



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### B.Sc PSYCHOLOGY Full time Curriculum and Syllabus 2018 Regulation

SEMESTER I						
S.No.	Subject Code	TITLE	L	T	P	C
1	HBEN18001	English - I	3	0	0	3
2	HBFR18001/ HBTA18001/ HBHI 18001	French-I/ Tamil-I/ Hindi-I	3	0	0	3
3	HBPY18001	Introduction to Psychology - I	4	1	0	5
4	HBPY18002	Bio - Psychology	4	1	0	5
5	HBPY18003	Introduction to Human Development - I	4	1	0	5
6	HBPY18L01	Experimental Psychology - Practical	0	0	4	2
		Total	18	3	4	23

SEMESTER II						
S.No	Subjectcode	TITLE	L	T	P	C
1	HBEN 18002	English - II	3	0	0	3
2	HBFR18002 HBTA18002 HBHI 18002	French – II / Tamil-II / Hindi-II	2	1	0	3
3	HBPY18004	Introduction to Psychology - II	4	0	0	4
4	HBPY18005	Introduction to Human Development - II	4	0	0	4
5	HBPY18006	Psychology of Yoga and Health	4	0	0	4
6	HBPY18L02	Understanding the self and others - Practical	0	2	2	3
7	HBPY18L03	Yoga – Practical	0	0	4	2
		Total	17	3	6	23



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

SEMESTER III						
S. No	Subject Code	Title	L	T	P	C
1	HBPY18007	Applied Social Psychology	4	1	0	5
2	HBPY18008	Introduction to Personality	4	0	0	4
3	HBPY18009	Marketing, Consumer Behavior & Advertising psychology	3	1	0	4
4	HBPY18010	Introduction in Indian psychology	3	1	0	4
5	HBPY18L04	Applied social psychology (Practical – Field work)	0	0	2	1
6	HBPY18L05	Psychological Assessment (Practical)	0	0	4	2
		Total	14	3	6	20

SEMESTER IV						
Sl. No	Subject Code	TITLE	L	T	P	C
1	HBPY18011	Abnormal psychology	4	1	0	5
2	HBPY18012	Industrial Organizational Psychology	4	1	0	5
3	HBPY18013	Research Methodology I	4	0	0	4
4	HBPY18014	Positive Psychology	3	0	0	3
5	HBPY18015	Educational Psychology	3	0	0	3
6	HBPY18L06	Soft skills ( Practical)	0	0	4	2
		Total	18	2	4	22

SEMESTER V						
Sl. No	Subject Code	TITLE	L	T	P	C
1	HBPY18016	Counseling Skills (Theory )	3	1	0	4
2	HBPY18017	Research methodology-II	3	1	0	4
3	HBPY18018	Environmental Psychology	3	1	0	4
4	HBPY18019	Sports and exercise Psychology	3	0	0	3
5	HBPY18L07	Counseling Skills (Practical)	0	0	4	2
6	HBPY18L08	Summer Internship program for not less than 24 working days (144 hours) full time or 48 working days (144 hours) part time in professional setting (Rehabilitation centers, Mental health Setting, clinical / counseling Clinics, NGOs, Special schools, organization) to be completed in the semester holidays of 4 <sup>th</sup> semester				3
7	HBPY18L09	Massive open online course	0	1	2	2
		Total	12	4	6	22



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



		SEMESTER VI				
Sl. No	Subject Code	TITLE	L	T	P	C
1	HBPY18020	Human Resource Management	3	1	0	4
2	HBPY18021	Clinical Psychology	3	1	0	4
3	HBPY18L10	Psycho diagnostics (practical)	0	0	4	2
4	HBPY18P01	Project/Dissertation				10
		Total	6	2	4	20

**CREDIT SUMMARY**

SEMESTER - I	23
SEMESTER - II	23
SEMESTER - III	20
SEMESTER - IV	22
SEMESTER - V	22
SEMESTER - VI	20
Total	130



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Faculty of Humanities and science**  
**Department of English**  
**Syllabus for English**  
**Semester I Paper I**

**Common to All UG Courses (H&S)**

(i.e. B.B.A., B.C.A.(General), B.C.A.(Animation & Multimedia), B.Com. (General), B.Com. (A&F), B.Com. (C.S), B.Sc. (Comp. Sci.), B.Sc. (I.Sc.& Cyber Forensics), B.Sc.Comp.,(Science & Networking), B.Sc. (Electronics), B.Sc. (Media & Vis. Com.), B.Sc. (Bio.Tech), B.Sc. (Maths), B.Sc. ( Physics), B.Sc. (Chemistry) B.A. (Economics) and B.Sc (Psychology) and etc.

**Proposed for implementation from the Academic Year 2018-2019**

**Code: HBEN 18001**

Total Hours: 45

L	T	P	C
3	0	0	3

**UNIT I**

Prose:Literary Melodies (Orient Black Swan)

**UNIT II**

Poetry: Literary Melodies (Orient BlackSwan)

**UNITIII**

Short Stories:Literary Melodies (Orient Black Swan)

**UNITIV**

One Act Plays:Literary Melodies(Orient Black Swan)

**UNIT V**

Functional English



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

#### **SEMESTER I**

**From the Academic Year 2018-2019**

#### **COURSE OBJECTIVES:**

1. to prepare students for attaining a comprehensive knowledge of the communication skills
2. to make them understand the nuances of the language and use its vocabulary in appropriate contexts
3. to develop in students a knowledge of the various techniques in language use
4. to develop in them analytical and interpretative skills
5. to train learners in organized academic and business writing

#### **Unit I-PROSE- For Detailed Study**

- |                               |                 |
|-------------------------------|-----------------|
| 1. On Running After One's Hat | G.K. Chesterton |
| 2. The Unexpected             | Robert Lynd     |
| 3. How to be a Doctor         | Stephen Leacock |

#### **Unit II- POETRY- For Detailed Study**

- |                                    |                     |
|------------------------------------|---------------------|
| 1. Ulysses                         | Lord Tennyson       |
| 2. If                              | Rudyard Kipling     |
| 3. Leave this Chanting and Singing | Rabindranath Tagore |

#### **Unit III- SHORT STORY**

- |                            |              |
|----------------------------|--------------|
| 1. A Retrieved Reformation | O'Henry      |
| 2. Engine Trouble          | R.K. Narayan |

#### **Unit IV – GLIMPSES FROM GREAT MINDS**

- |                        |                     |
|------------------------|---------------------|
| 1. I lived with words  | R.L. Stevenson      |
| 2. My Vision for India | Dr. APJ Abdul Kalam |

#### **Unit V - FUNCTIONAL ENGLISH**

Enhancing LSRW Skills through Tasks

**Note: Each lesson to be followed by text-based Vocabulary, Grammar, and Usage Exercises**

Synonyms, Antonyms- Affixes ( prefixes & Suffixes)-Noun- Adjectives, Verb, Tense, Adverb, Preposition, 'if' clause, Articles, discourse markers, Reported and Direct speech- Voice, Degrees of comparison, Interrogatives  
Comprehension, Précis writing



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

**COURSE LEARNING OUTCOME:**

Students completing the General English course

1. will be able to attain comprehensive knowledge of the four skills of communication viz.LSRW
2. will be able to understand the nuances of English Language as use its vocabulary in appropriate contexts
3. will have acquired the knowledge of the various techniques in language usage
4. will have acquired proficiency in analytical and interpretative skills
5. will be trained in organized and academic and business writing

Text Prescribed: Pushkala R, Padmasani Kannan, Chandrasena Rajeswaran, Anuradha  
V

**Literary Melodies**, Orient Black Swan, 2017

**Text Books, Reference Books and Web Resources**

1. Pushkala R, P.A.Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
2. Padmasani Kannan.S., Pushkala.R. : Functional English
3. Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press, 2013
4. McCarthy, Michael et.al., English Vocabulary in Use, Advanced, Cambridge Univ. Press, 2011
5. Wren and Martin: Grammar and Composition, Chand & Co, 2006
6. Part I & Part II from Spring Board by Orient Black Swan Pvt.Ltd.
7. [http:// learnenglish.Britishcouncil.org](http://learnenglish.Britishcouncil.org)
8. [www.englishpage.com](http://www.englishpage.com)
9. [www.writingcentre.uottawa.ca/hypergrammar/preposit.html](http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html)
10. [www.better-english.com/grammar/preposition.html](http://www.better-english.com/grammar/preposition.html)
11. <http://www.e-grammar.org/infinitive-gerund/>
12. [www.idiomsite.com/](http://www.idiomsite.com/)



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

**FRENCH – I**

**Code: HBFR-18001**

Total Hours: 45

L	T	P	C
3	0	0	3

#### **UNIT I**

**9Hrs**

Decouvrir la langue francaise

Se presenter, dire son nom, comprendre, presenter une personne, nommer les choses, savoir vivre, comprendre la grammaire

#### **UNIT II**

**9Hrs**

Faire connaissance

Donner des informations sur une personne, demander, exprimer ses preferences, parler de son travail, parler de ses activites, parler de son pays, de sa ville

#### **UNIT III**

**9Hrs**

Organiser son temps

Dire la date, dire l'heure, donner des informations sur un emploi du temps, proposer - accepter - refuser, interroger - repondre, faire un programme d'activites

#### **UNIT IV**

**9Hrs**

Decouvrir son environnement

S'orienter, situer, se loger, exprimer la possession, connaître les rythmes de vie, fixer des regles



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**UNIT-V**

**9Hrs**

S'informer

Dire cequ'onfait,S'informer sur un employ du temps passé, Expliquer,Exprimer la douteou la certitude,Decouvrir les relations entre les mots,Savoirs'informer

**REFERENCES:**

*Campus 1-methode de francaise by Jacky Girardet,JacquesPecheur.*



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### TAMIL- I

HBTA18001

Total Hours: 45

L	T	P	C
3	0	0	3

#### நோக்கம்:

- வாய்மொழிஇலக்கியத்தையும்செய்யுள்இலக்கியத்தையும்அறிந்துகொள்ளல்.
- சிறுகதைமரபினைப்புரிந்துகொள்ளல்.
- பிழையின்றித்தமிழ்எழுதுவதற்குஅடிப்படைஇலக்கணத்தைப்பயிற்றுவித்தல்.
- கவிதைமரபினையும்சிறுகதைமரபினையும்வரலாற்றுநிலையிலிருந்துவிளக்குதல்.

