

<b>Semester - I</b>			
<b>Allied I - Experimental Psychology</b>			
<b>Code : 17UPSCA1</b>	<b>Hrs/week : 4</b>	<b>Hrs/Sem:60</b>	<b>Credits : 4</b>

**Objective:**

- To introduce students on the importance of experiments to understand psychological processes
- To know the various learning process.

**UNIT 1:**

What is experimental psychology? Historical origins of Experimental Psychology. Fundamentals of Experimental Psychology.

**UNIT 2:**

Introspection, Observations and suggestions.

**UNIT 3:**

Principles of Conditioning.

**UNIT 4:**

Laws of Learning

**UNIT 5:**

Principles of Gestalt

**Reference**

1. Garrett E. Henry. Great Experiments in Psychology. New Delhi: Surjeet Publications.
2. Chaube.S.P.1985 Experimental Psychology,Laxmi Narain Publishers.
3. G.K.Mangal-Statistics in psychology and education Tata McGram Hill publications.;Delhi.

<b>Semester - II</b>			
<b>Allied II - Biological Bases of behaviour</b>			
<b>Code : 17UPSCA2</b>	<b>Hrs/week : 4</b>	<b>Hrs/Sem:60</b>	<b>Credits : 4</b>

### Objectives

- To develop an awareness about the role of Hormones
- To gain knowledge about internal regulation and emotional behaviours

### UNIT I: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR

Introduction : Meaning of Biological Psychology – Approaches that relate brain and behaviour – level of analysis.

### UNIT II: NEUROPSYCHOLOGY

Electrical signals – transmission process – circuits – gross – electrical Activity; Chemical Bases of Behaviour; Hormones and the Brain – Hormones and Behaviour.

### UNIT III: THE SENSORY MOTOR SYSTEM

Vision: visual coding – Neural basis of visual perception – visual development – Audition: sound and the ear – pitch perception – auditory cortex – sound localization – Mechanical senses – Chemical senses – Three principles of sensory motor association cortex – Primary and Secondary motor cortex – Motor control and plasticity – Movement Disorders

### UNIT IV: INTERNAL REGULATION

Rhythms of Wakefulness and sleep – stages of sleep and brain mechanisms – sleep disorders – Dreaming – Internal Regulation: Temperature – Thirst – Hunger

### UNIT V: REPRODUCTIVE & EMOTIONAL BEHAVIOURS

Reproductive Behaviours: Sex and Hormones – Variations in sexual behaviour – gender and identity and gender-differentiated behaviours – sexual orientation – Emotion: Definition – Brain Functions – Attack and escape behaviours – stress and health

### REFERENCES

1. Kalat, J.W. (1995) *Biological Psychology. 5th Edition*. New York: Brooks/Cole.
2. Mark.R. Rozenweig, S.Marc Breedlove, Arnold L. Leiman (2002). *Biological Psychology: An Introduction to Behavior, Cognitive and Clinical Neuroscience*. Sunderland: Sinauer Publisher
3. Powell, G. (1998) *Brain and Personality. 3rd Edition*. London: Rout ledge & Kegan Paul. Neil R. Carlson (2007). *Foundations of Physiological Psychology, 6th Edition* Published by Dorling Kindersley (India) Pvt. Ltd., licensee of Pearson Education
4. Wagner, H & Silber, K. *Physiological Psychology*. NY: BIOS Scientific Publishers, 2004.

<b>Semester - III</b>			
<b>NME - Fundamentals of Psychology</b>			
<b>Code : 17UPSN31</b>	<b>Hrs/week : 2</b>	<b>Hrs/Sem:30</b>	<b>Credits : 2</b>

### Objectives

- To know about the branches of the psychology and its scope
- To learn about memory, intelligence, forgetting and attention

### Unit-I

Nature and Scope of Psychology, Concept of Behaviour, Components of Behaviour and Characteristics of Behaviour.

### Unit \_II

General Psychology, Physiological Psychology, Abnormal Psychology, Developmental Psychology, Social Psychology, Comparative Psychology and Differential Psychology

### Unit –III

Clinical Psychology and Counselling Psychology , Organizational Psychology, Educational Psychology, Environmental Psychology, Health Psychology and Sports Psychology, Military Psychology and Psychology of law

### Unit-IV

Memory and forgetting

### Unit-V

Attention and intelligence

**Semester - III**

**SBE - SOCIAL SKILLS DEVELOPMENT**

Code : 17UPSS31

Hrs/week : 2

Hrs/Sem:30

Credits : 2

- To know the various skills of training that can be used for the progress of the society.
- To understand the various methods of developing interpersonal skills.

**UNIT-1:**

What is Social skills?, Characteristics of Social Skills, Different types of Social Skills.

**UNIT-2:**

Components and uses of Social Skills Training, Assessment of Social Skills.

**UNIT-3**

Basic Skills – Having a conversation, Asking permission, Getting the teacher’s attention.

**UNIT-4**

Advance Skills – Making a good choice, Focusing on yourself, Solving problems, POP/SODAS methods. (POP – Problem Option Plan. SODAS – Situation Option Disadvantage Advantage Solution).

**UNIT-5**

Techniques of Improving Social Skills – Assertive Training, Interpersonal Skills, Group Discussion, Sociometry.

**Reference:**

1. Allan S. Bellack & Michel Hersen, Research and Practice in Social Skills Training, Springer, 1979.
2. V. D. Swaminathan & K. V. Kaliappan, Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga, 1<sup>st</sup> edition, The Madras Psychology Society, Chennai, 1997.

<b>Semester- IV</b>	
<b>Self-Study / On-Line Course (Optional) Social Economics</b>	
<b>Code: 18UECSS2</b>	<b>Credits :2</b>

**Vision:** To create a general awareness on socio-economic problems and its impact on the economy.

**Mission:** To prepare the students to face the challenges in real world caused by social issues and motivate them to overcome them.

