



Fatima Mata National College (Autonomous) Kollam

Scheme & Syllabus of
First Degree Programme in Psychology
2019 Admission Onwards

First Degree Programme in Psychology

Table I : Course structure, Scheme of Instruction and Evaluation

Semester	Study component	Course Code	Course Title	Instructional Hrs/Week		Credit	Duration of Sem Exam	Evaluation marks		Total Credit
				T	P			CE	ESE	
I	English I	19UEN111.1	Language Skills	5		4	3hrs	20	80	17
	Additional Language I	19UFR/HN/ML111.1	Additional Language I	4		3	3hrs	20	80	
	Foundation Course I	19UEN121	Writings on Contemporary Issues	4		2	3hrs	20	80	
	Core Course I	19UPG141	Foundations of Psychology	6		4	3hrs	20	80	
	Complementary Course I	19UZO131.2	Brain and Behaviour	3		2	3hrs	20	80	
	Complementary Course II	19UST131.5	Statistical Methods for Psychology-I	3		2	3hrs	20	80	
II	English II	19UENS211	Environmental Studies	4		3	3hrs	20	80	20
	English III	19UEN212.1	English Grammar and Composition	5		4	3hrs	20	80	
	Additional Language II	19UFR/HN/ML211.1	Additional Language II	4		3	3hrs	20	80	
	Core Course II	19UPG241	Psychological Processes	6		4	3hrs	20	80	
	Complementary Course III	19UZO231.2	Biological Basis of Sensory Processes	3		3	3hrs	20	80	
	Complementary Course IV	19UST231.5	Statistical Methods for Psychology-II	3		3	3hrs	20	80	
III	English IV	19UEN311.1	Readings in Literature I	5		4	3hrs	20	80	21
	Additional Language III	19UFR/HN/ML311.1	Additional Language III	5		4	3hrs	20	80	
	Foundation Course II	19UPG321	Psychology and Informatics	4		3	3hrs	20	80	
	Core Course III	19UPG341	Psychology and Assessment of Individual Differences	5		4	3hrs	20	80	
	Complementary Course V	19UZO331.2	Physiology and Motivation	3		3	3hrs	20	80	
	Complementary Course VI	19UST331.5	Statistical Methods for Psychology-III	3		3	3hrs	20	80	
IV	English V	19UEN411.1	Readings in Literature II	5		4	3hrs	20	80	21
	Additional Language IV	19UFR/HN/ML411.1	Additional Language IV	5		4	3hrs	20	80	
	Core Course IV	19UPG441	Social Behaviour	4		3	3hrs	20	80	
	Core Course V	19UPG442	Experimental Psychology – I (Practical)		5	4	3hrs	20	80	
	Complementary Course VII	19UZO431.2	Physiology of Emotion and Cognition	3		3	3hrs	20	80	
	Complementary Course VIII	19UST431.5	Statistical Methods for Psychology-IV	3		3	3hrs	20	80	

Semester	Study component	Course Code	Course Title	Instructional Hrs/Week		Credit	Duration of Sem Exam	Evaluation marks		Total Credit
				T	P			CE	ESE	
V	Core Course VI	19UPG541	Social Processes	3		4	3hrs	20	80	19
	Core Course VII	19UPG542	Individual in Organization	3		3	3hrs	20	80	
	Core Course VIII	19UPG543	Introduction to Maladaptive Behaviour	3		4	3hrs	20	80	
	Core Course IX	19UPG544	Experimental Psychology – II (Practical)		5	3	3hrs	20	80	
	Core Course X	19UPG545	Psychological Assessment – I (Practical)		5	3	3hrs	20	80	
	Open Course	19UPG551	Open Course	3		2	3hrs	20	80	
			Project		3	-	-	-	-	
VI	Core Course XI	19UPG641	Psychological Assessment – II (Practical)		5	4	3hrs	20	80	22
	Core Course XII	19UPG642	Human Development	4		4	3hrs	20	80	
	Core Course XIII	19UPG643	Organizational Behaviour	4		4	3hrs	20	80	
	Core Course XIV	19UPG644	Maladaptive Behaviour and Interpretation	6		4	3hrs	20	80	
	Elective Course	19UPG661	Elective Course	3		2	3hrs	20	80	
	Project	19UPG645	Project	3		4	Viva	-	100	

A) Language Courses = 9, B) Foundation Courses = 2, C) Complementary Courses = 8,
D) Core Courses = 14, E) Open Course = 1, F) Elective Course = 1,
G) Project = 1 Total Courses = 9+2+10+13+1+1+1 = 36. Total Credits = 17+20+21+21+19+22 =120.

Open Courses

Course Code	Course Title	Instructional Hrs/Week	Credit
19UPG551.1	Understanding Human Behaviour	3	2
19UPG551.2	Child Development	3	2
19UPG551.3	Yoga and Stress Management	3	2
19UPG551.4	Life Skills Education	3	2
19UPG551.5	Sports Psychology	3	2
19UPG551.6	Health Psychology	3	2
19UPG551.7	Psychology in the Class Room	3	2
19UPG551.8	Educational Psychology	3	2

Elective Courses

Course Code	Course Title	Instructional Hrs/Week	Credit
19UPG661.1	Psychological Analysis of Film and Culture	3	2
19UPG661.2	Psychology of Adolescence	3	2
19UPG661.3	Indian Psychology	3	2
19UPG661.4	Life Skills Education	3	2
19UPG661.5	Yoga and Stress Management	3	2
19UPG661.6	Sports Psychology	3	2
19UPG661.7	Psychology of Advertising and Marketing Research	3	2
19UPG661.8	Psychology of Communication and Media	3	2
19UPG661.9	Health Psychology	3	2
19UPG661.10	Psychology in the Classroom	3	2
19UPG661.11	Child Development	3	2

GENERAL ASPECTS OF EVALUATION

MODE OF EVALUATION

Evaluation of each course shall consist of two parts:

1. Continuous Evaluation (CE), and
2. End Semester Evaluation (ESE)

The CE to ESE ratio shall be 1:4 for both Courses with or without practical. There shall be at maximum of 80 marks for ESE and maximum of 20 marks for CE. A system of performance based, indirect grading will be used. For all courses (Theory and Practical), grades are given on a 7-point scale based on the total percentage of mark (CE+ESE) as given below:

Criteria for Grading

Percentage of marks	CCPA	Letter Grade
90 and above	9 and above	A+ Outstanding
80 to <90	8 to <9	A Excellent
70 to <80	7 to <8	B Very Good
60 to <70	6 to <7	C Good
50 to <60	5 to <6	D Satisfactory
40 to <50	4 to <5	E Adequate
Below 40	<4	F Failure

1.1. CONTINUOUS EVALUATION FOR LECTURE COURSES

The Continuous evaluation will have 20 marks and will be done continuously during the semester. CE components are

- i. Attendance for lecture and laboratory sessions (to be noted separately where both lecture and laboratory hours have been specified within a course);
- ii. Assignment /seminar and
- iii. Test

The weightage is shown in Table I.1. There will be two Internal exams with 3 marks for Class Test Evaluation (Test I) and 7 marks for Centralized Internal Exams (Test II) and the total of the two marks obtained for Test I & Test II will be awarded. Seminar for each course to be organized by the course teacher and assessed along with a group of teachers in the Department. The topic selection by the student for assignments/seminar will be with the approval of the course teacher.

No	Component	Marks
1	Attendance	5
2	Assignment / Seminar	5
3	Tests	10
	Total	20

1.1.1. ATTENDANCE:

The allotment of marks for attendance shall be as follows:

Attendance less than 75%	0 mark
75% & less than 80 %	1 mark
80% & less than 85 %	2 marks
85% & less than 90 %	3 marks
90% & less than 95%	4 marks
95% & above	5 marks

1.1.2. EVALUATION OF THE ASSIGNMENTS/SEMINAR

Each student shall be required to do one assignment or one seminar for each Course. Seminar for each course shall be organized by the course teacher and assessed by a group of teachers in the Department. The topic selection by the student for assignments/seminar shall be with the approval of the course teacher. The

assignment typed/written on A4 size paper shall be 4-6 pages. The minimum duration of the seminar shall be fifteen minutes and the mode of delivery may use audio-visual aids if available. Both the assignment and the seminar shall be evaluated by giving marks based on each of the four components shown in table 1.1.2.1. The seminar is to be conducted within the contact hours allotted for the course.

1.1.2.1. Mode of Assignments/Seminar Evaluation (maximum 5 marks)

No	Components	Marks
1	Adherence to overall structure & submission deadline	2
2	Content & grasp of the topic	1
3	Lucidity /clarity of presentation	1
4	References, interaction/overall effort	1

The explanatory guidelines in Table 1.1.2.2. are suggested (tentatively) for the assessment of each of the above main components:

1.1.2.2. Guidelines for Assignments/Seminar Evaluation		
No	Main Component	Sub –Components
1	Adherence to overall structure & submission deadline	i. Punctual submission ii. Adequate length/duration iii. Inclusion of introduction, discussion & summary sections iv. Absence of errors/mistakes
2	Content & grasp of the topic	1. Coverage of topic 2. Understanding of topic 3. Logical organization 4. Originality (No copying from a source or plagiarism)
3.	Lucidity/Clarity	i. Clarity ii. Effective presentation/delivery iii. Neatness of presentation iv. Inclusion of appropriate diagrams/equations/structures etc.
4	References/Interaction/Overall effort	1. Listing of references 2. Use of more than one reference source/Use of Web resource 3. Correct response to quiz/questions 4. Overall effort in preparing assignment/seminar

1.1.3. DETAILS OF THE CLASS TEST

The weightage is shown in Table I.1. There will be two Internal exams with 3 marks for Class Test Evaluation (Test I) and 7 marks for Centralized Internal Exams (Test II) and the total of the two marks obtained for Test I & Test II will be awarded. Seminar for each course to be organized by the course teacher and assessed along with a group of teachers in the Department. The topic selection by the student for assignments/seminar will be with the approval of the course teacher.

1.2. CONTINUOUS EVALUATION FOR LABORATORY COURSES

The CE components are: (i) Attendance for laboratory sessions, (ii) Experiment (Lab) report on completion of each set of experiments, (iii) Laboratory skill and (iv) Quiz/test.

The marks for the components of practical for continuous evaluation shall be as shown below:

1	Attendance	5 marks
2	Record (lab report)	5 marks
3	Test	5 marks
4	Performance, punctuality and skill	5 marks

1.2. Components of CE for Lab Courses

1.2.1. Attendance:

The allotment of marks for attendance shall be as follows:

Attendance less than 75%	0 mark
75%& less than 80 %	1 mark
80%& less than 85 %	2marks
85%& less than 90 %	3 marks
90% & less than 95%	4 marks
95% & above	5 marks

The guidelines for evaluating the three main components 2-4 using sub-components are presented below.

1.2.2. EVALUATION OF THE EXPERIMENT (LAB) REPORT

On completion of each experiment, a report shall be presented to the course teacher. It should be recorded in a bound note-book (not on sheets of paper). The experimental description shall include aim, principle, materials/ apparatus required/used, method/procedures, and tables of data collected, equations, calculations, graphs, and other diagrams etc. as necessary and final results. Careless experimentation and tendency to cause accidents due to ignoring safety precautions shall be considered as demerits.

1.2.2.1. Mode of Experiment (Lab) Report Evaluation

No	Sub components	Marks
1	Punctual submission and neat presentation	1
2	Inclusion of aim, materials, procedure, etc.	1
3	Calculations and absence of errors/mistakes	1
4	Accuracy of the result	2

1.2.3. EVALUATION OF THE LAB SKILL

1.2.3.1. Mode of Lab Skill Evaluation

No	Sub components	Marks
1	Punctuality and completion of experiment on time	2
2	Lab skill and neat arrangements of table and apparatus in the lab	1
3	Prompt and neat recording of observations in the lab note book	1
4	Experimental skill and attention to safety	1

1.2.3. EVALUATION OF THE LAB QUIZ/TEST

For each lab course there shall be one lab test during a semester. The test for a lab course may be the form of a quiz practical examination. Two teachers (one of the teachers should be the course teacher) shall conduct the quiz/test within the assigned lab contact hours. The marks obtained should be converted to 5 marks for consolidating the CE.

II.1.1. END SEMESTER EVALUATION FOR LECTURE COURSES

The end semester evaluation conducted at the end of the semester shall have 80 marks. The end semester theory examination shall be of 3 hours duration. Grades A+ to F shall be awarded as per the regulations and the general aspects of evaluation.

II.1.1. END SEMESTER QUESTION PAPER PATTERN

QuestionNo	Typeof Question	Marks
Part A: 1-10	10 one word/one sentence	10
Part B: 11-22	8 out of 12; Short Answer	16
Part C: 23-31	6 out of 9; Short Essay	24
Part D: 32-35	2 out of 4; Essay	30
		Total = 80-80 marks

II.2. END SEMESTER EVALUATION FOR LABORATORY COURSES

The scheme of valuation of ESE of Lab courses and their marks are discussed along with the syllabi for each of such laboratory courses in the subsequent sections. Total marks for the ESE of each practical course are 80.

II.3. CONSOLIDATION OF MARKS

The marks of a course are consolidated by combining the marks of ESE and CE (80+20). A minimum of 40% marks is required for passing a course with a separate minimum of 35% for CE and ESE.

III. Project/Dissertation, Factory/R&D Institute Visit and Project based Viva-voce Evaluation of the Project & Factory/Research institution visit report (Semester VI)

The Project work may be conducted individually or by a group comprising of a maximum of 5 students during the semesters V and VI. The work of each student/ group shall be guided by one faculty member. After the completion of the work, the student shall prepare 2 copies of the project report. The copies certified by the concerned guide & the Head of the Department shall be submitted prior to the completion of the sixth semester. The typed copy of the report may have a minimum of 25 pages comprising the title page, introduction, literature review, result and discussion and references. These reports shall be evaluated by a board of two examiners. The examiners shall affix their dated signatures in the facing sheet of the project report. The evaluation/viva voce of the project report shall be conducted on a separate day. The number of students may be a maximum of 16 per day or as per regulations and the general aspects of project evaluation. The students have to present their work individually before the examiners on the day of the viva-voce. The examiners shall consult each other and award grades based on the various components given in the table below. There shall be no continuous assessment for the dissertation/project work.

The Factory/research institution visit report shall be submitted during the lab course examination/viva voce. The examiners who evaluate the report (of 16 students per day) shall affix their dated signatures in the facing sheet.

Program Outcome

- Nationalistic Outlook and contribution to National development
- Fostering global competencies, and Technical and Intellectual proficiency
- Inculcating values and Social Commitment
- Affective skills and integrity of character
- Critical Thinking, Problem solving and Research-related skills
- Environment and sustainability
- Quest for excellence

PROGRAMME SPECIFIC OUTCOME

Enabling students to acquire knowledge of the foundational nature regarding theories and postulates that underlie different behaviors, and promote understanding of the different concepts in psychology. Develop an understanding about the different technicalities and procedures involved in the psychological analysis of people. The know-how of practically applying information amassed in relation to a wide range of behavioral phenomenon to different areas of application, with either a local, national or an international focus. The experimental/practical papers, apart from enabling the students to critically evaluate each strand of knowledge, also add to the employability factor. The basic knowledge about research methodology and the physiological processes involved helps nurture interest and aptitude towards higher studies, research and assisting in social science researches.

CURRICULAR ASPECTS

1: List of courses and modules offering Employability-Skill

Course Code	Course Name	Module
19UPG442	Experimental Psychology – I	All Modules
19UPG544	Experimental Psychology – II	All Modules
19UPG545	Psychological Assessment - I	All Modules
19UPG641	Psychological Assessment - II	All Modules
19UPG661.4	Life Skills Education	All Modules

2: List of courses and modules offering Environment and Sustainability

Course Code	Course Name	Module
19UPG541	Social I Processes	Module 6

3: List of courses and modules offering Human Values

Course Code	Course Name	Module
19UPG441	Social Behaviour	Module 5 & 6
19UPG541	Social Processes	Module 3 & 4

4: List of courses and modules offering Professional Ethics

Course Code	Course Name	Module
19UPG141	Foundations of Psychology	Module 2

5: List of courses and modules offering Gender Aspects

Course Code	Course Name	Module
19UPG441	Social Behaviour	Module 5 & 6

Semester I
Language Course I
19UEN111.1: LANGUAGE SKILLS

No of Credits: 4

No of hours: 90 hours (5/week)

COURSE OUTCOMES

1. Demonstrate all the four basic skills – listening, speaking reading and writing.
2. Listen to lectures, public announcements and news on TV and radio.
3. The students will perform reading comprehension skills and enhance vocabulary.
4. The students are expected to identify with the mechanism of writing, and presentation.

COURSE OUTLINE

Module 1 Phonetics (1 hr)

Introduction to Phonetics – The need for phonetics – Learning Phonetics – Phonemic symbols – vowels-consonants- syllables – word stress – strong and weak forms – Practice sessions in the Language Lab

Module 2 Listening and Speaking (1hr)

Listening – Importance of communication – difference between Listening and Hearing – barriers to listening – listening for details – listening to public announcements – news bulletins and weather forecast – listening to instructions and directions – listening to lectures and talks

Greetings and Introductions, Participating in Small Talk/ Social Conversations, Request and seeking permission, Making enquiries and suggestions, Expressing gratitude and apologizing, Complaining – Practice sessions with the enclosed CD

Module 3 Reading Skills (2 hrs)

Reading – Definition – skimming/ scanning – intensive/ extensive – Barriers – Methods to improve reading – exercises –

1. Alfred Noyes : *The Highwayman*
2. Ruskin Bond : *Sounds I like to Hear*
3. Eryn Paul : *Why Germans work few hours but produce more: A Study in Culture*
4. Edited Articles : Technology:
 - a. *Mangalyaan: India's Mars Odyssey*
 - b. *The Evolution of Smart Phones*
5. Edgar Allen Poe : *The Tell-Tale Heart*

Module 4 Writing Skills

Greetings and Introduction, Description of person, places, things – Note taking and Note Making - outline story – dialogues – proverb expansion – paragraph writing.

Core Text: Hart, Steven, Aravind R. Nair and Veena Bhambhani. *Embark English for Undergraduates*. CUP, 2016.

Further Reading

1. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.
2. Das, NK Mohan, Gopakumar R. *English Language Skills for Communication I*. New Delhi; OUP, 2015.
3. Sreedharan, Josh. *The Four Skills for Communication*. New Delhi, CUP, 2016.
4. Smalzer, William R. *Write to be Read*. New Delhi, CUP, 2014.
5. Gardner, Peter S. *New Directions*. New Delhi, CUP, 2013.
6. Jones, Daniel. *English Pronouncing Dictionary 17th Edition*. New Delhi: CUP, 2009.

MODEL QUESTION PAPER
19UEN111.1: Language Skills

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all** the questions, each in a word or a sentence. Each question carries 1 mark.

1. How many sounds are there in RP?
2. Which sound is common to the following words – union, yes, Europe?
3. How is the word ‘beige’ pronounced?
4. Give an expression of a phrase used to introduce oneself.
5. State the most common expression used for making a request.
6. In weather parlance, solid precipitation in the form of ice is known as _____.
7. Why was Bess plaiting a love-knot?
8. When does the croaking of frogs sound beautiful?
9. What are most Americans reminded of when they think of Germany?
10. Why did the narrator decide to murder the old man?

(10 x 1 = 10 marks)

Section-B

Answer any **eight** of the following. Each question carries 2 marks.

11. Differentiate between listening and hearing.
12. State two tips to maintain small talk.
13. Give two responses that can be used when somebody thanks you.
14. What does the phrase ‘a cold front is moving in’ indicate in weather parlance?
15. Describe the attire of the highwayman.
16. What are the sounds that ‘walketh upon the wings of the wind’??
17. How do Germans spend their time off from work?
18. What is extensive reading?
19. How did the narrator dispose of the old man’s corpse?
20. How did Apple’s iPhone influence the smartphone design?
21. Differentiate between skimming and scanning.
22. Give two phrases used to express regret.

(8 x 2 = 16 marks)

Section-C

Answer any **six** of the following. Each question carries 4 marks.

23. Imagine you are the cook in a popular cookery show. Give instructions on how to prepare a dish of your choice.
24. What are the barriers to listening?
25. Divide the following words into syllables – bitterly, quite, elastic, satisfaction, session, illogical, lyrical, zoology
26. You have moved to a new neighbourhood. Frame a dialogue to find out the location of the grocery and bakery from a neighbour.
27. Describe the colours and sounds that lend life to the poem ‘The Highwayman’.
28. How does Bond describe the many sounds made by water?
29. List a few things that can be borrowed from German work ethics to increase efficiency in the workplace,
30. Describe the atmosphere of dread in ‘The Tell-Tale Heart’.
31. What is the primary purpose of MOM and how would its success help Indian scientists in the future?

(6 x 4 = 24 marks)

Section- D

Answer any **two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Read the short lecture below and prepare notes:

The work of the heart can never be interrupted The heart’s job is to keep oxygen rich blood flowing through the body. All the body’s cells need a constant supply of Oxygen, especially those in the brain. The brain cells like only four to five minutes after their oxygen is cut off, and death comes to the entire body. The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers

connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle. At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers. 2/5 oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flows through the tricuspid valve into the second chamber, the right ventricle. The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through the valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries. Heart disease can result from any damage to the heart muscle, the valves or the pacemaker. If the muscle is damaged, the heart is unable to pump properly. If the valves are damaged blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective, the contractions of the chambers will become un-coordinated. Until the twentieth century, few doctors dared to touch the heart. In 1953 all this changed after twenty years of work, Dr. John Gibbon in the USA had developed a machine that could take over temporarily from the heart and lungs. Blood could be routed through the machine bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had begun. In the operating theatre, it gives surgeons the chance to repair or replace a defective heart. Many parties have had plastic valves inserted in their hearts when their own was faulty. Many people are being kept alive with tiny battery operated pacemakers; none of these repairs could have been made without the heart – lung machine. But valuable as it is to the surgeons, the heart lung machine has certain limitations. It can be used only for a few hours at a time because its pumping gradually damages the blood cells.

33. Frame dialogues for the following situations
 - a. Setting up an appointment by telephone at a doctor's clinic.
 - b. Debating with a friend which movie to watch and the reason for your choice
 - c. Two old friends who meet accidentally in a park.
34. Attempt a critical summary of the poem 'The Highwayman'.
35. Comment on Bond's choice of sounds and what they convey about life in India.

(15 x 2 = 30 marks)

Language course II (Additional Language I)

19UFR111.1: COMMUNICATION SKILLS IN FRENCH

No of Credits: 3

No of hours: 4 Hrs/week

COURSE OBJECTIVES:

1. To make the students conversant with a modern foreign language.
2. To introduce the students to the sounds of French.
3. To encourage students to use French for basic communication in everyday situations.
4. To acquaint students with the basics of writing simple sentences and short compositions.

COURSE OUTCOME:

The students would be able to perceive conversational French and to use French for basic communication in daily life.

SYLLABUS:

NAME OF TEXT: **ECHO-A1 méthode de français**

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon- 0 : Parcours d'initiation (Pages : IX – XVI)
- Leçon – 1 : Vous Comprenez ? (Pages : 6 – 13)
- Leçon 2 : Au Travail ! (Pages : 14 – 21)

Reference books :

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER
19UFR111.1: COMMUNICATION SKILLS IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Nommez une avenue française ?
2. Est-ce que vous parlez français ?
3. Comment vous appelez-vous ?
4. Quelle est votre nationalité ?
5. Tu habites où ?
6. Quelle profession aimez-vous ?
7. Où est la tour de Londres ?
8. Nommez un pays francophone ?
9. Qu'est-ce que c'est « Le Monde » ?
10. Quel est le nom du chant national français ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Complétez avec « un, une, des ou le, la, l', les »:
 - Bono, qui est-ce ?
 - C'estchanteur. C'estchanteur du groupe U2.
 - Qui est Nicolas Sarkozy ?
 - C'estprésident de la France.
 - Comment s'appelleguide de groupe ?
 - Elle s'appelle Marie.
12. Complétez avec « à, au, en » :
 - Où habite Adriano ?.....Brésil ?Argentine ?
 - Il habiteSao Paulo,Brésil.
13. Complétez avec « un, une, des » :
 - a.rue
 - b.quartier
 - c.restaurants
 - d.théâtre.
14. Répondez :
 - a. Tu aimes les chansons françaises ?
Non,
 - b. Tu apprends une langue étrangère ?
Oui,
15. Complétez avec « de, du, de la, de l', des » :
 - a. La pyramideLouvre.
 - b. Le nom.....étudiant.
 - c. Un tableauMonet.
 - d. Un professeuruniversité de Mexico.
16. Ecrivez quatre petits mots de politesse.
17. Reliez :

a. Renault	-	des avions
b. Jean-Paul Gaultier	-	des montres
c. Airbus	-	des voitures
d. Rollex	-	des parfums
18. Complétez « le, la, l' les » :
 - a.rue de Rivoli à Paris.
 - b.hôtel Daneli à Venise
 - c.Parlement européen de Strasbourg.
 - d.musée du Louvre à Paris.

19. Mettez les phrases aux négatifs :
- Marie parle français.
 - Je parle italien.
 - Vous comprenez l'italien ?
 - Melissa connaît Florent.
20. Ecrivez les numéros en lettres :
- 18
 - 25
 - 30
 - 12
21. Quelle est leur nationalité ?
- Céline Dion
 - Michael Jackson
22. Associez :
- | | | |
|-------------------|---|----------|
| a. Un journal | - | la BBC |
| b. Un film | - | le Prado |
| c. Un musée | - | le Times |
| d. Une télévision | - | Titanic |

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Répondez :
- Vous êtes français ?
 - Vous parlez bien français ?
 - Vous comprenez le mot « Bonjour » ?
 - Vous habitez à Paris ?
24. Conjuguez les verbes :
- Ils (parler) français.
 - Nous (connaître) Marseille.
 - Je (être) secrétaire du festival.
 - Elles (comprendre) bien italien.
25. Complétez avec le masculin et le féminin :
- Un étudiant -
 - Un Brésilien -
 - Une artiste -
 - Un acteur – une
26. Accordez le group du nom :
- Les [bon] [restaurant]
 - Les [grand] [voiture]
 - Les [femme] [beau et célèbre]
 - Les [hôtel] [international]
27. Remplissez la fiche de renseignements ci-dessous :
- Nom :
- Nom de jeune fille :
- Prénoms :
- Nationalité :
- Adresse :
- N° de téléphone :
- Adresse électronique :
28. Associez les personnes et les professions :
- | | | |
|--------------------|---|-----------------|
| a. Pablo Picasso | - | scientifique |
| b. Beethoven | - | homme politique |
| c. Albert Einstein | - | artiste |
| d. Barack Obama | - | musician |

29. Complétez avec « un, une, des, le, la, l', les » :

- J'aiamis à Aix-en-Provence. Je connaisprofesseurs de français deuniversité etdirecteur de l'hôtel Ibis.

30. Vous êtes dans la rue avec votre ami(e). Il/elle dit bonjour à un garçon ou à une fille que vous ne connaissez pas. Vous lui demandez « Qui est-il/elle ? ». Rédigez un court dialogue.

31. Vous cherchez des amis français. Vous écrivez un message pour le site « Contact France ». Rédigez ce message.

(6x4=24)

PART-D

Répondez à 2questions suivantes :

32. Présentez-vous.

33. Présentez votre ville.

34. Ecrivez une brève carte postale à un(e) ami(e) française.

35. Vous interrogez votre voisin(e) de vos goûts. Rédigez ce dialogue.

(2x15=30)

Language course II (Additional Language I)
19UHN111.1: PROSE AND ONE ACT PLAYS

No of Credits: 3

No of hours: 4 Hrs/week

Aims of the Course / Objectives

To sensitize the student to the aesthetic and cultural aspects of Literary appreciation and analysis. To introduce modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi prose. To understand the One Act Plays.

Course Outcome

Students could get knowledge about the various forms of prose like Kahani, Atmakatha, Sansmaran, Rekhachitra, Vyangya, Jeevani etc. understanding various trends in Hindi and get an awareness of theatre in the context of One Act Plays.

Module 1 & 2

Prose & One Act Play

Prescribed textbook : ‘Gadya Prathibha Evam Ekanki’

Edited by Dr. Girijakumari R.

Published by Lokbharathi Prakashan, Allhabad

Lessons to be studied

Gadya Prathibha

- | | |
|-------------------------------|---------------------|
| 1. Manthra | - Premchand |
| 2. Shishtachar | - Bheeshma Sahni |
| 3. Chori aur Prayachith | - Mahatma Gandhi |
| 4. Gurudev | - Haribhau Upadyay |
| 5. Mein Narak se bol raha hum | - Harisankar Parsai |

Ekanki (One Act Play)

1. Ande ke chilke – Mohan Rakesh
2. Mahabharath ki ek Sanch – Bharathbhooshan Agarwal
3. Bahoo ki Vida – Vinod Rasthogi

Books for General Reading

- | | |
|---------------------------|---|
| 1. Hindi ka Gadya Sahitya | - Ramachandra Tivari
Rajkamal Prakashan |
| 2. Hindi Ekanki | - Siddhnath Kumar
Radhakrishna Prakashan |
| 3. Ekanki aur Ekankikar | - Ramcharan Mahendra
Vani Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

First Semester B.A/B.Sc Degree Examination

Language Course (Additional Language I) - HINDI

19UHN 111.1 Prose and One Act Plays

(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. 'चोरी और प्रायश्चित' गद्य की किस विधा की रचना है?
2. 'गुरुदेव' नामक निबन्ध के रचनाकार कौन है?
3. 'आषाढ का एक दिन' किसका नाटक है?
4. महाभारत युद्ध में परास्त दुर्योधन कहाँ छिप गये?
5. प्रेमचन्द का जन्म कहाँ हुआ?
6. भीष्म साहनी की आत्मकथा का नाम लिखिए?
7. 'बहु की विदा' की बहुएँ कौन-कौन हैं?
8. 'संगीत नाटक अकादमी' पुरस्कार से सम्मानित विनोद रस्तोगी का नाटक कौन सा है?
9. 'सत्य के मेरे प्रयोग' किसकी आत्मकथा है?
10. डाक्टर चड्ढा किस कहानी का पात्र है? (1×10=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. भीष्म साहनी का परिचय दीजिए?
12. 'नहीं-नहीं कैलाश, ईश्वर के लिए इसे छोड़ दो। तुम्हारे पैरों पड़ती हूँ।" यह किसने किससे किस अवसर पर कहा?
13. गोपाल ने अंडा खाने के लिए कमरे में क्या प्रबन्ध किया है?
14. आत्मकथा और जीवनी में कौन-सा अन्तर है?
15. युधिष्ठिर दुर्योधन को कैसे ललकारा?
16. गाँधीजी के प्रायश्चित का पिताजी पर कौन-सा प्रभाव पड़ा?
17. कविवर टैगोर ने अंग्रेजी शासन की किस नीति की निन्दा की है?
18. अपने कुत्ते को स्वर्ग में देखकर आदमी की प्रतिक्रिया क्या थी?
19. बहु और बेटी के प्रति जीवनलाल का दृष्टिकोण क्या था?
20. 'मंत्र' कहानी का सन्देश क्या है?
21. "मेरी चोट का इलाज बेटी की ससुरालवालों ने दूसरी चोट से कर दिया है।" जीवनलाल ऐसा क्यों कहता है?
22. परिवार के सब लोग एक-दूसरे से छिपाकर क्यों अंडे खाते हैं? (2×8=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. “मैं तो न जाऊँ, चाहे वह दस लाख भी दें। मुझे दस हजार या दस लाख लेकर क्या करना है? कल मर जाऊँगा फिर कौन भोगनेवाला बैठा हुआ है।” सप्रसंग व्याख्या कीजिए?
24. हेतु की चरित्रगत विशेषताओं पर प्रकाश डालिए?
25. ‘अंडे के छिलके’ एकांकी का उद्देश्य क्या है?
26. “युधिष्ठिर जाओ, जाओ मुझे मरने दो, तुम अपनी महत्वाकांक्षा को फलते-फूलते देखो। जाओ गुरुजनों और बन्धु-बान्धवों के रक्त से अभिषेक कर राजसिंहासन पर विराजो।” सप्रसंग व्याख्या कीजिए।
27. भगत ने कैलाश को कैसे बचाया?
28. प्रेमचन्द के कहानी साहित्य का परिचय दीजिए?
29. कविवर टैगोर के गार्हस्थ जीवन पर प्रकाश डालिए?
30. भूखे आदमी और कुत्ते की मौत की तुलना कीजिए?
31. दहेज की प्रथा एक अभिशाप है - ‘बहू की विदा’ एकांकी के आधार पर इस उक्ति की चर्चा कीजिए।

(4×6=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. एकांकी के तत्त्वों के आधार पर ‘महाभारत की एक साँझ’ एकांकी की समीक्षा कीजिए?
33. ‘शिष्टाचार’ कहानी का सारांश लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
34. ‘बहू की विदा’ एकांकी में चित्रित समस्याओं पर प्रकाश डालिए?
35. ‘मैं नरक से बोल रहा हूँ’ में मनुष्य की अकर्मण्यता और खोखले आदर्शों पर व्यंग्य किया है। इस कथन की पुष्टि कीजिए।

(15×2=30 marks)

സെമസ്റ്റർ : I
 കോഴ്സ് കോഡ് : 19UML111.1
 ലാംഗ്വേജ് കോഴ്സ് : II (അഡീഷണൽ ലാംഗ്വേജ് : I)
 സമയക്രമം : ആഴ്ചയിൽ 4 മണിക്കൂർ (18×4=72മണിക്കൂർ)
 ക്രെഡിറ്റ് : 3

മലയാള കവിത
പുസ്തകം : കാവ്യമാലിക
(കേരള സർവ്വകലാശാലാ പ്രസിദ്ധീകരണം)

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ: (1) മലയാള കവിതയെ സംബന്ധിച്ച് സാമാന്യജ്ഞാനം നൽകുക. (2) പഠിതാക്കളിൽ കാവ്യഭിരുചി വളർത്തുക. (3) ആസ്വാദനത്തിനും വിശകലത്തിനും സജ്ജരാക്കുക. (4) മേൽപ്പറഞ്ഞ ലക്ഷ്യങ്ങൾ മുൻനിറുത്തി സെമിനാർ/അസൈൻമെന്റ് നൽകുക

പാഠ്യപദ്ധതി:

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ) കവിത -ആധുനിക കവിത്രയം വരെ

1. എഴുത്തച്ഛൻ - ജരിതാവിലാപം: ഖാണ്ഡവദഹനം
(അരണ്യം തന്നിൽ.....കല്പിച്ചു പോയാളവൾ) 36 വരി
2. വടക്കൻ പാട്ട് - ഉണ്ണിയാർച്ചകുത്ത് കാണാൻ പോയ കഥ(ആറ്റുംമണ
മേലേ വേഗത്തിൽ പോകുന്നു ഉണ്ണിയാർച്ച)
3. കുമാരനാശാൻ - ചണ്ഡാലഭിക്ഷുകി - (തുമതേടും....തെല്ലിട സുന്ദരി 96 വരി)

മൊഡ്യൂൾ 2 (18 മണിക്കൂർ) കവിത്രയാനന്തര കവിത

4. ചങ്ങമ്പുഴ - മനസിനി
5. വൈലോപ്പിള്ളി - ജലസേചനം
6. ഇടശ്ശേരി - പുത്തൻകലവും അരിവാളും
7. എൻ.വി. കൃഷ്ണവാര്യർ - എലികൾ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ) ആധുനിക പൂർവ്വ- ആധുനിക ഘട്ടം