#### முதல்பருவம் – தமிழ்த்தாள் 1

##### அலகு – 1

செய்யுள்திரட்டுவாய்மொழிஇலக்கியம்: நாட்டுப்புறப்பாடல்கள்

1. தாலாட்டு
2. காதல்
3. ஒப்பாரி
4. காணிநிலம்வேண்டும் – பாரதி
5. நல்லதோர்வீணை - பாரதி
6. தமிழ்க்காதல் - பாரதிதாசன்
7. தமிழ்வளர்ச்சி - பாரதிதாசன்
8. எந்நாளோ? - பாரதிதாசன்
9. ஆறுதன்வரலாறுகூறுதல் – கவிமணிதேசிகவிநாயகம்பிள்ளை



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### அலகு - 2

1. வழித்துணை - ந. பிச்சமுர்த்தி
2. குருடர்களின்யானை - அப்துல்ரகுமான்
3. முள்முள்முள் - சிற்பி

### அலகு - 3 (புதுமைப்பித்தன்கதைகள்)

1. கடவுளும்கந்தசாமிப்பிள்ளையும்
2. செல்லம்மாள்
3. துன்பக்கேணி

4. ஆற்றங்கரைப்பிள்ளையார்
5. ஒருநாள்கழிந்தது

### அலகு - 4

1. பெயர், வினை, இடை, உரிச்சொற்களின்பொதுஇலக்கணம், வலிமிகும்இடங்கள், வலிமிகாஇடங்கள்

### அலகு - 5

1. தமிழ்க்கவிதையின்தோற்றமும்வளர்ச்சியும்  
(மரபுக்கவிதை, புதுக்கவிதை)
2. தமிழ்ச்சிறுகதையின்தோற்றமும்வளர்ச்சியும்
3. மரபுத்தொடர்கள், பொருந்தியசொல்தருதல், கலைச்சொற்கள், நேர்காணல்

### மேற்பார்வைநூல்கள்:

1. சென்னைப்பல்கலைக்கழகவெளியீடு - 2013
2. பொதுஇலக்கணம்



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**HINDI- I**

**Code:HBHI18001**

Total Hours: 45

L	T	P	C
3	0	0	3

**UNIT I**

**9hrs**

1. Sabhyatakaarahasya-lesson and annotations, questions and answers
2. Administrative terms(Prayojanmulak Hindi)

**UNIT II**

**9hrs**

1. Mitrathakarahasya- lesson and annotations, questions and answers
2. Patra lekham, definitions, correspondence in hindi

**UNIT III**

**9hrs**

1. Paramanuoorjaevam and kadhyasanrakshan(lesson) annotations and answers
2. Technical terms and words, letterwriting

**UNIT IV**

**9hrs**

1. Yuvavonse (lesson), annotations, essay, questions and answers
2. Types of official correspondence, technical terms
3. Grammar (Change of voice, correcting the sentences)

**UNIT V**

**9hrs**

1. Yogyataaurvyavasaykachunav(lesson) essay, questions and answers
2. Letterwriting
3. Grammar & Technical terms



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

#### **READINGS**

1. *Dr.SyedRahmatullah&PoornimaPrakshan, Hindi gadhyamaala*
2. *Dr.SyedRahmatullah&PoornimaPrakshan, Prayojanmulakhindi*
3. *Dakshin Bharat Hindi PracharaSabha,T.Nagar, Saral HindiVyakaran-2*



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**INTRODUCTION TO PSYCHOLOGY – I**

**Code: HBPY18001**

Total Hours: 50

L	T	P	C
4	1	0	5

**OBJECTIVES**

Understanding the basics and history of psychology and psychological processes.

**COURSE OBJECTIVES**

CO 1: The students will have essential knowledge about history and schools of psychology and processes associated with attention, perception, sensation and learning  
CO 2: The students will have complete knowledge about memory and forgetting and intelligence.

**Course contents**

**UNIT1:**

**7Hours**

**INTRODUCTION TO PSYCHOLOGY**

Definition and Scope of psychology, Schools of Psychology, History of Psychology, Psychology & its Disciplines, Research Methods in Psychology.

**UNIT2:**

**13 Hours**

**ATTENTION, PERCEPTION AND SENSATION:** Attention Definition, Characteristics, Attention and processing of information, types of attention. Sensation- Sensory Processes-meaning and characteristics, Types of Sensation, Visual sensation and color, Auditory sensation, Olfactory, gustatory and Tactile. Perception –Process of perception, Perceptual constancy, Depth perception, Illusion, Organizational factors of perception-gestalt.



## **DEPARTMENT OF PSYCHOLOGY**

### **UNIT3:**

**10 Hours**

**LEARNING:** Definition and nature of learning, Classical Conditioning- Theory, principle and, Operant Conditioning- Theory, principle, Other forms of learning- Insight, Biological, Instrumental, Cognitive, observational learning and skill learning. Behavioural modification - Concept and application

### **UNIT4:**

**10 Hours**

**MEMORY AND FORGETTING:** Memory- Definition and stages of memory processing - encoding, storage, retrieval, Types of memory- sensory memory, short term memory, long term memory. Study Strategies Forgetting- theories (retrieval failure, decay theory, Interference theory, motivational forgetting. Reconstruction theory, memory disorders

### **UNIT5:**

**10 Hours**

**INTELLIGENCE:** Meaning and definition of Intelligence, Theories of Intelligence (Gardner Multiple Intelligence Theory, Sternberg Triarchic intelligence, Guilford Theory, Thorndike's theory, Spearman's theory, Thurstone's theory) Measurement of intelligence (concept of IQ and Types of intelligence), Extremes in intelligence- Mental Retardness and Giftedness.

### **Readings**

1. Morgan, Clifford.T. King, Richard. A., Weisz, John.R. Schopler, John (1993): Introduction to Psychology, Tata McGrawHill.
2. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich.Inc.
3. Ciccarelli, S.K., White, J.N., & Ciccarelli, S.K. (2012). Psychology. Boston, Mass: Pearson Learning Solutions.
4. Kalat, James W. (1996) : Introduction to Psychology, 4<sup>th</sup> edition, Brooks/Cole Publishing Co



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### BIO-PSYCHOLOGY

Code:HBPY18002

Total Hours: 50

L	T	P	C
4	1	0	5

### OBJECTIVES

- To explore the biological basis of experience and behavior.
- To develop an understanding of the influence of behavior, cognition and the environment on bodily systems
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction

### COURSE OBJECTIVES

CO 1: The student will have knowledge of the biological basis of behavior and the study methods of bio-psychology.

CO 2: The student will have complete knowledge on the structure and functions of nervous system, neurons and neurotransmitters.

### UNIT1:

7Hours

#### INTRODUCTION TO BIO-PSYCHOLOGY

What is Biological Psychology Nature and scope; Methods and ethics in biopsychology; Division of biopsychology. Methods of Study: Ablation, Recording, Electrical & Chemical Stimulation, Stereotaxic surgery, Neuroimaging - CT Scans, PET Scans, MRI & fMRI

### UNIT2:

11Hours

**NEUROANATOMY AND THE NERVOUS SYSTEM:** Neuroanatomy - The neuron: Structure of the neuron, types of Neurons; The Peripheral Nervous system: Structure and function The Skeletal Nervous system-structure and function; The Autonomic Nervous



## **DEPARTMENT OF PSYCHOLOGY**

System-Structure & function The Central Nervous System: Spinal cord - structure and function

### **UNIT3:**

**12Hours**

**NEURAL IMPULSE AND NEUROTRANSMITTERS:** Neural Impulse: Neural impulse Cycle: membrane potential, resting potential, action potential; conduction across the length of a neuron and conduction across the synapse; Neurotransmitters and the nervous system - acetylcholine, dopamine, nor epinephrine & GABA

### **UNIT4:**

**10Hours**

**EMOTION AND BIOLOGY OF EMOTION:** The Biology Of Emotions, Neural mechanism, Learning & Memory Emotional behaviour - Visceral factors in emotional behaviour, Autonomic nervous system & emotion. Endocrine system.

### **UNIT5:**

**10Hours**

**THE BRAIN:** Functional understanding of brain, neural mechanism, Brain mechanism, The Brain - hindbrain, midbrain & forebrain. Lobe functions, Neuropsychological evaluation to identify different functions of Lobes. Learning & Memory: Various types of memory, brain damage & Impairments of implicit memory; brain damage & experiments Of explicit memory; The story of H.M: a man with hippocampus Damage; role of hippocampus, amygdala and frontal cortex.

## **REFERENCE**

1. Kalat, James. W., Physiological Psychology, Brooks/Cole Publishers
2. Morgan (1965): Physiological Psychology, International student edition, McGraw Hill Series
3. Rosenweig, Breedlov, Leiman (2002): Biological Psychology, 3<sup>rd</sup> edition, Sinaven Associates, Inc



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### HUMAN DEVELOPMENT – I

Code: HBPY18003

Total Hours: 50

L	T	P	C
4	1	0	5

### OBJECTIVES

Understanding the physical, psychological, emotional and cognitive development in humans from conception to childhood.

### COURSE OBJECTIVES

CO 1: The students will have essential knowledge about the theories of development

CO 2: The students will have knowledge about physical, psychological, emotional and cognitive development in humans from conception to childhood.

### Course contents

#### UNIT1:.

**13 Hours**

**INTRODUCTION TO HUMAN DEVELOPMENT:** Theoretical approaches to human development – Eric Erickson, Sigmund Freud (Psychodynamic theory), Jean Piaget, Vygotsky socio-cultural theory and Urie Bronfenbrenner, Domains of human development- Physical, cognitive, psycho-social development. Influences on Human Development-- Heredity, environment, maturation, family, socioeconomic status and neighbours, culture, race or ethnicity. Major stages in Life Span Development (8 stages), Principles of Baltes's life span approach (6 principles). Developmental research designs – Longitudinal, Cross-sectional, Sequential and Micro genetic studies.



