the%20field,educational%20success%20for%20all%20students. 2. https://positivepsychology.com/educational-psychology/ 3. https://www.mentor.edu.au/student-life/articles/the-4-types-oflearning-styles
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COURSEOUTCOME:

On successful completion of the course, the students will be able to

- **CO1 (K1,K2):** Understanding the meaning and processes of education at individual and social plains in the Indian context.
- **CO2 (K2):** Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- **CO3 (K3):** Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self-processes.
- **CO4 (K3,K4):** Understand and apply the social processes within the classroom and broader societal contexts that shape student’s learning outcomes.
- **CO5 (K4):** Application of psychological principles to facilitate constructive educational environment.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	1	3	2
CO2	3	1	2	3	3	2
CO3	1	2	3	3	3	1
CO4	2	1	3	2	3	3
CO5	1	2	3	3	3	3

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Title of the Course		HEALTH PSYCHOLOGY					
Category	Core XV	Year	III	Credits	4	Course Code	340C6C
		Semester	V				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		5	1	--		6	
Objectives of the Course		<ul style="list-style-type: none"> ● Understand need and perspectives of health psychology. ● Learn various models available to conceptualize health. ● Learn the nature of pain and its management. ● Understand the influence of stress on health and the importance of social support in managing stress. ● Overcome unhealthy behaviour and promote healthy habits. 					
Course Outline		<p>Unit I: Introduction To Health Psychology- Health Behaviour Health psychology- Definition and Need, The bio-psychosocial model, Patient Practitioner relationship, Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.</p>					
		<p>Unit II: Models Of Health Behaviour Changing health habits using theoretical models - Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification.</p>					
		<p>Unit III: Chronic Illness And Pain Illness Factors, Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management.</p>					
		<p>Unit IV: Stress And Coping Stress - definition, dimensions of stress- sources of chronic stress, Theoretical contributions - Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome, Tending and Befriending Model, Coping with stress- Sources of stress.</p>					
		<p>Unit V: Promoting Health Behaviour Smoking - Effects of smoking, reasons for smoking, Alcoholism - effects, reasons, Interventions for reducing smoking , changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.</p>					

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<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Straub O. Richard (2002) Health Psychology. New York: Worth Publishers. 2. Taylor E. Shelley Health Psychology (7 th Ed.) New Delhi: Tata McGraw Hill Education Pvt Ltd 3. Gurang R.A.R. (2014) Health Psychology - A Cultural Approach (3 rd Ed.) U.S.A: Wadsworth Cengage Learning. 4. Boyer, B., &Paharia, I. (2008). <i>Comprehensive handbook of clinical health psychology</i>. Edison, NJ: John Wiley & Sons. 5. Sarafino, E. (1994). <i>Health psychology</i>. Edison, NJ: John Wiley & Sons.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Taylor, S. (1995). <i>Health psychology</i> (6th ed.).Toronto, Canada: McGraw-Hill Ryerson. 2. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). <i>Health psychology: Theory, research and practice</i> (2nd ed.). New Delhi, India: Sage Publications. 3. Branmon, L., & Frist, J. (2010). <i>Introduction to health psychology</i>; New Delhi, India: Cengage Learning India Pvt Ltd. 4. Wolfgang Linden, (2004), <i>Stress Management: From Basic Science to Better Practice</i>, Sage publications . 5. Brian Luke Seaward (2014), <i>Essentials of Managing Stress</i>, Jones & Bartlett Publishers, 6. Shelly E. Taylor (2012), <i>Health psychology</i>, 7th edition, , TATA McGrawHil, New Delhi. 7. Mitchell D. Feldman &John F. Christensen (2008), <i>Behavioural medicine – A guide for clinical practice</i>, 3rd edition, McGraw Hill, NY, . 8. Robert J. Gatchel, Andrew Baum and David S. Krantz (1989), <i>An introduction to health psychology</i>, 2nd edition, McGraw Hill, NY.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://marylandtcrc.org/health-behavior-models 2. https://www.physiopedia.com/Psychological Approaches to Pain Management 3. https://psychcentral.com/stress/tend-and-befriend#effect-on-mentalhealth 4. https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjhp.12431