8. ഒ.എൻ.വി - ഒരു തൈ നടുമ്പോൾ
9. സുഗതകുമാരി - കാളിയമർദ്ദനം
10. അയ്യപ്പപ്പണിക്കർ - ഗോപികാദണ്ഡകം
11. എൻ.എൻ.കക്കാട് - സഫലമീ യാത്ര

മൊഡ്യൂൾ നാല്(18 മണിക്കൂർ) ആധുനിക - ആധുനികാനന്തരഘട്ടം

12. കടമ്മനിട്ട രാമകൃഷ്ണൻ - കുഞ്ഞേ മൂലപ്പാൽ കുടിക്കരുത്
13. ശ്രീകുമാരൻതമ്പി - അമ്മയ്ക്കൊരു താരാട്ട്
14. എ. അയ്യപ്പൻ - നിനക്ക്
15. റോസ്മേരി - ചാഞ്ഞുപെയ്യുന്ന മഴ
16. റഫീക്ക് അഹമ്മദ് - മൊബൈൽഫോൺ
17. വി.എം. ഗിриജ - ജീവജലം

സഹായകഗ്രന്ഥങ്ങൾ

1. ആധുനിക സാഹിത്യ ചരിത്രം
പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ് (എഡിറ്റർ)
2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
3. മലയാള കവിതാസാഹിത്യ ചരിത്രം - ഡോ.എം. ലീലാവതി
4. കവിയും കവിതയും രാം വാല്യം - പി.നാരായണക്കുറുപ്പ്
5. കവിയരങ്ങ് - കെ.എസ്. നാരായണപിള്ള
6. കുമാരാനാശാന്റെ കാവ്യപ്രപഞ്ചം - മലയാളവിഭാഗം,
കേരള സർവ്വകലാശാല
7. ഖണ്ഡകാവ്യ പ്രസ്ഥാനം - എം.വി. പണിക്കർ
8. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള - എൻ.മുകുന്ദൻ
9. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള
നക്ഷത്രങ്ങളുടെ സ്നേഹ ഭാജനം - എം.കെ.സാനു
10. കുമാരനാശാന്റെ രചനാശില്പം - എം.എം. ബഷീർ
11. കാല്പനികത - ഹൃദയകുമാരി
12. ആധുനിക മലയാളസാഹിത്യം - പി.കെ. പരമേശ്വരൻ നായർ
13. ഇടശ്ശേരിക്കവിത - മേലത്തു ചന്ദ്രശേഖരൻ
14. സിംബലിസം മലയാളകവിതയിൽ - ഡോ.കെ.എം. വേണുഗോപാൽ
15. ആധുനികത മലയാളകവിതയിൽ - ഡോ.എൻ.അജയകുമാർ
16. കേരളകവിതയിലെ കലിയും ചിരിയും - പ്രസന്നരാജൻ
17. ഉത്തരാധുനികത - ബി.ഉണ്ണികൃഷ്ണൻ
18. മലയാളകവിതാപഠനങ്ങൾ - സച്ചിദാനന്ദൻ
19. മലയാളകവിതയിലെ
ഉയർന്നശീരുകൾ - ഡോ.എം.എൻ. രാജൻ
20. കടമ്മനിട്ടയിലെ കവി - ഡോ.കെ.എസ്.രവികുമാർ
21. ദലിത് പഠനം സ്വത്വം,സംസ്കാരം
സാഹിത്യം - ഡോ. പ്രദീപൻ പാമ്പിരിക്കുന്ന്
22. ആധുനിക മലയാള കവിതയിലെ
സ്ത്രീപക്ഷസമീപനങ്ങൾ - ഡോ.പി.ഗീത
23. പാഠങ്ങൾ പഠനങ്ങൾ - സച്ചിദാനന്ദൻ
24. കവിതവായനയും പ്രതികരണവും - എൻ.രാജൻ
25. കവിതയിലെ പുതുവഴികൾ - നെല്ലിക്കൽ മുരളീധരൻ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

First Semester BA Degree Examination May 2019

CBCSS

19UML 111.1

മലയാള കവിത (കാവ്യമാലിക)

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. ആശാനെ വിപ്ലവത്തിന്റെ ശുക്രനക്ഷത്രം എന്ന് വിശേഷിപ്പിച്ച നിരൂപകൻ ആര്?
2. ആധുനിക കവിത്രയം ആരെല്ലാം?
3. കാല്പനിക പ്രസ്ഥാനത്തിലെ പ്രധാനപ്പെട്ട രണ്ട് കവികളുടെ പേരെഴുതുക.
4. 'ശക്തിയുടെ കവി' എന്ന് വിശേഷിപ്പിക്കുന്നതാരെ?
5. ആധുനിക മലയാള ഭാഷയുടെ പിതാവ് ആര്?
6. 'ആർദ്രമീ ധനുമാസ രാവുകളിലൊന്നിൽ' - ഏത് കവിതയിലെ വരികളാണ്?
7. മലയാളത്തിലെ രണ്ട് പരിസ്ഥിതി കവിതകളുടെ പേരെഴുതുക.
8. ഉണ്ണിയാർച്ച കൂത്ത് കാണാൻ പോയ കഥ ഏത് സാഹിത്യശാഖയിൽ പെടുന്നു?
9. അധികാരം കൊയ്യണമാദ്യം നാം-
അതിനു മേലാകട്ടെ പൊന്നാര്യൻ" - ഏതു കവിതയിലേതാണ് ഈ വരികൾ?
10. "സ്വന്തമെന്ന പദത്തിനെന്തർത്ഥം
ബന്ധമെന്ന പദത്തിനെന്തർത്ഥം" - ഈ വരികൾ മലയാളികൾക്കു സമ്മാനിച്ച കവിപ്രതിഭ ആര്?

(1×10=10)

Section B

II. ഏതെങ്കിലും 8 ചോദ്യത്തിന് അരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 2 മാർക്ക് വീതം.

11. "നിർഘൃണനായ പിതാവിവരെയുപേക്ഷിച്ചാൻ"-വിവക്ഷിതമെന്ത്?
12. "പെണ്ണായ ഞാനും വിറയ്ക്കുന്നില്ല-
ആണായ നിങ്ങൾ വിറപ്പതെന്തേ?" - ആരുടേതാണീ വാക്കുകൾ?
13. "അല്ലെല്ലെന്തു കഥയിതു കഷ്ടമേ?" - വിവക്ഷിതം വ്യക്തമാക്കുക.
14. ഒറ്റപ്പത്തിയൊടായിരമുടലുകൾ
കെട്ടുപിണഞ്ഞൊരു മണിനാഗം" - പരാമർശമെന്ത്?

PTO

15. “സങ്കടം കാൺകിലും കാണാതെ പോകയോ
മംഗലേ നീയൊരു മങ്കയല്ലേ?” - സന്ദർഭമേത്?
16. “നിങ്ങൾക്കിതൊന്നും മനസ്സിലാകുന്നില്ല” - ഈ ഉപഹാസത്തിന്റെ അർത്ഥമെന്ത്?
17. ‘ഒരു തൈ നടുബോൾ’ എന്ന കവിതയുടെ പ്രമേയമെന്ത്?
18. ‘വരളുന്ന ചുണ്ടിലെ നനവാർന്ന ഓർമ്മ’യെന്നു കവി വിശേഷിപ്പിച്ചതെന്തിനെ?
19. “അന്യോന്യമുന്നു വടികളായ് നിൽക്കാം” - വിവക്ഷിതമെന്ത്?
20. ‘പുതനാമന്ത്രം പുറണ്ടതായി’ കവി കാണുന്നതെന്തെല്ലാം?
21. ‘നിനക്ക്’ എന്ന കവിതയുടെ കേന്ദ്രതലമെന്ത്?
22. ‘അമ്മയ്ക്കൊരു താരാട്ട്’ എന്ന കവിതയുടെ രചനാ പശ്ചാത്തലം വ്യക്തമാക്കുക.

(8×2=16)

Section C

III. ഏതെങ്കിലും 6 ചോദ്യത്തിന് ഒന്നരപുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 4 മാർക്ക് വീതം.

23. എഴുത്തച്ഛനെ ആധുനിക മലയാളഭാഷയുടെ പിതാവ് എന്ന് വിശേഷിപ്പിക്കുന്നതിനുള്ള കാരണമെന്ത്?
24. നാടൻപാട്ടുകളെ കുറിച്ച് ഒരു ലഘുവിവരണം തയ്യാറാക്കുക.
25. കാല്പനികതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കിയെ ആസ്പദമാക്കി വിശദീകരിക്കുക.
26. ജനങ്ങളിൽ പുതിയ കർമ്മവീര്യം ഉണർത്തുന്നതാണ് ഇടശ്ശേരി കവിതകൾ. പുത്തൻ കലവും അതി വാളും ആസ്പദമാക്കി വിചിന്തനം ചെയ്യുക.
27. സുഗതകുമാരി കവിതകളിലെ ബിംബകല്പന കാളിയമർദ്ദനത്തെ ആസ്പദമാക്കി വിശകലനം ചെയ്യുക.
28. കുഞ്ഞേ മൂലപ്പാൽ കുടിക്കരുത് ഉണർത്തുന്ന സാമൂഹ്യമായ വെല്ലുവിളികൾ പരിശോധിക്കുക.
29. അമ്മയ്ക്കൊരു താരാട്ട് എന്ന കവിതയ്ക്ക് ഒരു ലഘു ആസ്വാദനം തയ്യാറാക്കുക.
30. റഫീക്ക് അഹമ്മദിന്റെ കവിതകളിലെ സമകാലീന ബിംബങ്ങൾ പരിശോധിക്കുക.
31. ചുഷണം ചെയ്യപ്പെടുന്ന പരിസ്ഥിതിയും സ്ത്രീയും ജീവജലത്തിൽ എപ്രകാരം ആവിഷ്കൃതമാകുന്നു എന്ന് ചർച്ച ചെയ്യുക.

(6×4=24)

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ രണ്ടുചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

32. ആശാന്റെ സ്നേഹസങ്കല്പം ചണ്ഡാലഭിക്ഷുകിയെ ആസ്പദമാക്കി വിശകലനം ചെയ്യുക.
33. ആക്ഷേപഹാസ്യ പ്രവണത ‘എലികൾ’ എന്ന കവിതയെ ആസ്പദമാക്കി ചർച്ച ചെയ്യുക.
34. അയ്യപ്പ പണിക്കരുടെ ഗോപികാദണ്ഡകം എന്ന കവിതയ്ക്ക് ഒരു ആസ്വാദനം തയ്യാറാക്കുക.
35. റോസ്മേരിയുടെ ചാഞ്ഞുപെയ്യുന്ന മഴയിലെ സ്ത്രീ സ്വത്വാവിഷ്കാരം ചർച്ചചെയ്യുക.

(15×2=30)

Foundation Course I

19UEN121: WRITINGS ON CONTEMPORARY ISSUES

No of Credits: 2

No of hours: 72(4 per week)

Course Outcome:

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.
3. To have an overall understanding of some of the major issues in the contemporary world.
4. To respond empathetically to the issues of the society.
5. To understand the grave issues of the society, respond to it and to bring about positive changes in individual outlook
6. To read literary texts critically.

Module I: Human Rights

Grim Realities, Hopeful Hues	: V.R Krishna Iyer
Poverty is the Greatest Threat	: N.R Madhava Menon
The Little Black Boy	: William Blake

Module II: Globalization

Going Local; the Economics of Happiness	: Helene Norberg-Hodge
Towards Sustainable and Beneficial Co-existence	: Christabel P.J
Freedom	: Balachandran Chullikkad

Module III: Gender

Violence Against Women	: Gail Omvedt
The Goddess of Revenge	: Lalithambika Antharjanam

Module IV: Intoxicants/ Drug Abuse

The Ban of Alcoholism	: Dr Adithi.N
The Substance Use Disorders in Children	: Dr Ajeesh PR and Adolescents
The Alcoholic at the Dawn	: Jeet Thayil

Core Text: 'Perspectives on Contemporary Issues' Publisher: : 'Emerald' Chennai.

MODEL QUESTION PAPER
19UEN121: Writings on Contemporary Issues

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all** the questions, each in a word or a sentence. Each question carries 1 mark.

1. Expand NHRC.
2. What according to Dr Menon is the foundation of all rights?
3. What is the cloud referred to in the poem, "The Little Black Boy"?
4. What has been the focus of the women's liberation movement in India since its inception?
5. What information did Tatri hide from the men who were attracted towards her?
6. What is TRIPS?
7. What is meant by the term, "food miles"?
8. Why is sleep a kind of freedom?
9. What is pre-alcoholic phase?
10. Why does the cup rattle?

(10 x 1 = 10 marks)

Section-B

Answer any **eight** of the following. Each question carries 2 marks.

11. What is the significance of PILS in our society?
12. How can Third World economies counter the ill effects of globalisation?
13. What does the poet convey by the phrase "bereav'd of light"?
14. What do you know of the "virangana" in Indian culture?
15. According to the woman who appears in the story, what kind of a woman was Tatri?
16. Explain the process by which globalisation occurs in a country.
17. What is the Breakaway Strategy advocated by Hodge?
18. In the poem, 'Freedom', what does the train running north stand for?
19. How does alcohol affect the nervous system?
20. What are the after effects of the misuse of depressants?
21. How can substance abuse be diagnosed in adolescence?
22. What does the phrase "beached whale convey"?

(8 x 2 = 16 marks)

Section-C

Answer any **six** of the following. Each question carries 4 marks.

23. According to V.R. Krishna Iyer, what are the grim ground realities in India at the close of the millennium?
24. Explain the mother's worldview in "The Little Black Boy".
25. How does the social structure influence violence perpetuated against women in India?
26. How did the woman try to avenge her mother, her sisters, and countless other women who had been weak and helpless?
27. What does Joseph E. Stiglitz say about pro-globalisation policies worldwide?
28. Comment on the biblical overtones in 'Freedom'.
29. How is alcoholism categorised?
30. Write a note on the treatment of adolescent substance abuse?
31. Explore the impact of the unusual imagery in 'The Alcoholic at Dawn'.

(6 x 4 = 24 marks)

Section- D

Answer any **two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Write an essay on the imagery and symbolism in the poem, 'The Little Black Boy'.
33. How does Gail Omvedt examine violence against women in India?
34. Explain Hodge's views on globalisation as outlined in the article, 'Going Local'.
35. "Jeet Thayil's poems are honest in their autobiographical touch, unique in their imagery and attention to form." Explain this statement in the light of 'The Alcoholic at Dawn'.

(15 x 2 = 30 marks)

Core Course I

19UPG141: FOUNDATIONS OF PSYCHOLOGY

Total Hours: 108

(Credits: 4, Weekly Hours: 6)

Course Outcome

Ability to understand the basic concepts in psychology, be familiar with the technical jargons and form the capacity to follow as well as comprehend advanced theories in the field.

MODULE 1: INTRODUCTION TO MODERN PSYCHOLOGY (26 Hrs, 19 marks)

A working definition; Nature of psychological knowledge; Psychology as a science; Scientific method; Steps in a scientific investigation. Goals of psychology; Origins of psychology. Philosophical origins: Early Indian thoughts- the three Gunas, Yoga, Ayurvedic concepts.

Greek thoughts - Major ideas of Descartes, Locke. Biological origins: Darwin, Genetics.

Brief history of modern scientific psychology- Structuralism, Functionalism, Behaviorism,

Gestalt psychology, Piaget, Psychoanalysis, Humanistic approach, Cognitive approach.

Different areas (branches) of Psychology.

Pseudo Psychology - Palmistry, astrology, graphology, Ouija board, mentalism etc.

MODULE 2: METHODS OF PSYCHOLOGY (26 Hrs, 20 marks)

Methods of psychology: Naturalistic observation, Case study, Survey, Interview, Introspection, Correlational methods, Experimental method: Characteristics of experimental method: Variables (Independent Variable, Dependent Variable, Extraneous Variable). Bias in Psychological Research. Lab and field experiments. Data collection in psychology: Tests, interview, rating scales, questionnaires. Ethics in psychological research- deception, invasion of privacy, lasting harm.

MODULE 3: SENSATION, ATTENTION AND PERCEPTION (34 Hrs, 25 marks)

Sensation, Absolute threshold. Difference threshold. JND. Psychophysics and psychophysical methods. Attention: Factors affecting attention- subjective and objective. Span of attention, Division of attention and Distraction of attention.

Perceptual organization: Gestalt principles. Perceptual defense. Subliminal perception.

Depth perception: Monocular and binocular cues. Perceptual constancies. Illusions of size, shape and movement. Extra sensory perception – Telikinesis, Clairvoyance, Telepathy, Precognition

MODULE 4: CONSCIOUSNESS (22 Hrs, 16 marks)

States of consciousness: Waking, Biological rhythms. Changes in consciousness: Dream and sleep. Dream theories:- Psycho analytic theory, activation theory, repair theory. Altered states: Hypnosis- facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness (briefly).

References

1. Coon, D. & Mitterer, J.O. (2007). Introduction to psychology: Gateways to mind and behavior, (11th ed.). (Indian Edition). New Delhi: Thomson Wadsworth.
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4. Anastasi, A., & Urbina, S. (1997). Psychological testing. USA: Prentice Hall.
5. Baron, R.A. (2004). Psychology, (5th ed.). New Delhi: Pearson Education.
6. Bootzin, R., & Bower, G. H. (1991). Psychology today- An Introduction, (7th ed.). New York: McGraw Hill Inc.
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MODEL QUESTION PAPER
19UPG141: FOUNDATIONS OF PSYCHOLOGY

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ provides cues to depth or distance provided by one eye.
2. Presumed ability to perceive a stimulus that is below the threshold for conscious experience is termed as _____.
3. The view that, only observable overt activities that can be measured scientifically should be studied by Psychology is called _____.
4. Firmly held beliefs that have no basis in reality is termed as _____.
5. _____ refers the cyclic changes in bodily process.

Define the following. Each question carries 1 mark.

6. Goals of Psychology
7. Structuralism
8. Dependant variable
9. Consciousness
10. Perceptual defense

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Psychanalysis
12. Case study
13. Introspection
14. Humanistic approach
15. Hypnosis
16. Rating scales
17. Distraction of attention
18. Drug-altered consciousness
19. Clairvoyance
20. Span of attention
21. Yoga
22. Absolute threshold

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Steps in scientific investigation
24. Gestalt Psychology
25. Ethics in Psychology
26. Monocular and Binocular cues
27. Psychophysical methods
28. Extrasensory perception
29. Factors affecting attention
30. Meditation
31. Pseudo Psychology

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Write a note on dream theories.
33. Define attention and discuss the types and factors affecting attention.
34. Give a detailed account on data collection methods of Psychology.
35. Explain different approaches in Psychology.

(2 x 15 = 30 marks)

Complementary course I
19UZO131.2: BRAIN AND BEHAVIOUR

No. of credits: 2

No. of instructional hours per week: 3

Total Hours: 54

Course outcome:

CO1: To familiarizes the students of psychology with the most essential fundamental physiological processes underlying psychological events.

CO1: To enhance knowledge about brain and behaviour.

CO3: To prepare students to understand physiological concepts in other specialized fields that they will encounter in their higher studies.

CO4: To develop an understanding of neuro-biological perspectives of behaviour.

Module I: Introduction

10 hrs

Brain and behavior – Physiological Psychology and Neuroscience – Techniques in neurophysiology: Brain imaging – CT Scan, MRI, PET, rCBF, EEG, Lesioning and stimulation.

Module III: The neuron

12 hrs

The neuron –structure, Function and types of neuron– The nerve impulse – recording the nerve impulse-propagation of action potential- all or none law- electrical and excitability events, saltatory conduction, The synapse-Synaptic transmission-chemical and electrical , excitatory post synaptic potential (EPSP), inhibitory post synaptic potential (IPSP) , characteristics of synapse.

Module III: The central nervous system

20hrs

Brief structural view, classification, function . Peripheral nervous system, Autonomous nervous system, Emergency theory - SNS and PNS effect. Brain and spinal chord-reflex behaviour –reflex model-anatomy of reflex-physiology of reflex-reflex complexity–monosynaptic reflex, multisynaptic reflex . The Human brain-structural outline-general plan of brain structure –functions of major parts of brain-cerebral cortex-corpus striatum-thalamus-hypothalamus-midbrain-pons-cerebellum-medulla-cranial nerve function-anatomy of cerebral cortex.Non neural material in the CNS-meninges, blood supply, the blood - brain barrier, cerebrospinal fluid, neuroglea. Asymmetry in human brain, Theory of localization – Wernicke's and Broca's area. association area, area of planning and thinking.

Module IV:Neuro transmitters and drug action

12hrs

Major neuro transmitters in the brain - types and function, psycho active drugs-types-effects-addiction and dependence, Neuropeptides.

REFERENCES

1. Hilgard & Atkinson, Introduction to Psychology
2. Kalat, J.W. Biological Psychology,
3. Levinthal, C.F Introduction to Physiological Psychology,
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MODEL QUESTION PAPER
19UZO131.2: BRAIN AND BEHAVIOUR

Time : 3 hours

Max marks:80

Section A

Write short notes on the following in one or two sentences each. Each question carries one mark.

1. EEG
2. Nissle bodies
3. Corpus callosum
4. Distinguish between Gyri and Sulci
5. Cerebral aqueduct
6. Neuroglia
7. Reflex action
8. Pons
9. GABA
10. What is nerve impulse

(10X1 = 10 marks)

Section B

Answer any eight of the following in a paragraph each . Each question carries two marks.

11. What are Neuropeptides?
12. What is modularity of mind theory?
13. What is polygraph?
14. What is saltatory propagation?
15. What is hypothalamus?
16. What is cerebellum?
17. What is All or none law?
18. What are meninges?
19. What is PNS effect?
20. What is resting membrane potential?
21. Distinguish between sensory and motor neuron?
22. What is Lesioning?

(8x2 = 16 marks)

Section C

Answer any 6 of the following . Each question carries 4 marks.

23. Describe the techniques and procedure of fMRI and PET.
24. With the help of a neat and labelled diagram, describe the structure of a neuron?
25. Nerve impulse is an electrochemical phenomenon. Why?
26. What is reflex action? Describe the anatomy and physiology of reflex.
27. Give an account of Blood Brain Barrier.
28. Give an account on Autonomous nervous system
29. Describe the function and production site of any four neuro transmitter
30. Give an account on different types of neurons
31. Write note on ventricles of brain

(6x4 = 24 marks)

Section D

Answer any 2 of the following . Each question carries fifteen marks.

32. What is synapse? Describe structure, function and properties of a synapse.
33. Write an essay on Psycho active drugs and their actions in central nervous system.
34. What is cortical localization of brain? Give a detailed account on theories of localization.
35. Describe various types of techniques involved in neurophysiology.

(2x15 = 30 marks)

Complementary Course II
19UST131.5: Statistical Methods for Psychology I

Weekly Hours:3

Credits: 2

COURSE OUTCOME (CO)

1. To develop an understanding of the subject 'Statistics' and to know the applications of statistics in Psychology and the concepts of official Statistical system of India, gender statistics and environmental statistics
2. To understand essential Mathematical fundamentals.
3. To collect, organize and summarize data, create and interpret simple graphs and to understand different methods of sampling techniques.

Module 1. Part A: Topics for general awareness on Statistics which are not intended for examination purpose

- 1.1 Official statistical system of India
- 1.2. Census reports of India
- 1.3 Environmental Statistics and Gender Statistics

Module 1. Part B: Statistics -Introduction (14 hours)

- 1.1 Functions of Statistics, need and importance of statistics in Psychology, limitations of Statistics.
- 1.2 Pre-requisites for studying Statistics-essential Mathematical fundamentals-solving linear Equations and theory of indices.
- 1.3 Types of variables employed in measurements-discrete and continuous variables, quantitative and qualitative variables.
- 1.4 Scales of measurement- nominal, ordinal, interval and ratio scales.

Module 2 Primary data and secondary data (8 hours)

- 2.1 Primary data and secondary data.
- 2.2 Methods of collecting primary data and its merits and demerits.
- 2.3 Sources of secondary data and precautions in the use of secondary data.

Module 3 Census and sampling methods (8 hours)

- 3.1 Census and sampling methods.
- 3.2 Random sampling methods-simple random sampling, stratified sampling, systematic sampling, multi-stage sampling or cluster sampling. Non-random sampling methods-quota sampling and convenience sampling.
- 3.3 Selection of appropriate sampling method, merits and demerits of different sampling methods.

Module 4 Classification & Tabulation (12 hours)

- 4.1 Meaning and objectives of classification
- 4.2 Types of classification-geographical, chronological, qualitative and quantitative classifications.
- 4.3 Meaning and objectives of tabulation, formation of discrete and continuous frequency distributions.
- 4.4 Cumulative frequency tables and cumulative percentage frequency distribution.

Module 5 Diagrammatic & graphical representation of data (12 hours)

- 5.1 Diagrammatic representations- bar diagrams, pie diagram, pictograms and cartograms.
- 5.2 Graphical representation of frequency distribution - histogram, frequency polygon, frequency curve and ogives.

REFERENCES

1. Aron A, Aron R & Coups E. J (2006): *Statistics for psychology*(4thed.), Pearson Education, New Delhi.
2. Garret E Henry (2004): *Statistics in psychology and Education*(11thed.),Paragon International publishers, New Delhi.
3. Gravetter F J & Wallnau L B (2000): *Statistics for the Behavioral Sciences*(5thed.), Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry (2000): *Basic Statistics for the Behavioral Sciences*(3thed.),Houghton Mifflin Company, New York.
5. Mangal S K (2002), *Statistics in Psychology and Education*(2thed.),Prentice-Hall of India, Private Limited, New Delhi.
6. Yule Udney & Kendal M.G (1991),*An introduction to Theory of Statistics*(14thed.), Universal Book Stall, New Delhi.
7. ManlyB.F.J (2001):*Statistics for Environmental Science & Management* ,Chapman & Hall/*CRC,ISBN 1-58488-029-5*
8. <https://www.unece.org/stats/gender.html>
9. <https://unstats.un.org/unsd/environment/>
10. https://en.wikipedia.org/wiki/2011_Census_of_India and mospi.nic.in

MODEL QUESTION PAPER
FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
First Semester B.Sc Degree Examination

CBCSS Psychology

Complementary Course
Time:3 Hours

19UST 131.5: Statistical methods for Psychology I
Maximum Marks:80

Use of Scientific calculator and statistical tables are permitted

SECTION-A Answer all questions. Each question carries 1 mark.

1. What is descriptive statistics?
2. Define nominal scale. Illustrate with an example.
3. Find the value of i) $3^5 \cdot 3^{-8} \cdot 9$ and ii) $(216)^{2/3}$.
4. Define secondary data.
5. Solve the equation $x^2 + x - 6 = 0$.
6. What do you mean by sampling frame?
7. Name two two-dimensional diagrams.
8. What is a cartogram?
9. What do you mean by relative frequency?
10. Which bar-diagram is used for comparative purposes? (10x1=10 marks)

SECTION-B Answer any 8 questions. Each question carries 2 marks.

11. Distinguish between ratio scale and interval scale.
12. What are the limitations of Statistics?
13. What are the precautions to be taken before using of secondary data?
14. What are the sources of secondary data?
15. Distinguish between random sampling and non-random sampling.
16. Briefly discuss stratified sampling.
17. Explain quota sampling.
18. Discuss the general rules for forming frequency distribution.
19. Explain the importance of frequency density in graphical representation of frequency distribution.
20. How do you draw a frequency curve?
21. Establish the importance of diagrammatic representations of statistical data.
22. Draw a pie-diagram for the following data:

Food	Clothing	Education	Travel	Entertainment
30%	20%	25%	10%	15%

(8x2=16 marks)

SECTION-C Answer any 6 questions. Each question carries 4 marks.

23. Explain the functions of Statistics.
24. Solve the equations: $2x + 3y = 14$, $3x - y = 7$.
25. Distinguish between census survey and sampling survey?
26. Explain why and when a sample survey is preferred to a census survey.
27. Explain systematic sampling.
28. Explain different types of classification?
29. What is the difference between classification and tabulation?
30. Draw the histogram for the following data.

Class	0-10	10-20	20-30	30-40	40-50
Frequency	2	7	16	9	4

31. Represent the following data by a multiple bar diagram.

Year	No. of students		
	Arts	Science	Commerce
2011-12	1200	800	400
2012-13	1100	900	500
2013-14	900	1200	350

(6x4=24 marks)

SECTION-D Answer any 2 questions. Each question carries 15 marks

32. Explain the uses of Statistics in Psychology.

33. Explain the different methods of collecting primary data.

34. Prepare a frequency table with suitable class intervals for the following 50 test scores on a Statistics Examination:

39	39	35	34	34	35	36	38	74	56
43	47	35	45	45	52	62	55	67	67
56	62	63	60	63	75	74	73	72	70
70	74	73	72	75	74	61	65	67	46
51	52	53	54	45	45	46	43	42	47.

35. Draw the ogives for the following data and find the median from the graph.

Class	0-5	5-10	10-15	15-20	20-25	25-30
Frequency	4	10	17	20	11	3

(2x15=30 marks)

Semester II
Language Course III
19UENS211: ENVIRONMENTAL STUDIES

Credits: 4

Total Lecture Hours: 90 (5/week)

Course Outcome

The course seeks to introduce students to the major concepts of environmentalism, conservation, intellectual property rights and human rights.

The Course aims to develop a world population that is aware of and concerned about the environment and its associated problems and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively towards solutions of current problems and prevention of new ones.

COURSE OUTLINE

MODULE 1

Unit 1: The Multidisciplinary Nature of Environmental Studies

Significance of Environmental Studies, Definition, scope and importance, WED - Need for public awareness.

Literary Section: Matthew Olzmann's *Letter to Someone Living Fifty Years from Now*

Unit 2: Natural Resources

History of our Global Environment, Changes in Land and Resource use, Earth's Resources and Humans – Atmosphere, Hydrosphere, Lithosphere, Biosphere

Natural cycles between the spheres, Renewable and Non-renewable resources, Natural Resources and Associated problems – Sustainable lifestyles

- a. Forest resources: Importance, Functions, Use and over-exploitation, deforestation.
- b. Water resources: Sources of Water, Use and over-utilization of surface and ground water, Global climate change – floods, drought, conflicts over water, Sustainable water management, Dams.
- c. Mineral resources: Strategic Mining, Mining, Conservation of Mineral Resources, Use and exploitation
- d. Food resources: World food problems, Food security, Fisheries, Loss of Genetic Diversity, Alternate food sources

Assignment Topic: Energy resources: Growing energy needs, Types of energy – Conventional or Non-renewable Energy sources, Oil and its environmental impacts, Coal and its environmental impacts., Renewable energy – hydroelectric power – drawbacks, Solar energy, Photovoltaic energy, Solar thermal electric power, Biomass energy, Biogas, Wind power, Tidal and Wave power, Geothermal energy, Nuclear power, Energy conservation

- e. Land resources: Land as a resource, land degradation. Soil Erosion

Role of an individual in the conservation of Natural Resources – Equitable use of Resources for Sustainability.

Literary Section: Sugatha Kumari's *Hymn to the Tree*

MODULE 2

Unit 3: Ecosystems

Concept of an Ecosystem, Understanding Ecosystems, Ecosystem degradation, Resource Utilisation, Structure and functions of an ecosystem, Biotic components – Producers, consumers and decomposers. Abiotic components – Physical factors – Chemical Factors – Biotic community and Tropic level – Food chains, food webs and ecological pyramids. Energy Flow in the Ecosystem – The Water Cycle, The Carbon Cycle, The Nitrogen cycle – Integration of Cycles in Nature, Ecological Succession - Types of Ecological succession.

Assignment Topic

Types of Ecosystem: Terrestrial and Aquatic - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Cropland Ecosystem, Mangrove Ecosystem, Aquatic ecosystems – Pond, lake, wet land, River, Delta and Marine – Threats to Aquatic Ecosystems, Conservation of Aquatic Ecosystems – Mullaperiyar Issue - Assignment

Literature: Wangari Maathai's *Unbowed*

Unit 4: Biodiversity and Its Conservation

Introduction to Biodiversity, definition, Classification: Genetic, Species and Ecosystem diversity. Evolution and the Genesis of Biodiversity, Biogeographic classification of India, India's Biogeographic zones, Value of Biodiversity – Consumptive Use Value and Productive Use Value, Social Values, Ethical and Moral values, Aesthetic value, Option Value. Biodiversity at Global, National and Local levels, India as a Mega Diversity Nation. Hot-spots of

biodiversity.

Assignment Topic: Threats to biodiversity: habitat loss, poaching of wildlife, human/wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity. Humans and the Web of life, Rights of Species
Literature: Olivia Judson's *Big Bird*

MODULE 3

Unit 5: Environmental Pollution

Definition of Environmental pollution, Classification of Pollutants.

Major forms of Pollution: Air pollution – Causes, Effects, Ozone Depletion, Control Measures, Water pollution – Causes, Consequences, State of India's Rivers, Ganga Action Plan- Assignment Topic. Control Measures, Soil pollution – Causes, Effects, Control measures. Marine pollution – Causes, Effects, Control Measures. Pollution due to organic wastes, Control measures, Noise pollution – Causes, Effects, Control Measures. Acid rain, Greenhouse Effect, Thermal pollution – Causes, Effects, Controlling Thermal Pollution. Nuclear hazards – Sources, Effects, Radiation Control Measures.

Waste: Solid Waste Management Classification, Role of Individuals, Disaster management – **Case Study:** Endosulfan Tragedy, "Marble Cancer" of Taj Mahal, Chernobyl disaster in Ukraine, The Exxon Valdez Oil Spill, Chandigarh as "City Beautiful", The Swachh Bharat Abhiyan, Plachimada struggle in Palakkad

Literature: *God's Own Country*, an extract from Arundhati Roy's *God of Small Things*

Unit 6: Social Issues and the Environment

Introduction to Social Issues and the Environment – From unsustainable to sustainable development. Think Globally, Act Locally. Urban problems related to energy, Water conservation and Strategies, Rain water harvesting, Watershed management. Resettlement and Rehabilitation of people: Problems and concerns, Environmental ethics: Issues and possible solutions, Equity-Disparity in the Northern and Western Countries, Urban and Rural Equity, Gender Equity, Preservation of resources for future generations. The Ethical Basis of Environmental Education and Awareness. Conservation Ethic and Traditional value systems of India,

Assignment Topic: Environmental Issues of Grave Consequences: Climate change, Global warming, Acid rain, Ozone Layer depletion, Nuclear Accidents and Nuclear Holocaust, Wasteland reclamation, Consumerism and Waste Products, The Environment Protection Act, Issues involved in Enforcement of Environmental Legislation – Environment Impact Assessment, Citizen actions and Action Groups, Environmental Clearance. Public Awareness
Literature: Salim Ali's *Man and Nature in India: The Ecological Balance*

MODULE 4

Unit 7: Human Population and the Environment

Introduction to Human Population and the Environment, Urbanisation, Environment day and Human health, Human Rights, Value Education, Women and Child Welfare. Role of Information technology in Environment and Human health

Literature: Sujatha Devi's *Government Protocol*

Books for Reference: Core Text: 'Our Fragile Earth - Home' [To be published by the Dept]

- Adams, W.M. Future Nature: A Vision for Conservation. London: Earthscan, 2003.
- Arnold, David and Ramachandra Guha, ed. Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. New Delhi: Oxford UP, 2001.
- Bahuguna, Sunderlal. "Environment and Education". The Cultural Dimension of Ecology. Ed. Kapila Vatsyayan. New Delhi: D.K. Printworld. 1998.
- Carson, Rachel. Silent Spring. Boston: Houghton Mifflin, 1962.
- Guha, Ramachandra- Environmentalism: A Global History, New Delhi: Oxford UP, 2000.
- Hayward, Tim. Ecological Thought: An Introduction: Cambridge; Polity, 1994.
- Merchant, Carolyn. The Death of Nature. New York: Harper, 1990.
- Gleick H.P. 1993. Water in Crisis, Pacific Institute for Studies in development Environment and security. Stockholm Env Institute. OUP 473 p.
- Heywood V and Watson R.E. 1995. Global biodiversity Assessment. CUP 1140p
- Odum F.P. 1971. Fundamentals of Ecology. W.B Saunders Co. USA 574p
- Rao. M. N and Dutta A.K. 1987. Waste Water Treatment. Oxford and IBH Publ Co Pvt.
- Wagner K.D. 1998. Environmental Management. W.B Saunders Co. Philadelphia, USA. 499p.