## DEPARTMENT OF PSYCHOLOGY

### UNITII

**11 Hours**

**BIOLOGICAL BEGINNINGS:** Conceiving a new life-Fertilization; Multiple Births. Mechanisms of Heredity- Genetic Code, Sex Determination, Patterns of Genetic Transmission -Dominant and Recessive Inheritance: Genotypes, phenotypes, MultifactorialTransmission.Mutation-Causesandtypes-ChromosomalandGenelinked abnormalities. – *Chromosomal Abnormality*-Down syndrome; Sex-linked chromosomal abnormalities-Kleinfelters,fragileX,Turner's,XYX,tripleX;*Genelinkedabnormalities*- PKU, Sickle Cell Anaemia, Tay SachsDisease.

### UNITIII

**8 Hours**

**PRENATAL LIFE:** Prenatal Development, Stages of prenatal development- period of germinal, embryonic and foetal stage. Environmental influences on prenatal development- i) Maternal factors- Nutrition, physical activity, drug intake, sexually transmitted diseases, maternal illness, maternal age, outside environmental hazards. ii) Paternal factors.

Prenatal Assessment- Amniocentesis, chorionic villus sampling, embryoscopy, preimplantationdiagnosis,maternalbloodtest,umbilicalcordbloodsampling,ultrasound.

Birth Process- Stages of Child Birth. Methods of delivery: Medicated, natural, prepared andcaesarean.

### UNITIV

**10Hours**

**INFANCY:**Neonatalperiod-medicalandbehaviouralassessment:Medical-Apgarscale, BehaviouralBrazelton scale; Physical development in infancy - principles - cephalocaudal,proximodistal;

Physical growth - *Early reflexes*- Moro, grasping, tonic neck, babinsky, rooting, walking and swimming.*Early Sensory capacities* - Touch, taste, smell, hearing and vision (sight)

Motor development- milestones of motor development- (gross and fine motor skills-head control, hand control and locomotion).

Cognitive development- Piagetian approach - sensory motor stage Emotional



## DEPARTMENT OF PSYCHOLOGY

development- stranger anxiety, separation anxiety, social referencing

Language development- sequence of language development, early vocalization, recognizing language sounds, gestures, first words, first sentences.

Social development- Socialization and internalization – developing a conscience, developing self –regulation.

### UNIT V

**8 HOURS**

**CHILDHOOD** :Physical development: Bodily growth and change.

Motor development/skills- gross motor skills, fine motor skills and handedness.

Cognitive development- Piagetian approach preoperational stage and concrete operational stage.

Emotional development- Understanding emotions; Emotional growth.

Language development- Vocabulary, grammar, syntax, pragmatics and social speech. Private speech, delayed language development.

Social development- relationships with other children, choosing playmates and friends.

### READINGS

1. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9th edition, Tata McGraw Hill Publication
2. John W Santrock A topical Approach to Life Span Development , 3rd Edition, Tata McGraw-Hill Edition
3. Elizabeth B. Hurlock, Child Development, 6<sup>th</sup> edition, McGrawHill.



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

#### **EXPERIMENTAL PSYCHOLOGY – PRACTICAL**

**Code: HBPY18L01**

Total Hours: 50

L	T	P	C
0	0	4	2

### **OBJECTIVES**

To make the students familiar with the field of psychological experiments in general.

### **COURSE OBJECTIVES**

CO 1: The students will have essential knowledge of experiments.

CO 2: The students will be able to use some of the essential experiments for assessing intelligence and basic psychological processes.

### **Course contents**

10 tests for Practicum and Record out of 20 (40 hours)

1. Muller LyerApparatus
2. Tachistoscope ApparatusTest
3. Comprehensive InterestSchedule
4. Raven's ProgressiveMatrices
5. Bhatia'sBattery
6. Tweezer DexterityTest
7. David Battery of DifferentialAbilities
8. Habit interferencetest
9. PGI MemoryScale
10. Finger Tappingtest
11. Colour PreferenceTest
12. Malin's Intelligence Scale for IndianChildren



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

13. Porteus Maze Test
14. Level of Aspiration
15. Wechsler test of intelligence for Adult
16. Wechsler Memory Scale
17. Non Verbal Test of Intelligence
18. Size constancy apparatus
19. Apparatus related to digit image changing test
20. Depth perception apparatus



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY SEMESTER II

Faculty of Humanities and science

Department of English

Syllabus for English

Semester II Paper II

Common to All UG Courses (H&S)

(i.e. B.B.A., B.C.A.(General), B.C.A.(Animation & Multimedia), B.Com. (General), B.Com. (A&F), B.Com. (C.S), B.Sc. (Comp. Sci.), B.Sc. (I.Sc.& Cyber Forensics), B.Sc.Comp.,(Science & Networking), B.Sc. (Electronics), B.Sc. (Media & Vis. Com.), B.Sc. (Bio.Tech), B.Sc. (Maths), B.Sc. ( Physics), B.Sc. (Chemistry) ,B.A. (Economics), B.Sc (Psychology) and etc. **Proposed for implementation from the Academic Year 2018-2019**

Code:HBEN 18002

Total Hours: 45

L	T	P	C
3	0	0	3

### UNIT I

Prose: Literary Melodies (Orient Black Swan)

### UNIT II

Poetry: Literary Melodies(Orient BlackSwan)

### UNITIII

ShortStories: Literary Melodies (Orient BlackSwan)

### UNITIV

One Act Plays: Literary Melodies (Orient Black Swan)

### UNITV

Functional English



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

#### **SEMESTER II**

**FROM THE ACADEMIC YEAR 2018-2019**

#### **COURSE OBJECTIVES:**

1. To prepare students to attain a comprehensive knowledge of the communicationskills
2. To make them understand the nuances of the english language and use the vocabularyinAppropriate contexts
3. To develop in students a knowledge of the various techniques in languageusage
4. To develop in them analytical and interpretativeskills
5. To train learners in organized, academic and businesswriting

#### **Unit I- PROSE- For Detailed Study**

- |                             |              |
|-----------------------------|--------------|
| 1. SpoonFeeding             | W.R. Inge    |
| 2. DisasterManagement       | B.M. Hegde   |
| 3. If You are WrongAdmit it | DaleCarnegie |

#### **Unit II – POETRY- For Detailed Study**

- |                          |                 |
|--------------------------|-----------------|
| 1. PsalmofLife           | H.W. Longfellow |
| 2. Anthem forDoomedYouth | WilfredOwen     |
| 3. StreetCries           | SarojiniNaidu   |

#### **Unit III – SHORT STORY**

- |                                 |                 |
|---------------------------------|-----------------|
| 1. How Much Land does aManNeed? | LeoTolstoy      |
| 2. Uncle Podger HangsthePicture | Jerome K.Jerome |

#### **Unit IV - DRAMA**

- |   |                    |
|---|--------------------|
| 1. Excerpts from The Merchant of Venice | WilliamShakespeare |
| 2. Monkey'sPaw                          | W.W. Jacob         |

#### **Unit V – FUNCTIONAL ENGLISH**

Enhancing LSRW Skills through Tasks

#### **Note: Each lesson to be followed by text-based Vocabulary, Grammar, and Usage Exercises**

Synonym and Antonym, Phrasal Verb- Idioms and Phrases, Collocation.Gerund and infinitives, Auxiliaries: Primary and Modals, Use of 'as soon as', 'No sooner .....than', 'Hardly had-when', 'Scarcely had-when', 'too.....to', 'so...that'-Subject- Verb Agreement Comprehension, note- making from an unknown passage, Expanding Hints into a



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

meaningful paragraph, Essay writing

**COURSE LEARNING OUTCOME:**

Students completing the general English course

1. will attain advanced comprehensive knowledge of the four skills of communication viz. LSRW
2. will understand the nuances of English language as use its vocabulary in appropriate contexts
3. will acquire the advanced knowledge of the various techniques in language usage
4. will acquire advanced proficiency in analytical and interpretative skills
5. will get trained in organized academic and business writing

Text Prescribed: Pushkala R, Padmasani Kannan, Chandrasena Rajeswaran, Anuradha  
V

**Literary Melodies**, Orient Black Swan, 2017

**Text Books, Reference Books and Web Resources**

1. Pushkala R, P.A. Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
2. Padmasani Kannan. S., Pushkala. R. : Functional English
3. Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press, 2013
4. McCarthy, Michael et.al., English Vocabulary in Use, Advanced, Cambridge Univ. Press, 2011
5. Wren and Martin: Grammar and Composition, Chand & Co, 2006
6. Part I & Part II from Spring Board by Orient Black Swan Pvt. Ltd.
7. <http://learnenglish.britishcouncil.org>
8. [www.englishpage.com](http://www.englishpage.com)
9. [www.writingcentre.uottawa.ca/hypergrammar/preposit.html](http://www.writingcentre.uottawa.ca/hypergrammar/preposit.html)
10. [www.better-english.com/grammar/preposition.html](http://www.better-english.com/grammar/preposition.html)
11. <http://www.e-grammar.org/infinitive-gerund/>
12. [www.idiomsite.com/](http://www.idiomsite.com/)



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### FRENCH – II

Code:HBFR18002

Total Hours: 45

L	T	P	C
2	1	0	3

9hrs

#### UNIT I

Cultiver les relations

- Recevoir, Communiquer, Parler avec des Personnes, Donner des informations, Rire et être à l'aise avec les autres

#### UNIT II

9hrs

Découvrir le passé

- Parler du passé, raconter les moments d'une vie, parler de la famille, préciser le moment de la durée, parler des habitudes et des changements, connaître quelques repères de l'histoire

#### UNIT III

9hrs

Entreprendre

- Parler d'une entreprise, Exprimer un besoin, Parler du futur, présenter les étapes d'une réalisation, Rapporter des paroles, Faire un projet de réalisation

#### UNIT IV

9hrs

Prendre des décisions

- Comparer des qualités, comparer des quantités et des actions, Exprimer la ressemblance ou la différence, Faire des suppositions, Comparer des lieux, Parler de la télévision

#### UNIT V

9hrs

Faire face aux problèmes

- Poser un problème, caractériser une action, Parler de la santé, Interdire-Autoriser, Connaître la vie politique

#### REFERENCE:

*Campus 1-Méthode de française by Jacky Girardet, Jacques Pecheur*



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

இரண்டாம் பருவம் – தமிழ்த்தாள் 2  
HBTA18002

Total hours:45

L	T	P	C
2	1	0	3

### நோக்கம்:

- தமிழ் இலக்கிய வரலாற்றில் சிற்றிலக்கியங்கள் பெறும் இடத்தைப்பற்றி எடுத்துரைத்தல் .
- சைவ, வைணவ சமயங்களோடு தமிழ் இலக்கிய மரபு கொண்டுள்ள உறவினைப்போல பிற சமயங்களான கிறித்தவ, இஸ்லாம் சமயங்களோடும் தமிழ் இலக்கியம் உறவுகொண்டு விளங்குவதனை எடுத்துரைத்தல் .
- காப்பிய மரபினை எடுத்துரைத்து ஒருசில காப்பியங்களைப் பயிற்றுவித்தல் .
- அடிப்படை இலக்கணத்தைப் பயிற்றுவித்தல் .

