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Maduravoyal, Chennai - 600 095

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DEPARTMENT OF PSYCHOLOGY

B.Sc PSYCHOLOGY Full time Curriculum and Syllabus 2018 Regulation

		SEMESTER I				
S.No.	Subject Code	TITLE	L	т	Ρ	с
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					С	
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	



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

		SEMESTER IV				
SI. No	Subject Code	TITLE	L	Т	Р	С
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						
SI. No	Subject Code	TITLE	L	Т	Ρ	С
1	HBPY18016	Counseling Skills (Theory)		1	0	4
2	HBPY18017	Research methodology-II		1	0	4
3	HBPY18018	Environmental Psychology		1	0	4
4	HBPY18019	Sports and exercise Psychology		0	0	3
5	HBPY18L07	Counseling Skills (Practical)		0	4	2
6	HBPY18L08	Summer Internship program fornot less than 24 working days (144 hours) full time or 48 working days (144hours) part time inprofessional setting (Rehabilitation centers, Mental health Setting, clinical / counseling Clinics, NGOs, Special schools, organization) to be completed in the				3
	-	semesterholidaysof 4 th semester				
7	HBPY18L09	Massive open online course	0	1	2	2
		Total	12	4	6	22







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		SEMESTER VI				
SI. No	Subject Code	TITLE	L	Т	Ρ	С
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







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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	Т	Ρ	С
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





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G.K. Chesterton

Stephen Leacock

Robert Lynd

SEMESTER I

From the Academic Year 2018-2019

COURSEOBJECTIVES:

1. to prepare students for attaining a comprehensive knowledge of thecommunication skills

2. to make them understand the nuances of the language and use its vocabularyin appropriate contexts

- 3. to develop in students a knowledge of the various techniques in languageuse
- 4. to develop in them analytical and interpretativeskills
- 5. to train learners in organized academic and businesswriting

Unit I-PROSE- For Detailed Study

- 1. On Running AfterOne'sHat
- 2. TheUnexpected
- 3. How to beaDoctor

Unit II- POETRY- For Detailed Study

1.	Ulysses	LordTennyson
2.	lf	RudyardKipling
3.	Leave this ChantingandSinging	RabindranathTagore

Unit III- SHORT STORY

1.ARetrievedReformation	O'Henry
2.Engine Trouble	R.K. Narayan

Unit IV – GLIMPSES FROM GREAT MINDS

1.	I livedwith words	R.L. Stevenson
2.	My VisionforIndia	Dr. APJ AbdulKalam

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



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COURSE LEARNING OUTCOME:

Students completing the General English course

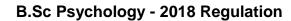
- 1. will be able to attain comprehensive knowledge of the four skills of communication viz.LSRW
- 2. will be able to understand the nuances of English Language as use its vocabulary in appropriate contexts
- 3. will have acquired the knowledge of the various techniques in languageusage
- 4. will have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

Text Prescribed: Pushkala R, Padmasani Kannan, ChandrasenaRajeswaran, Anuradha v

Literary Melodies, Orient Black Swan, 2017 **Text Books, Reference Booksand Web Resources**

- 1. PushkalaR, P.A.Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
- 2. PadmasaniKannan.S., Pushkala.R. : FunctionalEnglish
- Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press,2013
 McCarthy, Michael et.al., English Vocabulary in Use, Advanced, Cambridge Univ. Press, 2011
 Wren and Martin: Grammar and Composition, Chand & Co,2006
 Part I& Part II from Spring Board by Orient Black Swan Pvt.Ltd.
 http:// learenenglish.Britishcouncil.org

- www.englishpage.com
 www.writingcentre.uottawa.ca/hypergrammar/preposit.html
- 10. www.better-english.com/grammar/preposition.html
- 11. http://www.e-grammar.org/infinitive-gerund/
- 12. www.idiomsite.com/



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DEPARTMENT OF PSYCHOLOGY

FRENCH – I Code: HBFR-18001

UNIT1

Decouvrir la languefrancaise

Se presenter, diresion comprend, presenter une personne, nommer les

UNITII

Faire connaissance

Donner des informations sur unepersonne, demander, exprimerses preferences, parler de son travail, parler de sesactivites, parler de son pays, desaville