MODEL QUESTION PAPER
19UENS211: Environmental Studies

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all the questions**, each in a word or a sentence. Each question carries 1 mark.

1. Define the term environment.
2. Name the three 'R' s.
3. What forms the abiotic part of nature?
4. Bhopal Gas Leak Tragedy was caused by the release of _____ gas.
5. Expand IUCN.
6. What is ecocriticism?
7. What, according to Salim Ali, is the most important remedy for ecological balance?
8. How did the river appear in Rahel's eyes??
9. Why are humans called "ungrateful ones"?
10. What sinks to grief according to Frost?

(10 x 1 = 10 marks)

Section-B

Answer **any eight** of the following. Each question carries 2 marks.

11. Write a brief note on the four dynamic constituents of the environment.
12. What is deforestation?
13. Write a note on Women and Child Welfare
14. Explain watershed management.
15. What are the main characteristics of biodiversity hotspots?
16. What is Municipal Solid Waste?
17. Why is the History House described as having turned its back on Ayemenem?
18. What is Chandiram's complaint against the narrator?
19. How are frogs useful in paddy cultivation?
20. What were Wangari Maathai's mother's views about the fig trees?
21. Why is the tree compared to Lord Neelakanta?
22. What does the phrase "seagulls rippled with jet fuel" refer to?

(8 x 2 = 16 marks)

Section-C

Answer **any six** of the following. Each question carries 4 marks.

23. Define alternate food sources.
24. What are the important methods of conservation of biodiversity?
25. Write a short note on rainwater harvesting.
26. Write a note on AIDS.
27. Why is Environmental Studies considered multidisciplinary in scope?
28. Why is the Australian rainforest described as a living museum?
29. What does Salim Ali mean by saying that senseless use of advanced technology has tended to boomerang on humans?
30. Describe the ambience around the stream named Kanungu.
31. How does the narrator seek to establish that her generation was capable of refined thinking?

(6 x 4 = 24 marks)

Section- D

Answer **any two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Discuss the various types of pollution and the effective strategies to contain them.
33. What is an ecosystem? What are the main types of ecosystems?
34. How does Sugatha Kumari present the importance of tree to the environment as a whole and to humans in particular?
35. Why does Sujatha Devi say, "Summits should take place inside the mind. Not at Rio"?

(15 x 2 = 30 marks)

Language Course IV

19UEN212.1: ENGLISH GRAMMAR AND COMPOSITION

Credits: 3

Total Lecture Hours: 72 (4/week)

Course Outcome:

On completion of the course, the students should be able to

1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.
4. Have a good understanding of modern English grammar.
5. Produce grammatically and idiomatically correct language.
6. Improve their verbal communication skills.
7. Minimise mother tongue influence.
8. Write essays and letters on general topics enabling them to excel in competitive exams
9. Write CVs and Resumes to apply for various posts

COURSE OUTLINES

Module 1

Parts of Speech – Infinitive – gerund – nouns – pronouns- adjectives – verbs – adverbs – prepositions – conjunctions – determiners

Module 2

Sentence types – simple – complex – compound – sentence types based on sense – interrogative – assertive – negative – imperative – exclamatory – modal verbs– conditional clauses.

Module 3

Tenses – articles – voices – active – passive – reported speech. Subject verb agreement – Remedial grammar

Module 4

Précis writing – comprehension – letters – CV – cover letter – reports – essays.

Core Text: Hart, Steven, Aravind R. Nair and Veena Bhambhani. *Embark English for Undergraduates*. CUP, 2016.

Further Reading:

1. Moothathu, V. K. Concise English Grammar. Oxford University Press, 2012.
2. Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008.
3. Carter, Ronald and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
4. Greenbaum, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
5. Sinclair, John ed. Collins Cobuild English Grammar. Harper Collins Publishers, 2000.
6. Driscoll, Liz. Common Mistakes at Intermediate and How to Avoid Them. CUP, 2008.
7. Tayfoor, Susanne. Common Mistakes at Upper-intermediate and How to Avoid Them. CUP, 2008.
8. Powell, Debra. Common Mistakes at Advanced Level and How to Avoid Them. CUP, 2008.
9. Burt, Angela. Quick Solutions to Common Errors in English. Macmillan India Limited, 2008.
10. Turton. ABC of Common Grammatical Errors. Macmillan India Limited, 2008.
11. Leech, Geoffrey, Jan Svartvik. A Communicative Grammar of English. Third Edition. New Delhi: Pearson Education, 2009.

MODEL QUESTION PAPER
19UEN212.1/19UEN211.2: English Grammar and Composition

Time: **Three hours**

Maximum Marks: **80**

Section A

Fill in the blanks as directed. **Answer all the questions.**

1. She plays the violin well,.....? (Add a suitable question tag)
2. The leaves fluttered _____ in the breeze. (Use the correct adverbial form of “slight”)
3. Chinese is a language I find difficult. (Fill in with a suitable relative pronoun)
4. Gayathri _____ sing at the concert ((Choose will/could))
5. Sanjay has been living here 2000. (Choose for/since)
6. It is a deserted street. (Identify the adjective)
7. Neither of the boys absent. (Choose is/are)
8. Prevention is..... than cure. (Fill in with the suitable comparative)
9. The teacher put the papers the drawer.(Supply a suitable preposition)
10. Pass the salt, please. (Identify the type of sentence)

(10 x 1 = 10 marks)

Section B

Answer any eight of the following questions as directed:

11. Fill in the blanks using “a”, “an”, “the’ or the “zero article”, wherever they are appropriate
_____ chair I am sitting on is hard. But with _____ couple of pillows, I can make myself comfortable.
Do you mind giving me _____ red pillow placed on _____ cot there?
12. Correct the following sentences:
 1. Despite of his illness he came to school.
 2. I am still remembering his service.
13. Rewrite the sentences beginning with “It”:
 1. To smoke too much is dangerous.
 2. This problem is not easy to solve.
14. Convert the following sentences as directed:
 1. How cold it is today! (Change into assertive)
 2. She obeys her parents. (Change into a question.)
15. Change into comparative and positive:
Bangalore is the cleanest city in India.
16. Use the correct form of Question tag:
 1. She expects to meet him at the station.
 2. He hid behind the door.
17. Use the correct tense form of the verbs given in brackets:
 1. He never (talk) while he (drive) a car.
 2. By next year, he..... (complete) this novel and started the next.
18. Rewrite as directed.
 1. She came back. (Put the following adverbs – at six; hurriedly; to her room – in the right order)
 2. She has a ribbon. (Put the following adjectives – blue, long – in the right order)
19. Do as directed.
 1. When I saw her last, she (live) with her aunt. (Use the correct tense form)
 2. He was killed by a robber by a knife. (Correct the sentence)
20. Rewrite as directed
 1. I am interested in cooking, and _____ prepare a feast in two hours. (Use can/could)
 2. The thief saw the police. He fled. (Combine the sentences using no sooner . . . than)
21. Rewrite the sentences.
 1. He talks English in a fluent way. (Convert the underlined phrase into an adverb)
 2. He is known for his honesty. (Convert the underlined noun into an adjective)
22. Fill in the blanks with the appropriate adverb or adjective
 1. The drunkards behaved _____ towards one another. We are experiencing _____ weather today. (rough/roughly)
 2. I can _____ understand what you have written. You have to work _____ to improve your handwriting. (hard/hardly)

(8 x 2 = 16 marks)

Section C

Answer **any six** questions from the following sections (23 to 31):

23. Correct the following sentences: (All questions should be attempted)

1. The chief guest gave a brilliant speech.
2. When I entered the room, I found my watch is stolen.
3. Ooty is notorious for its sceneries.
4. He carried all his luggages alone.

24. Fill in the blanks with appropriate tense forms

I _____ just _____ (finish) my project here in the US. Now I _____ (go) back to Nigeria. I _____ (stay) there for the rest of my life. It _____ (be) summer in Nigeria this time of the year. I _____ (know) this but all my life I _____ (think) of “overseas” as a cold place of woollen coats and snow. So I _____ (buy) the thickest sweaters I could find.

25. Rewrite as directed. (All questions should be attempted)

1. On Teacher’s Day, students of our school handle all the classes (Change into passive)
2. The Redfort is a very fascinating historical monument in India. (Change into the Comparative Degree)
3. Among all the professions, medicine is the oldest. (Change into Positive)
4. Vivek said, “The boys in the room are practicing a song to be sung at the Annual Day”. (Change into indirect speech)

26. Rewrite as directed. (All questions should be attempted)

1. Prakash said, “My parents are coming home tomorrow so I have arranged a party”. (Rewrite into reported speech)
2. She said, “What a lovely flower!” (Change into indirect speech)

27. Change the voice:

1. The teacher has given a book to Ravi.
2. The CEO is briefing the Secretary on the corrections to be made in the speech.
3. My friend stole my watch.
4. Ravi buys chocolates for me from the newly opened Bakery.

28. Your parents have visited you in your boarding school. Introduce your best friend to your parents.

29. Write five sentences on the “Importance of Value Education Classes”.

30. Write a paragraph on “Reading”.

31. Imagine you are the headmaster of a school. Write a letter to a book distributor regarding the purchase of books for the school library, requesting information about the price, availability of discounts etc.

(6x 4 = 24 marks)

Section D

Answer **any two** of the following:

32. You are Abhisekh Sharma, a postgraduate in Journalism. Prepare a cover letter and resume for the post of Sub-editor in “The Indian Chronicles”, leading English daily.

33. (i) Write a précis on the following passage. (7 marks)

Differences, big or small, can always be noticed even within a national group, however closely bound together it may be. The essential unity of the group becomes apparent when it is compared to another national group, though often the differences between two adjoining groups fade out or intermingle near the frontiers, and modern developments are tending to produce a certain uniformity everywhere. In ancient and medieval times, the idea of the modern nation was non-existent, and feudal, religious, racial or cultural bonds had more importance. Yet I think that at almost at any time in recorded history an Indian would have felt more or less at home in any part of India and would have felt as a stranger and alien in any other country. He would certainly have felt less of a stranger in countries which had partly adopted its culture or religion. Those who professed religion of non-Indian origin, or, coming to India, settle down here, became distinctively Indian in the course of a few generations, such as Christians, Jews, Parsees, Muslims. Indian converts to some of these religions never ceased to be an Indian on account of their change of faith. They were looked upon in other countries as Indians and foreigners, even though there might have been a community of faith between them. (217 words)

(ii) Answer the following questions from the passage given above: (8 marks)

1. Which phenomenon is noticed at the frontiers of different nations?
2. What features were prominent in ancient times?
3. What happened to the immigrants in India in the course of a few generations?
4. What is the quality of Indian converts?

(7+ 8 = 15 marks)

34. Write an essay on “The Role of Media” (Answer in about two to three pages)

(15 marks)

35. Write a report on the following topic in about 300 words.

Stray dog menace in your locality.

(15 marks)

Language course V (Additional Language II)

19UFR211.1: TRANSLATION AND COMMUNICATION IN FRENCH

No of Credits: 3

No of hours: 4 Hrs/week

COURSE OBJECTIVES:

1. To ameliorate the level of language proficiency
2. To analyse the translated texts.
3. To enhance the ability to translate to the target language.

COURSE OUTCOME:

The students would be able to enhance their communication skills with the assistance of translation.

SYLLABUS:

NAME OF TEXT: ECHO-A1 méthode de français

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon 3 : On se détend ? (Pages : 22 -29)
- Leçon 4 : Racontez-moi (Pages : 30 – 44)
- Leçon 5 : Bon Voyage ! (Pages : 46 – 53)

Reference books:

- Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
- Le Nouveau Sans Frontières Vol I by Philippe Dominique
- Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER

19UFR211.1: TRANSLATION & COMMUNICATION IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Quels loisirs aimez-vous ?
2. Qui est Jean Paul Sartre ?
3. Qu'est-ce que c'est « TV5 Monde » ?
4. Nommez un monument français ?
5. Qu'est-ce que c'est « SNCF » ?
6. Qu'est-ce que c'est « le Nouvel Observateur » ?
7. Quelles villes connaissez-vous en France ?
8. Quelle heure est-il maintenant ?
9. Nommez deux moyens du transport ?
10. Qui est le président actuel de la France ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Ecrivez en chiffres:
 - a. Trois heures dix
 - b. Cinq heures et quart
 - c. Huit heures moins vingt-cinq
 - d. Midi
12. Répondez par « vrai » ou « faux » :
 - a. Le français est très utilisé en Suisse et au Maroc.
 - b. Le Québec est une région de France.
 - c. Une commune est un petit village.
 - d. Les Français déjeunent entre 14h et 15h 30.
13. Complétez avec les prépositions qui conviennent :
 - a. Antonio est né Espagne.
 - b. Il est venu Paris pour passer une semaine de vacances.
 - c. Il est arrivé hier 10 heures.
 - d. Il habiteun ami.
14. Choisissez le bon article :
 - a. Le week-end, Marie fait [le/du] sport. Elle aime [le/du] tennis. Elle fait aussi [un/du] vélo avec des amis.
 - b. Je connais [le/un] bon restaurant sur l'avenue des Champs-Élysées.
15. Quels sont les jours de la semaine ?
16. Rédigez un message de deux phrases :
 - a. Vous recevez l'invitation d'une amie pour la soirée au Saturne. Vous refusez.
17. Traduisez en français :
 - a. Are you interested ?
 - b. Clermont is a pleasant city.
 - c. See you soon.
 - d. Paul and Sophie work together.
18. Faites des comparaisons:
 - a. Entre L'Australie et La France
 - b. Entre Paris et Milan
19. Complétez avec « ce, cet, cette, ces » :
 - a. Qui sontpersonnages ?
 - b. Je connais.....acteur. c'est Depardieu.
 - c. Etchanteuse, c'est Laurie.
 - d. Regardevisiteur. C'est un personnage de cire !

20. Complétez avec « moi, toi, lui, elle, nous, vos, eux, elles » :
- Flore fait du sport avec Pierre et Antoine ?
- Oui, elle fait du tennis avec
 - Flore habite chez Marie ?
- Oui, elle habite chez
 - Elle travaille pour M. Dumont ?
- Oui, elle travaille pour
 - Elle vient en vacances avec nous ?
- Oui, elle vient avec
21. Complétez avec « pouvoir, vouloir, devoir » :
- Tufaire du ski ?
- Je voudrais bien mais je nepas skier.
 - Et toi, Flore, tu viens ?
- Désolée. Je nepas. Jetravailler tout le week-end.
22. Formulez les informations suivantes comme dans l'exemple :
Ex : 03-02-1970. Naissance de Celia. → Celia est née le 3 février 1970.
1992. Entrée à l'université.
 - Juin 1995. Diplôme de professeur d'anglais.
 - 25-08-1994. Rencontre avec William
 - Septembre 1998. Départ pour l'Australie.

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Mettez les verbes au passé composé :
« Je (aller) au cinéma avec Pierre. Nous (voir) un film très amusant. Puis nous (faire) une promenade au jardin des Tuileries. Après, je (rentrer) chez moi. »
24. Ecrivez l'heure :
- 09 :20
 - 15 :30
 - 16 :45
 - 00 :15
25. Trouvez les questions:
-? Non, Je n'ai pas compris.
 -? Non, Je n'ai pas lu le texte.
 -? Oui, J'ai travaillé bien.
 -? Oui, j'ai écouté bien.
26. Accordez les mots entre parenthèses :
« [Cher] Eva,
Je suis à Paris pour quinze [jour] avec des [copain]. C'est une très [beau] ville. »
27. Répondez :
- Est-ce que Tina est française ? Non, elle.....
 - Est-ce qu'elle parle bien français ? Non, elle.....
 - Est-ce qu'elle apprend le français ? Oui, elle
 - Est-ce qu'elle a des amis à Paris ? Oui,
28. Traduisez en anglais :
« Chers amis,
Il fait beau. La mer est bonne et l'île d'Oléron est magnifique. Laurent fait du gold. Moi, du vélo. On rencontre des gens sympas. Voulez-vous venir le week-end du 24 ? On a envie de découvrir deux ou trois restos avec vous. »
29. Complétez avec les adjectifs possessifs :
« Noémie montre des photos à Lucas »
- Regarde ! Voiciappartement à Laval.
 - Ici, c'est la maison de.....parents avecjardin.

- Voici,amie Charlotte.

30. Traduisez en anglais :

« Je me suis inscrite à une école de langue pour travailler mon français. J'ai eu mon premier cours. Je suis rentrée à 10 heures, fatiguée. Je suis allée sur Internet et J'ai chatté jusqu'à minuit. J'adore parler avec Tom. Il connaît le monde entier. »

31. Traduisez en français :

- a. Of course! We can also take a taxi.
- b. Do you want to come to discover the region?
- c. They do a lot of activities.
- d. I am very happy.

(6x4=24)

PART-D

Répondez à 2 questions suivantes:

- 32. Vous allez habiter en France chez madame et monsieur Duval. Ils ne vous connaissent pas. Ecrivez-leur pour vous présenter. Indiquez votre nom, votre âge, votre profession, votre nationalité, votre niveau en français, vos loisirs.
- 33. Vous avez visité la ville de Cannes. Vous écrivez une carte postale à une amie. Rédigez cette carte postale.
- 34. Choisissez un voyage que vous avez fait et présentez-le.
- 35. C'est vendredi soir. Vous êtes seul(e). vous n'avez pas envie de rester chez vous. Vous avez envie de sortir. Vous téléphonez à vos amis. Rédigez ce dialogue.

(2x15=30)

Language course V (Additional Language II)
19UHN211.1: FICTION, SHORT STORY & NOVEL

No of Credits: 3

No of hours: 4 Hrs/week

Aims of the Course / Objectives

To guide the students to the world of Hindi Fiction (Novel and short story). To develop the capacity of creative process and communication skills.

Course Outcome

The fiction generally activates the consciousness among young people. To facilitate in students a love for reading, assessing the character and the use of language. Develop many essential skills of vocabulary enhancement and sentence structure.

Module 1

Short story – ‘Swarna Kahaniyam’ – edited by

Dr. Girijakumari R.

Published by Lokbharathi Prakashan, Allahabad

Stories to be studied (Detailed)

- | | |
|---------------------------|----------------------|
| 1. Dooth ka Dam | - Premchand |
| 2. Heelibone ki Bathakein | - Agyeya |
| 3. Hathiyare | - Amarkanth |
| 4. Nail cutter | - Udaya Prakash |
| 5. Hari Bindi | - Mridula Garg |
| 6. No Bar | - Jayaprakash Kardam |

Module 2

Novel (Non-Detailed)

Mobile - Kshama Sharma

Rajkamal Prakashan, Delhi

Books for General Reading

- | | |
|------------------------------------|---|
| 1. Adhunik Hindi Kahani | - Dr. Lakshmi Narayan Lal
Vani Prakashan |
| 2. Hindi Kahani ka Ithihas 1, 2, 3 | - Gopal Rai
Raj kamal Prakashan |
| 3. Hindi Upanyas ka Ithihas | - Gopal Rai
Rajkamal Prakashan |
| 4. Adhunikatha aur Hindi Upanyas | - Indranath Madan, Rajkamal Prakashan |
| 5. Kahani, Nayi kahani | - Namvar Singh, Rajkamal Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Second Semester B.A/B.Sc Degree Examination

Language Course (Additional Language II) - HINDI

19UHN 211.1 Fiction, Short Story & Novel

(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. प्रेमचन्द का जन्म कहाँ हुआ?
2. मधू का पूरा नाम क्या है?
3. 'नदी के द्वीप' किसका उपन्यास है?
4. नवीन खन्ना क्या काम करता है?
5. चन्द्रा कौन है?
6. मधु और फरहत कहाँ काम करती थी?
7. 'पालगोमरा का स्कूटर' किसका कहानी संग्रह है?
8. मधु की बेटियों के नाम लिखिए?
9. राजेश किस कहानी का पात्र है?
10. फरहत के अनुसार आजकल टी.वी. पर कैसी सीरियलों की बाढ़ आयी है? (1×10=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. मधु ने टी.वी में युद्ध का कौन-सा दृश्य देखा?
12. प्रेमचन्द के चार उपन्यासों के नाम लिखिए?
13. मधु की माँ ने अपनी नौकरी क्यों छोड़ दी?
14. बाबु महेशनाथ कौन थे? गाँव के जच्चेखानों के सुधार में क्या-क्या बाधाएँ थी?
15. फरहत क्यों कहती है कि 'घर की राजनीति, देश की राजनीति से ज़्यादा मुश्किल है'?
16. शिकार की तलाश में गये हीली-बोन और कैप्टन दयाल ने लोमड़ी के बिल में क्या देखा?
17. फरहत की पारिवारिक स्थिति कैसी है?
18. कहानीकार जयप्रकाश कर्दम का परिचय दीजिए?
19. मधु मोबाइल क्यों खरीदना चाहती है?
20. महिला स्वतंत्रता का चित्रण हरी बिन्दी में कैसे किया है?
21. दफ़्तर के लोग मधु को सत्य हरिश्चन्द्र की नातिन क्यों कहते थे?
22. माँ अपनी हथेली कथावाचक के सामने क्यों फैला दी? (2×8=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. 'प्रेमचन्द अब भी समकालीन है' - पठित कहानी के आधार पर विचार कीजिए।

24. विट्ठल भैया और मधु के संबन्ध पर प्रकाश डालिए?
25. कैप्टन दयाल ने हीली-बोन की क्या सहायता की?
26. “वह एक रात को चुपके से मेरे घर आ पहुँचा। गिड़गिड़ाकर बोला जब तक मदद न करेंगे, मेरी किताब लिखी नहीं जाएगी। मुझे दया आ गई कि आदमी शरीफ है और इस के लिए कुछ कर देना चाहिए।” सप्रसंग व्याख्या कीजिए।
27. फरहत का चरित्र-चित्रण कीजिए।
28. हरी बिन्दी की नायिका पात्र की विशेषताएँ लिखिए?
29. ‘नो बार’ कहानी का उद्देश्य क्या है?
30. मधु को इन्क्रीमेन्ट मिलने पर साथियों की प्रतिक्रिया क्या थी?
31. क्षम शर्मा के व्यक्तित्व और कृतित्व पर प्रकाश डालिए?

(4×6=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. उपन्यास के तत्वों के आधार पर ‘मोबाइल’ उपन्यास की समीक्षा कीजिए?
33. ‘दूध का दाम’ कहानी सामाजिक रीति-रिवाजों पर तीखा प्रहार है।” इस उक्ति की आलोचन कीजिए?
34. ‘हत्यारे’ कहानी की कथावस्तु संक्षेप में लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
35. मधु का चरित्र-चित्रण कीजिए?

(15×2=30 marks)

സെമസ്റ്റർ	:	II
കോഴ്സ് കോഡ്	:	19 UML 211.1
ലാംഗ്വേജ് കോഴ്സ്	:	V (അഡീഷണൽ ലാംഗ്വേജ് : II)
സമയക്രമം	:	ആഴ്ചയിൽ 4 മണിക്കൂർ
ക്രെഡിറ്റ്	:	3

ഗദ്യസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ:

1. വിദ്യാർത്ഥികളുടെ ആശയവിനിമയശേഷി വർദ്ധിപ്പിക്കുക.
2. ഔദ്യോഗിക/ഭരണകാര്യങ്ങളും ശാസ്ത്രവിഷയങ്ങളും മലയാളഭാഷയിലൂടെ അവതരിപ്പിക്കാനുള്ള കഴിവുകൾ.
3. ഭാഷാപരമായ പാകപ്പിഴകൾ പരിഹരിക്കുക, ഭാഷാശുദ്ധിനിലനിർത്തുക
4. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക:
5. മാധ്യമ മലയാളത്തിൽ വിനിമയലോകം മനിലാക്കുക.
6. മലയാള ഗദ്യസാഹിത്യത്തിലെ പ്രധാനസാഹിത്യ കൃതികൾ പരിചയപ്പെടുത്തുക
7. രചനകളെ സ്വയം വിശകലനത്തിന് വിധേയമാക്കുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (27 മണിക്കൂർ) മാധ്യമ മലയാളം, ഉപന്യാസം

മാധ്യമങ്ങൾ-സമൂഹവും മാധ്യമങ്ങളും - മാധ്യമങ്ങൾ തുറന്നുതരുന്ന വിനിമയസാധ്യതകൾ - സൈബർമലയാളം - സൈബർസാഹിത്യം - സാഹിത്യേതര രചനകൾ

താഴെപ്പറയുന്ന ലേഖനങ്ങളുടെ വിശദപഠനം

1. മാധ്യമഭാഷ ഇന്ന് (മലയാളഭാഷയും ആഗോളവത്കരണവും) കേരള യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം ഡോ. അനിതകുമാരി
2. മലയാളകാല്പനികത - ഡോ.പി.വി. വേലായുധൻപിള്ള
3. ജീവിതമെന്ന അത്ഭുതം - (ആമുഖം) ഡോ. വി.പി.ഗംഗാധരന്റെ അനുഭവങ്ങൾ
4. നമ്മുടെ ലോകം നാം സൃഷ്ടിക്കുന്നു - കെ.പി. കേശവമേനോൻ
5. വാക്കിന്റെ വരവ് - (ആലോചന എന്ന സമാഹാരത്തിൽ നിന്ന്) എം.എൻ. കാരശ്ശേരി

മൊഡ്യൂൾ രണ്ട് (27 മണിക്കൂർ)

ചെറുകഥ

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റിയുള്ള സാമാന്യജ്ഞാനം. ആഖ്യാന തന്ത്രങ്ങളുടെ വൈചിത്ര്യം. പ്രമേയത്തിലും രൂപശിൽപ്പത്തിലും സംഭവിച്ച മാറ്റങ്ങൾ എന്നിവ മനിലാക്കുന്ന തരത്തിലുള്ള ബോധനസമ്പ്രദായങ്ങൾ സ്വീകരിക്കുക.

1. എനിക്ക് ആത്മഹത്യ ചെയ്യാൻ മതിയായ കാരണമില്ലയോ? - സി.വി. കുഞ്ഞിരാമൻ
2. പൊതിച്ചോറ് - കാരൂർ
3. കടൽത്തീരത്ത് - ഒ. വി. വിജയൻ
4. പത്രം - സക്കറിയ
5. ഹിഗ്ഗിറ്റ് - എൻ. എസ്. മാധവൻ
6. വീഡിയോ ചിത്രങ്ങൾ - അഷ്ടമൂർത്തി
7. കൃഷ്ണഗാഥ - കെ. ആർ മീര
8. തല്പം - സുഭാഷ് ചന്ദ്രൻ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

നോവൽ

മലയാളസാഹിത്യത്തിന്റെ വികാസ പരിണാമങ്ങളെക്കുറിച്ചുള്ള സാമാന്യജ്ഞാനം ഉാകുന്നതരത്തിലുള്ള ബോധനസമ്പ്രദായം സ്വീകരിക്കുക. (സന്ദർഭവും സ്വാരസ്യവും വ്യക്തമാക്കുകയെന്നതരത്തിലുള്ള ചോദ്യത്തിനു നാലുകെട്ടിന്റെ ആദ്യനാലധ്യായം മാത്രമേ ഉപയോഗിക്കാവൂ)

വിശദപഠനം:

നാലുകെട്ട്: എം.ടി വാസുദേവൻ നായർ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

1. സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം - എഡിറ്റർ പത്മന രാമചന്ദ്രൻ നായർ
2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
3. ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം. ജോർജ്ജ്
4. മലയാളനോവൽ സാഹിത്യ ചരിത്രം - ഡോ.കെ.എം.തരകൻ
5. മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം - ഡോ.എം.എം.ബഷീർ
6. നോവൽ സാഹിത്യം - കെ.സുരേന്ദ്രൻ
7. നോവൽ സ്വരൂപം - കെ.സുരേന്ദ്രൻ
8. നോവൽ സിദ്ധിയും സാധനയും - പി.കെ.ബാലകൃഷ്ണൻ
9. നോവൽ സാഹിത്യപഠനങ്ങൾ - ഡോ. ഡി.ബഞ്ചമിൻ
10. ആധുനിക നോവൽ ദർശനങ്ങൾ - കെ.എം. തരകൻ
11. ചെറുകഥാ പ്രസ്ഥാനം - എം.പി. പോൾ
12. ചെറുകഥ ഇന്നലെ, ഇന്ന് - എം. അച്യുതൻ
13. ചെറുകഥ - വാക്കുംവഴിയും - കെ.എസ്.രവീകുമാർ
14. നോവൽ പഠനങ്ങൾ - ഡോ.പത്മന രാമചന്ദ്രൻ നായർ
15. ചെറുകഥാ പഠനങ്ങൾ - ഡോ.പത്മന രാമചന്ദ്രൻ നായർ
16. കഥയും ഫാൻസിയും - ഡോ.വത്സലൻ വാതുശ്ശേരി
17. കഥയിലെ ആത്മീയസഞ്ചാരങ്ങൾ - ഡോ.ഇ. രമാഭായി
18. കഥ അനുഭവവും ആഖ്യാനവും - ഡോ.കെ.പി.അപ്പൻ
19. കഥയും ഭാവുകത്വപരിണാമവും - ഡോ.കെ.എസ് രവീകുമാർ
20. ഏകാന്തനഗരങ്ങൾ - ഡോ.പി.കെ രാജശേഖരൻ
21. ഭാരതപര്യടനം - കുട്ടികൃഷ്ണമാരാർ
22. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
23. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം.വി. തോമസ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്
24. തെറ്റില്ലാത്ത മലയാളം - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ
25. തെറ്റുംശരിയും - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Second Semester BA/BSc Degree Examination

CBCSS

Language Course

19UML211.1: ഗദ്യസാഹിത്യം

Model Question Paper

Time: 3Hrs.

Max. Marks: 80

Section A

ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്കു വീതം.

1. മലയാളത്തിലെ ആദ്യ ചെറുകഥ ഏത്?
2. കാരൂരിന്റെ രണ്ട് കഥകളുടെ പേരെഴുതുക.
3. അധ്യാപക കഥകളെഴുതിയ ചെറുകഥാകാരൻ ആര്?
4. 'പത്രം' ആരുടെ ചെറുകഥയാണ്?
5. 'കുടല്പുരിന്റെ കഥാകാരൻ' എന്നറിയപ്പെടുന്നതാര്?
6. അസൂരവിത്ത് ആരുടെ നോവലാണ്?
7. 'വീഡിയോ ചിത്രങ്ങൾ' എന്ന കഥ എഴുതിയതാര്?
8. 'കുൾഡ്രിങ്' ആരുടെ ചെറുകഥയാണ്?
9. 'മാധ്യമഭാഷ ഇന്ന്' എന്ന ലേഖനത്തിന്റെ കർത്താവ്?
10. 'വാക്കിന്റെ വരവ്' ആരുടെ ലേഖനമാണ്?

(10x1=10മാർക്ക്)

Section B

അരപ്പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും എട്ടെണ്ണത്തിന് ഉത്തരമെഴുതുക. 2 മാർക്ക് വീതം.

11. അധ്യാപക കഥ എന്ന നിലയിൽ പൊതിച്ചോറിന്റെ പ്രസക്തി വ്യക്തമാക്കുക.
12. പത്രം എന്ന ചെറുകഥയ്ക്ക് ഒരു ആസ്വാദനക്കുറിപ്പ് തയ്യാറാക്കുക.
13. മാധ്യമഭാഷയുടെ പ്രസക്തി വിശദമാക്കുക.
14. മലയാള സാഹിത്യത്തിൽ കാല്പനികതയ്ക്ക് എത്രത്തോളം പ്രാധാന്യമുണ്ട്? വിശദമാക്കുക.
15. 'ജീവിതമെന്ന അത്ഭുതം' എന്ന ലേഖനത്തിൽ ഡോ. വി. പി. ഗംഗാധരൻ വിശദമാക്കുന്ന അനുഭവങ്ങൾ എന്തെല്ലാം?

16. വാക്കിന്റെ ഉത്ഭവത്തെക്കുറിച്ച് എം. എൻ കാരശ്ശേരി കണ്ടെത്തുന്ന അഭിപ്രായങ്ങൾ എന്തെല്ലാം?
17. തെറ്റുണ്ടെങ്കിൽ തിരുത്തുക.
1. പീഡനം 2. പ്രക്രിതി 3. അർത്ഥം 4. രാജ്ഞി
18. തെറ്റു തിരുത്തുക.
അവിരാമമായി പെയ്തുകൊണ്ടിരുന്ന മഴയിലേക്ക് ഒടുവിൽ ഗത്യന്തരമില്ലാതെ അയാൾ സ്വയം ആത്മഹത്യ ചെയ്യുന്നതിനെക്കുറിച്ച് ആലോചിച്ചുകൊണ്ടിരുന്നു.
19. വീഡിയോചിത്രങ്ങൾ എന്ന കഥയിൽ ഉത്തരാധുനികതയുടെ അംശങ്ങൾ കണ്ടെത്താമോ? വിലയിരുത്തുക.
20. സി. വി. കുഞ്ഞിരാമന്റെ രചനാശൈലി വ്യക്തമാക്കുക.
21. നമ്മുടെ ലോകം എങ്ങനെയായിരിക്കണമെന്നാണ് കെ. പി. കേശവമേനോൻ അഭിപ്രായപ്പെടുന്നത്?
22. ആഗോളവൽക്കരണത്തെക്കുറിച്ച് ഡോ. ടി. അനിതാകുമാരിയുടെ അഭിപ്രായമെന്ത്?
(8x2=16മാർക്ക്)

Section C

ഏതെങ്കിലും 6 ചോദ്യങ്ങൾക്ക് ഒന്നരപുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക. 4 മാർക്ക് വീതം.