### அலகு – 1

1. சிற்றிலக்கிய வரலாறு
2. கிறித்துவ இலக்கிய வரலாறு
3. இஸ்லாமிய இலக்கிய வரலாறு

### அலகு – 2

1. நந்திக்கலம்பகம்
2. முத்தொள்ளாயிரம்
3. தமிழ்விடு தூது

(36 கண்ணிகள்)

### அலகு – 3

1. திருக்குற்றாலக்குறவஞ்சி

(குறத்தி மலைவளம் கூறுதல்)

2. முக்கூடற்பள்ளு

(நாட்டுவளம்)

3. இயேசுபிரான் பிள்ளைத்தமிழ் (செங்கீரைப்பருவம் முதல் 5 செய்யுட்கள்)

### அலகு – 4

1. நளவெண்பா

(கலிநீங்கு காண்டம்)

2. சீறாப்புராணம்



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

(மானுக்குப் பிணை நின்ற படலம்)

அலகு – 5

1. இலக்கணக்குறிப்பு: உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, வேற்றுமைத்தொகை, வினைத்தொகை இருபெயரொட்டுப் பண்புத்தொகை, அன்மொழித்தொகை
2. ஒருபொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒருசொல்
3. ஒருமை, பன்மை – மயக்கம், பிறமொழிச்சொற்களை நீக்குதல், அகரவரிசைப்படுத்துதல்

மேற்பார்வை நூல்கள்:

- 1. சென்னைப்பல்கலைக் கழக வெளியீடு – 2013
- 2. பொது இலக்கணம்



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY HINDI-II (Poetry,HindiComputing,Alankar)

Code: HBHI18002

Total Hours: 45

L	T	P	C
2	1	0	3

### UNIT-I

9hrs

1. Poetry-Virpooja, Kaidiaurkokila - kaviparichay, annotation, summarymakhanlalChaturvedi
2. Poetry-Kabirdass-Sakhi-Kantash01-10(Doha)
3. Alankar-Aupras and Upamaonly

### UNITII

9hrs

1. Poetry-Aansu,ShradhakasaundaryaAnnotation,KaviParichay,Summary
2. Poetry-Surdas-TwoPadhya

### UNITIII

9hrs

1. Poetry-SubramaniyaBahrathi-Nachenge-Hum Annotation, KaviParichay,Summary
2. KaamKaji Hindi Concept of official Language and Hindi ComputingTheory

### UNIT-IV

9hrs

1. Poetry-Galiv-Chuninda ser-annotation, summary,KaviParichay
2. Computer internet in Hindi latest tools andpackages

### UNITV

9hrs

1. KaviParichay , Jaishankar Prasad, SubramaniyaBharathi and Mirzagalib,Makhanlalchaturvedi
2. SleshaAlankar



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**INTRODUCTION TO PSYCHOLOGY – II**

**Code: HBPY18004**

Total hours: 50

L	T	P	C
4	0	0	4

**OBJECTIVES**

Understanding the perspectives of psychology and advanced psychological processes.

**COURSE OBJECTIVES**

CO 1: The students will have essential knowledge about the various perspectives of psychology.

CO 2: The students will have knowledge about psychological processes such as thinking and language, motivation and emotions, personality and consciousness.

**Course contents**

**UNIT1:**

**5HOURS**

**PERSPECTIVES OF PSYCHOLOGY:** Psychodynamic, Behavioral, Humanistic, Biological, Evolutionary/Socio-biological, Socio-cultural, Cognitive, Developmental, Trait.

**UNIT2 :**

**12HOURS**

**THINKING AND LANGUAGE :** Thinking - Concept Formation, Problem Solving & Decision making- Strategies and Obstacles, Critical Thinking, Reasoning- Inductive. Deductive Reasoning, Decision Making, Creativity- Divergent and Convergent Thinking, Thinking Process  
Language- Nature and development of language, The levels of language analysis (Linguistic Structure), Understanding language and thought.



## **DEPARTMENT OF PSYCHOLOGY**

### **UNIT3:**

**10 HOURS**

**MOTIVATION AND EMOTIONS :** Motivation - Basic Concepts, Approaches to understand Motivation.

Emotions- Nature and characteristics, elements of emotion, Theories of emotion, and Measurement of emotion- mention the scales.

### **UNIT4:**

**10 HOURS**

**PERSONALITY:** Definition of personality, Determinants of personality, Approaches to Personality- Psychoanalytic (Freud), Neo-Freudian (Jung, Adler, Sullivan, Erikson, Karen Horney), Humanistic Approaches, Trait approaches, Behavioral Approaches, Social learning Approaches. Assessment of personality

### **UNIT5:**

**13 HOURS**

**CONSCIOUSNESS:** Nature of consciousness, Brain and consciousness: Normal waking, Directed consciousness, flowing consciousness, divided consciousness, Fantasy and day dreaming. Stages of sleep- REM, Non REM. Dreams- content, function, meaning, circadian rhythms. Altered state of consciousness- Hypnosis, Depersonalization, Meditation, altered consciousness with drugs.

### **READINGS**

5. Morgan, Clifford.T. King, Richard. A., Weisz, John.R. Schopler, John (1993): Introduction to Psychology, Tata McGrawHill.
6. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich.Inc.
7. Ciccarelli,S.K.,White,J.N.,&Ciccarelli,S.K.(2012).Psychology.Boston,Mass: Pearson LearningSolutions.
8. Kalat, James W. (1996) : Introduction to Psychology, 4<sup>th</sup>edition, Brooks/Cole Publishing Co



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**HUMAN DEVELOPMENT – II**  
**Code: HBPY18005**

Total Hours: 50

L	T	P	C
4	0	0	4

**OBJECTIVES**

Understanding the physical, psychological, emotional and cognitive development in humans from adolescence to late adulthood.

**COURSE OBJECTIVES**

**CO 1:** The students will have essential knowledge about the adolescence and adolescent issues.

**CO 2:** The students will have knowledge about physical, psychological, emotional and cognitive development in humans from adolescence to adulthood

**Course contents**

**UNITI:**

**10 HOURS**

**ADOLESCENCE** :Puberty – the end of childhood,

Physical Development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.

Mental Health - *Nutrition and Eating disorders*; *Substance abuse* – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco; *STD's* – sexually Transmitted diseases; Marcia; *Moral reasoning* – Kohlberg's theory;

Psychosocial Development: Relationship with family, peers and adult society.



**DEPARTMENT OF PSYCHOLOGY**

**UNITII:**

**8HOURS**

**ADOLESCENT ISSUES** :Threats of adolescence wellbeing, Identity crisis, Relationships- Family and Friends, Dating, sexual behavior, teenage pregnancy, Substance abuse, Over-coming obstacles

**UNITIII:**

**12 HOURS**

**EARLY ADULTHOOD:** Physical Development: Sensory & Psychomotor Functioning. Cognitive development-Piaget's shift to post formal thought, Schaie's Life span model of Cognitive development. Emotional Intelligence. Psycho social development -Erikson's Intimacy versus Isolation. Marital and non-marital life styles - Single life, Homosexual relationship, co-habitation, Marriage.

**UNITIV:**

**10 HOURS**

**MIDDLE ADULTHOOD** :Physical Development- physical changes – Sensory & Psychomotor Functioning, , Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality

Cognitive development –The distinctiveness of adult cognition – the role of expertise, integrative thought, practical problem solving, creativity.

Psychosocial Development – Consensual Relationships: Marriage, Midlife divorce, Gay & Lesbian Relationships, Friendships, Relationships with maturing children.

**UNITV:**

**10 HOURS**

**LATE ADULTHOOD** : Physical development: Sensory & Psychomotor Functioning- Vision, Hearing, Taste& Smell, Strength, Endurance, Balance & Reaction time, Sexual



## **DEPARTMENT OF PSYCHOLOGY**

Functioning, Cognitive Development: Intelligence & Processing Abilities; Competence in everyday tasks & problem solving.

Psychosocial Development- Personal Relationships in Late life- Social contact, Relationships & Health; Multigenerational Family; Non-marital kinship ties-Relationships with Adult children or their absence; Relationship with siblings; Becoming Grandparents.

Old Age- Care of the dying. *Facing death & Loss*-Psychological Issues- Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan. *Finding Meaning & purpose in Life & Death*

### **READINGS**

4. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9th edition, Tata McGraw Hill Publication
5. John W Santrock A topical Approach to Life Span Development , 3rd Edition, Tata McGraw-Hill Edition
6. Elizabeth B. Hurlock, Child Development, 6<sup>th</sup> edition, McGrawHill.



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY PSYCHOLOGY OF YOGA AND HEALTH

Code: HBPY18006

Total Hours: 50

L	T	P	C
4	0	0	4

### OBJECTIVES

To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga.

### COURSE OBJECTIVES

CO1: The students will have essential knowledge of health psychology and impact of stress and lifestyle on health

CO 2: The students will have knowledge of the role of yoga on health and promoting health through yoga.

### Course contents

#### Unit 1–

**8 HOURS**

**Introduction to Health Psychology:** Health psychology: Definition, need and importance of health, goals of health Psychology; Difference between health psychology and clinical psychology, health psychology and behavioural medicine, Indian scenario on Mental Health. World Health Organization and Mental Health.

Models and Theories of Health – Bio-psychosocial model, Biomedical model, Diathesis Stress Model.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Unit 2–**

**10HOURS**

**Health and Behaviour** :Healthy Behaviour, Health compromising Behaviours: Smoking, Alcoholism and Substance abuse. Health enhancing behaviors: Weight control, Diet, Exercise, Role of Health and Yoga in changing behavior. A critical evaluation of the applications of psychological knowledge in the area of health and identification of gaps.