**Course Outcome:**

<b>CO. No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand the basic socio-economic concepts and principles of well-known social doctrines.	1	Un
CO-2	gain an understanding of major socio-economic problems and evaluate how they lead to wide range of real world issues.	2,4,7	Ev
CO-3	createan awareness about discrimination, consumerism and its protection.	4,6	Cr
CO-4	master the theoretical and tools necessary to critique and create economic research.	4,7	An, Cr
CO-5	encourage students to consult department advisors to take law as their career.	1	Cr, Ap
CO-6	learn about economic crimes, causes and consequences and allow them to analyse them.	7	Un, Re
CO-7	learn how to articulate pragmatic, principles based policies to enhance economic well-being and promote social-justice.	6,7	Re
CO- 8	prepare students to participate in debate and group discussions related to socio-economic issues and suggest remedial measures.	4,7	Cr, Ap

<b>Semester- IV</b>	
<b>Self-Study / On-Line Course (Optional) Social Economics</b>	
<b>Code: 18UECSS2</b>	<b>Credits :2</b>

### **Unit I Introduction**

Social Economics: Definition – equality in Human Societies (employment) – Principles of Social Doctrines: Gandhi, Marx and Pope.

### **Unit II Poverty**

The World Poverty Situation – causes and consequences – requisites of economic growth – Role of government – Social security – Subsidies – Social banking – Refugees, Slavery and Beggary.

### **Unit III Human Capital**

Human Capital: Problems in Education and Health services – Energy crisis and related issues.

### **Unit IV Discrimination**

Discrimination: Sources, kinds and causes – Consumerism – Provision of information – Protection from business manipulation

### **Unit V Economic Crimes**

Economic Crimes: Causes and consequences – remedial course of action - Economic crimes and their prevention – Violation of Human Rights – Need to control terrorism.

### **Text Book**

Indira Gandhi Memorial Trust, Redefining the Good Society, Wiley eastern ltd. New Delhi, 1995.

### **Books for Reference:**

1. Culyer, A.J., *The Economics of Social Policy*, Martin Robertson and Co. Ltd., London, 1973.
2. Joan Costa-Font and Mario Macis (Editors), *Social Economics: Current and Emerging Avenues*, CESifo Seminar Series
3. Gary S. Becker, Kevin M. Murphy, *Social Economics: Market Behaviour in a Social Environment*, Belknap Press: An Imprint of Harvard University Press, 2003.
4. Eatwell, John, Milgate, Murray, Newman, Peter (Editors) *Social Economics* - Palgrave Macmillan UK, 1989.
5. Le Grand, Julian and ray Robinson, *The Economics of Social Problems*, The Macmillan Press Ltd., London, 1976.

### **Websites for reference**

[http://www.corecentre.org/consumerism\\_articles](http://www.corecentre.org/consumerism_articles)

<http://www.globalissues.org/TradeRelated/Poverty.asp>

<http://www.fas.org/irp/threat/terror.htm>

SEMESTER IV			
Allied VIII		Social and Religious Reform Movements in India	
Code: 18UHIA42	Hrs/Week : 3	Hrs/Sem : 45	Credits : 3

**Vision:** To enhance the Contribution of social and religious reformers for the eradication of social and religious evils.

**Mission:** To educate about the societal and religious changes and its impact.

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	appreciate the social and religious reforms and relieve from superstitious beliefs and blind faith.	1	Un, Re
CO-2	know about the social and religious evils prevailed in pre-independence era.	1	Un, Re
CO-3	analyse the blind faith and superstitious beliefs of the people.	4	An
CO-4	understand the impact of Western education.	1	Un, Re
CO-5	know the various policies put forth by British.	1	Un, Re
CO-6	highlight the services of social reformers.	1	Un, Re
CO-7	examine the present reforms of the society.	4	An
CO-8	assess the present social evils and their solutions.	4	An

SEMESTER IV			
Allied VIII Social and Religious Reform Movements in India			
Code: 18UHIA42	Hrs/Week : 3	Hrs/Sem : 45	Credits : 3

**Unit I** – The Brahma Samaj – Raja Ram Mohan Roy – Abolition of Sati – Prarthana Samaj.

**Unit II** – The Theosophical Society – The Arya Samaj – Swami Dayananda Saraswathi.

**Unit III** – The Rama Krishna Mission – Swami Vivekananda – The Dev Samaj.

**Unit IV** – The Poona Seva Sadan – Aligarh Movement.

**Unit V** – The Parsees – The Sikhs.

**Text Book**

1. Mahajan V.D. *Advanced History of India*. New Delhi: S. Chand & Company Ltd, 1980.

**Book for Reference:**

1. Jayapalan N. *History of the Freedom Movement (1857 – 1947)*. New Delhi: Ashish Publishing House, 1988.
2. Tara Chand. *History of the Freedom Movement in India*. New Delhi: Publications Division Ministry of Information and Broadcasting Government of India, 1967.
3. Sen S. P. *Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries*. Calcutta: Institute of Historical Studies, 1979.
4. Sen S.P. *Social Contents of Indian Religious Reform Movements*. Calcutta: Institute of Historical Studies, 1978.

SEMESTER I			
Core II		Religions in India	
Code: 18UHIC12	Hrs/Week :	Hrs/Sem : 5	Credits : 4

### Objectives

- To ensure equal respect for all religions.
- To develop religious tolerance.
- To follow the noble ideals of all religions.

**Unit – I Hinduism:** Vedic Religion – Indus Valley and its religious practices – Saivism – Linga Worship – Anthromorphic representations – Bhagavatism – Naga cult – Vaishnavism – Bhagavat Gita – Legacy.

**Unit – II Jainism and Buddhism:** Vardhamana Mahavira – Preachings – Swethanbaras Thikambaras – Schism – Impact – Buddha – Teachings – Schism – Mahayana and Hinayana forms – Contribution.

**Unit – III Christianity:** Jesus Christ – Teachings – The Bible – Contribution – Schism.

**Unit – IV Islam:** Muhammed the Prophet – Teachings – The Quran – Schism – Contribution.

**Unit – V Sikhism:** Guru Nanak – Teachings – Adi Granth – Contribution – Schism.

### Text Book

1. Banerjee, P., Early Indian Religions, Vikas Publishing House Pvt. Ltd., Delhi, 1973.

### Books for Reference

1. Jagdish Saran Sharma, *Encyclopaedia Indica*, S.Chand & Company Ltd., New Delhi, 1975.
2. Duggal, K, S., *The Sikh Gurus*, Vikas Publishing House Pvt Ltd., New Delhi, 1980.
3. Joseph Davey Cunningham, *A History of the Sikhs*, S.Chand & Co (Pvt.) Ltd., New Delhi, 1972.
4. Colebrooke, H, T., *Essays on History Literature and Religions of Ancient India*, Cosmo Publications, New Delhi, 1977.
5. Prabhakar Machwe, *Hinduism – Its Contribution to Science and Civilisation*, Vikas Publishing House Pvt. Ltd., New Delhi, 1979.
6. Moojan Momen, *An Introduction to Shi 'I Islam*, Oxford University, New Delhi, 1985.
7. Baig, M.R.A., *The Muslim Dilemma in India*, Vikas Publishing House Pvt. Ltd., Delhi, 1974.