23. എം. ടി. വാസുദേവൻനായരുടെ രചനാശൈലി 'നാലുകെട്ടി'നെ ആസ്പദമാക്കി പരിശോധിക്കുക.
24. മൂന്നിലൊന്നായി സംഗ്രഹിക്കുക.
എത്ര മഹത്തായ കവിതയെഴുതിയ കവിയാണെങ്കിലും പുതുതായി എഴുതുന്ന കവിതയെക്കുറിച്ച് വായനക്കാർ അതെങ്ങനെ സ്വീകരിക്കുമെന്നോർത്ത് ഉത്കണ്ഠപ്പെടുകയും വിറകൊള്ളുകയും ചെയ്യുന്ന കവിമനസ്സുകളെക്കുറിച്ച് കേട്ടിട്ടുണ്ട്. വലിയ എഴുത്തുകാരിലും ഇത്തരം ഉത്കണ്ഠകളുണ്ടാകാറുണ്ട്. എന്നാൽ നമ്മുടെ നാട്ടിലെ ചില കവികൾക്ക് തങ്ങളെഴുതുന്ന എല്ലാറ്റിനെക്കുറിച്ചും വലിയ മതിപ്പാണ്, അഭിമാനവുമാണ്. തങ്ങളുടെ കവിതകളുടെ മഹത്വം മനസ്സിലാക്കാത്ത നിരൂപകരോട് അവർക്ക് വിദ്വേഷമാണ്, പൂച്ഛവുമാണ്.
25. ആശയ വിപുലനം ചെയ്യുക.
“കാരസ്കരത്തിൻ കുരു പാലിലിട്ടാൽ
കാലാന്തരേ കയ്പു ശമിപ്പതുണ്ടോ”?
26. ആധുനിക ചെറുകഥയുടെ സവിശേഷതകൾ വിശദമാക്കുക.
27. മലയാളകവിതയിലെ കാല്പനികതയുടെ കടന്നുവരവ് എപ്രകാരമായിരുന്നു?
28. 'എനിക്ക് ആത്മഹത്യ ചെയ്യാൻ മതിയായ കാരണമില്ലയോ' എന്ന ചെറുകഥയ്ക്ക് ഒരു ആസ്വാദനം തയ്യാറാക്കുക.
29. ആധുനിക ചെറുകഥകളിൽ സക്കറിയയുടെ കഥകൾക്കുള്ള സ്ഥാനം വ്യക്തമാക്കുക.
30. ഉത്തരാധുനികതയുടെ സവിശേഷതകൾ വിശദമാക്കുക.

31. മലയാളത്തിലേക്ക് വിവർത്തനം ചെയ്യുക.

Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky

(6x4=24മാർക്ക്)

Section D

മൂന്നു പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും രണ്ടു ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

- 32. പരിസ്ഥിതിക കേന്ദ്രീകൃത വികസനത്തെക്കുറിച്ച് ഉപന്യസിക്കുക.
- 33. ആദ്യകാല ചെറുകഥകളുടെ സവിശേഷതകൾ ക്രോഡീകരിക്കുക.
- 34. മലയാള നോവൽ സാഹിത്യത്തിൽ 'നാലുകെട്ടി'നുള്ള പ്രാധാന്യം വിലയിരുത്തുക.
- 35. 'നമ്മുടെ ലോകം നാം സൃഷ്ടിക്കുന്നു' എന്ന ലേഖനത്തിൽ കെ. പി. കേശവമേനോൻ കണ്ടെത്തുന്നത് എന്തെല്ലാം? വിവരിക്കുക.

(2x15=30മാർക്ക്)

Core Course II

19UPG241: PSYCHOLOGICAL PROCESSES

Total Hours: 108

(Credits: 4, Weekly Hours: 6)

Course Outcome

Improved ability to understand and build on the basic concepts already formed, be more familiar with the technical jargons and form the capacity to follow as well as comprehend advanced theories in the field.

MODULE 1: LEARNING (24 Hrs, 18 Marks)

Definition. Classical conditioning: Elements, principles, stimulus generalization, stimulus discrimination, extinction, spontaneous recovery, higher order conditioning, Applications in real life (briefly)

Operant conditioning: Law of effect, reinforcement, punishment, shaping, chaining, stimulus control. Schedules of reinforcement, partial reinforcement effect, applications in real life (briefly)

Social and cognitive learning: Observational learning. Process and principles. Modeling.

Televised aggression. Latent learning, cognitive map, Insight learning.

Trial and error learning. One trial learning.

MODULE 2: MEMORY (24 Hrs, 18 Marks)

Definition, Process: encoding, storage and retrieval. Model: Atkinson Shiffrin, Information Processing Model,

Types- Sensory memory: Iconic memory, echoic memory, tactile memory, short term memory, working memory (chunking, range), long term memory: Declarative memory, explicit and implicit memories. non-declarative memory, flash bulb memory.

Measuring memory: Recall, recognition, relearning. Forgetting: Theories of forgetting: Interference theory, decay theory, motivated forgetting, cue dependent and state dependent. Curve of forgetting. Strategies for improving memory.

MODULE 3: COGNITION (24 Hrs, 18 Marks)

Components of thought: Images and Concepts. Types of concepts: Conjunctive, disjunctive and relational concepts. Prototypes. Language: Nature, Structure of language: Phonemes, Morphemes, Grammar, Syntax. Reasoning: deductive and inductive.

Creativity. Features of creative thinking. Convergent and divergent thinking. Stages of creative thought. Brainstorming. Developing critical thinking.

Problem solving- Steps. Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search. Insightful solutions. Barriers to effective problem solving.

MODULE 4: MOTIVATION (18 Hrs, 13 Marks)

Definition, Classification of motives and Theories. Elements: Need, drive, incentive. Types: Primary, secondary and stimulus motives. Maslow's Hierarchy of needs. Extrinsic and intrinsic motivation. Levels of arousal. Yerke's-Dodson law. Learned motives: affiliation, achievement and power motive. Biological motives and Survival motives.

MODULE 5: EMOTION (18 Hrs, 13 Marks)

Definition Elements: Subjective experience, Physiological Response, Behavioural Response. Physiological correlates of emotion. Theories of emotion (briefly): James-Lange theory, Cannon-Bard theory, Schachter-Singer theory. Emotional intelligence.

References

1. Coon, D. & Mitterer, J.O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (11th ed.). New Delhi: Thomson Wadsworth.
2. Weiten, W. (2008). *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.
3. Smith, B.D. (1998). *Psychology: Science and Understanding*. New York: Mc Graw Hill.
4. Baron, R.A. (2004). *Psychology*, (5th ed.). New Delhi: Pearson Education.
5. Bootzin, R., & Bower, G.H. (1991). *Psychology today-An Introduction*, (7th ed.). New York: McGraw Hill Inc.
6. McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth Publishing Co.
7. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall.
8. Flick, U. (2006). *An introduction to qualitative research*. New Delhi: Sage Publications.

MODEL QUESTION PAPER
19UPG241: PSYCHOLOGICAL PROCESSES

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. Perception without a basis in sensory input is called _____.
2. _____ stimuli associated with information stored in memory that can aid in its retrieval.
3. The memory system that retains information that we can't readily express verbally is termed as _____.
4. Efforts to develop or choose various responses in order to attain desired goal is termed as _____.
5. _____ refers the cognitive activities in which we transform information in order to reach specific conclusion.

Define the following. Each question carries 1 mark.

6. Extinction
7. Flash bulb memory
8. Self-esteem
9. Reasoning
10. Creativity

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Sensory memory
12. Insight learning
13. Divergent thinking
14. Latent learning
15. Modelling
16. Declarative memory
17. Emotional intelligence
18. Convergent thinking
19. Intrinsic motivation
20. Brain storming
21. Extrinsic motivation
22. Cue dependent forgetting

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Problem solving strategies
24. Features of creative thinking
25. Causes and principles of observational learning
26. Theories of forgetting
27. Schedules of reinforcement
28. Yerke's Dodson law
29. Types of motivation
30. Stages of creative thoughts
31. Types of memory

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Define emotion and state the major theories of emotion.
33. Give a detailed account on classical conditioning and its applications.
34. Define memory and explain its process and types.
35. Write a note on concept and historical perspectives of motivation.

(2 x 15 = 30 marks)

Complementary Course III

19UZO231.2: BIOLOGICAL BASIS OF SENSORY PROCESSES

No. of credits: 3

No. of instructional hours per week: 3

Total Hours : 54

Course outcome

CO1: To familiarizes the students of psychology with the most essential fundamental physiological events.

CO2: To understand the process of Visual, Auditory, Gustatory, Olfactory and Cutaneous information communicated to the brain.

CO3: To prepare students to understand physiological concepts in other specialized fields that they will encounter in their higher studies.

CO4: To understand the role of somatosensory system in the human body will facilitate students in their studies on core subjects.

Module I: The Visual System

10 hrs

Stimulus for vision – physical & psychological dimension, Light: hue, brightness and saturation. Structure of the eye: retina, rods and cones- visual pathways functioning of the eye – visual defects Visual coding – transduction in the retina, neural coding in the brain – coding for colours – theories of colour vision- Visual defects- colour blindness.

Module II: Auditory system

9 hrs

Auditory system – nature of auditory stimuli- physical & psychological dimension, Structure of the ear - Auditory pathways- Auditory localization – codingg Auditory informations- theories of Audition. Nature of sound – Intensity of sound, loudness, ultrasound, infrasound, frequency, pitch, and amplitude.

Module III: Gustatory system

8 hrs

Nature of Chemoreceptors -Structure of taste buds – taste papillae, taste reception, neural pathways-coding for taste

Module IV: Olfactory system

9 hrs

Receptors- coding for smell coding – Mechanism of olfactory and perception, Categorisation of odours, Interaction of olfaction and taste. , accessory olfactory system, vomeronasal sensation

Module V: Cutaneous system

9 hrs

Cutaneous mechanoreceptors, Thermoreceptors, Nociceptors, Proprioception – kinesthetics, Vestibular system - Labyrinthine sense semicircular canals and vestibular sacs, Neural coding

Module VI: Pain

9 hrs

Types of pain, Receptors, pain pathways-cods for pain- chronic pain-MelZack-Wall theory -Pain suppression circuit- treating pain puzzle of pain suppression

REFERENCE

1. Hilgard & Atkinson. Introduction to Psychology.
2. Kalat,J.W. Biological Psychology.
3. Levinthal, C.F. Introduction to Psychological Psychology.
4. Schneider, A, M., and Tarshis, B. An Introduction to Psychological Psychology. New York:Random House.
5. Sherly Williams E & Razeena Karim L , *Physiological Psychology*, Notion press publishers, Chennai.
6. Weiten, W.(2008) Psychology: themes and Variations, 7 th ed. New York:

MODEL QUESTION PAPER
19UZO231.2: BIOLOGICAL BASIS OF SENSORY PROCESSES

Time : 3 hours

Max marks:80

Section A

Write short notes on the following in one or two sentences each. Each question carries one mark.

1. Hue
2. Saturation
3. Colour vision
4. Sound localization
5. What is frequency?
6. Exteroceptive receptors
7. Semicircular canals
8. Chemoreceptors
9. Olfactory receptors
10. Taste buds

(10X1 = 10 marks)

Section B

Answer any eight of the following in a paragraph each . Each question carries two marks.

11. Distinguish between Myopia and Hyperopia
12. Distinguish between Rods and Cones
13. Distinguish between Aquous humour and Vitreous humour
14. Write short note on Middle ear
15. Differentiate between Proprioceptive receptors and Interoceptive receptors
16. Mention Thermoreceptors
17. What is Otolith? Mention its function
18. Distinguish between Infra sound and Ultrasound
19. Distinguish between Fungiform papillae and Circumvallate papillae
20. Olfactory receptors are known as distant chemoreceptors. Why?
21. Write down the names of Primary Odours
22. Distinguish between Hypersomia and Hyposomia

(8x2 = 16 marks)

Section C

Answer any 6 of the following . Each question carries 4 marks.

23. Give an account on the theories of vision
24. Write a note on Defects of eye
25. Write a short note on Vestibular System
26. Differentiate between first order, second order and third order neurons
27. Briefly explain Tactile receptors
28. Comment on olfactory epithelium
29. Briefly describe GPCR
30. Describe the gustatory pathway of humans
31. Write any four olfactory disorders

(6x4 = 24 marks)

Section D

Answer any 2 of the following . Each question carries fifteen marks.

32. With the help of diagram explain the structure of eye and visual pathway
33. Write an essay on Somatosensory system
34. Write an essay on mechanism of olfaction in man
35. Explain the process of hearing with neat labelled diagram

(2x15 = 30 marks)

Complementary Course IV
19UST231.5: Statistical Methods for Psychology II

Weekly Hours:3

Credits: 3

COURSE OUTCOME (CO)

1. To learn to compute appropriate summary statistics accurately.
2. To understand skewness & kurtosis.
3. To understand the basic concepts of probability.

Module 1 Measures of central tendency (14 hours)

- 1.1 Measures of central tendency and properties of a good average.
- 1.2 Arithmetic mean (A.M), median, mode and Weighted A.M.
- 1.3 Graphical determination of median and mode.

Module 2 Partition values & percentile rank (6 hours)

- 2.1 Quartiles, quintiles, deciles and percentiles.
- 2.2 Percentile rank-definition, computation and utility.

Module 3 Measures of dispersion (14 hours)

- 3.1 Measures of dispersion and properties of a good measure of dispersion.
- 3.2 Absolute measures of dispersion - range, mean deviation (M.D) or average deviation(A.D),quartile deviation(Q.D) and standard deviation(S.D).
- 3.3 Relative measures of dispersion -coefficient of range, coefficient of quartile deviation, coefficient of variation (C.V).

Module 4 Skewness & Kurtosis (12hours)

- 4.1 Skewness- Karl Pearson's coefficient of skewness, Bowley's coefficient of skewness.(numerical problems based on moments are not required).
- 4.2 Kurtosis- measure of kurtosis based on quartiles. (Numerical problems based on moments are not required).

Module 5 Probability (8 hours)

- 5.1 Random experiments, sample space, sample point and events.
- 5.2 Algebra of events, concepts of equally likely, mutually exclusive and exhaustive events and partition of the sample space.
- 5.3 Probability- classical and empirical approaches to probability, addition theorem, multiplication theorem and independence of events (proof not required, simple numerical problems required).

REFERENCES

1. Aron A, Aron R&Coups E. J(2006): *Statistics for psychology(4thed.)*, Pearson Education, New Delhi.
2. Garret E Henry(2004): *Statistics in psychology and Education(11thed.)*,Paragon International publishers, NewDelhi.
3. Gravetter F J&Wallnau L B(2000): *Statistics for the Behavioral Sciences(5thed.)*, Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry(2000): *Basic Statistics for the Behavioral Sciences(3thed.)*,Houghton Mifflin Company, New York.
5. Mangal S K.(2002), *Statistics in psychology and Education(2thed.)*,Prentice- Hall of India, Private Limited, NewDelhi.
6. Minium W Edward, King M Bruce & Bear Gordon(2001)*Statistical reasoning in psychology and Education(3thed.)*,John Wiley &Sons.

MODEL QUESTION PAPER
FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Second Semester B.Sc Degree examination
CBCSS Psychology
Complementary course
19UST 231.5: Statistical methods for Psychology II

Time:3 Hours

Maximum Marks:80

Use of scientific calculator and statistical tables are permitted.

SECTION-A Answer all questions. Each question carries 1 mark

1. Which measure of location is suitable to compare the intelligence of students?
2. Which partition values divide the observations into ten equal parts?
3. What percentage of observations will lie above the second quartile?
4. Define range.
5. Define mean deviation.
6. 50% values are less than 40, what is 50 th percentile value?
7. Give Pearson's measure of skewness.
8. What is kurtosis?
9. Define Sample space.
10. If $P(B)=P(A/B)=1/2$. Find $P(A \cap B)$. (10x1=10 marks)

SECTION-B Answer any 8 questions. Each question carries 2 marks.

11. Explain the merits and demerits of arithmetic mean.
12. Find the arithmetic mean, median and mode of the following data:
10, 25, 15, 19, 21, 25, 23, 25, 21
13. Write properties of arithmetic mean and median.
14. What are the limitations of arithmetic mean?
15. Find the median and mode of the frequency distribution

x	20	40	45	50	53	58
f	2	4	11	7	5	1

16. Write the formulae for finding lower and upper quartiles for continuous frequency distribution .
17. Calculate the 7th decile for the data: 21, 30, 27, 36, 12, 41, 15, 97, 84.
18. Define coefficient of variation.
19. Calculate the standard deviation for the data: 20, 25, 35, 40, 15, 10
20. Explain Bowley's measure of skewness.
21. Explain different types of skewness.
22. A hospital has 50 units of blood labeled "A +ve" available. Unknown to the staff, four of these are mislabeled and are actually "A -ve". One unit of blood is selected at random. Find the probability that a mislabeled unit is selected. (8x2=16 marks)

SECTION-C Answer any 6 questions. Each question carries 4 marks

23. Mention the properties of a good average.
24. Find the arithmetic mean of the following data?

Marks	5	10	15	20	25	30	35
No. of students	2	8	10	18	8	3	1

25. Distinguish between percentiles and percentile ranks .
 26. Calculate lower and upper quartiles from the following data:

Class	40-49	30-39	20-29	10-19	0-9
Frequency	4	11	16	7	2

27. Write a note on absolute and relative measures of dispersion.
 28. If the means of two sets of data are 10 and 20 and the variances are 16 and 36, which is more consistent?
 29. Find the range and coefficient of range:

X	20	25	30	40	50	60
f	2	18	25	20	10	5

30. Find the Bowley's measure of skewness:

X	40	45	50	65	68	70	75
f	2	8	15	25	17	10	3

31. The mean of a certain distribution is 50, its S.D. is 15 and coefficient of skewness is -1. Find the median. **(6x4= 24 marks)**

SECTION-D Answer any 2 questions. Each question carries 15 marks.

32. Find the arithmetic mean, median and mode for the following data:

Marks	27-31	23-27	19-23	15-19	11-15	07-11	03-07
No. of students	16	23	52	49	27	18	7

33. Determine the standard deviation for the following data.

Class	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39
Frequency	32	43	81	122	131	115	105	85

34. Calculate Karl Pearson's coefficient of skewness for the following data.

Mid-values	15	25	35	45	55	65	75
Frequency	3	9	6	12	4	8	2

35. i) Explain classical definition of probability and its limitations.
 ii) If an unbiased coin is tossed 3 times and noting the sides coming up, write down the sample space and obtain the probability of getting at least one head.
 iii) When one card is drawn from a well shuffled deck of cards, what is the probability of getting a) black king b) a queen or a king c) a red card. **(2x15=marks)**

Semester III
Language Course VI
19UEN311.1: READINGS IN LITERATURE I

No of Credits: 4

No of hours: 90 (5 per week)

COURSE OUTCOME

On completion of the course, the students should be able to:

1. Understand the various genres of English literature
2. Understand and appreciate Indian literary discourse.
3. Look at the best pieces of Indian writings in English critically.
4. Analyze Indian literature as a cultural and interactive phenomenon.
5. Learn the English language through literature
6. Develop an understanding of the aesthetic, cultural and social aspects of Indian literature.
7. Help them analyze and appreciate literary texts in the Indian context.
8. Learn structures of the English language through the text.

Module 1: Introduction to Literature

What is literature – genres – Poetry: lyric, ode, ballad, sonnet, dramatic monologue – Drama: tragedy, comedy, one-act plays – Fiction: Novel, short story – Non-Fiction: Impersonal essay, Personal essay, biography, autobiography

Module 2: Prose

M.K. Gandhi	: <i>The Need for Religion</i>
Nirad C. Chaudhuri	: <i>Money and the English Man</i>
Arundhati Roy	: <i>The End of Imagination</i>

Module 3: Poetry

Rabindranath Tagore	: <i>Silent Steps</i>
Sarojini Naidu	: <i>The Soul's Prayer</i>
Nissim Ezekiel	: <i>The Railway Clerk</i>
Jayanta Mahapatra	: <i>An October Morning</i>
A.K. Ramanujan	: <i>The Striders</i>
Arun Kolatkar	: <i>An Old Woman</i>
Kamala Das	: <i>Nani</i>
Meena Alexander	: <i>Her Garden</i>

Module 4: Short Stories

Rabindranath Tagore	: <i>The Homecoming</i>
Mahasweta Devi	: <i>Arjun</i>
Abburi Chaya Devi	: <i>The Woodrose</i>
Anita Desai	: <i>Circus Cat, Alley Cat</i>

Core Text

Haneefa, S. and N.P. Rajendran, *Our Country, Our Literature*. Foundation Books. 2015

Further Reading:

1. Abrams, M.H. *A Glossary of Literary Terms* (Rev. ed.)
2. Hobsbaum, Philip. *Metre, Rhythm and Verse Form: The New Critical Idiom*. Indian Reprint. Routledge, 2007.
3. Prasad, Birjadesh. *A Background to the Study of English Literature*. Macmillan, 2012.
4. Wainwright, Jeffrey. *Poetry: The Basics*. Indian Reprint. Routledge, 2009.
5. Hudson, W.H. *An Introduction to the Study of English Literature*. Maple Press. 2012.

MODEL QUESTION PAPER
19UEN311.1: Readings in Literature 1

Time: 3 hours

Max. Marks: 80

Section A

Answer all the ten questions:

1. Where, according to Gandhi, does God reside?
2. What do the Indians rely upon, when their efforts are inadequate?
3. What is a cold war?
4. What does the expression 'silent steps' mean?
5. Death is the _____ of my face.
6. The poem 'The Railway Clerk' has been taken from _____.
7. The picture of the morning presented in the poem "An October Morning" is _____.
8. A.K. Ramanujan was not only a poet, but a _____ as well.
9. What does the poet compare the hill's crack to in 'An Old Woman'?
10. Who is the clumsy puppet in the poem 'Nani'?

(10 x 1 = 10 marks)

Section B

Answer any eight of the following questions in a sentence or two:

11. Why do we, according to Gandhi, live in a state of perpetual fear?
12. Why does Chandhuri say that spending is the positive urge of English people and saving the corrective one.
13. What does Roy call the theory of deterrence?
14. What are the various worldly sorrows according to the poem "Silent Steps".
15. What, according to God, is life and death in "The Soul's Prayer".
16. How does the speaker express his subordination in "The Railway Clerk".
17. What is the significance of the morning being compared to the jackal's snort.
18. What is the poet's say, "Not only prophets walk on water"
19. Can you distinguish between the speaker and the poet in the poem "An Old Women"?
20. Does the poet identify herself with Nani?
21. Why did Phatik's cousins jeer at him more than the other boys?
22. What really happened to Anna's child in 'Circus Cat, Alley Cat'?

(8 x 2 = 16 marks)

Section C

Answer any six of the following questions in about 100 words:

23. How can we be fearless in the world in Gandhi's opinion
24. Describe Chandhuri's experience with the BBC.
25. Comment on Roy's views on nuclear deterrence.
26. Explore the poet's concept of God as reflected in the poem "Silent Steps".
27. What are the poet's implorations to God in "The Soul's Prayer" ?
28. How does the use of Indianisms highlight the theme of the poem "The Railway Clerk"
29. Why do you think the morning is 'out of joint' in 'An October Morning'?
30. What is the significance of the title of the poem "The Stiriders" ?
31. Can you trace out the anguish of cultural rootlessness in the poem 'An Old Woman' ?

(6 x 4 = 24 marks)

Section D

Answer any two of the following essays in about 300 words:

32. How does Gandhi establish the need for religion in the essay.
33. How forcefully does Arundhati Roy argue against the dangers of nuclear weapons?
34. How far is Ketu representative of the dispossessed tribesmen of India?
35. Bring out the symbolism of the story 'Circus Cat, Alley Cat'.

(2 x 15 = 30 marks)

Language course VII (Additional Language III)

19UFR311.1: LITERATURE IN FRENCH

No of Credits: 4

No of hours: 5 Hrs/week

COURSE OBJECTIVES:

1. To enhance literary sensibility.
2. To introduce students to the world of French and Francophone literature.

COURSE OUTCOME:

The students would be acquainted with the French & Francophone literature and thereby they would be equipped to enrich their vocabulary.

SYLLABUS:

NAME OF TEXT : ECHO-A1 méthode de français

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon – 6 : Bon appetit ! (Pages : 54 – 61)
- Leçon – 7 : Quelle journée ! (Pages : 62 – 69)
- Leçon – 8 : Qu'on est bien ici ! (Pages : 70 – 81)

The following poems to be studied:

- | | |
|-----------------------------|-----------------------|
| 1. Le Pont Mirabeau - | Guillaume Apollinaire |
| 2. Déjeuner du Matin - | Jacques Prévert |
| 3. Noël - | Théophile Gautier |
| 4. Chanson d'Automne - | Paul Verlaine |
| 5. Soir d'hiver - | Émile Nelligan |
| 6. La cigale et la fourmi - | Jean de la Fontaine |

Reference books:

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet
4. A bouquet of French poems (Polyglot house) by Prof. T.P Thamby

MODEL QUESTION PAPER
19UFR311.1: LITERATURE IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. A quelle heure dinez-vous ?
2. Quel logement préférez-vous?
3. Quel pays voulez-vous visiter ?
4. Quel temps fait-il ?
5. Nommez deux pièces qu'on trouve dans un appartement ?
6. Quelle est la plus grande bibliothèque de la France ?
7. Qui a écrit le poème « Soir d'Hiver » ?
8. Nommez un pont français.
9. Quel est votre jour préféré de la semaine?
10. Que prenez-vous pour le déjeuner ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Quelles sont les saisons de l'année ?
12. Exprimez leur état physique ou leur besoin :
Ex : il n'a rien mangé. → Il a faim.
 - a. Elle a fait 20km à pied.
 - b. Il a bu trop de whisky.
 - c. Il est au pôle Nord.
 - d. Il fait très chaud.
13. Complétez avec « aller » ou « venir » :
 - Aux vacances de février, je dans les Alpes faire du ski. Tu peuxavec moi ?
 - Je ne peux pas. Jeen Grèce avec Marie. Mais l'été prochain, je voudraischez toi, dans ta maison de campagne. Tu es d'accord ?
14. Complétez avec l'article qui convient :
 - Vous voulezverre de vin ou vous prenezeau ?
 - J'ai préparé rôti de bœuf. Vous n'êtes pas végétarien ? Vous mangezbœuf ?
15. Mettez les verbes entre parenthèses a la forme qui convient :
« Deux femmes parlent de leur emploi du temps »
 - a. Je suis employée dans un cinéma. Alors je (se coucher) tard.
 - b. Et bien sûr, vous (se lever) tôt.
 - c. Non, je na (se lever) pas avant 9 heures !
 - d. Et qui (s'occuper) des enfants ?
16. Complétez :
Après le repas
 - Tu veuxthe ?
 - Non, merci, je n'aime pas....the. Je préfèrecafé.
 - Alors....café ?
17. Complétez les réponses avec une forme « à + pronom » :
Ex : C'est ton portable ? Oui, il est à moi.
 - a. C'est le dictionnaire de Pierre ?
Oui,
 - b. Les enfants, ce sont vos jeux vidéo ?
Oui,
 - c. Ce sac est à Marie ?
Non, il Il est à Julie.
 - d. Ce stylo n'est pas à toi, Pierre ?
Si,
18. Transformez à l'impératif :
 - a. Tu dois te lever.
 - b. Tu dois te préparer.

- c. Nous devons être en forme.
 - d. Nous devons nous réveiller à 7h.
19. Complétez avec « quelque chose, ne.....rien, quelqu'un, ne.....personne » :
- J'ai à te dire. Mais ne raconte cette histoire à
 - D'accord.
 - Melissa n'est pas partie seule au stage de Bruxelles. Elle est partie avec
 - Son mari sait..... ?
20. Dites si les phrases suivantes sont vraies ou fausses :
- a. Avec le TGV, on peut traverser Paris très vite.
 - b. Il y a un aéroport à Nantes.
 - c. Les Français prennent le petit déjeuner en famille.
 - d. Beaucoup de restaurants n'acceptent plus de clients après 14h 30.
21. Complétez ce dialogue avec les questions :
- a. ? Oui, Je pars en vacances.
 - b. ? Dans les Alpes.
 - c. ? En août.
 - d. ? Avec Marie, Vanessa et Luc.
22. Complétez avec un adjectif possessif ou la forme « à + moi, toi, lui etc » :
- Pierre montre une photo à un ami :*
- « Regarde cette photo, c'estmaison de campagne. Là, ce sontenfants et ici, c'estchien.
- Tu loues cette maison ou elle est ? »

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Répondez :
- a. Alexandre est venu ? Non, il
 - b. Tu as dansé avec François ? Non, je
 - c. Vous avez bien mangé ? Non, je
 - d. Luc et Marie ont joué de la guitare ? Non,
24. Mettez les verbes entre parenthèses a la forme qui convient :
- Tu (prendre) un croissant ?
 - Non, merci. Je (faire) un régime. Et Marie aussi. Nous ne (manger) plus de pâtisseries et nous ne (boire) plus de boissons sucrées.
25. Donner-leur des conseils. Utilisez les verbes indiqués :
- Demain, ils vont jouer un match de football.
- Se coucher tôt – bien manager – ne pas se fatiguer – se détendre.
26. Quelle est la morale de « La Cigale et La fourmi » ?
27. Décrivez le poème « Noël » ?
28. Pourquoi le poète est triste dans le poème « Chanson d'autonome » ?
29. Que savez-vous du poème « Le Pont Mirabeau » ?
30. Quelle est l'humeur du poète dans le poème « Soir d' Hiver » ?
31. Qui signifie-t-il, le poème « Déjeuner du Matin » ?

(6x4=24)

PART-D

Répondez à 2 questions suivantes :

32. Présentez votre logement idéal.
33. Vous logez à l'hôtel Astérix, rue de Rivoli. Une amie doit venir vous voir. Envoyez un message à cette amie pour expliquer comment aller jusqu'à votre hôtel.
34. Vous avez changé de domicile. Envoyez un message à un(e) ami(e) et écrivez en quelque phrase :
- La ville ou le village
 - Le quartier et la rue
 - L'immeuble et les voisins
 - L'appartement.
35. Vous allez déjeuner au restaurant « L'Assiette » avec Un(e) ami(e). Rédigez ce dialogue.

(2x15=30)

Language course VII (Additional Language III)

19UHN311.1: POETRY AND GRAMMAR

No of Credits: 4

No of hours: 5 Hrs/week

Aims of the Course / Objectives

To sensitize the student to the aesthetic aspects of literary appreciation and to introduce Hindi poetry. To understand the grammar of Hindi.

Course Outcome

Understanding the role played by the poets of Bhakti cult in Literature and Society. Developing philosophy of life inspiring by the vision of eminent modern Hindi poets. Develop approach of Hindi Grammar

Module I

Poetry Collection (Detailed) – Kavya Sudha

Edited by Dr. V. Bhaskar

Jawahar Pusthakalaya, Mathura

Poems to be studied

- | | | | |
|-----|--------------------------|--------------------------|---------|
| 1. | Kabeer | Doha | 1 to 5 |
| | | Pada | 1 |
| 2. | Thulsidas | Pada | 3 & 5 |
| 3. | Soordas | Pada | 1,3 & 4 |
| 4. | Nirjjar | - Maidhilisharan Gupth | |
| 5. | Prathibimb | - Sumithranandan Panth | |
| 6. | Kahde mem kya ab Dekkoom | - Mahadevi Varma | |
| 7. | Oh Megh | - Mukthibodh | |
| 8. | Kavitha ki bath | - Agyeya | |
| 9. | Machali | - Sarveswar Dayal Saxena | |
| 10. | Dhabba | - Kedarnath Singh | |
| 11. | Proxy – 4 | - Venugopal | |
| 12. | Machiz | - Sunitha Jain | |

Module 2

Long Poems (Non-Detailed)

Prescribed Text book – ‘Panchrang’ Edited by Dr. V.V. Viswam

Hindi Vidyapeth, Kerala

Poems to be studied

- | | | | |
|----|---------------------|---|----------------|
| 1. | Vah phir jee Udhi | - | Nagarjun |
| 2. | Ek yathra ke Dauran | - | Kumvar Narayan |

Module 3

Grammar- Vyavaharik Hindi Vyakaran: Anuvad tatha Rachana

By Dr H Parameswaran

Published by Radhakrishna Prakashan, Delhi

Topics to be studied

Varna, Ling, Vachan, Karak, Sangya, Sarvanam, Visheshan, Kriya, Kal

Book for General Reading

- | | | | |
|----|---------------------------------------|---|---|
| 1. | Hindi Kavya Ka Ithihas | - | Ramswaroop Chaturvedi
Lokbharati Prakashan |
| 2. | Kabir, Soor, Thulsi | - | Yogendra Pratap Singh
Lokbharati Prakashan |
| 3. | Adhunik Hindi Kavitha | - | Viswanath Prasad Tivari
Lokbharati Prakashan |
| 4. | Lambi Kavithayen
Vaicharik Sarokar | - | Dr. Bal dev Vanshi
Vani Prakashan |

- | | | | |
|----|--------------------------|---|---|
| 5. | Nayi Kavitha | - | Dr. Jugadish Gupt
Rajkamal Prakashan |
| 6. | Samakaleen Hindi Kavitha | - | Viswanath Prasad Tivari
Lokbharati Prakashan |
| 7. | Hindi Vyakaran | - | Kamatha Prasad Guru
Vani Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Third Semester B.A/B.Sc Degree Examination

Language Course (Additional Language III) - HINDI

19UHN 311.1 Poetry and Grammar

(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. 'रामचरितमानस' के रचनाकार कौन है?
2. कबीरदास की प्रामाणिक रचना का नाम क्या है?
3. वचन किसे कहते हैं?
4. द्विवेदी युग के प्रतिनिधि कवि का नाम लिखिए?
5. 'लोकायतन' किसका महाकाव्य है?
6. 'घर' शब्द का बहुवचन क्या है?
7. 'यामा' काव्यकृति के लिए किसको ज्ञानपीठ पुरस्कार मिला था?
8. कवि वेणुगोपाल का जन्म कहाँ हुआ?
9. 'आत्मजयी' किसका प्रबन्धकाव्य है?
10. 'क्रिया' किसे कहते हैं?

(10×1=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. पुरुषवाचक सर्वनाम किसे कहते हैं? उसके भेदों को समझाइए?
12. 'वह फिर जी उठी' कविता का प्रतिपाद्य क्या है?
13. 'माचिस' कविता में नारी जीवन की किस त्रासदी का वर्णन किया है?
14. संज्ञा किसे कहते हैं? उसके कितने भेद हैं?
15. कबीरदास के अनुसार सच्चे गुरु का लक्षण क्या है?
16. तुलसीदास की नवधा भक्ति का स्वरूप समझाइए?
17. स्त्रीलिंग शब्दों के बहुवचन कैसे बनाये जाते हैं?
18. 'ओ मेघ' कविता का सन्देश क्या है?
19. 'कह दें मैं क्या अब देखूँ' कविता में अभिव्यक्त कवयित्री की विचारधारा का परिचय दीजिए?
20. अज्ञेय द्वारा प्रतिपादित 'कविता की बात' क्या है?
21. हर बार प्लेट में मछली को देखने पर कवि को क्या लगता है?
22. संख्या वाचक विशेषण और परिमाणवाचक विशेषण में क्या अन्तर है?

(8×2=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. 'निर्झर' कविता का सारांश लिखिए?
24. 'प्रतिबिंब' कविता का भाव समझाइए?
25. कारक किसे कहते हैं? कारक के भेदों को सोदाहरण समझाइए?
26. सूरदास की 'बाललीला वर्णन' पर प्रकाश डालिए?
27. प्राक्सी-4 कविता में चित्रित मध्यवर्गीय मानसिकता पर प्रकाश डालिए?
28. लिंग परिवर्तन के नियम लिखिए?
29. सूरदास की भक्ति पद्धति का परिचय दीजिए।
30. कवि नागार्जुन के कृतित्व पर प्रकाश डालिए?
31. भावार्थ लिखिए।

जाके मुंह माथा नहीं, नाहि रूप कुरूप।

पुहुप वास ते पातरा, ऐसा तत अनूप।।

(6×4=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. 'धब्बा' कविता का मूल्यांकन कीजिए?
33. 'एक यात्रा के दौरान' कविता का सारांश लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
34. सर्वनाम किसे कहते हैं? उसके भेदों को सोदाहरण समझाइए?
35. काल किसे कहते हैं? काल के भेदों को सोदाहरण समझाइए?