**Unit 3**

**10 HOURS**

**Understanding Stress** :Stress and lifestyle disorders: Meaning and definition, development of stress; nature of stressors: Frustration, pressure; Factors predisposing stress: life events and daily hassles ;Burnout. Coping with stress: Problem oriented and emotion oriented.

Stress management: Meaning and definition; Changing thoughts, behaviour and physiological responses.

**Unit 4**

**10 HOURS**

**Yoga Philosophy**: Introduction to Yoga and Yogic Practices – Definition, History, Aim and Objectives, Four Paths of Yoga and Principles of Yoga, Hatha Yoga – Distinction between Yoga and Non Yogic Practices, Concept of Yogic diet, Purpose and Utility of Asanas in Hatha Yoga , Introduction to Patanjali,



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Unit 5–**

**12 HOURS**

**Yoga in Health Care** :Yoga for specific lifestyle disorders : Asthma, Sleeplessness, Diabetes, Blood pressure and Heart Diseases. Research evidence on the impact of yoga intervention on lifestyle disorders.

alasana and Matsyasana for Thyroid, Dhanurasana and Bhujangasana for Polycystic Ovarian Syndrome Disease, Shishuasana and AdhoMukhaSvanasana for Arthritis, SuptaMatsyendrasana and Vrikshasana for Lower back pain, ArdhaMatsyendrasana and Chakrasana for Diabetes, Apanasana and Paschimottanasana for Indigestion and

Stomach Disorder, Padmasana and Sirsasana for Migraine, BaddhaKonasana and Sukhasana for Depression, Balasana and Shavasana for Sleeplessness.

**READINGS**

1. Taylor, S.E (2006). Health Psychology. New Delhi: Tata McGrawHill
2. Sarafinio, E.P & Smith T.W. (2012). Health Psychology:Biopsychosocial Interventions. New Delhi:WileyS
3. Hatha Yoga Pradipika by SwamiSvatmarama.



**DEPARTMENT OF PSYCHOLOGY**  
**UNDERSTANDING THE SELF AND OTHERS**

**Code: HBPY18L02**

Total Hours: 50

L	T	P	C
0	2	2	3

**Objectives:**

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

**Course outcomes**

CO1- The students will be able to explore and understand about themselves

CO2- The students will be able to effectively handle group dynamics and use the essential skills associated with it

CO3—The students will be able to manage stress, use mindfulness to connect with nature and develop wisdom, empathy and compassion

**Course Contents:**

**Format of the Practicum**

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create a space where students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development.



## DEPARTMENT OF PSYCHOLOGY

Such a task may require immersion into an experience, therefore a series of ten to twelve 4 hr. long weekly workshops spread over the semester. Other formats like short retreats followed by workshops may also be explored wherever possible. The specific workshop themes may be decided in dialogue with the students as the needs of students may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

### Suggested Workshop Themes:

1. **Exploring the Self:** The students undertake an experiential journey that leads to an initial answer to the question 'Who am I?'. They give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They engage with their aspirations for the present and future and analyze of their personal strengths and weaknesses. The aim is to become more 'aware' of themselves—with a non-judgmental attitude. They engage with exercises that can help them to become more self-determined individuals and give a conscious direction to their own lives.
2. **A Journey through Childhood:** The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them. The aim is to connect with the world of a child—the 'remembrance' of what is important to a child—as distinct from the world of an adult. They explore the deeply personal journey from childhood to adulthood, its different phases, experiences and possible unfinished agendas. The student reflects on the aspects of their past that they would like to 'recover' and those that they would like to 'let go' in order to gain a new poise and balance.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



3. **Taking Responsibility for One's Decisions:** The aim of the workshop is to become aware of the forces that control one's life and decisions. The students engage with situations where a critical decision needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. **Gender and Sexuality:** The students explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about the physical being and sexuality. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
5. **Creativity and Flow:** The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. To explore unique ways of creative self-expression which deepens insight and refines action through—humor, art, music, dance and wisdom in simple everyday contexts. The students learn to experience a state of flow which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
6. **Integrity:** self-awareness in relation to misconduct, serious misconduct and corruption, understanding of the relationship between misconduct and corruption, awareness of continuum theory of corruption, Confidence to discuss and debate differing perspectives, identifying examples of unacceptable behaviour and means of prevention, motivation to speak up, and demonstrate intolerance of unacceptable behaviour.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



7. **Love and intimacy:** Enter a space where your relationship can heal and develop, understand the misinterpretation of love among adolescents and young adults, difference between love, intimacy, infatuation and sexual attraction, communicate in ways that deepen your connection and love, learning how to create a healthy balance between freedom and relationships, attain clear understanding of the masculine and feminine qualities, How to use the strength of love and intimate relationship to motivate yourself to meet your aspirations
8. **Communication:** Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns. Exploring personal and social relationships, analyzing role of social media in structuring communication; communication in friendship, in the family and in the community. Conflict and the art of non-violent communication.
9. **Artificial Desires** - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the market has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The student examines the way in which media and advertising influence us subliminally and become conscious of our own consumption patterns in a world that is becoming ecologically fragile everyday.
10. **Tech addiction:** exploring into what makes Internet, Digital Media, and Gaming Technologies so Addictive, When does Internet and Digital Media Use and Abuse become Addiction, the risk factors associated with gadget technologies and apps, understanding whether you are overusing, abusing, additive to Digital Media, Gaming, and Smartphone, ways for using it productively



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



11. **Leadership:** Understanding the various types of leaders, the qualities and skills required to lead, An introspective approach toward identifying the leadership qualities with in oneself, the ability to communicate, the ability to influence others towards the intended goal , the ability to mentor, problem solving and decision making abilities, the ability to define goals and distributing task and the ability to motivate others. Nurturing the available abilities and developing the ones that they lack
12. **Empathy, Wisdom and Compassion:** The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. They learn to appreciate wisdom that emerges from everyday living' including the wisdom of children through stories and narratives. They can learn to appreciate the deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made deep impact on societal consciousness.



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)

### **DEPARTMENT OF PSYCHOLOGY**

#### **YOGA – PRACTICAL**

**Code: HBPY18L03**



Total Hours: 50

L	T	P	C
0	0	4	2

#### **MEDITATIVE ASANAS**

Padmasana, Sukhasana, Vajrasana and Sthitaprarthanasana

#### **CULTURAL ASANAS**

##### ***Asanas for Upward Stretch***

Parvatasana,

Talasana, Yastikasana ***Forward***

##### ***bending Asanas***

Hastapadasana, Yoga Mudra, Paschimottanasana

##### ***Backward bending Asanas***

Bhujangasana, Dhanurvakrasana, Shalabasana

##### ***Sideward bending Asanas***

Konasana – I and II, Trikonasana – I and II

##### ***Asanas for torsion of the spine***

Konasana – III and Vakrasana

##### ***Asanas for Extremities***

Ekpadmasana, Utkatasana, Bhadrasana, Matsyasana

##### ***Non – Traditional Techniques***

Surya Namaskar

##### ***Pranayamas***



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**SEMESTER III**

**APPLIED SOCIAL PSYCHOLOGY**

**Code: HBPY18007**

TOTAL : 50 HOURS

L	T	P	C
4	1	0	5

**Objectives:**

The objective is to introduce students to the powerful influence of society in shaping their thinking and behavior

It also aims to enable them to apply their understanding to contemporary social issues

**Course outcomes**

CO1- The students will have complete knowledge on social cognition and application of social psychology

CO2- The students will have a complete knowledge of the psychology of attitudes

CO3- The students will have a complete knowledge of functioning of groups and leadership

**Course Contents:**

**UNIT I**

**8 HOURS**

**Introduction:** Definition and nature of social psychology, Application of social psychology to social issues: Environment, intergroup conflicts, health and gender issues

**UNIT II**

**10 HOURS**

**Social cognition:** Social cognition and information processing: Schemas, Perceiving



## DEPARTMENT OF PSYCHOLOGY

Others: Attribution- Basic concepts, Forming impression, Sources contributing to impression formation .

### UnitIII

**10 HOURS**

**Attitude and prejudice:** attitude- definition, nature, formation and change- formation of attitudes- social learning, want satisfaction, information exposure, group affiliation, personality factors, types of attitude change.

Nature of prejudice: Public opinion, Stereotypes and Stigma.

### UNITIV:

**12 HOURS**

**Group:** nature and function, impact of group on performance: social facilitation, social loafing and social conformity and obedience- underlying principles. Interpersonal attraction- theory of attraction, liking: proximity, physical attractiveness, similarity vs complementarities, liking those who like us

### UNITV

**10HOURS**

**Aggression:** the nature of aggression, theories of aggression? is aggression a learned social behavior? Pro-social behavior- meaning and characteristics, bystander effect, theories of pro-social behavior

### Readings:

1. Baron,R.A.,Byrne,D.,&Bhardwaj,G.(2010).Socialpsychology(12thEd.).New Delhi, India:Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson PrenticeHall.
3. Husain, A. (2012). Social psychology. New Delhi, India:Pearson.
4. Myers, D. G. (2008). Social psychology. New Delhi, India: TataMcGraw-Hill.
5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India:Pearson.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**INTRODUCTION TO PERSONALITY.**

**Code: HBPY18008**

**TOTAL : 50 HOURS**

L	T	P	C
4	0	0	4

**Objectives:**

To develop an understanding of the concept of individual difference

To develop an appreciation of the biological and social impact on personality

To study approaches to personality

**Course outcomes**

CO1- The Students will be have a complete knowledge of concept of personality

CO2- The students will have a complete understanding of individual differences and roles of various factors in the development of personality

CO3- The students will have a complete knowledge of various approaches to understand personality

**Course Contents:**

**UNIT I**

**10 HOURS**

**Introduction:** Concept and Definition of personality: Eastern and Western Approach, Self and Personality. Personality as a set of traits: Cattell and Allport's trait psychology

**UNIT II**

**12 HOURS**

**Role of Factors in the Development of Personality:** Importance of heredity and environment in the development of personality, Role of biological factors: Direct genetic effect; mediated effect through environmental toxins, Role of environmental factors: Physical and socio-cultural impact, How is personality studied and assessed. Psychology



## **DEPARTMENT OF PSYCHOLOGY**

of individual differences: Biological and Social explanation of gender differences in personality, Developmental aspects of Personality Indian and western approach

### **UNIT III**

**14 HOURS**

**Development of Personality:** meaning of personality development, Methods of studying development of personality, process of personality development, and methods of measurements of personality

### **Unit IV**

**14 HOURS**

**Approaches to Personality:** Psychoanalytical Approach to Personality, Social learning Approach to Personality, Cognitive Approach to Personality, Humanistic Approach to Personality

### **Readings:**

1. Adams, D. P. (2000). The person: An integrated introduction to personality psychology. Hoboken, NJ: John Wiley.
2. Carducci, B. J. (2009). The psychology of personality: Viewpoints, research & application. Hong Kong: Wiley-Blackwell.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian edition. New Delhi, India: Pearson Education.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



5. Friedman, H. S., &Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India:Pearson.
6. Kuppuswamy,B.(2001).ElementsofancientIndianpsychology.NewDelhi,India: Konark Publishers Pvt.Ltd.
7. Misra,G.,&Mohanty,A.K.(Eds.)(2002).Perspectivesonindigenoupsychology. New Delhi, India: Concept Publishing Company. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of east and west. New York: PlenumPress.
8. Rao, K. R., Paranjpe, A. C., &Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: FoundationBooks.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**MARKETING, CONSUMER BEHAVIOR & ADVERTISING PSYCHOLOGY**  
**Code: HBPY18009**

Total Hours: 50

L	T	P	C
3	1	0	4

**COURSE OUTCOMES**

CO1 - To understand what consumer behavior is amid the different types of consumers

CO2 – To understand the relationship between consumer behavior and the marketing concept, the societal marketing concept as well as segmentation, targeting and positioning.