SEMESTER - II			
Core IV		Monuments in India	
18UHIC22	Hrs / Week: 5	Hrs / Semester: 75	Credits: 4

Vision:

- To familiarize the Historical Monuments with proper understanding of history.

Mission:

- To know and respect our Historical Monuments and its heritage.
- To appreciate the pride of our Historical Monuments and to preserve it.

Course Outcome:

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	respect and take pride of Historical Monuments.	2	Un, An, Ev
CO-2	know the historicity of Historical Monuments	1	Un, Re
CO-3	appreciate the workmanship of artisans.	2	Un, An, Ev
CO-4	know the means to preserve Historical Monuments.	1	Un, Re
CO-5	analyse the preservation of Monument Art.	2	Un, An, Ev
CO-6	analyse the influence of foreign invasions.	2	Un, An, Ev
CO-7	evaluate the significance of Historical Monuments.	2	Un, An, Ev
CO-8	understand the patronage of kings.	1	Un, Re

SEMESTER - II			
Core IV		Monuments in India	
18UHIC22	Hrs / Week: 5	Hrs / Semester: 75	Credits: 4

Unit – I

Definition – Types – Significance – The Ancient Monument Preservation Act 1904 - National Historic Preservation Act of 1966

Unit – II

Religious Monuments: Sanchi Stupa – Madurai Meenakshi Amman Temple – Dilwara Jain Temple – Golden Temple Amritsar – Nagoor Dargha – Velankanni Basilica.

Unit III

Secular Monument: Ajanta Caves – Hawa Mahal Palace – Qutb Minar – Charminar – Taj Mahal.

Unit IV

European Monuments: Basilica of Bon Jesus – Victoria Memorial Hall – Cellular Jail – St. George Fort – Gateway of India.

Unit V

Adichanallur – Arikamedu – Brahadeeswara Temple – Keezhadi- Our Lady of Snows Basilica.

Books for Reference

1. Khurana K.L., History of India from Earliest to 1526, Lakshmi Narain Agarwal, Agra, 1995.
2. Rao, Hanumantha, B. and Rao, Basaveswara K., Indian History and Culture, Sri Vignana Manjusha, Guntur, 1973.
3. Anil Chandra Banerjee, New History of Medieval India, S.Chand & Company Pvt. Ltd., New Delhi, 1983.
4. Khurana K.L., History of India from 1526 to 1967, Lakshmi Narain Agarwal, Agra, 1995.
5. Majumdar R.C., An Advanced History of India, Macmillan Company Ltd, London, 1983.
6. Percival Spear, Delhi- Its Monuments and History, Oxford University Press, New Delhi, 1994.

Semester – V			
Core Integral – II		Constitution of India	
Code : 18UHII52	Hrs / Week : 5	Hrs / Sem : 75	Credits : 4

**Vision:** Constitution the mother book of law provides for the smooth running of the government and ensures peace.

**Mission:** To elevate our students to be a responsible citizens and uphold the noble ideals of our forefathers to achieve our national goals.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	provide awareness on the working of the constitution and prepare for the competitive Exams.	1	Un, Re
CO-2	understand the writing works of the Drafting Committee and Constituent Assembly.	1	Un, Re
CO-3	provide awareness on the working of the Constitution.	1	Un, Re
CO-4	awareness about the Fundamental Rights and Fundamental Duties.	1	Un, Re
CO-5	prepare for the Competitive Exams.	3	Ap
CO-6	appraise the powers and functions of the executive.	4	An
CO-7	appreciate the functioning of Union Cabinet.	1	Un, Re
CO-8	develop teamwork and leadership in terms of free legal aid.	6	Cr

Semester – V			
Core Integral – II		Constitution of India	
Code : 18UHII52	Hrs / Week : 5	Hrs / Sem : 75	Credits : 4

**Unit I** – Constituent Assembly – Drafting Committee – Preamble – Salient Features.

**Unit II** – Fundamental Rights and Duties – Directive Principles of State Policy – Amendments – Selected amendments (1, 12, 42, 44 and 71).

**Unit III** – The Executive: President – Election – Powers – Vice President – Prime Minister - Council of Ministers – Cabinet Ministers – Governor – Chief Minister.

**Unit IV** – The Legislature: Lok Sabha – Rajya Sabha - The Speaker – Composition and Powers - Law making procedure.

**Unit V** – The Judiciary: Supreme Court – Judicial Review – High Court – Party System.

**Text Book:**

1. Kapur A.C. *Constitutional History of India*. New Delhi: S.Chand and Co. (Pvt) Ltd., 1983..

**Books for Reference:**

1. Agarwal. *Constitutional History of India and National Movement*. New Delhi: S. Chand and Co. (Pvt) Ltd, 1981.
2. Gokhale B.K. *Political Science*. Bombay: A.R.Sheth & Co, 1972.
3. Mahajan V.D. *Constitutional History of India and the Nationalist Movement*. New Delhi: S.Chand and Company Ltd, 1982.
4. Sharma, M.P. *The Government of Indian Republic*. Allahabad: Kitab Mahal, 1968.

Semester – III			
Non Major Elective		Freedom Movement in India	
Code : 18UHIN31	Hrs / Week : 2	Hrs / Sem : 30	Credits : 2

**Vision:** To appreciate and inculcate the values of patriotism.

**Mission:** To respect and follow the noble virtues of freedom fighters

**Course Outcome:**

CO.No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	Understand the history of hard earned freedom	1,2	Un, Re
CO-2	Appreciate the sacrifice of freedom fighters	1,2	Un, Re
CO-3	Know the imperialist policy of British	1,2	Un, Re
CO-4	Asses the various factors of nationalism	4	An
CO-5	Analyse the impact of western education	4	An
CO - 6	Aware of the role of freedom fighters	1,2	Un, Re
CO-7	Respect the values of nationalism and independence	3	Ap
CO-8	Strive hard to preserve independence	3	Ap

Semester – III			
Non Major Elective		Freedom Movement in India	
Code : 18UHIN31	Hrs / Week : 2	Hrs / Sem : 30	Credits : 2

**Unit – I** Indian National Congress – Birth – Aims – Moderates – Gokale’s Role – Partition of Bengal and Surat Split – Extremism – Tilak’s Role – Home Rule League.