(2×15=30 marks)

സെമസ്റ്റർ	: III
കോഴ്സ് കോഡ്	: 19 UML 311.1
ലാംഗ്വേജ് കോഴ്സ്	: VII (അഡീഷണൽ ലാംഗ്വേജ് : III)
സമയക്രമം	: ആഴ്ചയിൽ 5 മണിക്കൂർ (18×5=90 മണിക്കൂർ)
ക്രെഡിറ്റ്	: 4

ദൃശ്യകലാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ:

1) ദൃശ്യകലാ സംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള അറിവ് നേടുക. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങളെയും പരിചയപ്പെടുത്തുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (36 മണിക്കൂർ)

ആട്ടക്കഥ, തുള്ളൽ, സാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസ പരിണാമങ്ങൾ, പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ

1. നളചരിതം ആട്ടക്കഥ (നാലാംദിവസം) - ഉണ്ണായിവാര്യർ
(നളദമയന്തീ സംവാദം വരെ)
2. കാർത്തവീര്യാർജ്ജുനവിജയം തുള്ളൽ - കുഞ്ചൻ നമ്പ്യാർ

മൊഡ്യൂൾ ര് (36 മണിക്കൂർ)

നാടക സാഹിത്യം

സംസ്കൃത നാടക പ്രസ്ഥാനം

- മലയാള വിവർത്തന നാടകങ്ങൾ

1. മലയാള ശാകുന്തളം(വിവ:) - എ.ആർ.രാജരാജവർമ്മ (നാലാം അങ്കം
വിശദപഠനം. മറ്റ് അംഗങ്ങൾ സാമാന്യപഠനം)

2. ആ മനുഷ്യൻ നീതന്നെ - സി. ജെ. തോമസ്

3. രാവുണ്ണി - പി. എം. താജ്

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

- ഒഴിമുറി - ജയകാന്തൻ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

1. കേരള സാഹിത്യ ചരിത്രം - ഉള്ളൂർ
2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ്
3. കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
4. നാട്യശാസ്ത്രം - ഭരതമുനി
5. കഥകളി - ജി.കൃഷ്ണപിള്ള
6. കഥകളിരംഗം - കെ.പി.എസ്. മേനോൻ

7. കഥകളിയും സാഹിത്യവും	- മാടശ്ശേരി
8. കഥകളി വിജ്ഞാന കോശം	- അയ്മനം കൃഷ്ണകൈമൾ
9. നളചരിതം വ്യാഖ്യാനം	- എം.എച്ച്. ശാസ്ത്രികൾ
10. കഥകളി മഞ്ജരി	- ഡോ.എസ്.കെ നായർ
11. ആത്മകഥ	- പി.കൃഷ്ണൻ നായർ
12. ദി ആർട്ട് & ലിറ്ററേച്ചർ ഓഫ് കഥകളി	- ഡോ.എസ്.കെ. നായർ
13. നാടകദർപ്പണം	- എൻ.എൻ. പിള്ള
14. നാടകം ഒരു പഠനം	- സി.ജെ.തോമസ്
15. ഉയരുന്ന യവനിക	- സി.ജെ.തോമസ്
16. നാടക പഠനങ്ങൾ	- എഡിറ്റർ പത്മന രാമചന്ദ്രൻ നായർ
17. കഥയും തിരക്കഥയും	- എ.ജി. രാജ്കുമാർ
18. സിനിമയും മലയാളസാഹിത്യവും	- മധു ഇറവങ്കര
19. മലയാള സിനിമ	- സിനിക്
20. ചലച്ചിത്രത്തിന്റെ പൊരുൾ	- വിജയകൃഷ്ണൻ
21. ചലച്ചിത്ര സമീക്ഷ	- വിജയകൃഷ്ണൻ
22. സിനിമയുടെ രാഷ്ട്രീയം	- രവീന്ദ്രൻ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Third Semester BA Degree Examination

CBCSS Malayalam (Additional Language - 1)

19UML311.1 ദൃശ്യകലാസാഹിത്യം

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒരു വാക്കിലോ/ വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. നളചരിതം ആട്ടക്കഥയ്ക്ക് ഏ.ആർ.രാജരാജവർമ്മ രചിച്ച വ്യാഖ്യാനമേത്?
2. രാമനാട്ടത്തിന്റെ ഉപജ്ഞാതാവാര്യ?
3. “അഗ്നിയല്ലാതെ ദഹിപ്പിക്കുമോ?” ആരെക്കുറിച്ചാണ് പറയുന്നത്?
4. അഭിജ്ഞാന ശാകുന്തളത്തിന്റെ ആദ്യ മലയാളവിവർത്തനമേത്?
5. മണിപ്രവാളശാകുന്തളം ആരുടെ കൃതിയാണ്?
6. നാടകത്തിലെ പഞ്ചസന്ധികൾ ഏതെല്ലാം?
7. ‘നളോപാഖ്യാനം’ മഹാഭാരതത്തിലെ ഏത് പർവ്വത്തിൽ ഉള്ളതാണ്?
8. നളചരിതത്തെ മലയാളത്തിലെ ശാകുന്തളം എന്ന് വിശേഷിപ്പിച്ചതാര്?
9. പന്മന രാമചന്ദ്രൻ നായരുടെ നളചരിത വ്യാഖ്യാനമേത്?
10. കൃഷ്ണനാട്ടത്തിന് ആധാരമായ കൃതിയേത്?

(1×10=10)

Section B

II. അരപ്പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും 8 ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 2 മാർക്ക് വീതം.

11. “ഈ ആശ്രമം ഹന്തഃ ശമപ്രധാനം; കയ്യോ തുടിക്കുന്നിതു; കാര്യമെന്തോ?” സന്ദർഭമെന്ത്?
12. “ചെന്തളിരിനൊപ്പമധരം; ചെറുശാഖകളോടീട-
ഞ്ഞിടുന്നു ഭുജം;
പൂമലർപോലെ മനോജ്ഞം പൂമേനിയതിൽ
ത്തികഞ്ഞ താരുണ്യം” - ആരെക്കുറിച്ചാണ് ഇപ്രകാരം പറയുന്നത്? വിശദീകരിക്കുക.
13. “സുകൃതമില്ലാത്തവർക്കു സുചിരം പ്രയത്നം കൊണ്ടും സുജനസംഗമമുണ്ടോ സുലഭമായി വരുന്നു” സന്ദർഭം എഴുതി ആശയം വിശദീകരിക്കുക.
14. “ഉർവ്വീസുരചാപലം പെരുതേ പാരിൽ-
സർവ്വവിദിതം കേവലം” - ഇങ്ങനെ പറയാൻ കാരണമെന്ത്?
15. “നേർന്ന നേർച്ചകളും മമ സഫലാനീ” - ഇങ്ങനെ ചിന്തിക്കാൻ കാരണമെന്ത്?
16. “മര്യാദയോർത്തു വെളിവാൽത്തളിയിച്ചുമില്ല;
മാരന്റെ ചേഷ്ടയവളൊട്ടു മറച്ചുമില്ല” - സന്ദർഭം വിശദമാക്കുക.
17. “സന്താപമേകാനുമകറ്റുവാനും ചെന്താർശരൻ
താനൊരു ഹേതുവായി;
ഇക്കണ്ട ലോകത്തിനു വർഷമേകാൻ

കാർകൊണ്ടെഴും വാസരമെന്നപോലെ” - ആശയം വ്യക്തമാക്കുക.

18. “ഇഷ്ടപ്രവാസമതിനാലുളവാമവസ്ഥ
കഷ്ടം!തുലോമബലമാർക്കൊരുതർക്കമില്ല” ഈ വരികളുടെ സാംഗത്യമെന്ത്?
19. “ഏറ്റവസ്തു തിരികെകൊടുത്ത പോ-
ലേറ്റവും തെളിമപുണ്ടിതെൻ മനം” - ആരുടെ വാക്കുകൾ? കാരണമെന്ത്?
20. “വിരഹം മേ മർമ്മദാരണം; അതിലേറെനല്ലുമാരണം” ഇങ്ങനെ ചിന്തിക്കാൻ കാരണമെന്ത്?
21. “മുറ്റുമതിനായി സംഗതി വന്നു
മറ്റൊരു കാര്യവുമേതുമില്ല” - സന്ദർഭം വിശദമാക്കുക.
22. “ക്ലേശവിനാശത്തിനുമുന്നം കൗശലമേതത്” - സന്ദർഭമേത്? (8×2=16)

Section C

III. ഒന്നര പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും ആറ് ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 4 മാർക്ക് വീതം

23. കാശ്യപൻ ദുഷ്യന്തനു നൽകുന്ന സന്ദേശത്തിന്റെ അർത്ഥതലങ്ങൾ എന്തൊക്കെ? വിശദമാക്കുക.
24. കാളിദാസ സൃഷ്ടികളായ അനസൂയാ പ്രിയംവദമാർക്ക് ശാകുന്തളം നാടകത്തിലുള്ള സ്ഥാനമെന്ത്?
25. ശകുന്തള ആശ്രമത്തിൽ നിന്ന് യാത്രയാകുമ്പോൾ പ്രകൃതിയ്ക്കുണ്ടാകുന്ന ഭാവമാറ്റങ്ങൾ എന്തെല്ലാം? വിശദമാക്കുക.
26. ജതുപർണ്ണൻ - കഥാപാത്ര നിരൂപണം ചെയ്യുക.
27. നളനോടു ദമയന്തി തന്റെ നിരപരാധിത്വം വെളിപ്പെടുത്തുന്നതെങ്ങനെ?
28. ശാകുന്തളം രണ്ടാമങ്കത്തിൽ പ്രണയസുരഭിലയായ ശകുന്തളയുടെ മനോവ്യാപാരം വർണ്ണിച്ചിരിക്കുന്നത് എപ്രകാരമാണ്?
29. “വിരഹമോ കഠോരം, കടലിതുവീതഗാധപാരം” - ഈ പരിഭവനത്തിനു പിന്നിലുള്ള മാനസികവ്യഥ അനാവരണം ചെയ്യുക.
30. ‘നളചരിതം ആട്ടക്കഥയും’ ‘അഭിജ്ഞാനശാകുന്തളം’ നാടകവും നാടകീയതയിൽ സമരസപ്പെട്ടുപോകുന്നതെങ്ങനെ?
31. ദുഷ്യന്തന്റെ രാജകൊട്ടാരത്തിൽ എത്തിയ ശാർങ്ഗരവ - ശാരദതന്മാർക്ക് പട്ടണം കണ്ടപ്പോഴുണ്ടായ അനുഭവം കാളിദാസൻ എങ്ങനെ വർണ്ണിക്കുന്നു? (6×4=24)

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ ഏതെങ്കിലും രണ്ട് ചോദ്യത്തിന് ഉത്തരമെഴുതുക 15 മാർക്ക് വീതം

32. “നളചരിതം അരങ്ങിലും പാഠത്തിലും വിസ്മയങ്ങൾ തീർത്തത് കാവ്യശൈലികൊണ്ടാണ്.” ഈ പ്രസ്താവനയോട് ഉദാഹരണസഹിതം പ്രതികരിക്കുക.
33. ‘അഭിജ്ഞാനശാകുന്തളം’ കാലാതീതമായി വായിക്കപ്പെടുന്നതും അനുഭവവേദ്യമാകുന്നതും രചനാ സൗന്ദര്യം കൊണ്ടാണോ? വിശദമാക്കുക.
34. ചരാചരങ്ങളെ ഏകോദര സഹോദരങ്ങളായി കാണുന്ന കാഴ്ചപ്പാട് ശാകുന്തളം നാലാം അങ്കത്തെ ആസ്പദമാക്കി വിലയിരുത്തുക.
35. “നളചരിതത്തിലെ ഭാഷ സംസ്കൃതമാകുന്ന ചെമ്പും മലയാളമാകുന്ന വെളുത്തീയവും ചേർത്തുരുക്കിയ ഒരു വെങ്കലഭാഷയാണ്.” എന്ന കേരളപാണിനിയുടെ അഭിപ്രായം പാഠഭാഗത്തെ മുൻനിർത്തി ചർച്ചചെയ്യുക. (2×15=30)

Foundation Course II
19UPG321: PSYCHOLOGY AND INFORMATICS

Total Hours: 72

(Credits: 3, Weekly Hours: 4)

Course Outcome

An understanding about the application and incorporation of technology into the field, the now how relating to the safe use of technology and the application of technological tools into research.

MODULE 1: OVERVIEW OF INFORMATION TECHNOLOGY (16 Hrs, 18 Marks)

Basics of Information Technology, Basic Concepts of IPR, Copyrights and Patents, Plagiarism, Introduction to use of IT in Teaching and Learning, Case Study of Educational Software, Academic Services -INFLIBNET, NICNET, BRNET.

MODULE 2: IT APPLICATIONS IN PSYCHOLOGY (16 Hrs, 18 Marks)

Important Academic Websites in Psychology: Website of APA, Amoeba Web, APS, Behavior.net, Psych Web. Computerized Psychology Tests, Use of Computers in Psychology – Testing, Experimentation, Intervention, Cyber Threat, Cyber Crime, Cyber Security. Data Entry and Data Coding with Statistical Packages- WARP, AMOS, SPSS. Online Courses: Moodle & Swayam.

MODULE 3: BASICS OF PSYCHOLOGICAL TESTING (20 Hrs, 22 Marks)

Psychological Test, Components of a Good Test- Standardization, Reliability and Validity- Types of Reliability and Validity. Norms, Normative Sample, Types of Norms- Percentiles, Age Norms, Grade Norms, Standard Scores. Sampling.

MODULE 4: OVERVIEW OF RESEARCH PROJECT (20 Hrs, 22 Marks)

Chapters in a Research Project- Introduction, Review of Literature, Method, Results and Discussion, Conclusion, References. Writing for Behavioral and Social Sciences (APA Format), The Publication Process.

References

1. *Technology in Action*, Pearson
2. V. Rajaraman, *Introduction to Information Technology*, Prentice Hall
3. Alexis Leon & Mathews Leon, *Computers Today*, Leon Vikas.
4. Peter Norton, *Introduction to Computers*, 6e, (Indian Adapted Edition)
5. Greg Perry, *SAMS Teach Yourself Open Office.org*, SAMS,
6. Alexis & Mathews Leon, *Fundamentals of Information Technology*, Leon Vikas
7. George Beekman, Eugene Rathswohl, *Computer Confluence*, Pearson Education,
8. Barbara Wilson, *Information Technology: The Basics*, Thomson Learning
9. John Ray, *10 Minute Guide to Linux*, PHI, ISBN 81-203-1549-9

MODEL QUESTION PAPER
PG1321: PSYCHOLOGY AND INFORMATICS

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. The summary of test results for a large and representative group of subjects is called _____.
2. _____ is the process of selecting representative group from a target population for conducting research.
3. Stories that spread throughout the internet is called _____.
4. _____ expresses the distance from mean in standard deviation units.
5. Normative sample is also referred as _____.

Define the following. Each question carries 1 mark.

6. Plagiarism
7. Validity
8. Review of Literature
9. Patent
10. Infilbnet

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Concurrent validity
12. Psychological test
13. Age norms
14. Non-probability sampling
15. Face validity
16. Malware
17. Predictive validity
18. Conditional acceptance
19. SPSS
20. Literature review
21. Percentile norms
22. Search engine

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Define probability sampling and explain the major types.
24. Write a short note on publication process of research findings.
25. Elucidate the importance of norms in psychological testing and explain different types of norms.
26. Define reliability and explain its major types.
27. Explain the strategies to ensure cyber security.
28. Write a short note on computer-based test interpretation.
29. Explain computer aided instruction
30. Explain the important academic websites.
31. Define validity and explain its major types.

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Explain the major components of a good test in detail.
33. Write a note on the chapters in a research project.
34. Explain the preparation of a research manuscript.
35. Write a note on cyber threats.

(2 x 15 = 30 marks)

Core Course III

19UPG341: PSYCHOLOGY AND ASSESSMENT OF INDIVIDUAL DIFFERENCES

Total Hours: 90

(Credits: 4, Weekly Hours: 5)

Course Outcome

An understanding about the individual differences that make people unique, understand the various factors that result in those differences, and also develop an understanding about the different areas that require upliftment to create a change in an individual.

MODULE 1: INDIVIDUAL DIFFERENCES (20 Hrs, 18 Marks)

Concept. Role of heredity and environment. Differences in interests, attitudes, aptitudes, values, level of aspiration, self-concept, habits, psychomotor skills and gender. Causes of individual differences.

MODULE 2: INTELLIGENCE (26 Hrs, 23 Marks)

Definition. Theories of intelligence: Spearman, Thurstone, Cattell, Sternberg. Multiple intelligences, SOI model. Determinants of Intelligence. Concept of IQ. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Culture fair tests. Artificial intelligence.

MODULE 3: PERSONALITY (27 Hrs, 24 Marks)

Definition, and concept. Early Approaches: Indian Typology and Greek Typology, Sheldon's classification, Type theories of personality, Trait Theories: General approach. Allport: Cardinal, central and secondary traits. Cattell: Source and surface traits, 16 PF. Eysenck: dimensions of personality. Big five factors. Psychodynamic approaches. Major ideas of Freud's theory: Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, Early childhood experience, Psychosexual stages of development, Oedipus complex.

Neo-Freudians: Jung- Collective unconscious, archetypes, model of personality. Adler- Striving for superiority, power motivation. Horney- Basic anxiety, styles, feminist turn in psychoanalysis.

MODULE 4: ASSESSMENT OF INDIVIDUAL DIFFERENCES (17 Hrs, 15 Marks)

Assessment of intelligence: individual and group tests, verbal and non-verbal, speed and power test. Personality: Objective and projective tests, Aptitude and Interest. Method of assessment: interview, observation, questionnaire, survey and case study.

References

1. Coon, D. & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and behavior*, (11th ed.). New Delhi: Thomson Wadsworth.
2. Weiten, W. (2008). *Psychology: Themes and variations*, (7th ed.). New York: Brooks/Cole Publishing Co.
3. Smith, B.D. (1998). *Psychology: Science and understanding*. New York: Mc Graw Hill.
4. Mangal, S.K. (2010). *Essentials of Educational Psychology*. New Delhi: PHI learning.
5. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.
6. McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth Publishing Co.
7. Kuppaswamy, B. (1990). *Elements of ancient Indian psychology*, (3rd ed.). New Delhi: Konark Publishers Pvt. Ltd.
8. Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: Prentice Hall of India.
9. Friedman, H. S., and Schustack, M.W. (2003). *Personality: Classic theories and modern research*, (2nd Ed.). New Delhi: Pearson Education.
10. Gross, R.D. (1990). *Key studies in psychology*. London: Hodder & Stoughton.

MODEL QUESTION PAPER

19UPG341: PSYCHOLOGY AND ASSESSMENT OF INDIVIDUAL DIFFERENCES

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is the capacity for learning certain abilities.
2. Source and surface traits were proposed by _____.
3. The corresponding counterpart of Oedipus complex is _____.
4. The concept of birth order was proposed by _____.
5. Triarchic theory of intelligence was proposed by _____.

Define the following. Each question carries 1 mark.

6. Intelligence
7. Personality
8. Powertest
9. IQ
10. Artificial Intelligence

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Attitude
12. Self-concept
13. Dexterity
14. Trait
15. Mental age
16. Persona
17. Regression
18. Community feeling
19. Power motivation
20. Womb envy
21. Animus
22. Level of aspiration

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Write a short note on heredity and environment.
24. Explain culture fair test.
25. Describe the personality traits forwarded by Eysenck.
26. Write a short note on Army alpha and Beta test.
27. Prepare a short note on projective tests
28. Collective unconscious. Explain how it operates
29. How did Indian psychology contribute to personality studies?
30. Provide a brief description of the big 5 theory of personality
31. Assess the importance of Greek typology to personality theories

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Provide a description of the theories of intelligence
33. Explain the psychodynamic approaches to personality
34. Assessment of intelligence. Provide an overview
35. Evolution of intelligence testing. Provide an overview

(2 x 15 = 30 marks)

Complementary Course V

19UZO331.2: PHYSIOLOGY AND MOTIVATION

No. of credits: 3

No. of instructional hours per week: 3

Total Hours: 54

Course Outcome:

CO1: To understand the student with the most essential and fundamental physiological processes underlying psychological events.

CO2: To get a thorough knowledge on the interrelationship of psychological and physiological status on sleep, eating, drinking and sexual behaviour.

Module I: Physiological Basis of Sleep

15hrs

Motives – Physiological motives – Social motives- *Personal motives, Sleep* - Stages of sleep-paradoxical sleep- neural factors in sleep- neural control of paradoxical and slow wave sleep- the need for paradoxical sleep, sleep disorders- Insomnia, Somnambulism, Enuresis, Sleep apnea, SADS, Restless Legs Syndrome, Sleep hypoventilation, Snoring, Bruxism and Narcolepsy.

Module II: Physiological Basis of eating

15hrs

Feeding center in the brain – Hypothalamus – Eating signals- on and off signals – Dual centre hypothesis .Mouth—Stomach –intestine- Digestive glands – Nervous and hormonal control and digestive activity – Set point theories – thermostatic theory –lipostatic theory – Gut peptide theory – Glucostatic theory. Obesity-Mortality – Morbidity – Causes of obesity – Management techniques - Specific Hungers.

Module III: Physiological Basis of drinking

12hrs

Hypothalamic control-Osmotic and Volimic thirst – Renin angiotensin system – Physiological components of thirst – Post factors - thirst receptors-signaling the brain- regulating drinking behavior – Off signal -The lateral hypothalamic Syndrome.

Module IV: Physiological Basis of sexual behaviour

12hrs

Definition of sex – Human sexual characteristics – Prenatal and post natal sexual development – Sexual response cycle . Sexual behaviour- External control - External cues -brain and sexual behaviour, hormones and sexual behaviour, regulation of sexual behaviour, parental behaviour.

REFERENCE

1. Kalat,J.W. Biological Psychology.
2. Levinthal, C.F. Introduction to Psychological Psychology.
3. Schneider, A, M., and Tarshis, B. An Introduction to Psychological Psychology. New York:Random House.
4. Sherly Williams E & Razeena Karim L , *Physiological Psychology*, Notion press publishers, Chennai.

MODEL QUESTION PAPER
19UZO331.2: PHYSIOLOGY AND MOTIVATION

Time : 3 hrs

Max marks: 80

Section A

Write short notes on the following. Each question carries one mark.

1. Insomnia
2. Somnambulism
3. Enuresis
4. VMH
5. BMI
6. Hcg
7. Lipostatic theory
8. Narcolepsy
9. What are thirst receptors?
10. Auerbach plexus

(10X1 = 10 marks)

Section B

Answer any 8 of the following. Each question carries two marks.

11. What is morbidity?
12. What is volimic thirst?
13. What is dual central hypothesis?
14. Meissner's plexus
15. SADS
16. What are secondary sexual characteristics in males?
17. Sleep Apnea
18. Bruxism
19. What is social motive?
20. What is slow wave sleep?
21. Salivary gland
22. Thermostatic theory

(8x2 = 16 marks)

Section C

Answer any 6 of the following . Each question carries four marks.

23. Give an account on stages of sleep?
24. Describe renin-angiotensin system.
25. Give an account on set point theories.
26. What are the causes of obesity?
27. What is lateral hypothalamic syndrome?
28. Give an account on the role of hypothalamus on drinking behavior.
29. Give an account on pre natal and post natal sexual development.
30. What is specific hunger?
31. What are the methods for managing obesity?

(6x4 =24 marks)

Section D

Answer any 2 of the following . Each question carries fifteen marks.

32. Write an essay on the structure of human digestive system.
33. Discuss nervous and hormonal control on digestion.
34. Write an essay on role of brain in human sexual behaviour.
35. Write an essay on hypothalamic control on drinking.

(2x15 = 30 marks)

Complementary Course VI
19UST 331.5: Statistical Methods for Psychology III

Weekly Hours:3

Credits: 3

COURSE OUTCOME (CO)

1. To understand the relation between regression and correlation, association and correlation
2. To examine the use of probability theory in decision making
3. To understand the characteristics and applications of normal curve in Psychology.

Module 1: Correlation Analysis

(12 hours)

- 1.1 Scatter diagram.
- 1.2 Correlation: types of correlation, invariance property, coefficients of correlation- Karl Pearson's coefficient of correlation and Spearman's rank correlation.
- 1.3 Properties and use of coefficient of correlation.

Module 2: Regression Analysis

(12 hours)

- 2.1 Regression analysis and uses of regression
- 2.2 Regression equations- regression equations of Y on X & X on Y.
- 2.3 Regression coefficients- properties, relation between correlation coefficient and regression coefficients.

Module 3 Association

(10 hours)

- 3.1 Difference between correlation and association, difference between association and Disassociation (simple numerical problems).
- 3.3 Consistency of data, methods of measuring association-Yule's coefficient of association and coefficient of colligation (Simple numerical problems).

Module 4. Random variables

(8 hours)

- 4.1 Random variables, probability distribution (discrete)-basic concepts, definition and Properties.
- 4.2 Mathematical expectation :basic concepts and definition
- 4.3 Binomial and Poisson distributions (only concepts, numerical problems based on these distributions are not required)

Module 5: Normal distribution

(12 hours)

- 5.1 Normal distribution- definition, characteristics and applications
- 5.2 Normal curve- in terms of skewness and kurtosis, use of the table of normal curve,
- 5.3 Standard normal distribution, Z-score, T-score and stanine score.

REFERENCES

1. Aron A, Aron R&Coups E. J(2006): *Statistics for psychology(4thed.)*, Pearson Education, New Delhi.
2. Garret E Henry(2004): *Statistics in psychology and Education(11thed.)*,Paragon International publishers, NewDelhi.
3. Gravetter F J&Wallnau L B(2000): *Statistics for the Behavioral Sciences(5thed.)*, Wadsworth-Thomson learning, Singapore.
4. Heiman W Carry(2000): *Basic Statistics for the Behavioral Sciences(3thed.)*,Houghton Mifflin Company, New York.
5. Mangal S K.(2002), *Statistics in psychology and Education(2thed.)*,Prentice-Hall of India, Private Limited, NewDelhi.
6. Yule Udny &Kendal M.G(1991).*An introduction to Theory of Statistics(14thed.)*,Universal Book Stall, NewDelhi.

MODEL QUESTION PAPER
FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Fourth Semester B.Sc Degree Examination
CBCSS Psychology
Complementary Course
19UST 331.5: Statistical Methods for Psychology III

Time: 3 Hours

Maximum Marks:80

Use of scientific calculator and statistical tables are permitted.

SECTION-A Answer all questions. Each question carries 1 mark.

1. What is the geometric mean of the regression coefficients?
2. What do you mean by 'zero correlation'?
3. Define variables and attributes with examples.
4. What do you mean by consistency of data.
5. What is mathematical expectation of a constant ?
6. Find the mean of the Binomial distribution with parameters $n=10$ and $P=0.15$
7. Which is the probability distribution of rare events?
8. Define standard normal distribution.
9. A sample of size 400 is taken from a population with mean equal to 45 and standard deviation 5. Find the Z-score for the observation $X=55$.
10. From the past experience it is felt that the random variable X , the age of the mother at the birth of her first child, is normally distributed with a mean of 18 years and a S.D of 4 world-wide. Find the probability that a randomly selected mother has her first child
 - (i) before age 18 (ii) after age 18 (iii) at the age of 18 **(10x1=10 marks)**

SECTION-B Answer any 8 questions. Each question carries 2 marks.

11. Write down the regression equation of X on Y .
12. Explain the importance of regression analysis in Psychology.
13. Mention any two properties of regression coefficients.
14. Why are there two regression lines?
15. The scores obtained by 10 students in two subjects are given below: Find the rank correlation coefficient?

Statistics	5	7	4	1	8	6	9	2	10	3
Psychology	4	8	6	2	10	5	7	1	9	3

16. From the following information, obtain correlation coefficient,
 $n=12, \sum x=30, \sum y=5, \sum x^2=670, \sum y^2=285, \sum xy=334$.
17. Define random variable with examples.
18. Define probability density function of a discrete random variable.
19. Define Binomial distribution and write its mean and variance.
20. A random variable X has the following probability mass function.

Find a) the value of 'a' b) $P(X \leq 2)$

X	0	1	2	3	4	5	6	7	8
$P(x)$	a	3a	5a	7a	9a	11a	13a	15a	17a

21. State any two applications of normal distribution.
22. Distinguish between Z-score and T-score. **(8x2=16 marks)**

SECTION-C**Answer any 6 questions. Each question carries 4 marks.**

23. Consider these data

X	0	1	2	5
Y	1	3	2	6

- i) Find the prediction line of Y on X.
 ii) Predict the value of Y when X=7.
24. Establish the relationship between correlation coefficient and regression coefficients.
 25. Explain different methods of measuring correlation.
 26. Define Yule's coefficient of association and illustrate with a suitable example.
 27. What do you mean by independence of two attributes A and B? Explain.
 28. Define mathematical expectation of a random variable and write its important properties.
 29. Given the following table, compute i) E(X) ii) V(X).

X	0	1	2	3	4	5	6
f(x)	0.03	0.20	0.23	0.25	0.12	0.10	0.07

30. A test for anxiety has scores that are normally distributed with mean 90 and standard deviation 10. What percent score below 100 on the test?
 31. Explain important features of a normal distribution. **(6x4=24 marks)**

SECTION-D Answer any 2 questions. Each question carries 15 marks

32. The following data shows the marks of 10 students in the internal evaluation (X) and final university examination (Y). Fit a regression line of Y on X and predicts the marks of the student in the final examination when his internal mark is 17.

Internal mark(X)	15	19	12	25	12	20	24	18	16	15
Mark in the final examination(Y)	48	67	35	88	34	70	90	68	50	42

33. What is product moment correlation? Compute Karl Pearson's coefficient of correlation between aptitude and achievement.

aptitude test scores	50	54	56	59	60	62	61	65	67	71	71	74
achievement test scores	22	25	34	28	26	30	32	30	28	34	36	40

34. i) Explain the methods of measuring association.
 ii) From the following data, check whether A and B are independent, positively associated or negatively associated:
 1) N=200, (A)=30, (B)=100, (AB)=15
 2) N=400, (A)=50, (B)=160, (AB)=25
 iii) Test for consistency, given N=100 (A)=75, (B)=60, (AB)=15.
35. X is a normal variable with mean=25 and variance=15. Find the probabilities of
 i) $26 \leq X < 40$ ii) $|X-25| > 5$ iii) $X \geq 42$ iv) $X < 18$ v) $X > 25$
(2x15=30 marks)

Semester IV
Language Course VIII
19UEN411.1: READINGS IN LITERATURE II

No of Credits:4

No of hours: 90 (5 per week)

COURSE OUTCOME

On completion of the course, the students should be able to:

1. Understand and appreciate literary discourse.
2. Look at the best pieces of writings in English critically.
3. Analyze literature as a cultural and interactive phenomenon.
4. Learn the English language through literature
5. Understand the aesthetic, cultural and social aspects of global literature.
6. Analyze and appreciate literary texts in the global context.
7. Learn structures of the English language through the text.

Module 1: Poetry

Module 2: One-Act Play

Module 3: Prose

Module 4: Fiction

COURSE MATERIAL

Module 1: Poetry

1. William Shakespeare : *Sonnet 30*
2. John Keats : *Ode to a Nightingale*
3. Robert Frost : *Mending Wall*
4. David Malouf : *The Bicycle*
5. Maya Angelou : *Poor Girl*
6. Gabriel Okara : *Once Upon a Time*

Module 2: One-Act Play

1. Anton Chekhov : *The Marriage Proposal*

Module 3: Prose

1. E. V. Lucas : *Bores*
2. Jawaharlal Nehru : *A Glory has Departed*
3. Bertrand Russell : *How to Escape from Intellectual Rubbish*

Module 4: Fiction – Short stories

1. Charles Lamb and Mary Lamb : *Tales from Shakespeare - King Lear*
2. Charles Lamb and Mary Lamb : *Tales from Shakespeare – Merchant of Venice*
3. O. Henry : *Retrieved Information*
4. A.J. Cronin : *Two Gentlemen of Verona*

Core Text:

Sadasivan, Leela. *Perspectives in Literature*. Foundation Books 2015

Further Reading

1. Abrams, M.H. *A Glossary of Literary Terms* (Rev. ed.)
2. Hobsbaum, Philip. *Metre, Rhythm and Verse Form: The New Critical Idiom*. Indian Reprint. Routledge, 2007.
3. Prasad, Birjadish. *A Background to the Study of English Literature*. Macmillan, 2012.
4. Wainwright, Jeffrey. *Poetry: The Basics*. Indian Reprint. Routledge, 2009.
5. Hudson, W.H. *An Introduction to the Study of English Literature*. Maple Press. 2012.

MODEL QUESTION PAPER
19UEN411.1: Readings in Literature II

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all the questions**, each in a word or a sentence. Each question carries 1 mark.

1. Who is Lancelot Gobbo?
2. Who is the illegitimate son of the Earl of Gloucester?
3. Who does Nehru refer to in "We have failed to protect"?
4. Why does Keats wish for a "draught of vintage"?
5. A foundation stone of a bore is _____.
6. What is the attitude of the poet towards the bicycle?
7. What was the reason for the tourist's interest in the two boys?
8. Why was Jimmy Valentine imprisoned?
9. What happens after Natalia accepts the marriage proposal?
10. What does the poet mean by the terms "unlearn" and "relearn"?

(10 x 1 = 10 marks)

Section-B

Answer **any eight questions**, each in a short paragraph not exceeding 50 words. Each question carries 2 marks.

11. What was the contract that Shylock made Antonio sign before giving him the loan?
12. Write a brief note on the storm scene in 'King Lear'.
13. What is the greatest asset of a Bore?
14. How did the brothers help to defeat the German army in 'Two Gentlemen of Verona'?
15. What is the "gap" that the poet refers to in 'Mending Wall'?
16. What is Ivan's outlook towards lottery and luck?
17. What is the mistake that Aristotle made according to Russell?
18. Why does the poet say that his "grievances" are foregone?
19. Do you think nostalgia is the predominant theme in the poem, "Once Upon a Time"?
20. Who is Mid-May's eldest child?
21. What is the divine quality that Gandhi possessed?
22. Why did Lomov visit his neighbour?

(8 x 2 = 16 marks)

Section-C

Answer **any six** questions in about 100 words. Each question carries 4 marks.

23. Describe the first meeting between Lomov and Natalia?
24. Comment on the role of the Fool in 'King Lear'.
25. How does the story of 'The Two Gentlemen of Verona' give promise of greater hope for human society?
26. Nehru feels Gandhi does not need any monument in bronze. Why?
27. What are the two ways of avoiding fear in 'How to Escape from Intellectual Rubbish'?
28. What are the two opposing ideas of the two neighbours?
29. Comment on the phrase 'Once Upon a Time' as the title and the opening line of the poem.
30. Do you think money exercises power and has an adverse effect on personal relationships in 'The Lottery Ticket'?
31. Trace the elements of a farce in 'The Marriage Proposal'?

(6 x 4 = 24 marks)

Section-D

Answer **any two** of the following, each in about three hundred words. Each question carries 15 marks.

32. How does Maya Angelou treat the themes of love and deception in 'Poor Girl'?
33. Discuss how the theme of ingratitude is treated in the play, 'King Lear'.
34. What are the ways suggested by Russell to escape from "intellectual rubbish"?
35. In 'The Proposal' by Anton Chekhov, what idea does each of the characters represent?

(15 x 2 = 30 marks)

No of Credits: 4

No of hours: 5 Hrs/week

COURSE OBJECTIVES:

1. To acquaint the students with French culture and civilization.
2. To comprehend, compare and understand better the civilization of one's native place.

COURSE OUTCOMES:

The students would be able to comprehend French culture and civilization and thereby be able to compare and grasp better the civilization of one's native place.