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COURSE OUTCOME

On successful completion of the course, the students will be able to

- **CO1 (K1):** To Outline the definition and scope of Health Psychology
- **CO2 (K2):** To explain the various models of health behavior
- **CO3 (K3):** To identify types of pain, symptoms and suitable intervention
- **CO4 (K2,K3):** To summarize theories of stress, sources of stress and coping
- **CO5 (K4,K5):** To explain health promoting strategies

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	3	1
CO2	3	2	3	3	3	1
CO3	2	2	1	3	3	3
CO4	1	2	3	1	3	2
CO5	2	1	3	3	3	3

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Title of the Course		SPORTS AND EXERCISE PSYCHOLOGY					
Category	Elective VII	Year	III	Credits	3	Course Code	340E6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		4	1	--		5	
Objectives of the Course		<ul style="list-style-type: none"> ● Familiarize with the emerging field in sports and exercise psychology as a profession. ● Integrate theory and practice in sports and exercise. ● Understand the impact of personality and motivation in the performance. ● Comprehend the influence of emotional intelligence on the performance. ● Familiarize with the psychometric test associated with the sports. 					
Course Outline		Unit I: Introduction					
		History of sport and exercise psychology; what is sport and exercise psychology? Sport psychology specialties: Clinical-sport psychology, Educational psychology Role of exercise and sport psychologists – teaching, research and consultation Bridging science and practice gap.					
		Unit II: Personality and Performance					
		Personality in sports: Approaches to personality, Assessment of personality, Personality research in sport and exercise. Personality and Performance (Meaning, Definition and Structure of Personality), Personality theories [Psychoanalysis, Humanistic, Trait Theories and models], Constitutional theories (Sheldon, Trait) and Social Learning (Bandura), Personality and Performance in Sports (Ice Berg Profile by Morgan). Defining self-confidence, assessing and building self-confidence.					
		Unit III: Motivation and Performance					
		Definition and views, Guidelines for building motivation: Role of coaching and mentoring, Achievement motivation and competitiveness, Developing achievement motivation and competitiveness in sports persons. Inter-personnel Communication and Coach-Athlete Relationship Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types], Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self Determination model, Techniques for Developing Motivation, Goal Setting – Locke GST, Motivation-Performance Relationship.					
		Unit IV: Emotion and Performance					
		Meaning and Definition of Emotion, Meaning, Definition of Anxiety, Types of Anxiety, Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF], Emotion Performance Relationship.					

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	<p>Unit V: Aggression and Sports Aggression: Aggression in Sports – (Meaning, Definition and Types of Aggression), Dimensions and Theories [Biological and Psychosocial], Violence in Sport, Management of Aggression, Emotional States and their Effect on Performance</p>
<p>Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)</p>
<p>Skills acquired from this course</p>	<p>Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill</p>
<p>Recommended Text</p>	<ol style="list-style-type: none"> 1. Cashmore (2004). Key concepts in sports psychology. New York: Routledge. 2. Jain R. (2005). Sports Psychology. New Delhi: D.K Publishers. 3. Weinberg R.S., & Gould D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics. 4. Cratty B.J. (2000) Psychology of Contemporary sports, Human Kinetics Publishers, Champaign Illinois 5. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
<p>Reference Books</p>	<ol style="list-style-type: none"> 1. Fundamentals of Sport and Exercise Psychology, by Alan S. Kornspan published by Human Kinetics, 2009 2. Handbook of Sport Psychology by Gershon Tenenbaum, Robert C. Eklund by Arnold D. LeUnes, Jack R. Nation by Wadsworth Thomson Learning, (2001) 3. Burton, D., & Raedeke, T. (2008). published by John Wiley & Sons, 2007 4. 3. Sport Psychology: An Introduction Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics. 5. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.
<p>Website and e-Learning Source</p>	<ol style="list-style-type: none"> 1. https://kids.frontiersin.org/articles/10.3389/frym.2022.691706 2. https://www.researchgate.net/publication/326489417_PERSONALITY_AND_PERFORMANCE_SPORT 3. https://www.tandfonline.com/doi/abs/10.1080/0264041031000140374 4. https://www.kheljournal.com/archives/2014/vol1issue2/PartA/16.1.pdf