UNITIII

Organiser son temps Dire la date, direl'heure, donner des informations sur un employ du temps, proposeraccepter-refuser, interroger-repondre, faire un programmed'activitites

UNITIV

Decouvrir son environnement

S'orienter, situer, SeLoger, Exprimer la poession, Connalture les rythmes de vie, Fixer des regles

choses, savoirvivre, coprendre lagrammaire



Total Hours: 45 Ρ Т С 3 3 0 0

9Hrs

9Hrs

9Hrs

9Hrs



UNIT-V

9Hrs

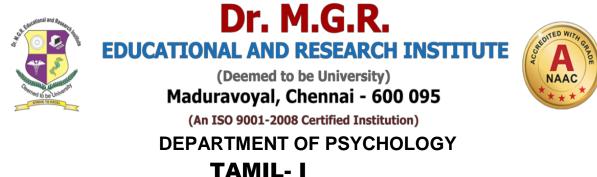
S'informer

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, Jacques Pecheur.



HBTA18001

Total Hours: 45

L	Т	Р	С
3	0	0	3

நோக்கம்:

- வாய்மொழிஇலக்கியத்தையும்செய்யுள்இலக்கியத்தையும் அறிந்துகொள்ள ல்.
- > சிறுகதைமரபினைப்புரிந்துகொள்ளல்.
- பிழையின்றித்தமிழ்எழுதுவதற்குஅடிப்படைஇலக்கணத்தைப்பயிற்றுவித்த ல்.
- > கவிதைமரபினையும்சிறுகதைமரபினையும்வரலாற்றுநிலையிலிருந்துவி

ளக்குதல்.

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







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அலகு – 2

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

அலகு – 3 (புதுமைப்பித்தன்கதைகள்)

- 1. கடவுளும்கந்தசாமிப்பிள்ளையும்
- 2. செல்லம்மாள்
- 3. துன்பக்கேணி
- 4. ஆற்றங்கரைப்பிள்ளையார்
- 5. ஒருநாள்கழிந்தது

அலகு – 4

 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







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HINDI- I

Code:HBHI18001

Total Hours: 45

L	Т	Ρ	С
3	0	0	3

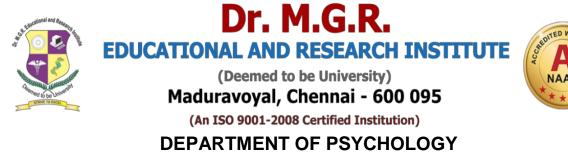
UNITI		9hrs
4		
1.	Sabhyatakaarahasya-lesson and annotations, questions andanswers	
2.	Administrative terms(Prayojanmulak Hindi)	
UNITII		9hrs
1.	Mitrathakarahasya- lesson and annotations, questions andanswers	
2.	Patra lekham, definitions, correspondence inhindi	
UNITI	1	9hrs
1.	Paramanuoorjaevam and kadhyasanrakshan(lesson) annotations andans	wers
2.	Technical terms and words, letterwriting	
UNITI	V	9hrs
1.	Yuvavonse (lesson), annotations, essay, questions andanswers	
2.	Types of official correspondence, technicalterms	
3.	Grammer (Change of voice, correcting thesentences)	
UNITV	1	9hrs
1.	Yogyataaurvyavasaykachunav(lesson) essay, questions andanswers	
2.	Letterwriting	
3.	Grammar & Technical terms	



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READINGS

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



INTRODUCTION TO PSYCHOLOGY – I

Code:HBPY18001

Total Hours: 50

	_	_	-
L	T	Р	С
			_
4	1	0	5
•	•	•	Ŭ

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 learningCO 2: The students will have complete knowledge about memory and forgetting and intelligence.

Course contents

UNIT1:

INTRODUCTION TO PSYCHOLOGY

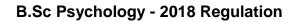
Definition and Scope of psychology, Schools of Psychology, History of Psychology, Psychology & its Disciplines, Research Methods in Psychology.