SYLLABUS:

NAME OF TEXT : **ECHO-A1 méthode de français**

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon- 9 : Souvenez-vous ! (Pages : 86 -93)
- Leçon – 10 : On s'appelle ? (Pages : 94 – 101)
- Leçon – 11 : Un bon conseil ! (Pages : 102 – 109)
- **The following topics on Kerala culture with special emphasis on festivals, tourist centres, cuisine and cities are to be asked as short essays and long essays.**
 - » L'Onam – la fête unique du Kerala
 - » Le Vishou,
 - » Une ville touristique favori du Kerala
 - » Le Kerala – Le Pays du Dieu
 - » L'importance touristique du Kerala
 - » Un écrivain célèbre du Kerala
 - » Un plat traditionnel du Kerala

Reference books :

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER
19UFR411.1: CULTURE & CIVILIZATION

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Qui est le fils de votre père ?
2. Vous avez un ordinateur ?
3. Qu'est-ce que vous faites pour rester en contact avec vos amis ?
4. Nommez deux parties du corps ?
5. Quel numéro fait-on pour appeler les pompiers en France ?
6. Que faites-vous si vous avez perdu votre carte bancaire en France ?
7. Nommez un film français que vous avez regardé ?
8. Pourquoi utilisez-vous l'internet ?
9. Jusqu'à quand peut-on dire « Bonjour » en France ?
10. En France, qu'est-ce que vous devez faire quand on vous fait un cadeau ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Complétez en utilisant un pronom complément direct :
Leo : J'ai rencontré une fille sympa. Je aime bien.
Marco : Tu vois souvent ?
Leo : Oui, Je appelle.
12. Remplacez les mots soulignés par un pronom complément direct ou indirect :
 - Tu connais la nouvelle ? Clémentine a quitté Antoine !
 - Elle a quitté Antoine quand ?
 - Il y a un mois. Elle a écrit une lettre à Antoine. Elle a dit à Antoine qu'elle allait vivre à Toulouse.
 - Et les enfants ?
 - Elle a emmené les enfants.
13. Mettez les verbes entre parenthèses à l'imparfait :
« A Paris. J'(avoir) une chambre dans le Quartier Latin. J'(étudier) à l'Ecole de médecine. C'(être) une belle époque. Le soir, nous (danser) à la Huchette.
14. Mettez les verbes suivants à l'imparfait :
 - a. Connaitre : Elle
 - b. Lire : Je
 - c. C. habiter : Nous
 - d. Regarder : Vous
15. Répondez :
 - a. Vous jouez encore au football ?
 - b. Vous lisez encore des bandes dessinées ?
16. Vous êtes en vacances en France. Que faites-vous dans les situations suivantes :
 - a. Dans la rue, une voiture brûle.
 - b. Vous avez perdu votre carte bancaire.
17. Faites des phrases avec « *Souvent* » et « *Quelquefois* » :
18. Transformez les mots ci-dessous aux mots de la répétition :
 - a. Faire
 - b. Lire
 - c. Prendre
 - d. Dire
19. Donnez deux raisons pour lesquels vous utilisez l'ordinateur.
20. Rédigez un court message pour votre répondant.
21. Peut-on vivre sans le téléphone portable ? Exprimez votre avis.
22. Ecrivez deux phrases pour présenter des actions que vous avez déjà faites :
Ex : J'ai déjà mangé des escargots !

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Mettez le récit suivant au passé. Utilisez le passé composé et l'imparfait :
« Nous allons au bord de la mer pour le week-end. Il fait chaud. Il y a beaucoup de monde. Je prends un bain. Puis, avec mon frère, nous faisons du surf. Le soir, nous sommes fatigués. »
24. Répondez en utilisant un pronom :
Ex : Vous apprenez bien le vocabulaire ? → Oui, je l'apprends.
a. Vous faites les exercices ? → Oui, Je
b. Vous regardez la chaîne française TV5 ? → Oui, Je
c. Vous regardez les films ? → Oui, Je
d. Vous comprenez les acteurs ? → Non, Je
25. Rapportez le dialogue :
Ex : Lisa dit à Paul qu'elle a envie de sortir...
Lisa : J'ai envie de sortir.
Paul : Ou tu veux aller ?
Lisa : Je voudrais aller danser. Tu veux venir ?
Paul : Je suis fatigué.
Lisa : Je ne veux pas sortir seule.
Paul : Appelle Marie.
26. Dites ce qu'ils sont en train de faire, ce qu'ils viennent de faire, ce qu'ils vont faire :
a. Paul part en vacances (arriver à la gare, monter dans le train, chercher sa place).
b. Marie va faire une course (sortir, acheter du pain, rentrer dans cinq minutes).
27. Présentez votre voisin.
28. Rédigez en quatre phrases les souvenirs de votre premier livre.
29. Présentez un écrivain du Kerala que vous connaissez.
30. Présentez le film dernier que vous avez regardé.
31. Une amie vous a prêté un livre il y a six mois. Elle vous le demande. Vous lui renvoyez ce livre avec un petit mot. Exprimez vos excuses, vos remerciements, votre plaisir d'avoir lu ce livre.

(6x4=24)

PART-D

Répondez à 2 questions suivantes :

32. Faites un arbre généalogique de votre famille. Alors, présentez votre famille.
33. Pourquoi le Kerala est appelé comme « Le Pays du Dieu » ?
34. Décrivez une fête unique du Kerala.
35. Vous décidez de quitter votre travail ou d'arrêter vos études. Vous avez d'autres projets. Vous rencontrez un(e) ami(e) et vous parlez de ces projets.

(2x15=30)

Language course IX (Additional Language IV)

19UHN411.1: DRAMA, TRANSLATION & COMMUNICATIVE HINDI

No of Credits: 4

No of hours: 5 Hrs/week

Aims of the Course / Objectives

To appreciate and analyze the dramatic elements in literature. To understand the distinct features of Hindi Drama. To understand the process of translation and the qualities of a translator. To familiarize official correspondence in Hindi. Learn Hindi for effective communication. To familiarize the technical terms used in offices.

Course Outcome

Understanding the Drama 'Nepatya Rag' written by Mira Kaanth in context of struggle for independence of women in patriarchal society. Students got scope to gain knowledge about the forms of exploitation faced by women in feudalistic system. To develop communication skills in Hindi. Get jobs for their livelihood.

Module 1

Drama

Prescribed textbook – 'Nepathya Rag' by Mira Kaanth
Published by Bharatheey Gyanpeeth, New Delhi

Module 2

Translation

Textbook – 'Anuvad evam Vyavaharik patra vyavahar'
By Prof. Vanaja K. V
Published by Govind Prakashan Mathura
(Passages 1 to 8 should be studied.)

Module 3

Communicative Hindi

Patravvyavahar

Text: 'Anuvad evam Vyavaharik patra vyavahar' By Prof. Vanaja K. V
Published by – Govind Prakashan, Mathura

(Invitation letter, Leave letter, Letter to (Father, Son, Friend), Application letter for employment, Letters regarding orders, Letters of enquiry and Letters of complaint).

Technical Terminology

Prescribed Textbook – Anuvad Evam Vyavaharik Patra Vyavahar
Prof, Vanaja K V
Published by – Govind Prakashan, Mathura

Varthalap

Text: 'Bolchal ki Hindi'
By Dr Susheela Gupt
Published by Lok Bharati Prakashan
(Chapters 2 to 16 should be studied)

Books to General Reading

1. Samakaleen Hindi Natak aur Rangmanch
Dr. Narendra Mohan
Vani Prakashan
2. Hindi Natak - Dr. Bachan Singh
Radhakrishna Prakashan
3. Sattothar Hindi Natak - Dr. K.V. Naryana Kurup
Lokbharati Prakashan
4. Anuvad Sidhanth aur Prayog – Dr. G. Gopinathan
Lokbharati Prakashan
5. Patravvyavahar Nirdeshika - Bholanath Thivari
Vani Prakashan

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Fourth Semester B.A/B.Sc Degree Examination
Language Course (Additional Language IV) - HINDI
19UHN 411.1 Drama, Translation and Communicative Hindi
(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. मीरा कान्त का जन्म कहाँ हुआ?
2. मालवगणनायक विक्रमादित्य के नवरत्नों में आयुर्वेद के विद्वान कौन थे?
3. वराह मिहिर किस गाँव के निवासी है?
4. सुबन्धु भट्ट को खना प्यार से क्या पुकारती थी?
5. किसने 'कुमार सम्भवम्' की रचना की?
6. 'बृहत-जातक' ग्रंथ के रचयिता कौन है?
7. इतिहास की पहली महिला ज्योतिषी कौन थी?
8. 'ततः किम्' किसका उपन्यास है?
9. 'Casual Leave' का हिन्दी अनुवाद क्या है?
10. 'संघ लोक सेवा आयोग' का अंग्रेज़ी अनुवाद क्या है?

(10×1=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. मीरा कान्त के चार नाटकों के नाम लिखिए?
12. मेधा अपने कार्यालय में क्यों दुःखी है? उसके ऑफिस में चल रही 'पोस्ट मॉडर्न प्रॉब्लम' क्या है?
13. स्वास्थ्य के बारे में धन्वन्तरि की राय क्या है?
14. 'निर्धन पुरुष' के वेष में वराह मिहिर से मिलने कौन आया था? क्यों?
15. महादेवी ज्योतिष्मती खना से क्या जानना चाहती है?
16. महाराज भर्तृहरि ने संन्यास क्यों स्वीकार किया था?
17. विक्रमादित्य खनादेवी को क्यों सभासद बनाना चाहते हैं?
18. वररुचि के स्त्री विषयक दृष्टिकोण का परिचय दीजिए?
19. वराह मिहिर ने अनुवाद केलिए कौन-सी व्याख्या दी है?
20. नाटककार मीराकान्त का परिचय दीजिए?
21. अंग्रेज़ी पारिभाषिक शब्द लिखिए?

- | | |
|---------------|-------------------|
| 1. Accountant | 2. Administration |
| 3. Code | 4. Notification |

22. हिन्दी पारिभाषिक शब्द लिखिए?

- | | |
|----------------|--------------|
| 1. अवर सचिव | 2. कार्यक्रम |
| 3. प्रमाण-पत्र | 4. सचिवालय |

(8×2=16 marks)

III. निम्नलिखित खंडों से किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

खण्ड 'ख' से एक प्रश्न का उत्तर अनिवार्य है।

खण्ड क

23. पत्र-लेखन के महत्व पर प्रकाश डालिए?
24. आचार्य वराह मिहिर की चरित्रगत विशेषताओं पर प्रकाश डालिए?
25. आवश्यक पुस्तकों की माँग करते हुए वाणी प्रकाशन, दिल्ली के प्रकाशक के नाम पत्र लिखिए?
26. खनादेवी को सभासद् बनाने के प्रस्ताव पर नवरत्नों की प्रतिक्रिया क्या थी?
27. रसोई घर में माँ के साथ बातचीत का नमूना लिखिए?
28. 'परन्तू... यह निर्धन पुरुष था कौन.... साम्राज्य की चिन्ता में डूबा। घुटनों से नीचे तक पहुँचते वे हाथ क्या किसी निर्धन के थे?' सप्रसंग व्याख्या कीजिए?
29. अनुवाद किसे कहते हैं? अनुवाद करते समय किन किन बातों पर ध्यान रखना चाहिए?

खण्ड 'ख'

निर्देश: हिन्दी में अनुवाद कीजिए

30. The government, however, cannot do everything by itself. So it looks to the people for help. Infact, the most wonderful thing about our plans is the way in which the people have come forward to improve their lives by working together. By far, the best example of this is the community development programme. This is the right step in the right direction. It will lead us to progress and prosperity. On it depends the future of India to a large extend.
31. I am extremely glad to note the progress of Hindi in South India. A common language for the whole of India is a necessity. There are many advantages in making Hindi the national language. There is no possibility of Hindi endangering the provincial languages. Hindi is a fine rope with which we can bind the whole of India together. Some people complain that it is difficult to learn other languages. But there is really no difficulty in that. You can find many people in Europe knowing four or five languages, besides their mother tongue.

(6×4=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. खना का चरित्र-चित्रण कीजिए?
33. केरल हिन्दी प्रचार सभा, तिरुवनन्तपुरम के हिन्दी विभाग में एक अतिथि अध्यापक का पद खाली है। उक्त पद में आपकी नियुक्ति के लिए सचिव के नाम एक पत्र लिखिए?
34. कॉलज में विभिन्न व्यक्तियों के साथ बातचीत का नमूना तैयार कीजिए।
35. 'नेपथ्य राग' नाटक के नामकरण की सार्थकता पर विचार कीजिए?

(2×15=30 marks)

സെമസ്റ്റർ	:	IV
കോഴ്സ് കോഡ്	:	19UML 411.1
ലാംഗ്വേജ് കോഴ്സ്	:	IX (Add lang:IV)
സമയക്രമം	:	ആഴ്ചയിൽ 5 മണിക്കൂർ (18×5= 90 മണിക്കൂർ)
ക്രെഡിറ്റ്	:	4

ഭാഷാപ്രായോഗിക പഠനം

പഠനോദ്ദേശ്യം

1. വിദ്യാർത്ഥികളുടെ ആശയവിനിമയശേഷി വർദ്ധിപ്പിക്കുക.
2. ഔദ്യോഗിക/ഭരണകാര്യങ്ങളും ശാസ്ത്രവിഷയങ്ങളും മലയാളഭാഷയിലൂടെ അവതരിപ്പിക്കാനുള്ള കഴി വ്യാപ്തമാക്കുക.
3. മലയാള ഭാഷ കൈകാര്യം ചെയ്യുമ്പോൾ ഉപയോഗിക്കുന്ന പാഠകപിഴകൾ സ്വയം തിരുത്താൻ പ്രാപ്തമാക്കുക.
4. പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക.
5. മലയാള ഭാഷ അനായാസം കൈകാര്യം ചെയ്യാനുള്ള കഴിവ് നേടിക്കൊടുക്കുക.
6. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി :

മൊഡ്യൂൾ - ഒന്ന് (18 മണിക്കൂർ)

പദശുദ്ധി - വാക്യശുദ്ധി, വാക്യ രചനയിൽ ശ്രദ്ധിക്കേ കാര്യങ്ങൾ, ഭാഷാ പ്രയോഗത്തിലെ ശരി തെറ്റുകൾ - നല്ല മലയാളം ശൈലി - ശൈലീ ഭംഗം - വാക്കുകളും വാക്യങ്ങളും തെറ്റുകൂടാതെയെഴുതാവാനുള്ള പ്രായോഗിക പരിശീലനം.

മൊഡ്യൂൾ - രണ്ട് (18 മണിക്കൂർ)

ശബ്ദ കോശജ്ഞാനം, വാക്കുകളുടെ അർത്ഥം വിപരീത ശബ്ദങ്ങൾ സമാന ശബ്ദങ്ങൾ നാനാർത്ഥങ്ങൾ, പദച്ഛേദം, ചേർത്തെഴുത്ത്, എതിർ ലിംഗം, അർത്ഥ വ്യത്യാസം. മുതലായവയിലൂടെ വിദ്യാർത്ഥികളുടെ ഭാഷാ ഗ്രഹണ ക്ഷമ വർദ്ധിപ്പിക്കുന്നു.

വിശദപഠനം:

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

1. ആശയ വിപുലനം പ്രകൃഷ്ട കാവ്യ മാതൃകകളിലെ ഉദ്ധരണികൾ നൽകി, ആശയം വിപുലീകരിച്ച് എഴുതാവാനുള്ള ശേഷി വർദ്ധിപ്പിക്കും വിധം അഭ്യാസ പ്രവർത്തനങ്ങൾ നടത്തുക.
2. പരാവർത്തനം: തന്നിരിക്കുന്ന പാഠ്യഭാഗം എറ്റക്കുറച്ചിലുകൾ വരാതെ ഗദ്യരൂപത്തിലാക്കുവാനുള്ള പരിശീലനം
3. മുന്നിലൊന്നായി സംഗ്രഹിക്കൽ: ആശയ ചോരണം വരാതെ സുദീർഘങ്ങളായ മാതൃകകൾ സംഗ്രഹിക്കാനുള്ള ശേഷി.
4. ഉത്തരം കത്തെൽ: ഗദ്യ-പദ്യ മാതൃകകളിൽ നിന്ന് ഉത്തരം കത്തിയെഴുതാവാനുള്ള ശേഷി വളർത്തുന്നു.

മൊഡ്യൂൾ നാല് (36 മണിക്കൂർ)

1. ഉപന്യാസം : നിർവ്വചനം, വിവിധ ഉപന്യാസ മാതൃകകൾ, ഒരു ഉപന്യാസം തയ്യാറാക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ, പ്രായോഗിക ഒരു ഉപന്യാസം തയ്യാറാക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ, പ്രായോഗിക മാതൃകകളിലൂടെ ഏതൊരു വിഷയത്തെക്കുറിച്ചും ഉപന്യാസം തയ്യാറാക്കുവാനുള്ള പരിശീലനം.

വിശദീകരണം

1. ആ മനുഷ്യൻ നീതന്നെ : സി.ജെ. തോമസ്
2. രാവുണ്ണി : പി.എം. താജ്

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ചുള്ള അറിവ് നേടണം

വിശദീകരണം

- | | | |
|--------------------------------------|---|----------------------------|
| 1) ഒഴിമുറി | : | ജയകാന്തൻ |
| 1. കേരള സാഹിത്യ ചരിത്രം | - | ഉള്ളൂർ |
| 2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - | ഡോ.കെ.എം.ജോർജ്ജ് |
| 3. കൈരളിയുടെ കഥ | - | എൻ.കൃഷ്ണപിള്ള |
| 4. കുഞ്ചൻ നമ്പ്യാർ വാക്കും സമൂഹവും | - | കെ.എൻ.ഗണേഷ് |
| 5. കഥയും തിരക്കഥയും | - | എ.ജി.രാജ്കുമാർ |
| 6. സിനിമയുടെ ലോകം | - | അടൂർ ഗോപാലകൃഷ്ണൻ |
| 7. ആധുനിക മലയാള സിനിമ | - | കെ.പി. രാമൻ കുട്ടി |
| 8. സിനിമയുടെ വഴിയിൽ | - | ഐ.ഷൺമുഖദാസ് |
| 9. സഞ്ചാരിയുടെ വീട് | - | ഐ.ഷൺമുഖദാസ് |
| 10. കഥയും തിരക്കഥയും | - | എ.ജി. രാജ്കുമാർ |
| 11. സിനിമയും മലയാളസാഹിത്യവും | - | മധു ഇറവങ്കര |
| 12. മലയാള സിനിമ | - | സിനിക് |
| 13. ചലച്ചിത്രത്തിന്റെ പൊരുൾ | - | വിജയകൃഷ്ണൻ |
| 14. ചലച്ചിത്ര സമീക്ഷ | - | വിജയകൃഷ്ണൻ |
| 15. സിനിമയുടെ രാഷ്ട്രീയം | - | രവീന്ദ്രൻ |
| 16. കാഴ്ചയുടെ അശാന്തി | - | രവീന്ദ്രൻ |
| 17. സിനിമയെ കണ്ടെത്തൽ | - | എം.എഫ്.തോമസ് |
| 18. മലയാള സിനിമ അരങ്ങത്ത് | - | (എഡി) കെ.ജയകുമാർ |
| 19. എം.ടി, കല, കാലം, വൃത്തി | - | (എഡി) കെ.ജയകുമാർ |
| 20. എം.ടി. കഥയും പൊരുളും | - | (എഡി) എം.എം. ബഷീർ |
| 21. എം.ടി.യുടെ സർഗ്ഗപ്രപഞ്ചം | - | കേരളഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 22. എം.ടി.കല,കാലം,സ്വത്വം | - | ഡോ.എ.എസ്. പ്രതീഷ് |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Fourth Semester B.A Degree Examination May 2019

CBCSS

19UML 411.1: ഭാഷാപ്രായോഗിക പഠനം

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. 'തലപ്പാവ്' എന്ന സിനിമയുടെ സംവിധായകൻ ആര്?
2. 'റൂഥ്' ആരുടെ നാടകം ആണ്?
3. പി.എം. താജിന്റെ ഏതെങ്കിലും രണ്ട് നാടകങ്ങളുടെ പേര് എഴുതുക.
4. തുള്ളൽ വിഭാഗങ്ങൾ ഏതെല്ലാം?
5. സ്യമന്തകം ഓട്ടൻതുള്ളൽ ആരുടെ കൃതി?
6. അമ്പലപ്പുഴ ശ്രീകൃഷ്ണസ്വാമി ക്ഷേത്രം മലയാളത്തിലെ ഏത് കവിതയുമായി ബന്ധപ്പെട്ടിരിക്കുന്നു?
7. 'ഇനി വായന ഇനി വായന' ആരുടെ കൃതി?
8. 'മധുരം നിന്റെ ജീവിതം' ആരെക്കുറിച്ചുള്ള കൃതിയാണ്?
9. മലയാളത്തിലെ ഇബ്സൺ എന്നറിയപ്പെടുന്ന നാടക്യത്താര്?
10. മലയാളത്തിൽ ആദ്യമായി പ്രഹസനങ്ങൾ രചിച്ചത് ആര്? (1×10=10)

Section B

II. ഏതെങ്കിലും 8 ചോദ്യത്തിന് അരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 2 മാർക്ക് വീതം.

11. ജോർദ്ദാൻ എങ്ങോട്ടാണ് ഒഴുകുന്നത് - സന്ദർഭം വ്യക്തമാക്കുക.
12. ഇ-വായന എന്നാൽ എന്ത്?
13. കണ്ണുള്ളത് തുറക്കാൻ മാത്രമല്ല അടയ്ക്കാൻ കൂടിയാണ് - സന്ദർഭം വ്യക്തമാക്കുക.
14. ഇതര നാടകങ്ങളിൽ നിന്നും തനത് നാടകം എങ്ങനെ വ്യത്യാസപ്പെട്ടിരിക്കുന്നു?
15. ബ്ലോഗെഴുത്തിന്റെ സവിശേഷതകൾ വ്യക്തമാക്കുക.
16. രാവണൻ കാർത്തവീര്യാർജ്ജുനന്റെ അഹങ്കാരം ശമിപ്പിച്ചതെങ്ങനെ?
17. കാർത്തവീരാർജ്ജുനം തുള്ളൽ ഏത് വിഭാഗത്തിൽപ്പെടുന്ന വിശദമാക്കുക.
18. രാവുണ്ണി എന്ന നാടകത്തിന്റെ കേന്ദ്രഭാവം എന്ത്?
19. കാർത്തവീര്യാർജ്ജുന വിജയത്തിൽ കാർത്തവീരുന്റെ അഹങ്കാരം ശമിപ്പിക്കുന്നതെങ്ങനെ?
20. ഓട്ടൻ തുള്ളലിലെ വേഷവിധാനത്തെ കുറിച്ച് വിവരിക്കുക.

Section C

II. ഏതെങ്കിലും 6 ചോദ്യത്തിന് ഒന്നരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 4 മാർക്ക് വീതം.

21. 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന ശീർഷകത്തിന്റെ സാങ്കല്പം പരിശോധിക്കുക.
22. തിരുവിതാകൂർ ഭാഷയിലെ മനോഹാരിത 'ഒഴിമുറിയിൽ' എങ്ങനെ ആവിഷ്കരിച്ചിരിക്കുന്നു?
23. ഒഴിമുറി ചർച്ചചെയ്യുന്ന ജീവിതസംഘർഷം വിവരിക്കുക.
24. കാർത്തവീരാർജ്ജുന വിജയം തുള്ളലിൽ പ്രകടമാകുന്ന സാമൂഹിക ആക്ഷേപഹാസ്യം വ്യക്തമാക്കുക.
25. രാവുണ്ണി എന്ന നാടകപ്രമേയ സവിശേഷത വിശദമാക്കുക.
26. 'ബത്ഗേബ' എന്ന കഥാപാത്ര നിരൂപണം ചെയ്യുക.
27. നാഥാൻ എന്ന പ്രവാചകന്റെ കടന്നുവരവ് 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന നാടകത്തെ എത്രമാത്രം സംഘർഷാത്മകമാക്കുന്നു? വ്യക്തമാക്കുക.
28. ബൈബിൾ രചനകളുടെ മേന്മയും പരിമിതിയും വ്യക്തമാക്കുക.
29. പാപബോധം ആ മനുഷ്യൻ നീ തന്നെ എന്ന നാടകത്തിൽ എങ്ങനെ കടന്നു വരുന്നു?
30. മലയാള നിരൂപണത്തിലെ വേറിട്ട മുഖമാണ് കെ.പി. അപ്പന്റേത് - വിശദമാക്കുക.
31. സി. ജെ. യുടെ ദാർശനികമായ വിചാരധാരകൾ 'ആ മനുഷ്യൻ നീ തന്നെ'യിൽ എത്രത്തോളം പ്രതിഫലിക്കുന്നു.

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ രണ്ടുചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

32. തനത് നാടകത്തിന്റെ പൊതു സവിശേഷതകൾ വിശദമാക്കുക.
33. ബൈബിൾ കഥയെ നാടകീയമായി ചിത്രീകരിക്കുന്നതിനുള്ള സി.ജെ.യുടെ കഴിവ് 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന നാടകത്തെ ആസ്പദമാക്കി ചർച്ച ചെയ്യുക.
34. കടക്കണിയിൽ അകപ്പെട്ടുപോയ ഒരാളുടെ മാനസിക വ്യഥകളെ രാവുണ്ണി എന്ന നാടകത്തിൽ എപ്രകാരം ചിത്രീകരിച്ചിരിക്കുന്നു?
35. നമ്പ്യാരുടെ കൃതികൾ ഉത്തമമായ സാമൂഹിക പരിഹാസങ്ങൾ ആണ്. കാർത്തവീരാർജ്ജുന വിജയത്തെ ആധാരമാക്കി വിലയിരുത്തുക.

Core Course IV
19UPG441: SOCIAL BEHAVIOUR

Total Hours: 72

(Credits: 3, Weekly Hours: 4)

Course Outcome

Ability to understand and explain behavior occurring in social settings. Understand the psychological aspect of various social issues in the society and nation, as well as the capacity to provide explanations about the psychological aspects of various social and group phenomena.

MODULE 1: INTRODUCTION (10 Hrs, 11 Marks)

Definition of Social Psychology. Focus of social psychology. Origin and development. Methods of social psychology.

MODULE 2: SOCIAL PERCEPTION (13 Hrs, 14 Marks)

Concept and factors. Attribution Theories: Correspondent inference, Kelley's theory, Attribution errors. Impression formation/ impression management – tactics. Communication: Verbal and non-verbal communication. Skills for effective communication

MODULE 3: SOCIAL COGNITION (13 Hrs, 15 Marks)

Schemas, Self-fulfilling prophecy (illustrations in Indian setting). Heuristics. Priming. Automatic processing. Potential sources of error in social cognition: automatic vigilance, optimistic bias, counterfactual thinking, magical thinking, illusory correlation. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition.

MODULE 4 : ATTITUDES (12 Hrs, 13 Marks)

Definition, nature, components, functions. Attitude formation. Attitude and behavior (briefly) LaPiere's study. Attitude measurement – Likert, Thurstone, Bogardus, Osgood. Persuasion: Resistance to persuasion (briefly)

MODULE 5: PREJUDICE (12 Hrs, 14 Marks)

Nature, Prejudice and discrimination. Why prejudice persists? Discrimination – Explicit and implicit. Stereotypes. Role of media in maintaining stereotypes and prejudice. Origins of prejudice. Role of prejudice in communal issues. (Illustrations and analyses of Indian/Kerala cases). Techniques of countering the effects of prejudice. Prejudice based on gender: its nature and effects. Hostile and benevolent sexism in Indian society.

MODULE 6: SELF AND SOCIAL IDENTITY (12 Hrs, 13 Marks)

Components of self-concept, subjective, objective and symbolic self-awareness – Cultural influences on the self – Self Efficacy – Components of social identity : Gender, religion, caste. Gender identity, gender stereotypes, transgender issues. Gender discrimination in India: Family, workplace, public space, politics. Why gender equality is not achieved in India

References

1. Baron, R.A., and Byrne. D (2002). *Social Psychology*, 10th ed. New Delhi. Pearson Education.
2. Baron, R.A., and Byrne. D (2002). *Social Psychology*, 7th ed. New Delhi. Pearson Education.
3. Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.
4. Kakar. S (1996). *The colors of Violence: Cultural Identities, Religion and Conflict*. New Delhi: University of Chicago Press.

MODEL QUESTION PAPER
19UPG441: SOCIAL BEHAVIOUR

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is a commitment to accepting findings as accurate only to the extent they have been verified again.
2. _____ is the father of Social Psychology.
3. _____ are rules indicating how individuals ought to behave.
4. _____ are mental frame works centering on a specific theme that help us to organize social information.
5. _____ is the process for which we form impression on others.

Define the following. Each question carries 1 mark.

6. Social Psychology
7. Attribution
8. Attitude
9. Heuristics
10. Discrimination

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Non-verbal communication
12. Schema
13. Social comparison
14. Glass ceiling
15. Self-efficacy
16. Prejudice
17. Persuasion
18. Likert scale
19. Gender stereotype
20. Attribution error
21. Illusory correlates
22. Implicit discrimination

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Skills for effective communication
24. Potential sources of error in Social Psychology.
25. Nature and components of attitude
26. Briefly explain the origin of prejudice.
27. Components of self
28. Methods of Social Psychology
29. Kelley's theory of attribution
30. Stereotype
31. Attitude formation

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Write a note on origin and development of Social Psychology.
33. Explain nature, components and features of attitude.
34. Elucidate the role of media in maintaining stereotype and prejudice.
35. Describe gender discrimination in India.

(2 x 15 = 30 marks)

Core Course V

19UPG442: EXPERIMENTAL PSYCHOLOGY – I (PRACTICALS)

Total Hours: 72

(Credits: 3, Weekly Hours: 4)

Course Outcome

Generation of professional interest in the subject matter of Psychology, development of scientific and experimental attitude in the student, comprehension of the theoretical concepts through experiments, develop skills of observation and scientific reporting in Psychology. Develop basic training in planning and conducting a Psychological experiment.; and familiarity with Psychological instruments and tools.

A minimum of 8 experiments out of the following should be compulsorily administered by each student.

- 1 Knowledge of Results
- 2 Problem Solving
- 3 Level of Aspiration
- 4 Finger Dexterity Test
- 5 Minnesota Manual Dexterity
- 6 Massed Vs Spaced Learning
- 7 Recall and Recognition
- 8 Retention as a Function of Meaning
- 9 Habit Interference
- 10 Set in Attention
- 11 Span of Attention
- 12 Letter Digit Substitution

References

1. Rajamanickam.M. (2005). *Experimental Psychology with Advanced Experiments*. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) *Experimental Biology*. NewYork: Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) *Experimental Psychology. An Intrduction*. New York: Harper and Brother Publishers.

Complementary Course VII

19UZO431.2: Physiology of Emotion and Cognition

No. of credits: 3

No. of instructional hours per week: 3

Total Hours: 54

Course Outcome:

CO1: To help the students to understand the physiological and neuronal basis of emotion, learning and memory.

CO2: Basic knowledge gain from this course should facilitate students continued course-based higher studies and its applications in everyday life.

Module I: Neural Basis of Emotion

12hrs

Anatomical basis of emotion- rage and fear- limbic system- hypothalamus- autonomic response- aggression- frontal lobes-neural basis of pleasure and feelings, role of amygdale and emotion. – Reticular activating systems.

Module II: Clinical aspects of Emotion

12hrs

Emotional breakdown - Visceral breakdown - cognitive breakdown – Clinical correlates of emotion – Coping styles and mechanisms - teaching the body to deal with stress— Affective disorders.

Module III: Physiology of Learning

15hrs

Early learning discoveries – learning and the nervous system-Cortex-Lashleys work - Long term potentiation- Types of learning – Environmental complexity and the brain – Role of cerebellum in clasiical conditioning – Role of prefrontal cortex in information processing - Hippocampus- learning outside Hippocampus- Synaptic basis of learning, Coordination of two hemispheres- Function of Corpus Callosum. Classical consolidation theory- Hebbian synapse.

Module IV: Physiology of Memory

15hrs

Consolidation – Short term and long term memory – Chemical basis of long term memory - Anatomical stress- - Physiology of stress - arousal hypothesis – Physiology of arousal – Emotional arousal – Sexual arousal – Perceptual arousal – Yerkes-Dodson law - paradoxical sleep - chemical basis – LTM - Amnesia in humans- Forms of amnesia – types and forms of amnesia - memory in brain damaged humans- Interference theory - retrieval theory - Weak storage theory- Forgetting. Techniques to improve retension and retrieval process.

REFERENCE

1. Kalat,J.W. Biological Psychology.
2. Levinthal, C.F. Introduction to Psychological Psychology.
3. Schneider, A, M., and Tarshis, B. An Introduction to Psychological Psychology. New York: Random House.
4. Sherly Williams E & Razeena Karim L , Physiological Psychology, Notion press publishers, Chennai.

MODEL QUESTION PAPER
19UZO431.2: PHYSIOLOGY OF EMOTION AND COGNITION

Time : 3 hrs

Max marks: 80

Section A

Write short notes on the following. Each question carries one mark.

1. Emotion
2. Amygdala
3. Hippocampus
4. Stress
5. Mamillary body
6. Depression
7. Consolidation
8. Habituation
9. Tectum.
10. Law of Mass action

(10X1 = 10 marks)

Section B

Answer any 8 of the following . Each question carries two marks.

11. Distinguish between primary and secondary emotion
12. What is Bipolar disorder?
13. Write notes on different types of anxiety
14. What is Paradoxical sleep?
15. What is meant by Emotional breakdown?
16. What are the effects of stress on memory formation and learning?
17. What is Long term potentiation?
18. What is Long term plasticity ?
19. What is Forgetting?
20. Comment on the NMDA and AMPA receptors
21. Write short note on Lashley's work
22. What is Weak storage theory?

(8x2 = 16 marks)

Section C

Answer any 6 of the following . Each question carries four marks.

23. Write short essay on Limbic system
24. Write short essay on Retrograde Amnesia
25. Describe the role of hippocampus in learning
26. Describe the structure and functions of Corpus callosum
27. Explain theories on early learning discovery
28. Give an account on anxiety disorders
29. Write short essay on memory consolidation
30. Describe the role of cortex in learning
31. Describe the functions of Corpus callosum

(6x4 = 24 marks)

Section D

Answer any 2 of the following . Each question carries fifteen marks.

32. Write an essay on neurobiological aspects of Emotion
33. Describe the role of synapse in learning
34. Write an essay on memory and memory consolidation.
35. Write an essay on fear.

(2x15 = 30 marks)

Complementary Course VIII

19U ST 431.5: Statistical Methods for Psychology IV

Weekly Hours:3

Credits: 3

COURSE OUTCOME (CO)

1. To introduce the concepts of sampling distribution and analysis of Variance (ANOVA)
2. To understand statistical significance of testing hypotheses.
3. To test hypotheses when we cannot make any assumptions about the distribution from which we are sampling(non-parametric tests)

Module 1. Sampling distribution

(8 hours)

- 1.1 Definitions of statistic, parameter, sampling distribution and standard error.
- 1.2 Distribution of means of samples taken from the normal distribution (without proof).
- 1.3 Chi-square, Student's t and F- distributions(only concepts).
- 1.4 Estimation- point and interval estimation-basic concepts and definition. Point and interval estimates of population mean when population standard deviation is known.(without derivation).

Module 2 Testing of hypothesis-Introduction

(8 hours)

- 2.1 Statistical hypotheses- simple, composite, null and alternative hypotheses.
- 2.2 Type I and type II errors, critical region, acceptance region, level of significance, power of the test and p-value.
- 2.3 Procedure of testing hypothesis, parametric and non-parametric tests, one-tailed and two-tailed tests.