**Unit – II** Gandhian Era – Rowlatt Act of 1919 – Jallian-Wala Bagh Tragedy – Khilat Movement – Non Co-operation Movement – Simon Commission Report – Poorna Swaraj Resolution.

**Unit – III** Civil Disobedience Movement – Dandi March – Round Table Conferences – Gandhi-Irwin Pact – Communal Award – Poona Pact – August Offer – Cripps Mission – Failure.

**Unit – IV** Quit India Movement – Cabinet Mission – Wavell Plan – The Simla Conference – Mountbatten Plan – Independence Act 1947.

**Unit – V** Mountbatten Plan – Independence Act 1947

### Text Book

Mahajan, V.D., *Constitutional History of India and the Nationalist Movement*, S.Chand & Co., New Delhi, 1976.

### Books for Reference

1. Agarwal, R.C., *Constitutional Development and National Movement*, S. Chand and Co, New Delhi, 1986.
2. Chand, Tara, *History of the Freedom Movement in India Vol.II*, Ministry of Education, Government of India, New Delhi, 1974.
3. Jayapalan, N., *History of the Freedom Movement (1857 to 1947)*, Ashish Publishing House, New Delhi, 1988.
4. Menon, Sreedhara, A., *Modern India Since 1707 and History of the Freedom Movement*, S.Viswanathan Pvt Ltd, Madras, 1989.

<b>SEMESTER V</b>			
<b>Core VIII</b>		<b>Social Psychology I</b>	
<b>Code:18UPSC52</b>	<b>Hrs/Week: 5</b>	<b>Hrs/Sem: 75</b>	<b>Credit: 4</b>

**Vision:**

To enable the students to grasp the knowledge about social perception.

**Mission:**

To develop the leadership qualities.

**Course Outcome**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the nature of social psychology and other social sciences.	1	Re
CO-2	understand the importance of the social perception and other theories.	3	Re
CO-3	to gain knowledge about the prejudice and discrimination.	2	Un
CO-4	analyze the various problems in group formation and in decision making process.	5	An
CO-5	develop the leadership quality in the young mind.	3	Cr
CO-6	understand the meaning and perspectives of aggression.	4	Un
CO-7	create a depth knowledge of in theoretical explanations of socio-cultural determinants	3	Cr
CO-8	evaluate the concepts of social learning.	4	Ev

SEMESTER V			
Core VIII		Social Psychology I	
Code:18UPSC52	Hrs/Week: 5	Hrs/Sem: 75	Credit: 4

### Unit I Introduction

Nature, goal and scope of Social Psychology – Social Psychology and other social sciences – Methods of Social Psychology

### Unit II Social Perception and Cognition

Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression – Perceiving others: Forming impressions – Role of non-verbal cues, stereotypes and central traits – Primacy and recency effects – Attribution: Meaning – Theory and biases

### Unit III Attitudes, Prejudice and Discrimination

Attitudes: Meaning, nature and function - Attitudes and behaviour – Theories of reasoned and planned behaviour – Formation, change and measurement of attitudes; Prejudice and Discrimination – Nature and components – Acquisition – Reduction

### Unit IV Groups and Leadership

Nature of Group formation – Functions of Group: Role, Status, Norms and Cohesiveness - Impact of Groups on Individual performance: Social facilitation and social loafing - Group Conflict – Decision making by Groups – Leadership

### Unit V Aggression and Prosocial Behaviour

Aggression: Meaning – Theoretical perspectives – Trait, situational and social learning approaches – social and personal determinants of aggression – Prevention and control of aggression; Prosocial Behaviour: Meaning – Cooperation and helping - Personal, situational and socio-cultural determinants – theoretical explanations

### Text Book

1. Baron, R.A. & Byrne, D. *Social Psychology* (9th ed). Delhi: Pearson Education 2000.

### Books for Reference

1. Myers, D.G. *Social Psychology*, New Delhi: Tata McGraw Hill, 2005
2. Feldman, R. S. (2005). *Social Psychology: Theory, research and application*. McGraw-Hill Education, New Delhi.

<b>SEMESTER - VI</b>			
<b>Core X</b>		<b>Social Psychology II</b>	
<b>Code : 18UPSC61</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Sem.: 75</b>	<b>Credit: 4</b>

**Vision:**

To develop awareness on the society and social behavior as a whole.

**Mission:**

To facilitate social interaction among the students and make them better social beings.

**Course Outcome**

<b>CO. NO.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of self and identity	2,4	Re
CO-2	compare and understand the various aspects of interpersonal attraction	2	Un
CO-3	apply knowledge about handling others in daily life	2,8	Ap
CO-4	analyze the need of knowledge of changing other's behavior.	2,8	An
CO-5	evaluate the means of developing an understanding about social interaction	2,8	Ev
CO-6	create new theories and concepts of handling others	2,8	Cr
CO-7	create a society devoid of aggression	2,8	Cr
CO-8	develop a better understanding about people.	2,8	Cr

SEMESTER - VI			
Core X		Social Psychology II	
Code : 18UPSC61	Hrs / Week: 5	Hrs / Sem.: 75	Credit: 4

**Unit I Aspects of Social Identity: Self and Gender.**

The Self: Components of One's Identity. Other Aspects of Self-Functioning: Focusing, Monitoring, and Efficacy. Gender: Maleness or Femaleness as a Crucial Aspect of Identity.

**Unit II Interpersonal Attraction: Initial Contact, Liking, Becoming Acquainted.**

Recognizing and Evaluating Strangers: Proximity and Emotions. Becoming Acquaintances: The Need to Affiliate and the Effect of Observable Characteristics. Becoming Close Acquaintances and Moving toward Friendship: Similarity and Reciprocal Positive Evaluations.

**Unit III Social Influence: Changing Others' Behaviour.**

Conformity: Group Influence in Action. Compliance: To Ask — Sometimes — Is to Receive. Obedience: Social Influence by Demand.

**Unit IV Groups and Individuals: Attribution**

Definition. Types. Attribution bias. Fundamental attribution error. The self-serving bias. Cultural influence on attribution. Self-effacing bias.

**Unit V Social Psychology in Action: Legal, Medical, and Organizational Applications.**

Applying Social Psychology to the Interpersonal Aspects of the Legal System. Applying Social Psychology to Health-Related Behavior. Applying Social Psychology to the World of Work: Job Satisfaction, Helping, and Leadership.