UNIT2:

ATTENTION, PERCEPTION AND SENSATION: Attention Definition, Characteristics, Attention and processing of information, types of attention. Sensation- Sensory Processes-meaningandcharacteristics, Typesof 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.

7Hours

13 Hours



UNIT3:

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

UNIT4:

MEMORY AND FORGETTING: Memory- Definition and stages of memory processing encoding.storage.retrieval.Typesofmemory-sensorymemory.shorttermmemory.long term memory. Study Strategies Forgetting- theories (retrieval failure, decay theory, Interference theory, motivational forgetting. Reconstruction theory, memorydisorders

UNIT5:

INTELLIGENCE: Meaning and definition of Intelligence, Theories of Intelligence (Gardner Multiple Intelligence Theory, Sternberg Triarchic intelligence, Guilford Theory, Thorndike'stheory, Spearman'stheory, Thurstone'stheory) Measurementofintelligence (concept of IQ and Types of intelligence), Extremes in intelligence- Mental Retardness andGiftedness.

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 LearningSolutions.
- 4. Kalat, James W. (1996) : Introduction to Psychology, 4thedition, Brooks/Cole Publishing Co

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10 Hours

10 Hours



10 Hours









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BIO-PSYCHOLOGY

Code:HBPY18002

Fotal Hours: 50				
L	Т	Ρ	С	
4	1	0	5	

OBJECTIVES

- > To explore the biological basis of experience andbehavior.
- To develop an understanding of the influence of behavior, cognition and the environment on bodilysystems
- To develop an appreciation of the neurobiological basis of psychological function anddysfunction

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.

UNITI:

7Hours

INTRODUCTION TO BIO-PSYCHOLOGY

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

UNIT2:

11Hours

NEUROANATOMY AND THE NERVOUS SYSTEM: Neuroanatomy - The neuron: Structureoftheneuron,typesofNeurons;ThePeripheralNervoussystem:Structureand function The Skeletal Nervous system-structure and function; The Autonomic Nervous

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

UNIT3:

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:

EMOTIONANDBIOLOGYOFEMOTION:TheBiologyOfEmotions,Neuralmechanism, Learning & Memory Emotional behaviour - Visceral factors in emotional behaviour, Autonomic nervous system & emotion. Endocrinesystem.

UNIT5:

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/ColePublishers
- Morgan (1965): Physiological Psychology, International student edition, McGraw HillSeries
- Rosenweig, Breedlov, Leiman(2002): Biological Psychology, 3rdedition, Sinaven Associates,Inc





12Hours

10Hours

10Hours







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HUMAN DEVELOPMENT - I

Code: HBPY18003

Total Hours: 50

L	Т	Ρ	С
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, raceorethnicity. MajorstagesinLifeSpanDevelopment(8stages),

Principles of Baltes's life span approach (6 principles). Developmental researchdesigns – Longitudinal, Cross-sectional, Sequential and Micro genetic studies.

UNITII

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, XYY, tripleX; Genelinkedabnormalities- PKU, Sickle Cell Anaemia, Tay SachsDisease.

UNITIII

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, umbilical cordbloods ampling, ultrasound. Birth Process- Stages of Child Birth. Methods of delivery: Medicated, natural, prepared andcaesarean.

UNITIV

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

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10Hours



11 Hours



8 Hours



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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.

UNITV

8 HOURS

CHILDHOOD : Physical development: Bodily growth and change.

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

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

Emotional development- Understanding emotions; Emotional growth.

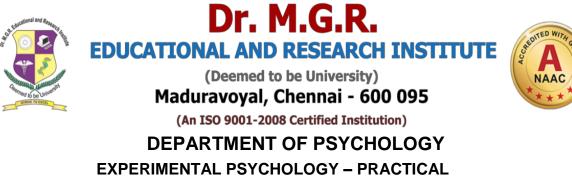
Language development- Vocabulary, grammar, syntax, pragmatics and social

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 HillPublication
- John W Santrock A topical Approach to Life Span Development, 3rdEdition, Tata McGraw-HillEdition
- 3. Elizabeth B. Hurlock, Child Development, 6thedition, McGrawHill.