Module 3. Large sample tests

(15 hours)

- 3.1 One sample tests- testing significance of mean and testing significance of proportion
- 3.2 Two sample tests- testing significance of difference between two means and testing significance of difference between proportions.
- 3.3 Chi-square (χ^2) tests -testing of goodness of fit, testing independence of attributes, Testing of homogeneity and coefficient of contingency.

Module 4 Small sample tests

(15 hours)

- 4.1 One sample tests- testing significance of mean and testing correlation coefficient.
- 4.2 Two sample tests- testing significance of difference between two means and paired t-test
- 4.3 Analysis of Variance (ANOVA)- Meaning, Definition and assumptions of ANOVA, one way ANOVA and two way ANOVA(only concepts).

Module 5 Non-parametric tests

(8 hours)

- 5.1 Parametric and non-parametric tests.
- 5.2 Sign test, median Test and Mc-Nemar test.
- 5.3 Wilcoxon matched-pairs signed ranks test. (simple numerical problems based on these non-parametric tests ,table values to be provided in the question paper)

REFERENCES

1. Aron A, Aron R&Coups E. J(2006): *Statistics for psychology*(4thed.), Pearson Education, New Delhi.
2. Garret E Henry(2004): *Statistics in psychology and Education*(11thed.),Paragon International publishers, New Delhi.
3. Gravetter F J & Wallnau L B(2000): *Statistics for the Behavioral Sciences*(5thed.), Wadsworth-Thomson learning, Singapore.

4. Heiman W Carry(2000): *Basic Statistics for the Behavioral Sciences*(3thed.),Houghton Mifflin Company, New York.
5. Mangal S K.(2002), *Statistics in psychology and Education*(2thed.),Prentice-Hall of India, Private Limited, NewDelhi.
6. Yule Udny &Kendal M.G(1991).*An introduction to Theory of Statistics*(14thed.),Universal Book Stall, NewDelhi.

MODEL QUESTION PAPER
FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Fourth Semester B.Sc Degree Examination
CBCSS Psychology

Complementary Course 19UST 431.5: Statistical methods for Psychology IV

Time:3 Hours

Maximum Marks:80

Use of scientific calculator and statistical tables are permitted.

SECTION-A

Answer all questions. Each question carries 1 mark.

1. What do you mean by sampling distribution?
2. Write the standard error of sample mean.
3. What do you mean by one-tailed test?
4. Define significance level?
5. Define power of a test.
6. What is p-value of a test?
7. What is a contingency table?
8. What do you mean by non-parametric test?
9. Write point estimate of population mean.
10. Write the model of one-way ANOVA.

(10x1=10 marks)

SECTION-B

Answer any 8 questions. Each question carries 2 marks.

11. Write sampling distribution of mean of the sample taken from the normal population.
12. Define χ^2 statistic.
13. What are the uses of Mc Nemar test.
14. Define null hypothesis and alternative hypothesis.
15. What are the two types of errors?
16. Distinguish between parametric and non parametric tests.
17. Write χ^2 - statistic for 2x2 contingency table.
18. Find the value of test statistic t for testing $H_0: \mu = 0$, based on the sample values 5, 2, -1, 8, 3, 0, -2, 6, 1, 5, 0, 4.
19. Define sign test.
20. What are the assumptions generally made for a non-parametric test?
21. Define median test.
22. Distinguish between assignable causes and random causes.

(8x2=16 marks)

SECTION-C

Answer any 6 questions. Each question carries 4 marks

23. Distinguish between point estimation and interval estimation.
24. Write interval estimate of population mean.
25. Test the hypothesis $H_0: \mu = 8$ Vs $H_1: \mu \neq 8$ based on a sample of size 40 with mean = 6.8 and Standard deviation = 2.12 given $Z_{\alpha/2} = 1.96$ at $\alpha = 0.05$.
26. A die is thrown 9000 times and a throw of 3 or 4 was observed 3240 times. Show that the die cannot be regarded as an unbiased one.

27. Explain the testing significance of difference between means of populations based on small samples.
28. What do you mean by goodness of fit test?
29. Give the procedure for testing the significance of the correlation based on a sample of 62 pairs of observations with correlation coefficient 0.2. Is this value of correlation significant?
30. Explain Wilcoxon signed ranks test.
31. Write the assumptions of ANOVA. (6x4=24 marks)

SECTION-D

Answer any 2 questions. Each question carries 15 marks

32. An experiment is performed to test the effectiveness of an advertising campaign of a commodity. The records of weekly demand for 10 weeks before and after the campaign are as follows.

Before the campaign X	61	56	54	62	63	57	58	61	59	55
After the campaign Y	60	66	61	60	59	65	62	58	66	67

Would you infer that the advertising campaign has been effective? Use significance level 5%.

33. The following table gives the number of aircraft accidents that occurred during the various days of the week. Test at 5% level of significance, whether the accidents are uniformly distributed over the week.

Days	Mon	Tue	Wed	Thu	Fri	Sat
Number of accidents	13	17	11	10	14	13

34. a) Explain the procedure of testing population proportion.
b) Samples are taken from articles produced in a factory at fixed interval. Two consecutive samples of size 40 and 60 gave proportion defectives 0.07 and 0.12 respectively. Examine whether the process quality changed during this interval.
35. Examine whether the following samples are drawn from two normal populations with same mean (assuming common variance).

Sample I	50	60	56	67	45	44	32	50
Sample II	83	68	61	70	64	60	59	72

(2x15=30 marks)

Semester V
Core Course VI
19UPG541: SOCIAL PROCESSES

Total Hours: 54

(Credits: 4, Weekly Hours: 3)

Course Outcome

Ability to understand and explain behavior occurring in social settings. Understand the psychological aspect of various social issues in the society and nation, as well as the capacity to provide explanations about the psychological aspects of various social and group phenomena,

MODULE 1: SOCIAL INFLUENCE (8 Hrs, 12 Hrs)

Conformity: Asch's experiment, Factors affecting conformity, Norms. Compliance: underlying principles and tactics. Cialdini's work. Obedience. Milgram's experiment.

MODULE 2: GROUPS (10 Hrs, 15 Marks)

Groups : Nature and functions. Social facilitation, Social loafing. Decision making in groups. Group think. Crowd : Definition and Characteristics, Classical theory of crowd behavior, Convergence of crowd behavior, Mob.

MODULE 3 : PRO-SOCIAL BEHAVIOUR (10 Hrs, 15 Marks)

Responding to emergency: Steps, Classic studies and experiments, The helpers and those who receive help (briefly), Explaining prosocial behavior: Empathy altruism model, negative stage relief model, empathic joy hypothesis, genetic determinism.

MODULE 4: AGGRESSION (10 Hrs, 15 Marks)

Theoretical perspectives. Determinants of aggression (social, personal, situational), Prevention and control of aggression. Media violence and its effects. Violence against women and children, Domestic violence. Ragging: causes and consequence.

MODULE 5: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIP (9 Hrs, 13 Hrs)

Internal and external determinants of attraction. Interdependent relationships: family and friends. Romantic relationship and falling in love. Marriage

MODULE 6: ENVIRONMENTAL AND SOCIAL ISSUES (7 Hrs, 10 Marks)

The urban environment and social behavior. The concept of personal space. Nature and effects of crowding, Impact of social media on society, environmental stress. Psychological aspects of poverty in India: Causes and consequences.

References

1. Baron, R.A., and Byrne. D (2002). *Social Psychology*, 10th ed. New Delhi. Pearson Education.
2. Baron, R.A., and Byrne. D (2002). *Social Psychology*, 7th ed. New Delhi. Pearson Education.
3. Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York : McGraw Hill Inc.
4. Misra,G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.

MODEL QUESTION PAPER
19UPG541: SOCIAL PROCESSES

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is a type of social influence in which individuals change their attitudes or behaviour to adhere to existing social norms.
2. _____ is a collection of people who are perceived to be bonded together.
3. _____ is a process involve in combining and integrating available information to choose one out of several possible causes of action.
4. _____ is actions by individuals that help others with no immediate benefits to the helper.
5. _____ is a behaviour directed towards the goal of harming another living being, who is motivated to avoid such treatment.

Define the following. Each question carries 1 mark.

6. Domestic violence
7. Aggression
8. Group think
9. Environmental Stress
10. Crowding

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Factors affecting conformity
12. Social loafing
13. Obedience
14. Prosocial behaviour
15. Forgiveness
16. Compliance
17. Characteristic of crowd
18. Foot-in-the-door technique
19. Personal space
20. De-individuation
21. Poverty
22. Frustration-aggression hypothesis

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Asch's research on conformity
24. Write a brief description on environmental stress.
25. Explain prosocial behaviour.
26. Give a brief account on child abuse
27. Social facilitation
28. Give a brief account on determinants of aggression
29. Nature and functions of group
30. Explain the steps involve in Prosocial behaviour.
31. Describe Cialdini's work.

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Discuss the theoretical perspectives of aggression.
33. Write a note on environment and social issues.
34. Give a detailed account on principles and tactic of compliance.
35. Elucidate the psychological aspects of poverty in India.

(2 x 15 = 30 marks)

Core Course VII

19UPG542: INDIVIDUAL IN ORGANIZATION

Total Hours: 54

(Credits: 3, Weekly Hours: 3)

Course Outcome

An understanding about the individual aspects of employees, its assessment and analysis, and the formulation as well as the implementation of techniques to enhance the individual potentials.

MODULE 1: INTRODUCTION (8 Hrs, 12 Marks)

The importance of Interpersonal Skills, What Managers do, Disciplines that contribute to the OB field, Challenges and opportunities for OB, Developing an OB Model.

MODULE 2: ORGANIZATIONAL STRUCTURE (12 hrs, 18 Marks)

Organizational Structure, Common Organizational Designs, New Design Options, Teams Structure Difference, Organizational Designs and Employee Behaviour. Group Cohesiveness and Group Decision Making Techniques.

MODULE 3: COMMUNICATION (12 hrs, 18 Marks)

Functions of communication, The communication process, Direction of communication, Downward communication, Upward communication, Lateral communication, Interpersonal communication, Organizational communication, Grapevine, Barriers to effective communication, Transactional Analysis.

MODULE 4: LEADERSHIP (12 hrs, 18 Marks)

Definition, Trait theories, Behavioural Theories, Contingency Theories: Fielder Model, Situational Leadership Theory, Path-Goal Theory, Leader Participation Model, LMX Theory, Charismatic leadership, Transformational Leadership.

MODULE 5: PERSONALITY (10 hrs, 14 Marks)

The Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB.

References

1. Robbins, S.P. (2013). *Organizational Behaviour*, 15th Edition, New Delhi: Pearson.
2. Luthans, F. (2013). *Organizational Behavior*, 12th Edition, New Delhi: McGraw Hill Education
3. Parikh, M., & Gupta, R (2012). *Organizational Behaviour*, New Delhi: McGraw Hill Education

MODEL QUESTION PAPER
PG1542: INDIVIDUAL IN ORGANIZATION

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ emphasises participatively set goals that are tangible, verifiable and measurable.
2. _____ refers to vertical expansion of job.
3. In _____, workers are paid a fixed sum for each unit of production completed.
4. _____ says that employees weigh what they put into a job situation against what they get from it and then compare these input – outcome ratio of relevant others.
5. _____ is a tendency to fixate on initial information as a starting point.

Define the following. Each question carries 1 mark.

6. Absenteeism
7. Turnover
8. Customer satisfaction
9. Workplace deviance
10. Merit based pay

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Interpersonal skills
12. Job satisfaction
13. Decision making
14. Creativity
15. Organizational constraints
16. Job sharing
17. Profit sharing
18. Bonus
19. Job rotation
20. Telecommuting
21. Job enrichment
22. HBO

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Challenges and opportunities of OB
24. Big five personality model
25. Causes and impact of job satisfaction
26. Three-component model of creativity
27. Goal setting theory
28. Employee recognition programme
29. Employee involvement programme
30. Rational decision making
31. Skill based pay

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Write a note on the disciplines that contribute to the field of OB and opportunities of OB.
33. Critically evaluate the theoretical aspects of employee motivation.
34. Explain decision making in organization and errors in decision making.
35. Elucidate employee involvement programme.

(2 x 15 = 30 marks)

Core Course VIII

19UPG543: INTRODUCTION TO MALADAPTIVE BEHAVIOUR

Total Hours: 54

(Credits: 4, Weekly Hours: 3)

Course Outcome

An understanding of the characteristics and consecutive factors of different disorders and the classification system; as well as an awareness about the different views and perspectives on normality and abnormality. A basic foundation necessary to develop better understanding of the disorders.

MODULE 1: INTRODUCTION (6 Hrs, 9 Marks)

Introduction, History, Views on normality and abnormality.

MODULE 2: PERSPECTIVES ON MALADAPTIVE BEHAVIOUR (12 Hrs, 18 Marks)

Perspectives of maladaptive Behavior: Biological, Psychodynamic, Behaviorist, Humanistic-existential, Cognitive-behavioral, Diathesis-stress model

MODULE 3: CLINICAL ASSESSMENT (10 Hrs, 15 Marks)

Classificatory systems- DSM and ICD. Assessment: Clinical interview, Case history

MODULE 4: NEURODEVELOPMENTAL DISORDERS (13 Hrs, 19 Marks)

Neurodevelopmental disorders-Clinical picture, Intellectual disabilities, Autism spectrum disorder, Attention Deficit Hyperactivity Disorder, Conduct Disorder, Specific Learning Disorders

MODULE 5: SCHIZOPHRENIA (13 Hrs, 19 Marks)

Schizophrenia: Clinical features, types and causes, Delusional disorders Clinical features and types

References

1. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2015). *Abnormal psychology*. Pearson Higher Ed.
2. Sarason, I.G., & Sarason, R.B. (2005). *Abnormal Psychology: The Problem of Maladaptive Behavior* (10th ed.). New Delhi: Prentice Hall of India.
3. Kaplan, Sadock, & Grebb. (1994). *Synopsis of Psychiatry* (7th ed.). New York: Lippincott Williams & Wilkins.

MODEL QUESTION PAPER
19UPG543: INTRODUCTION TO MALADAPTIVE BEHAVIOUR

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is a condition in which people believe themselves to be possessed by wolves and imitated their behaviour.
2. _____ is a method of treatment that focus almost exclusively on the physical wellbeing of hospitalized mental patients.
3. DSM classification was proposed by _____.
4. The patients usually displayed considerable emotion and on awaking from their hypnotic states, felt a significant emotional release which was called _____.
5. The hallmark of schizophrenia is a significant loss of contact with reality referred as _____.

Define the following. Each question carries 1 mark.

6. Tarantism
7. Mental retardation
8. Delusion
9. DSM
10. Interview

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Trephining
12. Moral management
13. Contact disorder
14. ADHD
15. ICD
16. Hallucination
17. Psychoanalysis
18. Mesmerism
19. Deinstitutionalization
20. Case history
21. Down syndrome
22. Schizophrenia

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Pinel's experiment
24. Diathesis stress model
25. Intellectual disability
26. Behavioural Perspective
27. Observation
28. Views of normality Vs abnormality
29. Specific learning disorders
30. Autism spectrum disorders
31. Case study

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Explain causal factors and intervention of ADHD.
33. Elucidate the types, causes and features of schizophrenia.
34. Write a note on historical perspectives of abnormal behaviour.
35. Discuss the perspectives on maladaptive behaviour.

(2 x 15 = 30 marks)

Core Course IX

19UPG544: EXPERIMENTAL PSYCHOLOGY – II –(PRACTICALS)

Total Hours: 90

(Credits: 3, Weekly Hours: 5)

Course Outcome

Well-founded scientific and experimental attitudes in the student, comprehension of the theoretical concepts through experiments, develop skills of observation and scientific reporting in Psychology, Capacity to provide basic training in planning and conducting a Psychological experiment, familiarity with Psychological instruments and tools.

A minimum of 8 experiments out of the following should be compulsorily administered by each student.

- 1 Suggestion
- 2 Cup and Ball experiment
- 3 Tweezer Dexterity Test
- 4 Motor Steadiness Test
- 5 Immediate Memory Span for Digits
- 6 Memory for Connected and Unconnected words
- 7 Stroop Effect
- 8 Verbal Conditioning
- 9 Distraction of Attention
- 10 Division of Attention
- 11 Inverted Alphabet Printing
- 12 Grapevine

References

1. Rajamanickam.M. (2005). *Experimental Psychology with Advanced Experiments*. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) *Experimental Biology*. NewYork: Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) *Experimental Psychology. An Intrduction*. New York: Harper and Brother Publishers.

Core Course X

19UPG545: PSYCHOLOGICAL ASSESSMENT – I (PRACTICALS)

Total Hours: 90

(Credits: 3, Weekly Hours: 5)

Course Outcome

Ability to understand himself / herself as well as other people, develop skills of testing and scientific reporting in Psychology. familiarity with various Psychological tests and assessment tools.

Each student is required to conduct a minimum of 5 tests and submit the record for evaluation at the end of the semester.

- 1 Adjustment inventory for college students
- 2 Aggression Scale
- 3 Alcohol and Drug Attitude Scale
- 4 Anxiety, Depression and Stress Scale
- 5 Career Preference Record
- 6 Decision Making Scale
- 7 Emotional Intelligence Scale
- 8 Leadership Behaviour Scale
- 9 Occupational Stress Scale
- 10 Peer Pressure Scale
- 11 Reasoning Ability Test
- 12 Social Competence Scale
- 13 Spiritual Intelligence Scale
- 14 State Trait Anxiety Test
- 15 Type A/B Behaviour Pattern Scale

References

1. Rajamanickam.M. (2005). *Experimental Psychology with Advanced Experiments*. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) *Experimental Biology*. NewYork: Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) *Experimental Psychology. An Intrduction*. New York: Harper and Brother Publishers.

Open Course

19UPG551.1: UNDERSTANDING HUMAN BEHAVIOUR

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

This open course has been designed to provide the students of different streams with a basic understanding of some major concepts and applications of psychology.

Course Outcome

Ability to understand the basic concepts in psychology, be familiar with the technical jargons and form the capacity to follow as well as comprehend advanced theories in the field.

MODULE 1: INTRODUCTION TO PSYCHOLOGY (10 Hrs, 15 Marks)

Psychology: A working definition. Nature of psychological knowledge: Scientific method and critical thinking. How to evaluate claims of human behavior? Pseudopsychologies: Palmistry, astrology, graphology, Ouija board etc. how do they work? Developing critical thinking abilities.

MODULE 2: PERCEPTION AND CONSCIOUSNESS (12 Hrs, 18 Marks)

Definitions of attention and perception. Illusion. Examples of illusion. How to enhance perceptual accuracy. Biological rhythms. State of consciousness : Waking, Dream and Sleep. Altered States: Hypnosis-facts and myths, hypnotic susceptibility; Meditation; Drug-altered consciousness (briefly)

MODULE 3: LEARNING AND MEMORY (18 Hrs, 26 Marks)

Definition of Classical conditioning, Trial and error learning, Operant conditioning and observational learning with one illustration each. Concept of behavior modification. Encoding, storage and retrieval process. Sensory, short term and long term memories. Chunking. Rehearsing information. False memory, childhood amnesia, flash bulb memory. Mnemonics. Strategies for improving memory: rehearsal, elaboration, organization etc.

MODULE 4: MOTIVATION, EMOTION, STRESS (14 Hrs, 21 Marks)

Extrinsic and intrinsic motivation. How to cope with test anxiety. Elements of emotional experience. Principle of lie detector. Concept of emotional intelligence. Stress and reaction of stress.

References

1. Coon, D. & Mitterer, J.O., (2007). *Introduction of psychology: Gateways to Mind and Behaviour*, Eleventh Edn (India Edn). New Delhi: Thomas Wadsworth.
2. Weiten, W. (2008) *Psychology: Themes and variations*, 7th ed. New York: Brooks/Cole Publishing Co.
3. Baron, R.A and Byrne, D (2006). *Social Psychology*, 11th ed. New Delhi: Prentice Hall of India Pvt. Ltd.

MODEL QUESTION PAPER
19UPG551.1: UNDERSTANDING HUMAN BEHAVIOUR

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. Any physical energy that evokes a sensory response is called _____.
2. To look within and examine one's thoughts, feelings or sensation is called _____.
3. The first psychological laboratory was established by _____.
4. In _____ interference, information currently being learned interferes with information already present in memory.
5. Maslow refers to physiological, safety and social needs as _____ needs.

Define the following. Each question carries 1 mark.

6. Psychology
7. Attention
8. Illusion
9. Motivation
10. Learning

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Graphology
12. Pseudo Psychology
13. Perception
14. Chunking
15. Mnemonics
16. Stress
17. Dream
18. Meditation
19. Hypnosis
20. Conditioning
21. Flash bulb memory
22. Amnesia

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. States of consciousness
24. Trails and error learning
25. Process of memory
26. Extrinsic and intrinsic motivation
27. Emotional intelligence
28. Observational learning
29. Memory enhancing techniques
30. Principles of lie detector
31. Reaction to stress

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Write a note on scientific method in the field of Psychology.
33. Explain the nature, principles and application of classical conditioning.
34. Define memory and explain its types with suitable examples.
35. Discuss the nature, principles and application of operant conditioning.

(2 x 15 = 30 marks)

Open Course

19UPG551.2: CHILD DEVELOPMENT

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (6 hrs)

Developmental process and periods: Biological, Cognitive and socio- emotional process, periods of development. Developmental issues; Nature and nurture, continuity and discontinuity, early and later experience, evaluating the developmental issues.

MODULE 2: BIOLOGICAL PROCESSES PHYSICAL AND PERCEPTUAL DEVELOPMENT (8 hrs)

Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities. Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductive technology, adoption

MODULE 3: PRENATAL DEVELOPMENT AND BIRTH (10 hrs)

Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural beliefs about pregnancy, normal prenatal development. Birth. The birth process, assessing the new born, low birth weight, and preterm infants The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

MODULE 4: PHYSICAL DEVELOPMENT AND HEALTH (10 hrs)

Body growth and changes: Growth pattern, infancy and childhood, puberty.

The brain: Brain Physiology, Infancy, Childhood and adolescence.

MODULE 5: MOTOR, SENSORY AND PERCEPTUAL DEVELOPMENT (10 hrs)

The Dynamic System Views, Reflexes, Gross Motor Skills, Fine motor skills, Handedness, Sensation and perception – Vision Hearing, Other senses.

MODULE 6: COGNITION LANGUAGE AND MORAL DEVELOPMENT (10 hrs)

Piaget's Theory of cognitive Development: Process of development, sensory motor stage, preoperational stage, concrete operational stage formal operational stage. Language development: Infancy Early childhood Moral development Kohlberg's theory

Reference

1. Santrock, J.W (2007), *Child Development*, 11th edition, New Delhi: Tata Mc Grow- Hill.
2. Papalia, D.E (2004), *Human development*, 9th edition, Newdelhi: MC Grow –Hill.

Open Course

19UPG551.3: YOGA AND STRESS MANAGEMENT

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (6 hrs)

Relevance of Yoga in Modern Life Misconceptions about Yoga - Secular Nature of Yoga.

MODULE 2: THEORETICAL FOUNDATIONS OF YOGA (10 hrs)

The eight components of Yoga (Pathanjali): Yama - Niyama- Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi.

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga.

Principles of Rajayoga - Chakras and their significance Five Koshas and their importance

MODULE 3: STRESS (8 hrs)

Definition of stress - Causes of Stress Symptoms of Stress - Physical - Psychological - Behavioural. Coping with stress - relaxation - life style management.

MODULE 4: THERAPEUTIC ASPECTS OF YOGA (10 hrs)

Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management (briefly).

MODULE 5: SPIRITUAL THERAPEUTIC TECHNIQUES IN VARIOUS RELIGIOUS TEXTS (10 hrs)

Therapeutic aspects in Bhagavad Gita, Bible and Quran and its relevance in modern society.

Module 6: (Theory & Practicals) 10 hrs

Basic Relaxation techniques, Simple meditation techniques. Basic pranayama techniques, Yoga Nidra, Basic Asanas (Postures).

References

1. Iyengar, B.K.S(2011) *Light on yoga*. Harper Collins Publishers, New Delhi
2. Taimni, I. K.(2011) *Commentary*. Harper Collins Publishers, New Delhi
3. Swami Vivekananda. (2004). *Raja Yoga revised*. Cosmo Publication, New Delhi.

Open Course

19UPG551.4: LIFE SKILLS EDUCATION

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

Course Outcome

Form the foundation of life skills education for the promotion of mental wellbeing, and healthy interaction and behavior. Enable the students to translate knowledge, attitudes and values into actual abilities., what to do and how to do it. Contribute to the student's perception of self-efficacy, self confidence and self-esteem. Develop abilities for adaptive and positive behavior, that enables individuals to deal effectively with the demands and challenges of everyday life.

MODULE 1: INTRODUCTION (8 Hrs, 12 Marks)

Understanding Life Skills–Need for life skill education – Knowledge – Attitude - Skills

MODULE 2: CORE LIFE SKILLS (10 Hrs, 15 Marks)

10 core skills –Self-awareness -Empathy - Critical thinking - Creative thinking – Decision making - Problem Solving - Effective Communication-Interpersonal relationship – Coping with stress - Coping with emotion

MODULE – 3: SOCIAL SKILLS AND NEGOTIATION SKILLS (14 Hrs, 20 Marks)

Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem.

Techniques used for Self-Awareness: Johari Window, SWOT Analysis

Empathy - Sympathy, Empathy & Altruism

Effective Communication - Definition, Functions, Models, Barriers

Interpersonal Relationship - Definition, Factors affecting Relationships

MODULE – 4: THINKING SKILLS (12 Hrs, 18 Marks)

Creative and Critical Thinking - Definition, Nature, Stages

Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving

Decision Making - Definition, Process, Need - Consequences, Models of Decision Making -

Goal Setting

MODULE – 5: COPING SKILLS (10 Hrs, 15 Marks)

Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model,

Two-Dimensional Approach - Coping Strategies Coping with Stress - Definition, Stressors - Sources of Stress

- The General Adaptive Syndrome Model of Stress Coping Strategies

References

1. Central Board of Secondary Education. Life Skills Education and CCE for Class IX and X. (http://www.cbse.nic.in/cce/life_skills_cce.pdf) WHO handbook for Life Skills Education in schools.
2. Jones R.N (2007). *Life Coaching Skills – How to develop skilled clients*. New Delhi. Sage Publications.
3. Lewis H (2000). *Body Language –a guide to professionals*. New Delhi: Response Books
4. Kaul, A (2005). *The effective presentation: Talk your way to success*. New Delhi: Response Books.
5. Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). *Developing Soft Skills*- Fourth edition. New Delhi: Pearson Education.
6. Shephard, K (2005). *Presenting at conferences, seminars and meetings*. New Delhi Response Books.

Open Course

19UPG551.5: SPORTS PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION TO SPORTS PSYCHOLOGY (6 hrs)

Definition of Sports Psychology – A Brief History of Sports Psychology – Ethics in Sports Psychology- The Psychology of Play : What is play ? Kinds of Play – Importance of play – Factors influencing play- Theories of Play: Traditional and Twentieth Century theories.

MODULE 2: THE SOCIO – PSYCHOLOGICAL NATURE OF SPORTS AND GAMES (10 hrs)

The Nature of Games: Competitive Games, Games of chance, Games of Pretense and Games of Vertigo. The Nature of Sports : Sports as a Game Occurrence –The Institutionalization of Games into Sports – Sports as a Social Institution – Sports as a Social System

MODULE 3: MOTIVATION AND SELF CONFIDENCE IN SPORTS (10 hrs)

Introduction – Models of Self Confidence : Bandura's Theory of Self –Efficacy – Herter's Competency Motivation Theory –Developing Self Confidence Through Self – Talk – Categories of Self –Talk –Selecting Self –Talk Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements. Gender and Self Confidence.

MODULE 4: GOAL SETTING IN SPORTS (8 hrs)

Basic Types of Goals and Their Effectiveness: Outcome Goals – Performance Goals- Process Goals. Principles of Effective Goal Setting : Make Goal Specific, Measurable, Observable –Clearly Identify Time Constraints –Use Moderately Difficult Goals –Write Goals and Regularly Monitor Progress. Team Approach to Setting Goals

MODULE 5: AROUSAL, STRESS AND ANXIETY IN SPORTS (10 hrs)

Introduction – Definition: Arousal , Stress and Anxiety.

The Relationship among Arousal, Anxiety and Athletic Performance

Emotions and Mood –Selye's Concept of Stress – The Stress Process –The Multidimensional Nature of Anxiety – Measurement of Anxiety

MODULE 6: COPING STRATEGIES IN SPORTS (10 hrs)

Introduction –Conceptual Frame Work for Coping Strategies –Measurement of Coping Skills- Factors that Enhances the Generalizability of Coping Strategies used by Elite Athletes – Progressive Relaxation –Autogenic Training –Meditation – Biofeedback Training.

References

1. Cox,R.H. (2002). *Sport Psychology: Concepts and Applications*, 5th Edn. Mc. Graw Hill.
2. Wann, D.L. (1997). *Sport Psychology*. Prentice Hall, Inc.
3. Alderman, R.B. (1974). *Psychological Behaviour in Sports*.W.B. Saunders Company.
4. Sharma & Sharma. *Advanced Educational Psychology*. New Delhi. Atlantic Publishers.

Open Course

19UPG551.6: HEALTH PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: HISTORY AND CONCEPTS (10 hrs)

Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

MODULE 2: STRESS (10 hrs)

Stress and reaction to stress. Pressure, frustration, conflict; how to manage them. General adaptation syndrome. Techniques for stress management.

MODULE 3: LIFESTYLE ILLNESS AND TERMINAL ILLNESS (12 hrs)

Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological Diseases – Alzheimer's, Dementia and Problems of aging and adjustment

MODULE 4: HEALTH AND BEHAVIOR CHANGE (12 hrs)

Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading. Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

MODULE 5: MANAGEMENT OF CHRONIC ILLNESS (10 hrs)

Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

References

1. Dematteo, Robin, M., & Martin, R. L. (2007). *Health Psychology*. New Delhi: Pearson Education.
2. Taylor, E. (2006). *Health psychology*. New Delhi: McGraw Hills inc
3. Edward P. Sarafino (1998). *Health Psychology: Bio-psychosocial interactions*, 2nd & 3rd Edition John Wiley & Sons Inc

Open Course

19UPG551.7: PSYCHOLOGY IN THE CLASSROOM

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1 (6 hrs)

Educational psychology-meaning and definition, nature, scope and functions. Human growth and development – Maturational and learning.

MODULE 2 (10 hrs)

Cognitive development and learning – Theories of Piaget, Vygotsky, Gardener – educational implications.

MODULE 3 (10 hrs)

Factors influencing Learning, strategies for enhancing learning – factors influencing memory, factors affecting attention, interest-meaning and nature, habits-meaning nature and development. Development of effective thinking, methods of developing creativity among children, factors affecting problems solving, techniques of motivation in classroom situation.

MODULE 4 (10 hrs)

Mental Health – nature and characteristics of mentally healthy person, Adjustment, Frustration and Conflict Behaviour problem – meaning and concept, socio cultural factors in learning – cultural differences-socio economic status, ethnicity language.

MODULE 5 (10 hrs)

Exceptional children-types and characteristics (the gifted child, the backward child, juvenile delinquent, physically disabled children, mentally disable or retarded children, learning disabled children, emotionally disturbed children)

MODULE 6 (8 hrs)

Effective classroom control and management, the physical environment, creating a positive and emotionally safe classroom environment for learning, communication in the class room – speaking listening skills and nonverbal communications.

References

1. Santrock, J.W (2006). *Educational Psychology*. New Delhi: Tata Mc Graw Hill Co.
2. Mangal, S.K.(2008). *Essentials of Educational Psychology*. New Delhi : Prentice Hall India Private limited.
3. Panda, K.C (2004). *Educational of exceptional children*. New Delhi: Vikas Publishing House.

Open Course

19UPG551.8: EDUCATIONAL PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION AND METHODS OF EDUCATIONAL PSYCHOLOGY (10 hrs)

Meaning and Definition of Educational Psychology; Nature and Scope of Educational Psychology; Methods of Educational psychology- Introspection, Observation, Experimental, Differential, Clinical and Psychophysical Methods

MODULE 2: CHILD DEVELOPMENT AND LEARNING (11 hrs)

Processes and periods of child development; Cognitive development- the brain, Piaget's theory, Vygotsky's theory; Language development; Learning- types of learning, Factors affecting learning, Techniques to improve memory; Factors affecting attention and Problem solving.

MODULE 3: EDUCATING EXCEPTIONAL CHILDREN (10 hrs)

Gifted Children, Backward Children, Juvenile delinquent, Learning Disabled Children, Mentally Retarded Children, Physically Disabled Children, Emotional and Behavioral Disordered Children

MODULE 4: LESSON PLANNING AND CLASSROOM MANAGEMENT (12 hrs)

Lesson Planning- Teacher-centred Lesson Planning, Learner-centred Lesson Planning; Technology and Education; Classroom Management- Designing the Physical Environment, Creating a Positive Environment, Being a Good Communicator, Dealing with Problem Behaviour.

MODULE 5: STANDARDIZED TESTS AND CLASS ROOM ASSESSMENT (11 hrs)

The nature of standardized tests, Aptitude and Achievement tests, The teacher's roles in testing, The classroom as an assessment context, Traditional tests, Alternative assessments, Grading and reporting performance.

References

1. Mangal, S.K. (2010). *Essentials of Educational Psychology*. New Delhi: Prentice-hall India Ltd.
2. Mangal, S.K. (2011). *Advanced Educational Psychology* (2nd ed.). New Delhi: PHI Learning Ltd.

Semester VI

Core Course XI

19UPG641: PSYCHOLOGICAL ASSESSMENT – II (PRACTICALS)

Total Hours: 90

(Credits: 4, Weekly Hours: 5)

Course Outcome

Ability to understand himself / herself as well as other people, develop skills of testing and scientific reporting in Psychology, familiarity with various Psychological tests and assessment tools.

Each student is required to conduct a minimum of 5 experiments and submit the record for evaluation at the end of the semester.

- 1 Koh's Block Design Test & Pass along Test
- 2 Mirror Drawing Test
- 3 Concept Formation Blocks
- 4 Knox Cube Imitation Test
- 5 Binet Hand-tool Dexterity test
- 6 Directed Observation Board
- 7 Short-term as a function of retention interval
- 8 Free Vs Controlled Association

References

1. Rajamanickam.M. (2005). *Experimental Psychology with Advanced Experiments*. New Delhi. Concept Publishing Company.
2. Woodworth.R.S & Schlosberg. H (1965) *Experimental Biology*. NewYork: Methen and Co. Ltd.
3. Postman.L f Fagan.J.P (1949) *Experimental Psychology. An Intrduction*. New York: Harper and Brother Publishers.

Core Course XII

19UPG642: HUMAN DEVELOPMENT

Total Hours: 72

(Credits: 4, Weekly Hours: 4)

Course Outcome

Familiarity with theories and process of development, as well as with the age – related changes in different domains of development. Ability to identify and detect irregular growth patterns, that are not characteristic of the normal milestones of development.

MODULE 1 : INTRODUCTION TO LIFE SPAN DEVELOPMENT (12 hrs, 13 Marks)

Importance of life span development, Historical perspective, Characteristics of life span perspective, Nature of development, Cross sectional, longitudinal and sequential approaches in developmental study.