CO3 – To understand how new technologies are enabling marketers to better satisfy the needs and wants of the consumers.

CO4 – To understand the relationship between consumer behavior and customer value, satisfaction, trust and retention.

**COURSE CONTENTS:**

**UNIT-1**

**7HOURS**

**Introduction:** Definition, Scope of Consumer Behaviour, Core marketing concepts; Direct and On line marketing - Advantages & disadvantages.

**UNIT– II**

**9 HOURS**

**Market Segmentation** - Levels and patterns of market segmentation, Segmenting consumer and business markets; Market target; Marketing mix.

**UNIT-III**

**10 HOURS**

**Understanding Consumer behavior-**; Types of consumers; Major Factors influencing



## **DEPARTMENT OF PSYCHOLOGY**

Buyer Behavior; cultural, social, personal and psychological factors.

### **UNIT-IV**

**12 HOURS**

**Buying roles, buying behavior:** The Buying Decision process, Levels of consumer decision making; Models of consumers; Consumer Adoption process; the stages of buying - decision Process, Consumer research & Conducting research

### **UNIT-V**

**12 HOURS**

**Advertising Strategy:** Setting Advertising Objectives- Three marketing segments and other advertisement strategies, creating ads that attract attention, information of practical value, long copy and infomercials Information that gathers the attention of consumers, Miscomprehension of Advertising.

Guest lectures by experts in the field of marketing must be arranged.

### **Readings:**

1. Kotler, Philip (2001) : Marketing Management. Millenium edition, Eastern Economy, Prentice Hall India, New Delhi
2. Schiffman. L.G. and Kanuk, L.L (2004): Consumer behaviour, 8th edition, Prentice Hall of India Pvt Ltd
3. Aggarwal, Pankaj (2004), "the effects of brand relationship norms on consumer attitudes and behavior" Prentice Hall Pvt Ltd.
4. Batra Satish K and S.H.H. Kazmi (2004), consumer behavior- Text & Cases, Excel Books, A-45, Naraina, Phase -1, New Delhi, India.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**INTRODUCTION IN INDIAN PSYCHOLOGICAL THOUGHTS**

**Code: HBPY18010**

Total Hours: 50

L	T	P	C
3	1	0	4

**Objectives:**

- To introduce the students to the nature and content of Indian psychological thought.
- To promote an enquiring and critical approach to the study of Indian psychological thought and how it relates to our present times and our own lives.
- To rediscover oneself in a manner that enriches the understanding of one's past and present, while offering hope and guidance for the future.

**Course outcomes:**

**CO1-** The Students will have essential knowledge about traditional Indian contribution to the field of psychology

**CO2-** The students will have essential knowledge about understanding of personality and dynamic self from an Indian perspective

**CO3-** The students will have the essential knowledge of applications of Indian psychology

**UNITI:**

**10 HOURS**

**Introduction** :Cultural Climate and Conceptual Roots of Indian Psychology, States of Consciousness and Types of Knowledge, Relationship Between Humans and Nature, Centrality of Consciousness :Consciousness in Indian Psychology, Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness , Elements of Consciousness, Four Planes of Consciousness, Forms of Consciousness,



## DEPARTMENT OF PSYCHOLOGY

### UNITII:

**14 HOURS**

**Self and Personality:** Self, Person, and Personality : Theories of the “SELF” in Indian Thought, Assertion of Ātman in Nyāya–Vaiśeṣika, The Affirmation of the Self in Vedānta, Viśiṣṭādvaita of Rāmānuja , Sāṃkhya-Yoga Conception of the Self, Jaina Conception of the Self, Three Types of Personality, Overview of Personality Typologies from the Indian Tradition,

### UNITIII:

**12 HOURS**

**Learning Perception Cognition And Emotions :** Ancient education systems, concepts of learning vidhya, avidhya, jnana, Cognition, ancient Indian Views of Cognition and Knowledge, From Perception to Cognition, Indian concepts of emotions the role of ego ahamkara, klesas, rasa, bhava

### UNITIV:

**12 HOURS**

**Applications of Indian Psychology:** A first look on Counselling and therapy – vipassana and mindfulness; counseling Baghvat Gita model, Education, Life & Social skills – the Thirukkural approach, Education – Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral education.

### Readings:

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna Vedanta Math.
2. Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi: Pearson.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

5. Cortright, B. (2007). Integral psychology. Albany: State University of New York.
6. Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.
7. Hirianna, M. (2000). The essentials of Indian philosophy. New Delhi: Motilal Banarsidas Publishers.
8. Taimni, I. K. (2007). The science of yoga. Chennai: The Theosophical Publishing House.
9. Brunton, P. (2009). The Maharshi and his message. Tiruvannamalai: Sri Ramanasramam.
10. Mascaro, J. (1994). The Bhagavad Gita. New Delhi: Penguin Books India.
11. Mascaro, J. (1994). The Upanisads. New Delhi: Penguin Books India.
12. Goapalkrishna Gandhi (2015) Thirukural the new English version: Rupa publications India, New Delhi



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**APPLIED SOCIAL PSYCHOLOGY**

**Code: HBPY18L04**

**(PRACTICAL – FIELD WORK)**

**Total Hours: 40**

L	T	P	C
0	0	2	1

40 Hours of community work in not less than five days related to creating awareness about Mental health, Life style and habit related diseases, harmful effect of psychotropic substance use, and other psychological problems associated with day to day life in social settings, schools and other community groups



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

#### **PSYCHOLOGICAL ASSESSMENT – PRACTICALS**

**Code: HBPY18L05**

**(10 experiments out of 12)**

Total Hours: 50

L	T	P	C
0	0	4	2

Self concept questionnaire

NEO – PI – R

Eysenck Personality Questionnaire

Locus of Control

Perceived Stress Scale

State Trait Anxiety Inventory

State Trait Anger Expression Inventory

Bender Gestalt Test

Thematic Apperception Test (Indian Version)

Learning Disability Test

Seguin Form Board

Binet Kamath test for general mental abilities



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### Semester IV

#### ABNORMAL PSYCHOLOGY

Code: HBPY18011

Total Hours: 50

L	T	P	C
4	1	0	5

#### Objectives:

- Examine multiple probable causes and correlates of behavior.
- Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
- Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.

#### Course outcomes

**CO1-** The students will have the essential knowledge of abnormality, causes for the same and the diagnostic criteria

**CO2-** The students will have essential Knowledge of Neurotic, Mood and psychotic disorders and how to deal with them

**CO3-** the students will have essential knowledge about developmental disorder, and substance abuse disorders and how to deal with them

#### Course Contents:

##### Unit-1:

**10 HOURS**

**Introduction:** Concept of Abnormal Behavior and Criteria for Determining Abnormality. Historical Background of Abnormality. Causes of Abnormal Behavior: Biological, Psychological, and Socio-Cultural; Critical Evaluation of these causes. Current Diagnostic Systems: Introduction to the International Classification of Diseases (ICD-10) and Diagnostic & Statistical Manual of Mental Disorders (DSM-5).



**DEPARTMENT OF PSYCHOLOGY**

**Unit-2:**

**12HOURS**

**Anxiety and Dissociative Disorders:** Generalized Anxiety Disorder: Symptoms, diagnostic criteria, and causes. Specific Phobia and Social Anxiety Disorder(Social Phobia): Symptoms, diagnostic criteria, and causes. Panic Disorder: Symptoms, Diagnostic criteria and causes. Obsessive-Compulsive disorder: Symptoms, diagnostic criteria, and causes. Dissociative Identity Disorder: Symptoms, diagnostic criteria, and causes.

**Unit-3:**

**10 HOURS**

**Affective disorders:** Bipolar-I and Bipolar-II Disorders: Symptoms, diagnostic criteria, and causes Major and other Depressive Disorder: Symptoms, diagnostic criteria, and causes.

**Unit-4:**

**10 HOURS**

**Psychotic Disorders:** Schizophrenia: types Symptoms, diagnostic criteria, and causes. Delusional disorder: Symptoms, diagnostic criteria, and causes.

**Unit 5:**

**8 HOURS**

**Childhood and Substance Abuse Disorders:** Mental Retardation, Autism, ADHD, and Learning Disabilities, Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and causes)

**Readings:**

1. Comer, R. J. (2015). Abnormal psychology. New York: Worthpublishers.
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). Abnormal psychology (15th Ed.). New York: HarperCollins.
3. Diagnostic and Statistical Manual of Mental Disorders. (2013). Washington, D.C.
4. Nevid, J., Rathus, S., & Greene, B. (2014). Abnormal psychology in a changing world. Upper Saddle River, NJ: Pearson PrenticeHall.
5. The ICD-10 Classification of Mental and Behavioural Disorders. (1992). Geneva



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY**

**Code: HBPY18012**

Total Hours: 50

L	T	P	C
4	1	0	5

**Objectives:**

- To provide insights into the historical development and key concepts of the organizational psychology
- To help the students to comprehend the role of human factor in the management of organization.
- To get acquainted with the employees' motivation job attitudes, and leadership behavior and the influence process.