Code: HBPY18L01



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





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13. Porteus MazeTest

- 14. Level of Aspiration
- 15. Wechsler test of intelligence forAdult
- 16. Wechsler Memory Scale
- 17. Non Verbal Test ofIntelligence
- 18. Size constancyapparatus
- 19. Apparatus related to digit image changingtest
- 20. Depth perceptionapparatus



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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	Т	Ρ	С
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





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H.W. Longfellow

Jerome K.Jerome

WilfredOwen

SarojiniNaidu

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

2. Anthem forDoomedYouth

3. StreetCries

Unit III – SHORT STORY

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

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 soonerthan', 'Hardly had-when', 'Scarcely had-when', 'too....to', 'so...that'-Subject- Verb Agreement Comprehension, note- making from an unknown passage, Expanding Hints into a



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meaningful paragraph, Essay writing

COURSE LEARNING OUTCOME:

Students completing the general English course

1. will attain advanced comprehensive knowledge of the four skills of communicationviz. 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 languageusage
- 4. will acquire advanced proficiency in analytical and interpretativeskills
- 5. will get trained in organized academic and businesswriting

Text Prescribed: Pushkala R, Padmasani Kannan, ChandrasenaRajeswaran, Anuradha

Literary Melodies, Orient Black Swan, 2017

Text Books, Reference Booksand Web Resources

- 1. PushkalaR, P.A.Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
- 2. PadmasaniKannan.S., Pushkala.R. : FunctionalEnglish
- Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press,2013
 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://learenenglish.Britishcouncil.org
- 8. www.englishpage.com
- 9. www.writingcentre.uottawa.ca/hypergrammar/preposit.html
- 10. www.better-english.com/grammar/preposition.html
- 11. http://www.e-grammar.org/infinitive-gerund/
- 12. www.idiomsite.com/

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FRENCH – II

Code:HBFR18002

UNIT I

UNITII

UNITIII

Cultiverses relations

 Recevoir,Communiquer,Parlerec des Personnes,Donner informations. des rireetre a l'aise avec lesautres

Decouvrir le passe

 Parler du passé, raconter les moments d'une vie, parler de la famille, preciser le moment de la duree, parler des habitudes et des changements.connaitreguelguesreperes del'histoire

Entreprendre

• Parlrrd'une enterprise, Exprimer un besoin, Parler du futur, presenter les etapesd'unerealisation, Rapporter des paroles, Faire un projet derealisation

UNITIV

Prendre des decisions

• Comparer des qualites, comparer des quantites et des actions, Exprimer la ressemblanceou la difference, Faire des suppositions, Comparer deslieus, Parler de latelevision

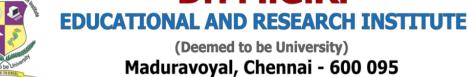
UNITV

Faire face aux problems

 Poser un probleme, caracteriseruneaction, Parler de la santé, Interdire-Autoriser, Connaitre la viepolitique

REFERENCE:

Campus 1-Methode de francaise by Jacky Girardet, Jacques Pecheur





Total Hours: 45					
	L	Т	Ρ	С	
	2	1	0	3	
9hrs					

9hrs

9hrs

9hrs

9hrs



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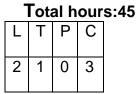


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இரண்டாம் பருவம் – தமிழ்த்தாள் 2 HBTA18002



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

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(நாட்டுவளம்)
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3. இயேசுபிரான் பிள்ளைத்தமிழ் (செங்கீரைப்பருவம் முதல் 5 செய்யுட்கள்)

அலகு – 4

1. நளவெண்பா

(கலிநீங்கு காண்டம்) 2. சீறாப்புராணம்



DEPARTMENT OF PSYCHOLOGY

(மானுக்குப் பிணை நின்ற படலம்)

அலகு – 5

- 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



HINDI-II (Poetry, HindiComputing, Alankar)