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COURSE OUTCOMES

On successful completion of the course the students will be able to

- **CO1 (K1,K2):**Familiarizing with the evolving field of sports and exercise psychology as a Profession and having knowledge about its specialties particularly clinical-sport Psychology and educational psychology
- **CO2 (K2, K3):** Comprehending the links between theory and practice in sports and exercise Psychology; understanding the current shifts from traditional paradigms and Appreciating the role of practical theory to guide professional practice so that Real life issues may be addressed
- **CO3 (K3):** Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- **CO4 (K3,K5):** Being able to develop a psychological profile for a sportsperson/team to help Assess the psychological skills that can improve self-awareness, goal setting and Communication with the coach.
- **CO5 (K2):** Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	1	3	3	3	2
CO2	3	2	3	3	3	3
CO3	1	3	3	2	3	1
CO4	2	1	3	3	3	3
CO5	1	3	3	2	3	3

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Title of the Course		ENVIRONMENTAL PSYCHOLOGY					
Category	Elective VIII	Year	III	Credits	3	Course Code	340E6B
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice	Total		
		4	1	--	5		
Objectives of the Course		<ul style="list-style-type: none"> • Understand Environmental Psychology and its various psychological perspectives. • Comprehend human perception of environmental risk. • Understand the effects of environment in human behaviour. • Learn about the contribution of human behaviour in environmental crisis. • Promote pro-environmental behaviour. 					
Course Outline		Unit I: Introduction to Environmental Psychology Defining the field of environmental psychology. Origins and history. Psychological perspectives in environmental psychology - Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)					
		Unit II: Environmental Risk Perception Natural disasters and ecological threats: environmental risk and risk perception, the role of cognition and emotions, human behavior in the face of risks, risk awareness and resilience. Interventions in human habitats: acceptance and the NIMBYism; finding the right balance for the common good.					
		Unit III: Environment and Behaviour Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and Population explosion. Health Benefits of Nature, Restorative Environments. The Gaia hypothesis, Deep ecology; Man-environment relationship physical, social, cultural, orientation and product.					
		Unit IV: Ecology and Development Human behavior and Environmental Problems: Global warming, Greenhouse effect, Energy depletion; Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation.					
		Unit V: Psychological drivers of pro-environmental action: environmental attitudes, social representations, norms, beliefs, values, identity, environmental knowledge, the role of direct experience. Models explaining environmental behavior. The role of habits and					
		social practices. Encouraging environmental behavior through interventions. The role of environmental education. Proenvironmental action in organisations.					

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Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/TRB/NET/UGC–CSIR/GATE/TNPSC/others to be solved (To be discussed during the Tutorial hour)
Skills acquired from this course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
Recommended Text	<ol style="list-style-type: none"> 1. Steg, L. & de Groot, (2019). Environmental Psychology: An Introduction. Chichester, West Sussex: John-Wiley & Sons Ltd 2. Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha 3. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press
Reference Books	<ol style="list-style-type: none"> 1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai. 2. Yogendra, N. and Srivastava, N. 1998. Environmental Pollution, Ashish Publishing House. New Delhi. 3. Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi
Website and e-Learning Source	<ol style="list-style-type: none"> 1. https://psychopedia.in/field-theory-kurt-lewin/ 2. https://www.frontiersin.org/articles/10.3389/fpsy.2020.00001/full 3. https://egyankosh.ac.in/bitstream/123456789/24108/1/Unit-1.pdf

COURSEOUTCOMES:

On successful completion of the course, the students will be able to

- **CO1 (K1,K2):**Demonstrate knowledge in different psychological approaches to the study of man-environment relationship.
- **CO2 (K2):** Understand the behaviour of humans in the face of environmental risk.
- **CO3 (K2):** Understand the mutual interaction of environment and behavior.
- **CO4 (K2):** Acquire knowledge on the influence of human behaviour in environmental crisis.
- **CO5 (K2,K3):** Appreciate and apply pro-environmental behaviour.