**Text Book**

1. Baron R.A. & Byrne D. *Social Psychology* (9<sup>th</sup> Ed). Delhi: Pearson education 2000.

**Books for Reference:**

1. Myers D.G. *Social Psychology*, New Delhi: Tata McGraw Hill, 2005.
2. Feldman R.S. (2005). *Social Psychology: Theory, research and application*. McGrawHill education, New Delhi.

<b>SEMESTER - VI</b>			
<b>Core XI</b>		<b>Positive Psychology</b>	
<b>Code : 18UPSC62</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Sem.: 75</b>	<b>Credit: 4</b>

**Vision:**

To make clear the basic concepts of positive psychology.

**Mission:**

To develop an awareness about positive psychology concepts and its implications.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of positive psychology	1	Re
CO-2	compare and understand the various aspects of positive psychology	1	Un
CO-3	apply knowledge about handling others in daily life in a positive way	1, 2 , 8	Ap
CO-4	analyze the need of knowledge of positivity	1,8	An
CO-5	evaluate the means of developing an understanding about positive social interaction	1, 2 , 8	Ev
CO-6	create new theories and concepts of positive psychology	1 , 8	Cr
CO-7	create a society devoid of negativity	1, 2 , 8	Cr
CO-8	develop a better understanding about people through positive psychology	1, 2 , 8	Cr

SEMESTER - VI			
Core XI		Positive Psychology	
Code : 18UPSC62	Hrs / Week: 5	Hrs / Sem.: 75	Credit: 4

### Unit I Introduction

Definition – Assumptions and Goals – From the negative to the positive – View of Human Functioning - Eastern and western perspectives – Classifications and measures of strengths and Positive outcomes

### Unit II Positive Psychology in Context

Developing strengths and living well – Meaning and measure of happiness – Subjective WellBeing – Self-Realization – Views of Happiness

### Unit III Positive Emotional States and Processes

Principles of pleasure: Understanding positive affect, positive emotions and well-being: Positive Emotions and Health Resources – Emotion-focused coping – Emotional Intelligence

### Unit IV Positive Cognitive States and Processes

Self-Efficacy, Optimism and Hope – Wisdom and Courage: the two universal virtues – Mindfulness, Flow and Spirituality

### Unit V Prosocial Behaviour and Positive Environments

Empathy and Egotism: Altruism – Gratitude – Forgiveness – Societal implications – Attachment, Love and Flourishing relationships Positive Schooling – Gainful Employment – Building better communities – Life above Zero

### Text Book

1. Hurlock, E.B. (2006). *Personality Development*, 28th Reprint, New Delhi: Tata McGraw Hill

### Books for Reference

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The scientific and practical explorations of human strengths*. 2nd ed. Sage Publications, India.
2. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. Pearson Education, India 40

<b>SEMESTER - VI</b>			
<b>Core Integral III</b>		<b>Psychology of life management</b>	
<b>Code : 18UPSI61</b>	<b>Hrs / Week: 4</b>	<b>Hrs / Sem.: 60</b>	<b>Credit: 4</b>

**Vision:**

To understand the problems of present society and the ways to solve them with psychological outlook.

**Mission:**

To make the students fully qualified to face life's problems and to manage and adjust to cater to the need of the society we live.

**Course Outcome**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of life management	1	Re
CO-2	compare and understand the various aspects of managing life situations.	1,8	Un
CO-3	apply knowledge about handling others in daily life	1, 2 , 8	Ap
CO-4	analyze the need of knowledge of occupational hazards	1 , 8	An
CO-5	evaluate the means of developing an understanding about positive social interactions in marriage	1, 2 , 8	Ev
CO-6	create new theories and concepts of interpersonal relationships.	1 , 8	Cr
CO-7	create a society devoid of interpersonal problems.	1, 2 , 8	Cr
CO-8	develop a better understanding about people and management of life.	1, 2 , 8	Cr

SEMESTER - VI			
Core Integral III		Psychology of life management	
Code : 18UPSI61	Hrs / Week: 4	Hrs / Sem.: 60	Credit: 4

### Unit I Psychology and life-cycles

Adjustment to modern life – Approaches of adjustment – Hazards and happiness.

### Unit II Choosing a career

Examining personal characteristics and influences of family members – Researching job characteristics: Preparation for job - other important considerations to enter job - career advancement and decisions.

### Unit III Coping with occupational hazards

Job stress - Harassment by authorities: Violence, Abuse, Misuse, Injustice, Suppression.

### Unit IV Marriage and intimate relationship

Marriage as a life cycle – Hazards – Parenthood and its responsibilities - Social & Economic life style patterns – Commitment towards society and community.

### Unit V Essentials of Inter-personal relationship

Building and maintaining Interpersonal relationship – family and social issues - changes in life patterns

### Text Book

1. Hurlock E.B. (1997) *Developmental Psychology* (4th ed), New Delhi, Tata McGraw Hill.

### Books for References:

1. Weitan, W. and Lloyd, M. India ed. 8th (2007) *Psychology applied to modern life: Adjustment in the 21st century*. Thomson.
2. Colmen, J.C. *Psychology and effective behaviour*. Bombay: D.B. Torehporwala sons & Co. Martin L.G. Osborne G. (1989)
3. *Psychology: Adjustment and everyday living*, N.J. Prentice. Hall – Englewood cliffo.

<b>Semester II</b>			
<b>Allied II</b>		<b>Business Ethics and Corporate Social Responsibility</b>	
<b>Code: 21UBAA21</b>	<b>Hrs/Week : 4</b>	<b>Hrs/Sem: 60</b>	<b>Credits :4</b>

**Objectives:**

- Provide the skills with which to recognize and resolve ethical issues in business.
- Import the importance of ethical, moral and corporate social responsibility of business.

**Course Outcomes:**

<b>CO.No</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>CL</b>
CO-1	understand and illustrate the theoretical foundation of business ethics	1	Un
CO-2	understand the knowledge of business and economic concepts from an ethical perspective.	3	Un
CO-3	know the importance of ethical conduct of business environment and community development.	1,3	Un
CO-4	analyse and resolve ethical issue in business.	1,3	An
CO-5	perform and critically examine their own values.	1,3,5	CR
CO-6	confidently apply systematic ethical reasoning to business dilemmas and communicate effectively in oral and written forms.	4,6	CR
CO-7	expose the concepts, logic and rhetorical conventions of CSR	7	Ap
CO-8	know the role of government and application of procedures into the business.	1	Un ,Ap

<b>Semester II</b>			
<b>Allied II</b>		<b>Business Ethics and Corporate Social Responsibility</b>	
<b>Course Code: 21UBAA21</b>	<b>Hrs/Week :4</b>	<b>Hrs/Sem: 60</b>	<b>Credits :4</b>

### **UNIT-I: Concept of Ethics and CSR**

Definition and Nature of Business Ethics and CSR-Need for Business Ethics –benefits of Business ethics-Role and Importance of business Ethics and values.