Code: HBHI18002

Total Hours: 45

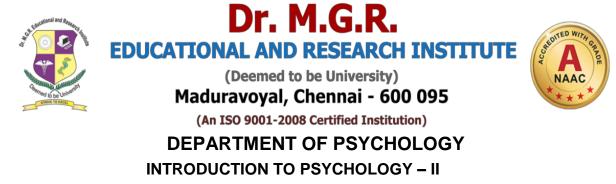
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UNIT-I	9hrs
1. Poetry-Virpooja, Kaidiaurkokila - kaviparichay, annotation, summarymakhanlalChat	urvedi
2. Poetry-Kabirdass-Sakhi-Kantash01-10(Doha)	
3. Alankar-Aupras and Upamaonly	
UNITII	9hrs
1. Poetry-Aansu,ShradhakasaundaryaAnnotation,KaviParichay,Summary	
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, Kavi Parichay	
2. Computer internet in Hindi latest tools and packages	
UNITV	9hrs
1. KaviParichay, Jaishankar Prasad, SubramaniyaBharathi and Mirzagalib, Makhanlalo	chaturvedi
2. SleshaAlankar	



Code: HBPY18004

L	Т	Ρ	С
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 scuch as thinking and language, motivation and emotions, personality and consciousness.

Course contents

UNIT1:

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

UNIT2 :

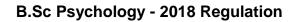
THINKING AND LANGUAGE : Thinking - Concept Formation, Problem Solving& Decision making- Strategies and Obstacles, Critical Thinking, Reasoning- Inductive. Deductive Reasoning, Decision Making, Creativity- Divergent and Convergent Thinking, Thinking Process

Language- Nature and development of language, The levels of language analysis (Linguistic Structure), Understanding language and thought.

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12HOURS

5HOURS



UNIT3:

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.

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,

UNIT4:

Social learning Approaches. Assessment of personality

UNIT5:

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, cicardium 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, 4thedition, Brooks/Cole Publishing Co

10 HOURS

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13 HOURS

10 HOURS





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Code: HBPY18005



Total Hours: 50

L	Т	Ρ	С
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



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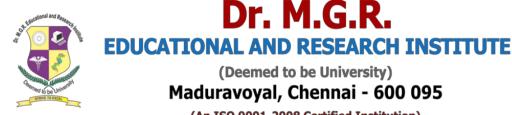
Functioning, Cognitive Development: Intelligence & Processing Abilities; Competence in everyday tasks & problem solving.

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 HillPublication
- John W Santrock A topical Approach to Life Span Development, 3rdEdition, Tata McGraw-HillEdition
- 6. Elizabeth B. Hurlock, Child Development, 6thedition, McGrawHill.





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DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY OF YOGA AND HEALTH

Code: HBPY18006

Total Hours: 50

L	Т	Ρ	С
4	0	0	4

OBJECTIVES

Tointroducehealthpsychologyandarriveattheintroductiontothephilosophyand practice ofyoga.

COURSE OBJECTIVES

CO1:Thestudentswillhaveessentialknowledgeofhealthpsychologyandimpact of stress and lifestyle onhealth

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

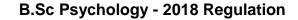
Course contents

Unit 1–

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 behaviouralmedicine, Indian scenario on Mental Health. World Health Organization and MentalHealth.

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

8HOURS



Unit 2–

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.

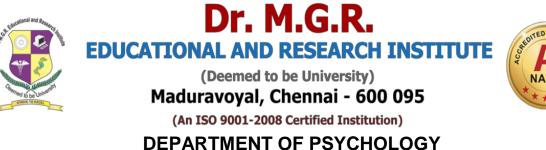
Unit 3

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

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,



10 HOURS

10 HOURS

10HOURS



Unit 5–

12 HOURS

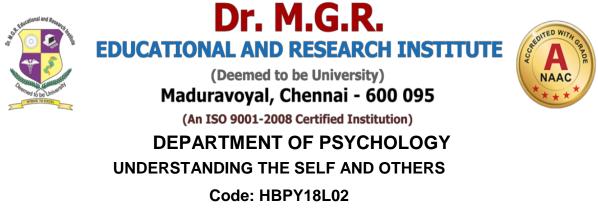
Yoga in Health Care :Yoga for specific lifestyle disorders : Asthma, Sleeplessness, Diabetes, Blood pressure and Heart Diseases. Research evidence on the impact of yoga intervention on lifestyle disorders.