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	3	1
CO2	3	1	2	3	3	2
CO3	3	2	3	1	3	2
CO4	2	3	3	3	3	1
CO5	1	3	2	3	3	3

UNIVERSITY OF MADRAS
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Title of the Course		PSYCHOLOGICAL TESTING AND REPORT WRITING					
Category	Skill Enhancement Course (Non Major Elective)	Year	III	Credits	2	Course Code	340S6A
		Semester	VI				
Instructional Hours Per week		Lecture	Tutorial	Lab Practice		Total	
		2	--	--		2	
Course Outline		Conduct any four psychological assessments from the following areas and write a report. <ol style="list-style-type: none"> 1. Mental Status Examination (compulsory) 2. Diverse groups 3. Counseling 4. Organizational 5. Social issues 6. Childhood screening tools 					
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination Question paper)		Questions related to the above topics, from various competitive examinations UPSC/ TRB/ NET/ UGC–CSIR/ GATE/ TNPSC/ others to be solved					
Skills acquired from this course		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill					
Recommended Text		Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.					
Reference Books		Kaplan, R.M., & Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications, and Issues. Wadsworth, Cengage. TerLaak, J.J.F. (2013). Understanding Psychological Assessment: A Primer on the Global Assessment of the Client's Behavior in Educational and Organizational Settings (1st ed.). Sage Publications.					
Website and e-Learning Source		<ol style="list-style-type: none"> 1. https://www.apa.org/pubs/books/psychological-assessment 2. https://www.psychometricsociety.org/ 3. https://www.assessmentpsychology.com/ 4. https://www.simplypsychology.org/psychological-testing.html 5. https://www.pearsonassessments.com/psychology.html 6. https://www.washington.edu/research/assessment-tools/ 					

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Course Outcomes:

On successful completion of the course, students will be able to

- **CO1 (K5)** Evaluate the ability to administer and interpret a variety of psychological assessment tools
- **CO2 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO3 (K2)** Demonstrate ethical and culturally sensitive assessment practices
- **CO4 (K3)** Communicate assessment findings effectively
- **CO5 (K3)** Apply critical thinking and problem-solving skills to address assessment challenges

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	2	2	3	2
CO2	2	3	2	3	3	2
CO3	2	2	2	3	3	3
CO4	3	3	2	3	3	2
CO5	3	3	2	3	3	2



UNIVERSITY OF MADRAS

சென்னைப் பல்கலைக்கழகம்

[Established under the Act of Incorporation XXVII of 1857
– Madras University Act 1923] [State University]
Centenary Building, Chepauk, Chennai – 600 005

No.V.3/S.1 /Common template for UG/2024/ 292

Date: - 8 OCT 2024

From
The Registrar,
University of Madras.

To
The Principals of all affiliated Arts and Science College (Autonomous/Non-Autonomous)

Sir/Madam,

Sub: Academic- Implementation of common Template for all UG Degree
Programme from the academic year 2023-2024 - Reg

I am by direction to inform you that the common Template for all UG Degree Programme inclusion of Naan Mudhalvan course from 2nd semester to 6th semester from the academic year 2023-2024 offered in the affiliated Arts and Science Colleges is adopted based on the letter received from TANSCHÉ.

I am forwarding herewith the common Template for all UG Degree Programmes.

This may kindly be brought to the notice of the concerned Department/ Staff/Students in your colleges without fail.

The receipt of this communication may kindly be acknowledged.