**(12 hours)**

### **UNIT-II: Concept of Morality and Values**

Morality –Meaning –features of moral standards –Ethical theories –Indian Ethos in ethics –ethos in work life-value systems-definition-categorization of values-factors to build values-impact of ethics in business.

**(12 hours)**

### **UNIT-III: Unethical Business Practices**

Bribery and corruption –causes of corruption and bribery-Business bribery-causes-Theft and piracy-sources-Trade secret –sources-Intellectual property rights..

**(12 hours)**

### **UNIT-IV: Organisational Ethics**

Workplace ethics-meaning-factors influencing ethical behavior at work-Importance of ethical behavior at workplace-guidelines for managing ethics in the workplace.

**(12 hours)**

### **UNIT –V: CSR Legislation in India.**

Corporate social responsibility –Need for CSR-CSR Models –Benefits of CSR-CSR activities. Corporate Governance –meaning –code of corporate governance-CSR provisions in companies Act.

**(12 hours)**

### **Text Books:**

1. Dr.S.S.Khanka -*Business Ethics & Corporate Governance, Principles and practices*, New Delhi, S.Chand and company limited, 1<sup>st</sup> Edition 2014.

### **Books for Reference:**

2. Dr.ManuelG.Velsquez - *Business Ethics (Concepts and Cases)*, New Delhi, Prentice Hall India Learning Private Limited, 6<sup>th</sup> Edition 2006.
3. Dr.S.Sankaran–*Business Ethics& values*, Chennai, Margham Publications, Reprint Edition 2005.

<b>SEMESTER – I</b>			
<b>Core II</b>		<b>Religions in India</b>	
<b>Course Code:21UHIC12</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**Objectives:**

- To promote religious tolerance and secularism among the students through proper understanding of religions in India.
- To reveal the noble ideals and ethical values adopted in India through its religions.
- To improve and raise the quality of lives in religious and ethical contexts.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand and develop religious tolerance	1, 2, 5	Un, Re, Ev
CO-2	respect the feelings of other religions.	2, 3	Re, Ap
CO-3	analyse the basic principles and teachings of various religions.	4	An
CO-4	study the schism in religion.	1, 2	Un, Re
CO-5	analyse the forms of worship.	4	An
CO-6	evaluate the essence of all religions.	5	Ev
CO-7	appreciate and follow the ethical and moral standards of religions.	1, 3	Un, Ap
CO-8	evaluate the contribution of various religions.	5	Ev

SEMESTER – I			
Core II	Religions in India		
Course Code:21UHIC12	Hrs / Week: 5	Hrs / Semester: 75	Credits: 4

**Unit – I Religion**

Definition – Etymology – Significance- Religious Tolerance –Secularism

**Unit –II Genesis of Hinduism**

Bhimbetka Rock art – Indus Valley Civilisation – Vedic Religion – Sangam Religion - Baghavatism – Saivism and Vaishnavism – Bhagavad Gita

**Unit – III Jainism and Buddhism**

Tirthankaras – Teachings – Angas – Guatama Buddha – Teachings – Eight Fold Path–Tripitakas

**Unit – IV Christianity and Islam**

Jesus Christ – Advent of Christianity in India - Teachings –The Bible – Contribution - Schism - Muhammed the Prophet – Advent of Islam in India - Teachings – The Quran – Schism - Contribution

**Unit – V Sikhism and Zoroastrianism**

Guru Nanak – Teachings – Adi Granth – Contribution – Schism– Zoroastrianism - Teachings

**Text Book:**

1. Fred, W. Clothey. *Religion in India*. USA : Routledge, 2006.

**Books for Reference:**

1. Jagdish Saran Sharma. *Encyclopaedia Indica*. New Delhi : S. Chand & Company Ltd., 1975.
2. Duggal, K, S. *The Sikh Gurus*. New Delhi : Vikas Publishing House Pvt Ltd., 1980.
3. Joseph Davey Cunningham. *A History of the Sikhs*. New Delhi : S. Chand & Co (Pvt.) Ltd., 1972.
4. Colebrooke, H, T. *Essays on History Literature and Religions of Ancient India*. New Delhi : CosmoPublications, 1977.
5. Prabhakar Machwe. *Hinduism – Its Contribution to Science and Civilisation*. New Delhi : VikasPublishing House Pvt. Ltd., 1979.
6. Moojan Momen. *An Introduction to Shi 'I Islam*. New Delhi : Oxford University, 1985.

7. Banerjee, P. *Early Indian Religions*. Delhi : Vikas Publishing House Pvt. Ltd., 1973.
8. Baig, M.R.A. *The Muslim Dilemma in India*. Delhi : Vikas Publishing House Pvt. Ltd., 1974.

<b>SEMESTER – II</b>			
<b>Core IV</b>		<b>Monuments in India</b>	
<b>Course Code:21UHIC22</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**Objectives:**

- To familiarize the Historical Monuments with proper understanding of history.
- To know and respect our historical Monuments and its heritage.
- To appreciate the pride of our historical Monuments and to preserve it.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	understand and take pride of historical monuments.	1, 2	Un, Re
CO-2	know the historicity of historical monuments	1, 2	Un, Re
CO-3	appreciate the workmanship of artisans.	1, 2	Un, Re
CO-4	know the means to preserve historical monuments.	1, 2	Un, Re
CO-5	analyse the preservation of monument art.	4	An
CO-6	analyse the influence of foreign invasions.	4	An
CO-7	evaluate the significance of historical monuments.	5	Ev
CO-8	examine the patronage of kings.	4	An

<b>SEMESTER – II</b>			
<b>Core IV</b>		<b>Monuments in India</b>	
<b>Course Code:21UHIC22</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**Unit – I Monuments**

Definition – Etymology – Significance – Types -  
Ancient Monument Preservation Act of 1904 -  
AMSAR Act 1958 – AMSAR Amendment Bill 2017.