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
- Sarafinio, E.P & Smith T.W. (2012). Health Psychology:Biopsychosocial Interventions. New Delhi:WileyS
- 3. Hatha Yoga Pradipika by SwamiSvatmarama.



1	Total Hours: 50					
	L	Т	Р	С		
	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 thesociety.
- 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 explore and understand about themselves

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

CO3–Thestudentswillbeabletomanagestressusemindfulnesstoconnectwith 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 insightintoselfandsocialworld.Thefacilitatorofthispracticumcancreatespacewhere studentsindividuallyandasagroupcanexperiencethemselvesasresponsibleandselfdetermined persons who can define the agenda ofself-development.



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Suchataskmayrequireimmersionintoanexperience,thereforeaseriesoftento twelve 4 hr. long weekly workshops spread over the semester. Otherformats like short

retreats followed by workshops may also be explored wherever possible. The specific workshopthemesmaybedecidedindialoguewiththestudentsastheneedsofstudents may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to groupneeds.

Suggested Workshop Themes:

- Exploring the Self: The students undertake an experiential journey that leads to aninitialanswertothequestionWhoaml?Theygiveacreativeexpressiontothe fundamental and core ideas/questions that define their being and their purpose of living.Theyengagewiththeiraspirationsforthepresentandfutureandanalyzeof their personal strengths and weaknesses. The aim is to become more _aware' of themselves-withanon-judgmentalattitude.Theyengagewithexercisesthatcan help them to become more self-determined individuals and give a conscious direction to their ownlives.
- 2. A Journey through Childhood: The students engage with their own childhood experiences and reliveitsjoys, hurts, longings and aspirations. Theylearntolisten to each other's childhood experiences and empathize with them. The aim is to connect with the world of achild-the_remembrance'of what is important to achild -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 reflect on the aspects of the irpast that they would like to recover' and those that they would like to _let go' in order to gain a new poise and balance.



- 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 engagewithsituationswhereacriticaldecisionsneededtobetakenandtheirown responsepatterninsuchsituations. The studentsengageexperientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them tomake.
- 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.Studentsalsodialogueonissueslikemenstruation,childabuse,marital rapeetc.andfindwaystoprotect,careandnourishtheirownandothers'physical and emotionalselves.
- 5. **Creativity and Flow**: The aim of the workshop is to encourage student-teachers tothinkoriginallyandfindwaysofsolvingproblemswithopen-mindedness,fluency and flexibility. To explore unique ways of creative self-expression which deepens insightandrefinesactionthrough–humor,art,music,danceandwisdominsimple everydaycontexts.Thestudentslearntoexperienceastateofflow'whichevokes 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 differingperspectives, identifying examples of unacceptable behaviour and means of prevention, motivation to speak up, and demonstrate intolerance of unacceptable behaviour.



- 7. Loveandintimacy: Enteraspacewhereyourrelationshipcanhealanddevelop, 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 motive yourself to meet youraspirations
- 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-violentcommunication.
- 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 studentsexaminethewayinwhichmediaandadvertisinginfluenceussubliminally 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 andAbuse become Addiction, the risk factors associated with gadget technologies andapps, understanding whether you are overusing, abusing, additive to Digital Media, Gaming, and Smartphone, ways for using itproductively



- 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 motivateothers.Nurturingtheavailableabilitiesanddevelopingtheonesthatthey 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 compassiontooneselfandothers. Theylearnto appreciatewisdom 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.