**Course outcomes**

**CO1-** the students will have an essential knowledge about organizational psychology, the historical developments, the western contributions and Indian context

**CO2-** The Students will have essential knowledge about the impact of motivation and attitude on organization behavior

**CO3-** The students will have essential knowledge about influence of leadership, group behavior and conflicts.

**Course Contents:**

**Unit-1**

**10 HOURS**

**Introduction:** Nature and facets of organizational Psychology, Contribution of other social sciences subjects to Organizational psychology. Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach. Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations.



## **DEPARTMENT OF PSYCHOLOGY**

### **Unit-2**

**12 HOURS**

**Employees Motivation and Employees Job Attitudes:** Nature of Work motivation, Five key concepts (Behavior, performance, ability, situation and motivation), The role of self esteem, intrinsic motivation and need for achievement in the development of motivation. Theories of Work motivation: Content theory (Maslow, Herzberg), Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation theory. Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee engagement.

### **Unit-3**

**14 HOURS**

**Leadership and the Influence process:** Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness. Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, leader-Member Exchange theory. The Situational Approach: Fiedler Hersen, Blenchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership.

### **Unit-4**

**14 HOURS**

**Group Behavior, Teams And Conflict:** Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness. Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition. Co-operation, competition and cooptation, conflicts and its management, Negotiation process. Team Work: Genesis, teams and groups.

### **Readings:**

1. Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.



**DEPARTMENT OF PSYCHOLOGY**

2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), Indiginity and universality in social sciences: A south asian response. New Delhi, India: Sage India Publications.
3. Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.
4. Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford University Press.
5. Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill.
6. Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India: Sage Publications.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

**RESEARCH METHODOLOGY – I**

**Code: HBPY18013**

Total Hours: 50

L	T	P	C
4	0	0	4

**Objective:**

To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

**Course outcomes**

**CO1-** the students will have an essential knowledge for conducting research in the field of psychology

**CO2-** The Students will have essential knowledge of experimental methods and non-experimental methods

**Course Contents:**

**UNIT1:**

**12 HOURS**

**Basics of Research in Psychology:** What is Psychological Research? The Goals of Psychological Research, Principles of Good Research, Ethics in Psychological Research, orientations towards Quantitative and Qualitative Orientations towards Research and their Steps

**UNIT2:**

**14 HOURS**

**Basic Research formulation** Formulating a Problem and Developing a Testable Research Question / Research Hypothesis., Methods of Data Collection Sampling; Probability Sampling Methods and Non-Probability Sampling Methods, Sampling errors



**DEPARTMENT OF PSYCHOLOGY**

**UNIT3:**

**14 HOURS**

**Experimental Method and Non Experimental Methods:** Experimental Method, Introduction to Experimental and Quasi-experimental Methods Non Experimental Methods, Case Study; Observation; Surveys, Focus Group Discussion, Interviews.

**UNIT4:**

**10 HOURS**

**Introduction to test construction:** Theory of measurement error; operationalizing a concept, generating items, Item analysis , Experimental Methods, Psychological Test: Standardization; Reliability, Validity and Norms of a Psychological Test; applications

**Reading :**

1. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: NewDelhi.
2. Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: BlackwellPublishers
3. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4<sup>th</sup> Ed.)*. New Delhi: PearsonEducation.
4. Murphy, K.R. &Davidshofer, C. O. (2004). *Psychological Testing: Principles &Applications (6th Ed.)* New Jersey: PrenticeHall.
5. Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: PearsonEducation.
6. Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open UniversityPress.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**POSITIVE PSYCHOLOGY**

**Code: HBPY18014**

Total Hours: 50

L	T	P	C
3	0	0	3

**Objectives:**

- To recognize what contributes/does not contribute to happiness
- To recognize the role of positive emotions and traits in enhancing happiness
- To understand the right kind of vocation, relationship, and values in life that enhances one's well-being

**Course outcomes**

**CO1-** The students will have an essential knowledge about positive psychology, Happiness and wellbeing and Indian perspectives regarding the same

**CO2-** The students will have an essential knowledge about positive emotions, personality, beliefs and illusions

**CO3-** The students will have essential knowledge about virtues and character strength

**Course Contents:**

**Unit-1**

**12 HOURS**

**Introduction:** Positive psychology: Meaning, definition, assumptions and goals; Relation with other fields, Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions, Indian perspectives and positive psychology

**Unit-2**

**12 HOURS**

**Happiness And Well-Being:** Happiness: Concept and definitions, Happiness and the facts of life: Gender, love, marriage, closer relationships and others Happiness across the life span: Happiness and well-being across culture and nationalities



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Unit 3**

**14 HOURS**

**Emotions, Personality Traits And Well-Being:** Positive emotions and well-being, Cultivating positive emotions, Positive traits: Personality, emotions, and biology, Positive beliefs and illusions

**Unit-4**

**12 HOURS**

**Virtues, Character Strengths, And Well-Being:** Classification of human virtues, Wisdom as a foundational strength and virtue; Character strengths and health. Religion, spirituality and transcendence, Religion and virtues

**Readings:**

1. Baumgardner, S.R., Crothers, M.K. (2009). Positive psychology. New Delhi, India: Pearson.
2. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson.
3. David, S.A., Boniwell, I., & Ayers, A.C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
4. Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House.
5. Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons.
6. Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### EDUCATIONAL PSYCHOLOGY

Code: HBPY18015

Total Hours: 50

L	T	P	C
3	0	0	3

#### Objective:

To understand the applications of psychology in the area of education.

#### Course outcomes

CO1- The students will have complete knowledge on cognitive styles, learning strategies and diversity among fellow classmates

CO2- The students will have a complete knowledge of the class room management and effective teaching

CO3- The students will develop empathetic understanding for children with special needs

#### Unit1:

**12 HOURS**

**Introduction to Educational Psychology:** Nature, scope & relevance of Educational Psychology, Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, and Constructivism

#### Unit 2:

**13 HOURS**

**Human Diversity and Education Differences in Cognitive Styles & Learning Strategies:** Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

**Unit 3:**

**12HOURS**

**Effective Teaching and Classroom Management:** Characteristics of Effective Teachers. Teaching Methods & Issues related to Technological Advances, Classroom Management

**Unit 4:**

**13HOURS**

**Exceptionality and Special Education:** a. Conceptualizing Exceptionality: Categorization, Labeling and its educational implications, b. Responsibilities of Teachers towards learners with Special Needs

**Readings:**

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
2. Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.
3. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
4. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
5. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### SOFT SKILLS

Code: HBPY18L05

Total Hours: 50

L	T	P	C
0	0	4	2

### Objectives

- To help the students develop essential personal skills in interpersonal environment.
- To support them in building interpersonal skills.
- To better their employability skills

### Course outcome

**CO1-** the students will be able to make effective communication

**CO2-** The students will be able to progress towards their goals by overcoming various barriers

**CO3-** The students will have the soft skills essential for a corporate environment

### Course content

#### Unit 1:

**Communication skills:** Verbal, non-verbal, listening skills oral and written communication, Telephone etiquettes

#### Unit 2:

**Time management:** managing procrastination and excuse making, Dressing, business, and social etiquettes

#### Unit 3:

**Problem solving:** analytical, creative problem solving, decision making and goal setting



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Unit 4:**

**Group Discussion:** Presentation skills, extempore speaking, resume writing, attending interviews

**Readings:**

1. Adler, R.B & Rodman, G. (2006) Understanding Human Communication. Oxford University Press.
2. Sherfield, R.M, Montgomery, R.J. & Moody, P.G. (2009) Developing soft skills, Pearson education, India.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**Semester V**

**COUNSELING SKILLS**

**Code: HBPY18016**

Total Hours: 50

L	T	P	C
3	1	0	4

**Objectives:**

- To understand the nature of the counseling process
- To lay the groundwork for understanding the use of basic and specialized counseling skills
- To engage with different models of counseling skills

**Course outcome**

CO1: the students will essential knowledge of counseling and the skills required

CO2: the students will learn various models of counseling and its customization to nature of problems

**Course Contents:**

**Unit 1:**

**8 HOURS**

**Introduction :** Defining counseling, Who are counselors , Approaches to counseling and helping, The helping relationship, The helping process, Development of counselor – counselee relationship, Counseling goal setting process, Ethical principles of counseling and helping

**Unit 2:**

**10 HOURS**

**Basic Counseling Skills:** Basic counseling skills, Nature and importance generic skills of counseling, Micro and macro skills of counseling, Intrinsic and extrinsic skills of counseling, Self-monitoring skills as a counselor



**DEPARTMENT OF PSYCHOLOGY**

**Unit 3: 10 HOURS**

**Specific Counseling Skills** Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving, Training clients in relaxation, Improving client's self-talk and self-perceptions, terminating helping

**Unit 4: 12 HOURS**

**Models of Counseling Skills:** Rogers model of counseling skills, Carkhuff model of counselling skills, IPR model of counseling training, Indian models of counseling: the role of detachment and self-surrender

**Unit 5: 10 HOURS**

**Essentials of various areas of Counselling:** Group Counselling, Counselling Families, Child Counselling, Counselling The Delinquent, Premarital Counselling, Marriage Counselling, Counselling Drug Addicts, Crisis Intervention Counselling, Career Counselling

**Readings:**

1. Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.
2. Singh, K. (2007). Counseling skills for managers. New Delhi: Prentice Hall of India.
3. Jones, R. N. (2008). Basic counseling's Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY

### RESEARCH METHODOLOGY II

Code: HBPY18017

Total Hours: 50

L	T	P	C
3	1	0	4

#### Objectives:

- To learn the basics of statistical analysis of psychological research
- To lay the ground work for research documentation

#### Course outcome

- **CO1:** the students will essential knowledge of basic statical measures
- **CO2:** the students will be able to identify the statistical measures that can be used for analysis of variables
- **CO3:** The students will be able to write a research article

#### Course Contents:

##### Unit 1:

**10HOURS**

**Levels of measurement:** Levels of measurement, Measures of central tendency, Measures of dispersion, Derived scores (only theoretical inputs), Normal distribution: nature & properties, finding areas when the score is known, finding the scores when the area is known.