Thanking you,

Yours faithfully,

S. Kailasham
REGISTRAR

Encl: as above

UNIVERSITY OF MADRAS

Revised Template for the Scheme of Examination and Credit Distribution for UG Degree Programmes which Includes Naan Mudhalvan Courses with effect from the academic year 2023-2024 onwards

Component	Semester I	Credits	Hours
Part I	Languages – Tamil/Other Languages - 1	3	6
Part II	English 1	3	6
Part III	Core Course - CC 1	5	5
	Core Course - CC 2	5	5
	Elective 1 Generic/Discipline Specific	3	4
Part IV	Skill Enhancement Course (SEC) - 1	2	2
	Skill Enhancement(Foundation Course)	2	2
		23	30

Component	Semester II	Credits	Hours
Part I	Languages – Tamil /Other Languages - 2	3	6
Part II	English - 2	3	4 + 2*
Part III	Core Course - CC 3	5	5
	Core Course - CC 4	5	5
	Elective 2 Generic/Discipline Specific	3	4
Part IV	Skill Enhancement Course (SEC) - 2	2	2
	NMC- 1 * (Naan Mudhalvan Course) - Language Proficiency for Employability	2	2*
	Skill Enhancement Course – (SEC) -3	2	2
		25	30

- The Instructional hours distributed for Part-II English is 4 hours instead of 6 hours and the 2 hours provided for Language Proficiency for Employability (Naan Mudhalvan Course (NMC-I)) which shall be handled by the faculty of English Department only .

Component	Semester III	Credits	Hours
Part I	Languages – Tamil /Other Languages - 3	3	6
Part II	English - 3	3	6
Part III	Core Course - CC 5	5	5
	Core Course - CC 6	5	5
	Elective 3 Generic/Discipline Specific	3	4
Part IV	Skill Enhancement Course (SEC) - 4 (Entrepreneurial Skill)	1	1
	NMC-2 (Naan Mudhalvan Course/Skill Enhancement Course (SEC) - 5	2	2
	E.V.S.	-	1
		22	30

Contd..2..

Component	Semester IV	Credit	Hours
Part I	Languages – Tamil /Other Languages - 4	3	6
Part II	English - 4	3	6
Part III	Core Course - CC 7 Core Industry Module	5	5
	Core Course 8	5	5
	Elective 4 Generic/Discipline Specific	3	3
Part IV	NMC-3 (Naan Mudhalvan Course)/Skill Enhancement Course (SEC) - 6	2	2
	E.V.S	2	1
	Value Education	2	2
		25	30

Component	Semester V	Credits	Hours
Part I	Core Course - CC 9	4	5
Part II	Core Course - CC 10	4	5
Part III	Core Course - CC 11	4	5
	Core Course/ Project with viva-voce - CC 12	4	5
	Elective - 5 Generic/Discipline Specific	3	4
	Elective - 6 Generic/Discipline Specific	3	4
Part IV	NMC-4 (Naan Mudhalvan Course)/Skill Enhancement Course (SEC) - 7	2	2
	Summer Internship/Industrial Training	2	-
		26	30

Component	Semester VI	Credit	Hours
Part I	Core Course 13	4	6
Part II	Core Course 14	4	6
Part III	Core Course 15	4	6
	Elective - 7 Generic/Discipline Specific	3	5
	Elective - 8 Generic/Discipline Specific	3	5
Part IV	NMC- 5 (Naan Mudhalvan Course)/ Professional Competency Skill	2	2
Part V	Extension Activity	1	-
		21	30

- Total – 142 Credits (Minimum Credits required for the award of Degree 142)
- Originally Value Education subjects in the V Semester, now it is shifted to IV Semester in view of accommodating Naan Mudhalvan Course in the V Semester.
- Naan Mudhalvan Courses are mandatory for award of Degree for all UG Programmes, If a student is long absentee/lack of attendance for exceptional cases, he/she shall not be mapped for NM courses, instead the existing Skill Enhancement Course (SEC) shall be offered to the said students for award of Degree.