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DEPARTMENT OF PSYCHOLOGY

YOGA – PRACTICAL

Code: HBPY18L03

Total Hours: 50

L	Т	Ρ	С
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

Ekpadasana, Utkatasana, Bhadrasana, Matsyasana

Non – Traditional Techniques

Surya Namaskar

Pranayamas







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SEMESTER III

APPLIED SOCIAL PSYCHOLOGY

Code: HBPY18007

TOTAL : 50 HOURS

L	Т	Ρ	С
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:

UNITI

Introduction:Definitionandnatureofsocialpsychology,Applicationofsocialpsychology to social issues: Environment, intergroup conflicts, health and genderissues

UNITII

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

B.Sc Psychology - 2018 Regulation

10 HOURS



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

UnitIII

10 HOURS

12 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:

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:

- Baron,R.A.,Byrne,D.,&Bhardwaj,G.(2010).Socialpsychology(12thEd.).New Delhi, India:Pearson.
- 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.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India:Pearson.





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DEPARTMENT OF PSYCHOLOGY

INTRODUCTION TO PERSONALITY.

Code: HBPY18008

TOTAL : 50 HOURS

L	Τ	Ρ	С
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-Thestudentswillhaveacompleteunderstandingofindividualdifferencesandroles of various factors in the development of personality

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

Course Contents:

UNITI

10 HOURS

Introduction:ConceptandDefinitionofpersonality:EasternandWesternApproach,Self and Personality. Personality as a set of traits: Cattell and Allport's traitpsychology

UNITII

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: Physicalandsocio-culturalimpact, Howispersonalitystudied and assessed. Psychology Maduravoyal, Chennai - 600 095 (An ISO 9001-2008 Certified Institution)

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

UNITIII

DevelopmentofPersonality:meaningofpersonalitydevelopment,Methodsofstudying development of personality, process of personality development, and methods of measurements ofpersonality

UnitIV

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: JohnWiley.
- 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: PearsonEducation.
- 4. Cornelissen, R.M.M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian psychology—Theories and concepts (Vol. 1). New Delhi, India: Pearson.





14 HOURS



- 5. Friedman, H. S., &Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India:Pearson.
- Kuppuswamy,B.(2001).ElementsofancientIndianpsychology.NewDelhi,India: Konark Publishers Pvt.Ltd.
- Misra,G.,&Mohanty,A.K.(Eds.)(2002).Perspectivesonindigenouspsychology. 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.



Total Hours: 50

L	Т	Ρ	С
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

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

UNIT-II

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

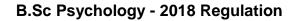
UNIT-III

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

B.Sc Psychology - 2018 Regulation

9 HOURS

10 HOURS



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

UNIT-IV

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

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, EasternEconomy, Prentice Hail India, NewDelhi

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 onconsumer attitudes and behavior" Prentice Hall PvtLtd.

4. Batra Satish K and S.H.H. Kazmi (2004), consumer behavior- Text & Cases, Excel Books, A-45, Naraina, Phase -1, New Delhi, India.





12 HOURS



Code: HBPY18010

Total Hours: 50

L	Т	Ρ	С
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 ownlives.
- To rediscover oneself in a manner that enriches the understanding of one's past and present, while offering hope and guidance for thefuture.

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,

UNITII:

Self and Personality: Self, Person, and Personality : Theories of the "SELF" in Indian Thought, AssertionofĀtmaninNyāya–Vaiśeşika, TheAffirmationoftheSelfinVedānta, Viśiṣṭādvaita of Rāmānuja , Sāmkhya-Yoga Conception of the Self, Jaina Conceptionof the Self, Three Types of Personality, Overview of Personality Typologies fromtheIndian Tradition,

UNITIII:

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:

ApplicationsofIndianPsychology:AfirstlookonCounsellingandtherapy–vipassana and mindfulness; counseling Baghvat Gita model, Education, Life & Social skills – the Thirukkural approach, Education– Gandhi's NaiTalim; Tagore's system of education;Sri Aurobindo's integraleducation.