##### Unit 2:

**10HOURS**

**Correlation:** Correlation as a matter of direction, a matter of degree, formulas for Pearson's coefficient correlation, factors effecting correlation coefficient, Basics of regression analysis

##### Unit 3:

**10HOURS**

**Identifying group differences:** Hypothesis Testing, 'z' & 't' test (single and double



### **DEPARTMENT OF PSYCHOLOGY**

mean), Type I & Type II errors, Hypothesis testing for more than two means:

Theoretical understanding of one way ANOVA and interpretation of the results,

Introduction to non-parametric: Chi square.

Unit 4:

**10HOURS**

**Conducting research and documentation:** Writing a research proposal, collecting the data, processing and displaying data, writing a research report

Unit 5:

**10 HOURS**

**Software for data analysis:** Introduction to SPSS, Basics of using MS Excel for data analysis

### **Readings**

1. Ranjit Kumar (2011) Research Methodology – a step by step guide for beginners (3<sup>rd</sup>ED) Sage publications
2. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
3. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
4. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
5. Howell, D. (2009) Statistical methods for Psychology.
6. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt.Ltd.



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY ENVIRONMENTAL PSYCHOLOGY

Code: HBPY18018

Total Hours: 50

L	T	P	C
3	1	0	4

### Objectives:

- To get acquaintance with the contribution of psychology in understanding the peoples' responses to environmental problems.
- To understand the psychological and social consequences of environmental degradation (pollutions, crowding, congestion, encroachment of personal space).
- To understand the human-environment transaction, and possibility of behavioural intervention strategies to minimize the adverse effects.
- Understand that pro-environment behaviour which is highly needed to reduce the ill effects of environmental quality.

### Course outcome

- **CO1:** the students will have essential knowledge of Human environmental relationship
- **CO2:** the students have essential knowledge of environmental stress and pro-environmental behavior

### Course Contents:

#### Unit1:

**12 HOURS**

**Emergence of environmental psychology and its growth:** Definition and scope.

Human-environment relationship: different worldviews to understand human-environment relationship, Salient features of environmental psychology, Recent trends and future directions in environmental psychology, Indian views on human-environment relationship.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

**Unit2:**

**12 HOURS**

**Human-environment transaction:** Personal space, territoriality, crowding, Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.

**Unit 3:**

**13HOURS**

**Environmental stress:** Concept and type of stress, Sources of stressors: Cataclysmic, ambient stressors, daily hassles, Pollutions: noise, air, water, chemical and their consequences.

**Unit 4:**

**13HOURS**

**Pro-environmental behavior:** Changing the environmental destructive mindset, Environmental education, environmental prompts and cues, Reinforcement strategies, Environmental movements.

**Readings:**

1. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
2. Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
3. Jain, U., & Palsane, M. N. (2004). Environment and behaviour. In J. Pandey (Ed.), Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308). New Delhi, India: Sage



# Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

(Deemed to be University)

Maduravoyal, Chennai - 600 095

(An ISO 9001-2008 Certified Institution)



## DEPARTMENT OF PSYCHOLOGY SPORT AND EXERCISE PSYCHOLOGY

Code: HBPY18019

Total Hours: 50

L	T	P	C
3	0	0	3

### Objectives:

- To describe what sport and exercise psychology is and what sportpsychologists do
- To understand personality through its structure and major approaches to personality
- To discuss phases and develop psychological skills trainingprogram
- To develop achievement motivation and competitiveness insportsperson

### Course outcome

- **CO1:** the students will essential knowledge of the role of different psychology professional in assisting sportspersonal
- **CO2:** the students will learn about the roles of personality, social and cognitive dimensions of sports
- **CO3:** The students will have essential knowledge of methods improving the performance and confidence levels of the sportspersonal

### Course Contents:

#### Unit1:

**12 HOURS**

**Introduction :**History of sport and exercise psychology; What is Sport and Exercise Psychology?, Sport psychology specialties: Clinical-sport psychology, Educational psychology , Role of exercise and sport psychologists – the teaching, research and consultation, Bridging science and practice



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

**Unit 2:**

**12HOURS**

**Personality and sport :** Why study personality in sport?, Approaches to personality, Assessment of personality, Personality research in sport and exercise, personality profiles of successful sports persons.

**Unit 3:**

**14 HOURS**

**Cognitive and Social Psychological Dimensions in Sports:** Motivation: Definition and views, Guidelines for building motivation, Achievement motivation and competitiveness, Goal setting.

**Unit :4**

**14 HOURS**

**Enhancing Performance and Self-Confidence :** Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness, Phases of PST program, Education, acquisition and practice, Designing and implementing a PST program: Common problems in implementing PST programs, Defining self-confidence, assessing and building self-confidence

**Readings:**

1. Horn, T. S. (Ed.) (2002). Advances in sport psychology. USA: Human Kinetics Publishers.
2. Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

**Counseling skills practical**

**Code: HBPY18L07**

Total Hours: 50

L	T	P	C
0	0	4	2

#### **Training in**

1. Initial interview, case history, Assessment/Intakeskills
2. Non-Verbal and verbal communications for rapportbuilding
3. Listening/Presence/Non-Verbal /InvitationalSkills
4. Minimal Encouragers & Open-endedquestions
5. Alliance Building/Goals Setting/Treatment NegotiationSkills
6. ReflectingFeeling
7. ReflectingContent
8. ReflectingMeaning
9. Challenging Skills/Acknowledging a Discrepancy/ImmediacySkills
10. Skills for opening and closing of eachsessions



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

**Summer Internship program**

**Code: HBPY18L08**

L	T	P	C
0	0	6	3

Summer Internship program for not less than 24 working days (144 hours) full time or 48 working days (144 hours) part time in professional setting (Rehabilitation centers, Mental health Setting, clinical / counseling Clinics, NGOs, Special schools, organization) to be completed in the semester holidays of 4<sup>th</sup> semester



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

**Massive Open Online Course (MOOC)**

**Code: HBPY18L09**

L	T	P	C
0	1	2	2

One MOOC in semester 5 with a span not less than 6 weeks with NPTEL- SWAYAM or MOOC by any other university



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



## **Semester VI**

### **Human Resource Management**

**Code: HBPY18020**

Total Hours: 50

L	T	P	C
3	1	0	4

#### **Objectives:**

- To understand perspective on human resource issues and builds a foundation for assisting organizations in resolving human resource problems.
- To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource system.
- Insights into Human Resource Management in India and the global context.
- have essential knowledge of Human environmental relationship

#### **Course outcome**

- **CO1:** the students will essential knowledge of role of human resource management and methods of identifying person's fitness organization
- **CO2:** the students will learn the need for training and HRM in the context of globalization

#### **Course Contents:**

##### **Unit 1:**

**12 HOURS**

**Human Resource Management:** Strategic and traditional HRM , Changing role and changing environment of HRM , Introduction Labour legislation in India



**DEPARTMENT OF PSYCHOLOGY**

**Unit2**

**13HOURS**

**Person-organization Fit** :Recruitment and Selection , Job Analysis, Job Satisfaction, Performance Management Systems

**Unit 3:**

**13HOURS**

**Human Resource Development** :Training need analysis, methods of training, Learning and development, Career development, Competency mapping.

**Unit 4:**

**12 HOURS**

**International HRM:** Understanding cultural and contextual differences, Context of globalization, Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational).

**Readings:**

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
4. DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.
5. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
6. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
7. Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
8. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**

9. Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.
10. Tayeb, M. H. (2005). International human resource management: A multinational company perspective. NY: Oxford University Press.
11. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). HR from the outside in: Six competencies for the future of human Resource (1st Ed.). USA: Tata McGraw-Hill.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)



**DEPARTMENT OF PSYCHOLOGY**  
**CLINICAL PSYCHOLOGY**

**Code: HBPY18021**

Total Hours: 50

L	T	P	C
3	1	0	4

**Objectives:**

- To get acquainted with the professional activities and employment setting for clinical psychologists.
- To train students how to do clinical diagnosis by using different methods.
- To get acquainted with the intervention models in clinical psychology.

**Course outcome**

- **CO1:** the students will essential knowledge of professional skills standards associated the profession of clinical psychologist
- **CO2:** the students will be able to use some essential methods of therapy of Psychological intervention

**Course Contents:**

**UNIT1:**

**14 HOURS**

**Introduction :** Definition of Clinical Psychology, Historical development of Clinical Psychology in India, Professional Activities of Clinical Psychologists, Clinical psychology in practice, Employment settings for Clinical Psychologists, Ethics and values of the profession.

**UNIT2:**

**14 HOURS**

**Diagnostic Techniques :** Clinical Case history taking, Mental status examination, identification and use of diagnostic tools – check lists, inventories questionnaires and case formulation



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**UNIT3:**

**12 HOURS**

**Psychoanalytical and Humanistic therapies:** Psychodynamic therapy, Existential therapy, gestalt therapy, logo therapy, client centered therapy

**UNIT4:**

**12 HOURS**

**Behavioral And Cognitive Approaches:** Behavior modification therapy, Cognitive Behavior Therapy, Rational emotive behavior therapy.

**Readings:**

1. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? OxfordUK: Oxford University Press.
2. Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.
3. Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.
4. Ray, S. D. (1996). The practice of psychotherapy. New Delhi: NewAge International.
5. Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
6. Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.
7. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education.



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
(Deemed to be University)  
**Maduravoyal, Chennai - 600 095**  
(An ISO 9001-2008 Certified Institution)  
**DEPARTMENT OF PSYCHOLOGY**



**Psycho Diagnostics (practical)**

**Code: HBPY18L10**

L	T	P	C
0	0	4	2

- Clinical case historytaking
- Mental Status Examination-MSE
- Psycho diagnostic tools- questionnaires and checklists
  - Mini-Mental status examination
  - Multiphase personality questionnaire
  - Positive and negative syndromescale
  - Indian scale for assessment of autism
  - Anxiety ratingscale
  - Depression ratingscale
  - OCD Checklist



# **Dr. M.G.R.**

## **EDUCATIONAL AND RESEARCH INSTITUTE**

(Deemed to be University)

**Maduravoyal, Chennai - 600 095**

(An ISO 9001-2008 Certified Institution)



### **DEPARTMENT OF PSYCHOLOGY**

### **Project/Dissertation**

**Code: HBPY18P01**

L	T	P	C
0	0	10	5

A research work related with Psycho-social variables associated with any individual or society