**Unit – II Archaeology**

Adichanallur – Arikamedu – Rakhigarhi – Keezhadi – Kinnimangalam  
– Sivakalai

**Unit III Religious Monuments**

Sanchi Stupa – Tanjore Brahadeswara Temple – Dilwara Jain Temple –  
Golden Temple Amritsar  
– Nagoor Dargha – Velankanni Basilica

**Unit IV Secular Monuments**

Hawa Mahal Palace – Red Fort – Gandhi Museum - Vivekananda  
Rock Memorial – Tipu Sultan Palace

**Unit V Colonial Monuments**

Basilica of Bon Jesus – Victoria Memorial Hall – Cellular Jail – St.  
George Fort - Our Lady of Snows Basilica – Gateway of India

**Text Book:**

1. Khurana K.L. *History of India from Earliest to 1526*. Agra : Lakshmi Narain Agarwal, 1995.

**Books for Reference:**

1. Rao, Hanumantha, B., and Rao, Basaveswara K. *Indian History and Culture*, Guntur : Sri VignanaManjusha, 1973.
2. Anil Chandra Banerjee. *New History of Medieval India*. New Delhi : S. Chand & Company Pvt. Ltd., 1983.
3. Khurana, K.L. *History of India from 1526 to 1967*. Agra: Lakshmi Narain Agarwal, 1995.
4. Majumdar, R.C. *An Advanced History of India*, London : Macmillan Company Ltd, 1983.
5. Percival Spear. *Delhi- Its Monuments and History*. New Delhi : Oxford University Press, 1994.

<b>SEMESTER III</b>			
<b>Non Major Elective</b>		<b>Psychology for life</b>	
<b>Course Code:21UPSN31</b>	<b>Hrs/Week:2</b>	<b>Hrs/Semister: 30</b>	<b>Credit:2</b>

**Objectives:**

To introduce the non-major students into the basics of psychology

To make psychology knowledge available to everyone interested in this special field.

**Course Outcome:**

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of psychology	1	Re
CO-2	compare and learn the various branches of psychology	1	Un
CO-3	apply knowledge about concepts of memory and forgetting	1 , 4	Ap
CO-4	analyze the need of psychology in daily life	1 , 8	An
CO-5	evaluate the means of developing an understanding about human behavior	3 , 4	Ev
CO-6	create new theories and concepts of intelligence	4	Cr
CO-7	create a good understanding about psychological aptitude among students	1 , 8	Cr
CO-8	develop and create psychological interest among other major students.	8	Cr

<b>SEMESTER III</b>			
<b>Non Major Elective</b>	<b>Psychology for life</b>		
<b>Course Code:21UPSN31</b>	<b>Hrs/Week:2</b>	<b>Hrs/Semester: 30</b>	<b>Credit:2</b>

**Unit I: Nature and Scope of Psychology**

Introduction; Meaning of the term behavior; Nature of the subject Psychology, Scope of Psychology, Fields of psychology

**Unit II: Motivation**

Hunger motive, Thirst motive, Sex motive; Theories of motivation; Freud incentives theory, Adler’s social urges theory, Maslow’s Goal oriented theory.

**Unit III: Attention**

Meaning of attention, signs and effects of attention, Types of attention, Determinants of attention, Span of attention, Division of attention and Distraction

**Unit IV: Memory and Forgetting**

Types of memory, learning method, saving method; Ebbinghaus’s curve of forgetting, Types of forgetting.

**Unit V: Personality**

Meaning and nature of personality, Characteristics of personality, Factors influencing personality development, Theories of personality – Freud’s psychoanalytic and Eysenck’s theory.

**Text Book**

1. S. K. Mangal, *General Psychology*, New Delhi: Sterling Publishers (P) Ltd., 2017.

**Books for Reference**

1. V. D. Swaminathan & K. V. Kaliappan, *Psychology for Effective Living – Behaviour Modification, Guidance, Counselling and Yoga, 1st edition*, The Madras Psychology Society, Chennai, 1997.
2. Robert A Baron. *Psychology*, 5th Edition, India: Prentice Hall, 2002.
3. Morgan, C.T. and King, R.A. *Introduction to Psychology*. New Delhi: Tata McGraw hill co, Ltd, 1994.

<b>SEMESTER IV</b>			
<b>Non Major Elective</b>		<b>Self Development Skills</b>	
<b>Course Code:21UPSN41</b>	<b>Hrs/Week:2</b>	<b>Hrs/Sem: 30</b>	<b>Credit:2</b>

**Objectives:**

To help the students develop the self.

To provide various self-development skills to the students so as to make them effective individuals.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the basic concepts and principles of self development skills	8	Re
CO-2	compare and contrast the various skills of life management	8	Un
CO-3	apply knowledge about self enhancement in daily life	7	Ap
CO-4	analyze the need of knowledge of time and anger management in daily life	4	An
CO-5	evaluate the means of developing self awareness and motivation	4	Ev
CO-6	create new theories and concepts of self development	4	Cr
CO-7	create methods of self development.	8	Cr
CO-8	create a feeling of one with the society	8	Cr

SEMESTER IV			
Non Major Elective		Self Development Skills	
Course Code:21UPSN41	Hr/Week: 2	Hr/sem: 30	Credit: 2

### Unit I: Self Awareness and Self-Motivation

Self-awareness building – SWOT Analysis – Johari Window Analysis – Self-confidence building; Motivation skills: self-motivation – motivation of others – Goal setting: SMART Goals – Immediate, Intermediate & Long term Goals

### Unit II: Aptitudes

Meaning and nature; Ability and achievement of aptitudes, Measurement and Utility of aptitudes

### Unit III: Emotional Regulation

Problem solving – critical thinking - creative thinking  
Stress and Stressors—Characteristics of Emotions, Kinds of Emotions, Measurement of Emotions.

### Unit IV: Anger Management

Conceptual definitions of Anger - Characteristics of anger - Forms of anger - Anger and the Related Diseases - Manifestations of anger - Causes of anger - Management of Anger: Simple Relaxation Techniques— Thought Stopping – Positive Self Talk – Cognitive Restructuring— Problem solving techniques.

### Unit V: Time Management

Definition – Importance - The urgent versus-important dilemma - From goals to tasks - Time Management Styles: Four time styles - Time Management Techniques: Identifying Time Wasters - Advantages of Time Management.

### Text Book

1. Swaminathan, V. D., & Kaliappan, K. V. .*Psychology for effective living: Behaviour modification, guidance, counselling and yoga*. 2<sup>nd</sup> ed. Chennai: The Madras Psychology Society, 2001.