MODULE 2 : THEORIES OF DEVELOPMENT (12 hrs, 13 Marks)

Theories by Freud, Erikson, Piaget, Vygotsky, Information processing, Behavioral, Social, cognitive ethological and Ecological theories

MODULE 3 : PRENATAL DEVELOPMENT (12 hrs, 13 Marks)

Germinal period – embryonic period – fetal period, Prenatal diagnostic test, Effects of teratogens, Neonatal health and responsiveness, Consequences of low birth weight.

MODULE 4 : PHYSICAL DEVELOPMENT AND AGING (12 hrs, 14 Marks)

Cephalocaudal and proximodistal pattern, New born – reflexes, perception (vision, hearing, other senses, intermodal perception), Height and weight in infancy and childhood, Gross and fine motor skills, handedness, Physical development in puberty, Changes in early, middle and late adulthood.

Theories of aging

MODULE 5 : COGNITIVE DEVELOPMENT (12 hrs, 13 Marks)

Stages of cognitive development – sensory motor stage-object permanence, preoperational stage-intuitive thought, concrete operations – conservation, formal operations.

MODULE 6 : SOCIO-EMOTIONAL DEVELOPMENT (12 hrs, 14 Marks)

Attachment and love-Theories of attachment, care giving and attachment, Moral Development – Piaget's and Kohlberg's theory – stages – social conventional reasoning – basic processes – resistance to temptation – self control – empathy – role of emotion – moral personality – moral identify – moral characters – exemplars.

References

1. Santrock, J.W. (2005). *A Theoretical Approach to Life-span Development*, 3rd edition. New Delhi : Tata McGraw-Hill.
2. Berk, E.L. (2005). *Child Development*. New Delhi: Prentice Hall
3. Papalia, E.D., Olds, W.S. and Feldman, D.R. (2004) *Human Development*. New Delhi: Tata-McGraw-Hill.

MODEL QUESTION PAPER
19UPG642: HUMAN DEVELOPMENT

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is a research design in which groups of participants of different ages are studied at the same point in time.
2. _____ involves building schema through direct interaction with the environment.
3. _____ is the belief that inanimate objects have life like qualities such as thoughts, wishes and feelings.
4. Adjusting the assistance offered during a teaching session to fit the child's current level of performance is _____.
5. _____ is the organized pattern of growth and motor control that proceeds from the centre of the body outward.

Define the following. Each question carries 1 mark.

6. Oral stage
7. Zone of proximal development
8. Reflexes
9. Accommodation
10. Cognitive map

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Sequential approach
12. Information processing
13. Teratogens
14. Aging
15. Separation anxiety
16. Empathy
17. Object permanence
18. Phallic stage
19. Fine motor skills
20. Formal operational stage
21. FASD
22. Breech birth

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Importance of life span development
24. Cognitive development
25. Explain prenatal diagnostic methods.
26. Explain new-born reflexes with examples.
27. Write a note on Bowlby's attachment styles.
28. Kohlberg's moral development theory.
29. Ecological theories of development
30. Consequences of low birth weight
31. Gross and fine motor skills

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Briefly explain the theories of development.
33. Explain theoretical perspectives of nature of development.
34. Compare and contrast on Piaget's and Kohlberg's theories of moral development.
35. Explain prenatal stages of development.

(2 x 15 = 30 marks)

Core Course XIII

19UPG643: ORGANIZATIONAL BEHAVIOUR

Total Hours: 72

(Credits: 4, Weekly Hours: 4)

Course Outcome

Know how about the Formation of organizations, Understand the need and application of psychological principles in the industrial settings Assessment and analysis of organizational aspects, Implementation of techniques to deal the organization effectively. Understand the dynamics of human behavior as well as be capable of appreciating the uniqueness of the individual employee.

MODULE 1: THEORETICAL ASPECTS OF EMPLOYEE MOTIVATION (10 hrs, 11 Marks)

Self Determination Theory, Goal Setting Theory, MBO, Self-Efficacy Theory, Reinforcement Theory, Equity Theory.

MODULE 2: JOB SATISFACTION (12 hrs, 13 Marks)

Measuring Job Satisfaction, What Causes Job Satisfaction, Impact of Job Satisfaction, Job Satisfaction and Performance, Job satisfaction and OCB, Job Satisfaction and customer Satisfaction, Job Satisfaction and Absenteeism, Job Satisfaction and Turnover, Job Satisfaction and Workplace Deviance.

MODULE 3: CONFLICT AND NEGOTIATION (14 hrs, 16 Marks)

Definition of conflict, Transitions in conflict thought, The conflict process (Stage I, II, III, IV, and V), Negotiation, bargaining strategies, The negotiation process, Individual differences in Negotiation effectiveness, Third party negotiations, Cultural differences in negotiations

MODULE 4: DECISION MAKING IN ORGANIZATIONS (12 hrs, 13 Marks)

The Rational Decision Making, Bounded Rationality, Intuition, Errors in Decision Making, Individual Differences, Organizational Constraints, Improving Creativity, Three-Component Model of Creativity.

MODULE 5: ORGANIZATIONAL CULTURE (12 hrs, 14 Marks)

Nature and Functions of organizational culture - Creating and Sustaining Culture, Learning culture - Creating a Positive Organizational Culture - Spirituality and Organizational Culture.

MODULE 6: ORGANIZATIONAL DEVELOPMENT (12 hrs, 13 Marks)

Definition, Sensitivity Training, Survey Feedback, Process Consultation, Team Building, Ingroup Development, Appreciation Inquiry.

References

1. Robbins, S.P. (2013). *Organizational Behaviour*, 15th Edition, New Delhi: PEARSON.
2. Luthans, F. (2013). *Organizational Behavior*, 12th Edition, New Delhi: McGraw Hill Education.
3. Parikh, M., & Gupta, R (2012). *Organizational Behaviour*, New Delhi: McGraw Hill Education.

MODEL QUESTION PAPER
19UPG643: ORGANIZATIONAL BEHAVIOUR

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ the process of organizing and distributing the collective wisdom of an organization.
2. _____ is the ability to influence a group toward the achievement of a goal.
3. _____ is the process that begin when one party perceives that another party has negatively affected or is about to negatively affect something that the first party cares about.
4. _____ is the process in which two or more parties exchange goods for services and attempt to agree on the exchange rate fir them.
5. _____ defines how job tasks are formally divided grouped and coordinated.

Define the following. Each question carries 1 mark.

6. Work specialization
7. Chain of command
8. Charismatic leadership
9. Grape wine
10. Team building

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Organizational design
12. Communication process
13. Leadership
14. Conflict process
15. Team building
16. Transactional analysis
17. Ingroup development
18. Span of control
19. Communication
20. LMX theory
21. Group
22. Survey feedback

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. The virtual organization
24. Bargaining strategies
25. Nature and functions of organizational strategies
26. The communication processes
27. Negotiation
28. Path-Goal theory
29. Process consultation
30. Organizational design
31. Trait theories

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Define communication and explain functions and barriers to effective communication.
33. Write a note on organizational structure and design.
34. Briefly explain conflict and negotiation.
35. Explain organizational culture.

(2 x 15 = 30 marks)

Core Course XIV

19UPG644: MALADAPTIVE BEHAVIOUR AND INTERPRETATION

Total Hours: 108

(Credits: 4, Weekly Hours: 6)

Course Outcome

Familiarity with different views and perspectives on normality and abnormality, Ability to explain maladaptive behavior, and provide interpretations for the same.

MODULE 1: MOOD DISORDERS (20 Hrs, 15 Marks)

Mood Disorders: Characteristics and causes of Depression, Mania, Unipolar mood disorder and Bipolar mood disorder, Suicide

MODULE 2: ANXIETY DISORDERS (20 Hrs, 15 Marks)

Clinical features of Anxiety disorders. Characteristics of Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Panic Disorder, Phobias

MODULE 3: DISSOCIATIVE DISORDERS (20 Hrs, 15 Marks)

Clinical features of Dissociative disorders: dissociative amnesia, Dissociative Identity disorder, Clinical features of Depersonalization disorder, Clinical features of Somatic Symptom disorder, Illness anxiety disorder, Conversion disorder, factitious disorder

MODULE 4: SUBSTANCE USE AND ADDICTIVE DISORDERS (14 Hrs, 10 Marks)

Clinical features of Substance use and addictive disorders: Alcohol related disorders. Other substances: Nicotine, LSD and Cannabis

MODULE 5: PERSONALITY DISORDERS (14 Hrs, 10 Marks)

Clinical features of Personality disorders: Characteristics and types

MODULE 6: THERAPEUTIC APPROACHES (20 Hrs, 15 Marks)

Therapeutic Approaches: Psychodynamic, Behavioral, Cognitive-behavioral Prevention Models: Primary, Secondary, and Tertiary forms of prevention. Role of psychology in disaster management: Mitigation: information processing and attitude change, Preparation: Behavioural and attitude change towards prevention, Response: Information processing and psychological first aid, Recovery: Psycho-social rehabilitation

References

1. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2015). *Abnormal psychology*. Pearson Higher Ed.
2. Sarason, I.G., & Sarason, R.B. (2005). *Abnormal Psychology: The Problem of Maladaptive Behavior* (10th ed.). New Delhi: Prentice Hall of India.
3. Kaplan, Comer, R.J. (1996). Sadock, & Grebb. (1994). *Synopsis of Psychiatry* (7th ed.). New York: Lippincott Williams & Wilkins.

MODEL QUESTION PAPER
19UPG644: MALADAPTIVE BEHAVIOUR AND INTERPRETATION

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is often characterised by intense and unrealistic feeling of excitement and euphoria.
2. _____ is a disorder in which a person experiences only depressive episode.
3. _____ disorder condition involving physical complaints or disabilities that occur without any evidence of physical pathology.
4. _____ is a pattern of bipolar disorder involving at least four manic or depressive episodes per year.
5. _____ is a pervasive suspiciousness and distrust of others.

Define the following. Each question carries 1 mark.

6. Mood disorders
7. Claustrophobia
8. CBT
9. Cortisol
10. Depression

(10 x 1 = 10 marks)

Section - B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. PTSD
12. Postpartum depression
13. Manic and hypomanic episode
14. Panic disorder
15. Histrionic personality disorder
16. OCD
17. Cognitive behaviour prevention model
18. Social factors of unipolar mood disorder
19. Social phobias
20. GAD
21. Major depressive episode with typical features
22. LSD

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Explain the causes and treatment of OCD.
24. Briefly explain alcohol abuse and dependence.
25. Beck's cognitive model of depression
26. Explain specific phobias, and its causes and treatment.
27. Perspectives on abnormal behaviour.
28. Explain somatoform and dissociative disorders.
29. What are the clinical features of borderline personality disorder?
30. What are the features of antisocial personality disorder?
31. Briefly explain panic disorder and its causes and treatment.

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Discuss the clinical features, causes and treatment of unipolar mood disorder.
33. Elucidate the clinical features, causes and treatment of personality disorders.
34. Write a note on clinical features, causes and treatment of anxiety disorders.
35. Discuss the clinical features, causes and treatment of bipolar mood disorder.

(2 x 15 = 30 marks)

Elective Course

19UPG661.1: PSYCHOLOGICAL ANALYSIS OF FILM AND CULTURE

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1 (12 Hrs)

Art and psychology: Introduction

Methodology of psychological film analysis: Narrative analysis, content analysis, visual interpretation. Qualitative interpretation

MODULE 2 (20 Hrs)

Psychoanalysis and art : Freud- Analyzing the author. Illustration: Freudian work on Dostoevsky

Film analysis. Psychology of film perception-phi phenomenon. Psychoanalytic metaphors in film perception – scopophilia, voyeurism, identification, internalization, projection and other mechanisms. Fetish in films.

Psychoanalysis and film interpretation. Psychological film theories: Metz-identification, fetish; Mulvey – woman as the subject of gaze

MODULE 3 (15 Hrs)

Psychology of Indian popular film: Kakar-Psychology of Indian popular cinema: viewer as author. Portrayal of women and the disadvantaged. Illustrations, Analysis of television images Illustrations. Cultural psychology. Sudhir Kakar. Reading the social psyche from films. Examples in the Kerala context.

Demonstrations (7 Hrs)

References

1. Hayward, s. (2006). *Cinema Studies: The Key Concepts*, 3rd Edition New York. Routledge.
2. Dix A, (2010). *Beginning Film Studies*. New Delhi Viva Books.
3. Freud ,S. (1953). *Art and Literature in. the standard edition of the complete psychological works*. London: The Hogarth Press.

Elective Course

19UPG661.2: PSYCHOLOGY OF ADOLESCENCE

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (8 hrs)

The Historical Perspective, Stereotyping of adolescents, current status of adolescents in India, Early and late adolescence, Development transitions.

MODULE 2: PHYSICAL DEVELOPMENT & HEALTH (8 hrs)

Puberty : Determinants of puberty, Growth spurt, Sexual maturation, Secular trends in puberty, Psychological dimensions. Exploring adolescent health: Risks, Leading causes of death, Nutrition and eating disorders: anorexia, bulimia – Exercise, Sports, Sleep, Stress and coping.

MODULE 3: SOCIO- EMOTIONAL PROCESSES (16 hrs)

Adolescent egocentrism, Perspective taking. The self : Self – understanding, Self – esteem and Self – concept. Identity: Erikson's ideas on identity, four statuses of identity, Development changes in identity, Identity and social contexts, Identity and intimacy

The emotions of adolescence, Hormones, experience and emotions, Emotional competence.

Personality traits, temperament. Domains of moral development: Moral thought, Moral behavior, Moral feeling: Moral personality, Contexts of moral development, Values.

MODULE 4: GENDER AND SEXUALITY (8 hrs)

Biological, social and cognitive influences on gender, Gender stereotypes, similarities and differences, Gender-role classification: Masculinity, femininity, and androgyny, Traditional masculinity and problem behaviors in adolescent males, Gender-role transcendence.

Developing a sexual identity, obtaining information about adolescent sexuality, Sexual literacy, Sources of sex information, Sex education in schools.

MODULE 5: SOCIAL CONTEXTS OF DEVELOPMENT (7 hrs)

Families: Reciprocal socialization, Parenting styles, Parent – adolescent conflict, Autonomy and attachment, Sibling roles, Birth order, Working parents.

Exploring peer relations : Peer group functions, Family –Peer linkages, Friendship, Romantic love and its construction.

School : Size and climate of school, Interaction with teachers. Achievement: The importance of achievement in adolescence, Time management, Obstacles to achievement.

Work: Advantages and disadvantages of part-time work in adolescence, working while going to college. Technology, computer and the internet.

MODULE 6: PROBLEM BEHAVIORS (7 hrs)

Risk taking behavior among adolescents, Drug abuse, Antisocial behavior, Juvenile delinquency, Teenage pregnancy, Depression and Suicide. Interrelation of adolescent problems and Prevention /Intervention.

References

1. Santock, J.W. (1998). *Adolescence* (11th ed.). New Delhi: Tata McGraw Hill Publishing Co.
2. Papalia, D.E, Olds, S.W., & Feldman, R.D. (1992). *Human Development*, Ninth Edition, Tata Hill Publishing Co
3. Mahmud, J. (2005). *Development psychology*, Efficient Offset Printers.

Elective Course

19UPG661.3: INDIAN PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (11 hrs)

Indian psychology as the science of living

Sources of Indian Psychological Concepts

Scope and methods : Role of intuition and Subjective experience – Yoga and Tantra techniques

The concept of consciousness- the principle of chit –States of consciousness the Self, mind and senses. Altered states of consciousness

MODULE 2: SENSATION AND PERCEPTION (8 hrs)

Relationship between sense organs and objects – manas as a sense organ – Illusion transcendental perception

MODULE 3: LEARNING AND MEMORY (8 hrs)

Self and past experience – Samskara and Vasana- Conditions of retention and recall

MODULE 4: MOTIVATION AND EMOTIONS (10 hrs)

Nature and kinds of motives – raga, dvesha and moha – Gita's theory of action- the concept of purushartha- the concepts of attachment and non- attachment.

MODULE 5: PERSONALITY AND PERSONALITY DEVELOPMENT (9 hrs)

Different theories of personality – the concept of sthithprajna- Yoga : the eightfold path to Self-realization.

MODULE 6: ABNORMAL BEHAVIOR AND ITS TREATMENT (8 hrs)

Indian classification of abnormal behavior- therapeutic techniques.

References

1. B. Kuppaswamy. *Elements of Ancient Indian Psychology*. Delhi: Konark Publishers Ltd
2. K. Ramakrishna Rao (Ed) *Handbook of Indian Psychology*. Delhi: Foundation Books.
3. Jadunath Sinha: *Indian Psychology* (3 Volumes). Delhi: Motilal Banarasi Das Publishers (P) Ltd.

Elective Course

19UPG661.4: LIFE SKILLS EDUCATION

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

Course Outcome

Form the foundation of life skills education for the promotion of mental wellbeing, and healthy interaction and behavior. Enable the students to translate knowledge, attitudes and values into actual abilities., what to do and how to do it. Contribute to the student's perception of self-efficacy, self confidence and self-esteem. Develop abilities for adaptive and positive behavior, that enables individuals to deal effectively with the demands and challenges of everyday life.

MODULE 1: INTRODUCTION (8 Hrs, 12 Marks)

Understanding Life Skills–Need for life skill education – Knowledge – Attitude - Skills

MODULE 2: CORE LIFE SKILLS (10 Hrs, 15 Marks)

10 core skills –Self-awareness -Empathy - Critical thinking - Creative thinking – Decision making - Problem Solving - Effective Communication-Interpersonal relationship – Coping with stress - Coping with emotion

MODULE – 3: SOCIAL SKILLS AND NEGOTIATION SKILLS (14 Hrs, 20 Marks)

Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem.

Techniques used for Self-Awareness: Johari Window, SWOT Analysis

Empathy - Sympathy, Empathy & Altruism

Effective Communication - Definition, Functions, Models, Barriers

Interpersonal Relationship - Definition, Factors affecting Relationships

MODULE – 4: THINKING SKILLS (12 Hrs, 18 Marks)

Creative and Critical Thinking - Definition, Nature, Stages

Problem Solving - Definition, Steps in Problem Solving - Factors Influencing Problem Solving

Decision Making - Definition, Process, Need - Consequences, Models of Decision Making -

Goal Setting

MODULE – 5: COPING SKILLS (10 Hrs, 15 Marks)

Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model,

Two-Dimensional Approach - Coping Strategies Coping with Stress - Definition, Stressors - Sources of Stress

- The General Adaptive Syndrome Model of Stress Coping Strategies

References

1. Central Board of Secondary Education. Life Skills Education and CCE for Class IX and X. (http://www.cbse.nic.in/cce/life_skills_cce.pdf) WHO handbook for Life Skills Education in schools.
2. Jones R.N (2007). *Life Coaching Skills – How to develop skilled clients*. New Delhi. Sage Publications.
3. Lewis H (2000). *Body Language –a guide to professionals*. New Delhi: Response Books
4. Kaul, A (2005). *The effective presentation: Talk your way to success*. New Delhi: Response Books.
5. Sherfield, R.M. Montgomery, R.J. and Moody P.G (2009). *Developing Soft Skills*- Fourth edition. New Delhi: Pearson Education.
6. Shephard, K (2005). *Presenting at conferences, seminars and meetings*. New Delhi Response Books.

MODEL QUESTION PAPER
19UPG661.4: LIFE SKILLS EDUCATION

Time: 3 Hrs

Max. Marks: 80

Section – A

Fill in the blanks. Each question carries 1 mark.

1. _____ is the ability for adaptive and positive behaviour that enable one's to deal with challenges of life.
2. _____ is defined as the process of actively and skilfully conceptualizing, applying, analysing, synthesising and evaluating information to reach conclusion.
3. _____ is quality of being self-assured and confident without being aggressive.
4. _____ is the experience of understanding another person's condition from their perspective.
5. _____ is a strong, deep or close association of acquaintance between two or more people that may be enduring.

Define the following. Each question carries 1 mark.

6. Self-esteem
7. Empathy
8. Altruism
9. Problem solving
10. Creativity

(10 x 1 = 10 marks)

Section – B

Write short paragraphs on eight of the following. Each question carries 2 marks.

11. Self-awareness
12. Johari window
13. Communication
14. Critical thinking
15. Interpersonal relationship
16. Decision making
17. GAS
18. SWOT analysis
19. Emotion
20. Stress
21. Attitude
22. Self-concept

(8 x 2 = 16 marks)

Section – C

Write short essays on six of the following. Each question carries 4 marks.

23. Explain the techniques used for self-awareness.
24. Distinguish sympathy, empathy and altruism with suitable examples.
25. Factors affecting relationships
26. Explain the stages of creative thinking.
27. Wheel model
28. Models of decision making
29. Goal setting strategies
30. Briefly explain the need of life skills education
31. Two-dimensional approach

(6 x 4 = 24 marks)

Section – D

Write essays on two of the following. Each question carries 15 marks.

32. Write a note on 10 core life skills.
33. Explain the functions, models and barriers of effective communication.
34. Discuss the steps and factors involve in problem solving.
35. Explain the sources and coping strategies of stress.

(2 x 15 = 30 marks)

Elective Course

19UPG661.5: YOGA AND STRESS MANAGEMENT

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (6 hrs)

Relevance of Yoga in Modern Life Misconceptions about Yoga - Secular Nature of Yoga.

MODULE 2: THEORETICAL FOUNDATIONS OF YOGA (10 hrs)

The eight components of Yoga (Pathanjali): Yama - Niyama- Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi.

Four approaches to Yoga: Jnana Yoga - Karma Yoga - Bhakthi Yoga - Raja Yoga.

Principles of Rajayoga - Chakras and their significance Five Koshas and their importance

MODULE 3: STRESS (8 hrs)

Definition of stress - Causes of Stress Symptoms of Stress - Physical - Psychological - Behavioural. Coping with stress - relaxation - life style management.

MODULE 4: THERAPEUTIC ASPECTS OF YOGA (10 hrs)

Yoga and stress management, Yoga as a desensitization tool, Yoga for Improving stress tolerance, Yoga and cognitive restructuring, Yoga and Physical health, and Yoga and Life style management (briefly).

MODULE 5: SPIRITUAL THERAPEUTIC TECHNIQUES IN VARIOUS RELIGIOUS TEXTS (10 hrs)

Therapeutic aspects in Bhagavad Gita, Bible and Quran and its relevance in modern society.

Module 6: (Theory & Practicals) 10 hrs

Basic Relaxation techniques, Simple meditation techniques. Basic pranayama techniques, Yoga Nidra, Basic Asanas (Postures).

References

1. Iyengar, B.K.S(2011) *Light on yoga*. Harper Collins Publishers, New Delhi
2. Taimni, I. K.(2011) *Commentary*. Harper Collins Publishers, New Delhi
3. Swami Vivekananda. (2004). *Raja Yoga revised*. Cosmo Publication, New Delhi.

Elective Course

19UPG661.6: SPORTS PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION TO SPORTS PSYCHOLOGY (6 hrs)

Definition of Sports Psychology – A Brief History of Sports Psychology – Ethics in Sports Psychology- The Psychology of Play : What is play ? Kinds of Play – Importance of play – Factors influencing play- Theories of Play: Traditional and Twentieth Century theories.

MODULE 2: THE SOCIO – PSYCHOLOGICAL NATURE OF SPORTS AND GAMES (10 hrs)

The Nature of Games: Competitive Games, Games of chance, Games of Pretense and Games of Vertigo. The Nature of Sports : Sports as a Game Occurrence –The Institutionalization of Games into Sports – Sports as a Social Institution – Sports as a Social System

MODULE 3: MOTIVATION AND SELF CONFIDENCE IN SPORTS (10 hrs)

Introduction – Models of Self Confidence : Bandura's Theory of Self –Efficacy – Herter's Competency Motivation Theory –Developing Self Confidence Through Self – Talk – Categories of Self –Talk –Selecting Self –Talk Statement – Specific Uses of Self –Talk- Constructing Self – Affirmation Statements. Gender and Self Confidence.

MODULE 4: GOAL SETTING IN SPORTS (8 hrs)

Basic Types of Goals and Their Effectiveness: Outcome Goals – Performance Goals- Process Goals. Principles of Effective Goal Setting : Make Goal Specific, Measurable, Observable –Clearly Identify Time Constraints –Use Moderately Difficult Goals –Write Goals and Regularly Monitor Progress. Team Approach to Setting Goals

MODULE 5: AROUSAL, STRESS AND ANXIETY IN SPORTS (10 hrs)

Introduction – Definition: Arousal , Stress and Anxiety.

The Relationship among Arousal, Anxiety and Athletic Performance

Emotions and Mood –Selye's Concept of Stress – The Stress Process –The Multidimensional Nature of Anxiety – Measurement of Anxiety

MODULE 6: COPING STRATEGIES IN SPORTS (10 hrs)

Introduction –Conceptual Frame Work for Coping Strategies –Measurement of Coping Skills- Factors that Enhances the Generalizability of Coping Strategies used by Elite Athletes – Progressive Relaxation –Autogenic Training –Meditation – Biofeedback Training.

References

1. Cox,R.H. (2002). *Sport Psychology: Concepts and Applications*, 5th Edn. Mc. Graw Hill.
2. Wann, D.L. (1997). *Sport Psychology*. Prentice Hall, Inc.
3. Alderman, R.B. (1974). *Psychological Behaviour in Sports*.W.B. Saunders Company.
4. Sharma & Sharma. *Advanced Educational Psychology*. New Delhi. Atlantic Publishers.

Elective Course

19UPG661.7: PSYCHOLOGY OF ADVERTISING AND MARKETING RESEARCH

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (8 hrs)

Why advertising?

Evolution of advertising – Socio economic effects of advertising – Types of Advertising – Various phases of advertising – Advertising agency system –Market Research – Hoarding – Bus panels –Spectacular – bulletins.

MODULE 2: PLANNING AND CAMPAIGNS (6 hrs)

Media section –Newspapers – Magazines –Radio –Television –Direct mail – Outdoor –advertising – Hoarding – Bus panels –Spectacular –bulletins.

MODULE 3: PSYCHOLOGICAL FACTORS IN ADVERTISING (11 hrs)

Attentional and Perceptual Factors in advertising

Motivational Factors in advertising

Emotional Factors in advertising

Cognitive Factors in advertising

Persuasion in advertising

Sex in advertising

Entertainments and advertising.

MODULE 4: PSYCHOLOGICAL STRATEGIES IN ADVERTISING (10 hrs)

Targeting

Branding

Imaging

Choice of media

Psychology of advertising design

Advertising effectiveness

MODULE 5: NEW PSYCHOLOGICAL TACTICS AND TRENDS IN ADVERTISING (10 hrs)

Behavioral Targeting

Subliminal advertising

Accelerated communications

Neuromarketing : What's it all about ?

Temptation Turn –off Tactics.

The Swearg Effect.

MODULE 6: MARKETING RESEARCH (9 hrs)

The Marketing research Process.

Designing Opinion and Interest Surveys

Other Primary Sources of Data : Interviews ; Mystery shopping ; Focus group;

Projective techniques; Product tests; Diaries & Omnibus Studies

Secondary Sources of Data (desk research)

References

1. Advertising –Cohen
2. Advertising Psychology and Research - Hepner
3. Advertising – Warner, et al
4. Fundamentals of advertising – Chunna wallah
5. Advertising Made Simple – Thomos Jefkins
6. Effective advertising – Leon Quera
7. Advertising and the Mind of the Consumer: by Max Sutherland, Alice K. Sylvester
8. Emotion in Advertising : Theoretical and Practical Explorations by Agres, Edell, & Dubitsky.
9. Persuasion in Advertising. BY John O'Shanghnessy, Nicholas Jackson O' Shaughnessy.
10. Modern Advertising by Calkins & Holden.

Elective Course

19UPG661.8: PSYCHOLOGY OF COMMUNICATION AND MEDIA

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (6 hrs)

Definition of Communication –scope –communication process

Variable of Communication Source -Message- Channel – Receiver Feedback

Verbal and nonverbal Communication.

MODULE 2 BASIC MODELS OF COMMUNICATION (8 hrs)

Shannon & Weaver – Lasswell – Berlo

Types of communication interpersonal- Group –Mass communication

Mass communication – Characteristics of print, Radio, Television, Film

MODULE 3 ADVANCED MODELS OF COMMUNICATION (10 hrs)

Two- step flow of communication – Opinion leaders- Characteristics – Deffusion of innovation –Roger and shoemakers model of communication. Gate keeping models- White's gatekeeper's models, Galthuing and Ruge's model of selective gate keeping – Models of communication.

MODULE 4 : MARKET COMMUNICATION (9 hrs)

Concept – Characteristics Reinforcement – Sleeper effect

Organisational communication

Newcom's balance theory – Congruity – Dissonance- Social Judgment model

MODULE 5: MEDIA PSYCHOLOGY IN CONTEXT (10 hrs)

Research Methods in Media Psychology

Psychological Effects and Influences of Media

The Effects of Media Violence

Prosocial Effects of Media

Advertising

MODULE 6: DEVELOPMENT ISSUES IN MEDIA PSYCHOLOGY (11 hrs)

Young Children and Television

Media and Adolescence

The Social Psychology of the Media

Representations of Social Groups

The Psychology of the Media Audience

Genres: News and Current Affairs, Audience Participation and Reality TV, Soaps,

The Future of Media Psychology, The Internet

References

1. David Berlo : The Process of Communication
2. Uma Narula : Mass Communication Theory and Practice
3. Denis Mequial and Windhal : Communication models
4. Denis Mequial : Media Performance
5. Denis Mequial : Communication
6. Ithias de Solo Pool (ed). Hand book of Communication
7. John Wright: Communication Theory
8. David Giles Media Psychology

Elective Course

19UPG661.9: HEALTH PSYCHOLOGY

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: HISTORY AND CONCEPTS (10 hrs)

Need and Significance of Health Psychology Historical and Conceptual basis of Health Psychology. Health Behavior and Health Models. Biomedical Science and Health Psychology. Doctor- Patient communication and relationship in the context of Health psychology

MODULE 2: STRESS (10 hrs)

Stress and reaction to stress. Pressure, frustration, conflict; how to manage them. General adaptation syndrome. Techniques for stress management.

MODULE 3: LIFESTYLE ILLNESS AND TERMINAL ILLNESS (12 hrs)

Psychological factors in Cancer, Diabetes, Coronary Heart Disease and Asthma. Psychological Factors in Degenerative Neurological Diseases – Alzheimer's, Dementia and Problems of aging and adjustment

MODULE 4: HEALTH AND BEHAVIOR CHANGE (12 hrs)

Health Compromising Behaviours: Alcohol use and abuse, smoking, unhealthy sexual behaviour, jealousy, rumor spreading. Health Enhancing behaviours: Exercise, Yoga, Eating and health, positive thinking.

MODULE 5: MANAGEMENT OF CHRONIC ILLNESS (10 hrs)

Quality of life, emotional responses to Chronic Illness, Personal Issues in Chronic Disease, Coping with Chronic Illness, Rehabilitation and Chronic Illness, Psychological intervention and Chronic Illness.

References

1. Dematteo, Robin, M., & Martin, R. L. (2007). *Health Psychology*. New Delhi: Pearson Education.
2. Taylor, E. (2006). *Health psychology*. New Delhi: McGraw Hills inc
3. Edward P. Sarafino (1998). *Health Psychology: Bio-psychosocial interactions*, 2nd & 3rd Edition John Wiley & Sons Inc

Elective Course

19UPG661.10: PSYCHOLOGY IN THE CLASSROOM

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1 (6 hrs)

Educational psychology-meaning and definition, nature, scope and functions. Human growth and development – Maturational and learning.

MODULE 2 (10 hrs)

Cognitive development and learning – Theories of Piaget, Vygotsky, Gardener – educational implications.

MODULE 3 (10 hrs)

Factors influencing Learning, strategies for enhancing learning – factors influencing memory, factors affecting attention, interest-meaning and nature, habits-meaning nature and development. Development of effective thinking, methods of developing creativity among children, factors affecting problems solving, techniques of motivation in classroom situation.

MODULE 4 (10 hrs)

Mental Health – nature and characteristics of mentally healthy person, Adjustment, Frustration and Conflict Behaviour problem – meaning and concept, socio cultural factors in learning – cultural differences-socio economic status, ethnicity language.

MODULE 5 (10 hrs)

Exceptional children-types and characteristics (the gifted child, the backward child, juvenile delinquent, physically disabled children, mentally disable or retarded children, learning disabled children, emotionally disturbed children)

MODULE 6 (8 hrs)

Effective classroom control and management, the physical environment, creating a positive and emotionally safe classroom environment for learning, communication in the class room – speaking listening skills and nonverbal communications.

References

1. Santrock, J.W (2006). *Educational Psychology*. New Delhi: Tata Mc Graw Hill Co.
2. Mangal, S.K.(2008). *Essentials of Educational Psychology*. New Delhi : Prentice Hall India Private limited.
3. Panda, K.C (2004). *Educational of exceptional children*. New Delhi: Vikas Publishing House.

Elective Course

19UPG661.11: CHILD DEVELOPMENT

Total Hours: 54

(Credits: 2, Weekly Hours: 3)

MODULE 1: INTRODUCTION (6 hrs)

Developmental process and periods: Biological, Cognitive and socio- emotional process, periods of development. Developmental issues; Nature and nurture, continuity and discontinuity, early and later experience, evaluating the developmental issues.

MODULE 2: BIOLOGICAL PROCESSES PHYSICAL AND PERCEPTUAL DEVELOPMENT (8 hrs)

Genetic foundations: The genetic processes, genetic principles, chromosome and gene linked abnormalities. Reproductive challenges and choices: Prenatal diagnostic tests, infertility and reproductive technology, adoption

MODULE 3: PRENATAL DEVELOPMENT AND BIRTH (10 hrs)

Prenatal development: The cause of prenatal development, teratogens and hazards to prenatal development, prenatal care, cultural beliefs about pregnancy, normal prenatal development. Birth. The birth process, assessing the new born, low birth weight, and preterm infants The postpartum period: Physical adjustment, emotional and Psychological adjustment, bonding

MODULE 4: PHYSICAL DEVELOPMENT AND HEALTH (10 hrs)

Body growth and changes: Growth pattern, infancy and childhood, puberty.

The brain: Brain Physiology, Infancy, Childhood and adolescence.

MODULE 5: MOTOR, SENSORY AND PERCEPTUAL DEVELOPMENT (10 hrs)

The Dynamic System Views, Reflexes, Gross Motor Skills, Fine motor skills, Handedness, Sensation and perception – Vision Hearing, Other senses.

MODULE 6: COGNITION LANGUAGE AND MORAL DEVELOPMENT (10 hrs)

Piaget's Theory of cognitive Development: Process of development, sensory motor stage, preoperational stage, concrete operational stage formal operational stage. Language development: Infancy Early childhood Moral development Kohlberg's theory

Reference

1. Santrock, J.W (2007), *Child Development*, 11th edition, New Delhi: Tata Mc Grow- Hill.
2. Papalia, D.E (2004), *Human development*, 9th edition, Newdelhi: MC Grow –Hill.

19UPG646: PROJECT

Guidelines

1. Project can be an exploratory study, which may be qualitative or quantitative in nature
2. The size of the sample can be limited to the minimum required to arrive at reliable conclusion.
3. The Study should focus on one dependent variable only.
4. Project should comprise of 3 chapters
 - Chapter I introduction
 - Chapter II Review of Literature
 - Chapter III Method
 - Chapter IV Results and Discussion
 - Chapter V Summary and Conclusion
5. The number of pages shall be limited to a maximum of 120 excluding reference and appendix
6. The font shall be Time New Roman, size 12, typed in Double space
7. The Maximum font size for subtitles shall be 14.
8. The printed report should contain Acknowledgement by the candidates, Certificates
9. signed by supervising faculty and HOD and Declaration by the candidates.