### Books for References

1. Hurlock, E.B. *Personality Development*, 28th Reprint, New Delhi: Tata McGraw Hill, 2006.
2. Shulman, L. *Skills of helping: Individuals & groups*. 1979.
3. Glenn R. Schiraldi, Melissa Hallmark Kerr, *Anger Management Source Book*, Tata McGraw Hill, 2002.

<b>SEMESTER - III</b>			
<b>Skill based Elective</b>		<b>Applications of Positive Psychology</b>	
<b>Course Code : 21UPSS31</b>	<b>Hrs/Week: 2</b>	<b>Hrs / Sem.: 30</b>	<b>Credit: 2</b>

**Objectives:**

To make clear the basic concepts of positive psychology.  
 To develop an awareness about positive psychology concepts and its implications.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	learn the aspects of positive psychology	1	Re
CO-2	compare and understand the various aspects of positive psychology	1	Un
CO-3	apply knowledge about handling others in daily life in a positive way	1, 2 , 8	Ap
CO-4	analyze the need of knowledge of positivity	1,8	An
CO-5	evaluate the means of developing an understanding about positive social interaction	1, 2 , 8	Ev
CO-6	create new theories and concepts of positive psychology	1 , 8	Cr
CO-7	create a society devoid of negativity	1, 2 , 8	Cr
CO-8	develop a better understanding about people through positive psychology	1, 2 , 8	Cr

<b>SEMESTER - III</b>			
<b>Skill based Elective - Applications of Positive Psychology</b>			
<b>Course Code : 21UPSS31</b>	<b>Hrs/Week: 2</b>	<b>Hrs / Sem.: 30</b>	<b>Credit: 2</b>

### **Unit I Introduction**

Definition – Goals – From the negative to the positive – Eastern and Western perspectives of Positive Psychology. Assessment of strengths and weaknesses through SWOT analysis.

**Activity:** Practicing SWOT Analysis

### **Unit II Positive Psychology in context**

Developing strengths – Meaning and measures of happiness – Resilience - Subjective wellbeing - Self-realization – Successful aging – Techniques to enhance self-realization.

**Activity:** Introspection on the source of subjective happiness and trying to make a group activity out of it

### **Unit III Developing Positive emotional states**

Understanding positive affect, positive emotions and well-being – Developing Emotion focused coping – Life enhancement strategies - Emotional Intelligence – Learning the skills and making the difference

**Activity:** Role play on life enhancement strategies

### **Unit IV Developing Positive cognitive states**

The two universal virtues: Wisdom & Courage: Theories, Development of wisdom and courage – Self-efficacy: Childhood antecedents, Influence in life arena, Collective self-efficacy- Optimism: Learned optimism – Hope: Childhood antecedents, Neuro biology of hope, Collective hope

Importance of mindfulness, flow and spirituality: Definition, basic concepts and development of the virtues.

**Activity:** Practicing mindfulness exercises

### **Unit V Developing pro social behavior**

Definitions of empathy and egotism, altruism, gratitude and forgiveness –Importance and development of empathy and egotism – altruism – gratitude – forgiveness – Development of attachment, love and flourishing relationships. Living a life above zero.

**Activity:** Visit to old age home or orphanage.

**Text book**

1. Synder, C.R., Lopez, S.J., Pedrotti, J.T. *Positive Psychology: The scientific and practical explorations of human strengths*. II Edition. India: Sage publications,,2010.

**Reference**

1. Hurlock, E.B.*Personality development*. 28<sup>th</sup> Reprint, New Delhi: Tata McGraw Hill Publications, 2006.
2. Baumgardner, S.R., Crothers, M.K. *Positive Psychology*. India :Pearson Education,2009.

SEMESTER IV			
Skill based Elective		Sports Psychology	
Course Code: 21UPSS41	Hrs/Week:2	Hrs/Sem: 30	Credit: 2

**Objectives:**

To introduce the students to the field of Sports Psychology

To develop an understanding about the various aspects and components of this developing field.

**Course outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	learn the basic concepts and principles of sports psychology	2	Un
CO-2	apply the concepts learnt in personality development	2,3	Ap
CO-3	analyse how psychology is applied in the field of sports	1,2	An
CO-4	analyze the various emotions associated with sports	2,5	An
CO-5	evaluate the social factors that influence sportsmanship	2,5	Ev
CO-6	create new expertise and skill development programs essential for sports	2,4,7	Cr
CO-7	develop a scientific approach towards sports	1,2	Cr
CO-8	develop a knowledge that makes them true researchers and solve society's problem	1,2,7	Cr

SEMESTER IV			
Core skill based		Sports Psychology	
Course Code: 21UPSS41	Hrs/Week:2	Hrs/Sem: 30	Credit: 2

### Unit I Introduction

Definition – Brief history – Personality characteristics and sporting behaviour – Trait theories – Narrow band theories of personality - Attentional style – Situational and interactional approaches.

### Unit II Personality development & attitude to sports

**Personality development:** Psychodynamic approach to personality development – Social learning theory – Applying social learning theory to sport – Gender and sport

**Attitudes:** Nature of attitudes – Measuring attitudes – Attitude formation to sports – Attitude to competition – Attitudes to sports and sporting behaviour.

### Unit III Aggression, arousal, anxiety and sporting performance

**Aggression:** Definition – Link between aggression and performance – Individual difference in sporting aggression – Situational factors affecting aggression – Reduction of aggression

**Arousal and anxiety:** Definitions – Factors inducing anxiety and stress – Relationship between arousal and performance – Relationship between anxiety and performance – Stress management

### Unit IV Social factors and Motivation in sports

**Social factors:** Groups and teams – Social facilitation – Negative effects of team membership – Leadership

**Motivation:** Definition – Types – Self efficacy – Counterfactual thinking – Pathological motivation and sports.

### Unit V Skill acquisition and expertise

Definitions – Classifying abilities and skills – Stages of skill acquisition – The information processing approach to skills – Memory – Theories of motor learning – Expert performance – Enhancing skill and expertise: Role of practice.

### Text book

1. Jarvis, M. (2006). *Sports Psychology – A Student's Handbook*. Routledge Taylor & Francis Group, London & New York.

### Reference books

1. Webster S. *Sport Psychology: An A Level Guide for Teachers and Students*. Jan Roscoe

Publications,1999.

2. Cox, R.H. *Sport Psychology: Concepts and Applications* McGraw–Hill Humanities
3. Jarvis, M. *Sports Psychology*. London & New York: Routledge Taylor & Francis Group, 1999.