Readings:

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

14 HOURS

12 HOURS

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- 5. Cortright, B. (2007). Integral psychology. Albany: State University of NewYork.
- 6. Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo AshramTrust.
- 7. Hiriyanna, M. (2000). The essentials of Indian philosophy. New Delhi: MotilalBanarsidasPublishers.
- Taimni, I. K. (2007). The science of yoga. Chennai: The Theosophical PublishingHouse.
- 9. Brunton, P. (2009). The Maharshi and his message. Tiruvannamalai: SriRamanasramam.
- 10. Mascaro, J. (1994). The Bhagavad Gita. New Delhi: Penguin BooksIndia.
- 11. Mascaro, J. (1994). The Upanisads. New Delhi: Penguin BooksIndia.
- 12. GoapalkrishnaGandhi (2015) Thirukural the new English version: Rupa publications India,Newdelhi







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APPLIED SOCIAL PSYCHOLOGY

Code: HBPY18L04

(PRACTICAL – FIELD WORK)

Total Hours: 40

L	Т	Ρ	С
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 substanceuse, and other psychological problems associated with day to day life insocial settings, schools and other community groups





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(An ISO 9001-2008 Certified Institution) DEPARTMENT OF PSYCHOLOGY PSYCHOLOGICAL ASSESSMENT – PRACTICALS

Code: HBPY18L05

(10 experiments out of 12)

Total Hours: 50

L	Т	Ρ	С
0	0	4	2

Self concept questionnaire

NEO – PI – R

Eyesenck 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





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DEPARTMENT OF PSYCHOLOGY

Semester IV

ABNORMAL PSYCHOLOGY

Code: HBPY18011

Total Hours: 50					
L	Т	Ρ	С		
4	1	0	5		

Objectives:

- > Examine multiple probable causes and correlates ofbehavior.
- Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
- Learnandunderstandbenefits, critiques, limitations, and implications of diagnosis and classification.

Course outcomes

CO1- The students will have the essential knowledge of abnormity, 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:

10HOURS

Introduction: Concept of Abnormal Behavior and Criteria for Determining Abnormality. Historical Background of Abnormality. Causes of Abnormal Behavior: Biological, Psychological,andSocio-Cultural;CriticalEvaluationofthesecauses.CurrentDiagnostic Systems: Introduction to the International Classification of Diseases (ICD-10) and Diagnostic & Statistical Manual of Mental Disorders(DSM-5).

Unit-2:

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.

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Unit-3:

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:

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

Unit 5:

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:

Comer, R. J. (2015). Abnormal psychology. New York: Worthpublishers.
 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 achanging world. Upper Saddle River, NJ: Pearson PrenticeHall.

5. The ICD-10 Classification of Mental and Behavioural Disorders. (1992). Geneva

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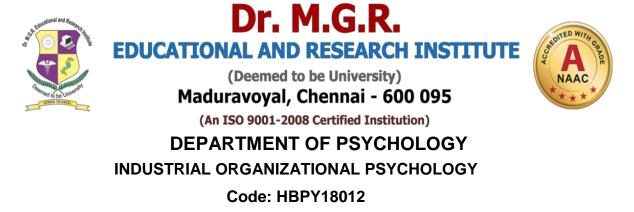
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10 HOURS

8 HOURS

10 HOURS





Total Hours: 50				
L	Т	Ρ	С	
		•	-	

4 1 0

Objectives:

- To provide insights into the historical development and key concepts of the organizationalpsychology
- Tohelpthestudentstocomprehendtheroleofhumanfactorinthemanagement of organization.
- To get acquainted with the employees' motivation job attitudes, and leadership behavior and the influenceprocess.

Course outcomes

CO1-thestudentswillhaveanessentialknowledgeaboutorganizationalpsychology,the historical developments, the western contributions and Indiancontext

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 socialsciencesubjectstoOrganizationalpsychology.HistoricalDevelopments:TheEarly Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.Sociotechnical Approach, The Aston Studies.System approach and the contemporary challenges toorganizations.

Unit-2

EmployeesMotivationandEmployeesJobAttitudes:NatureofWorkmotivation,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.

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Unit-3

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

Group Behavior, Teams AndConflict: Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness.FactorAffectinggroupperformance:Homogeneityofgroup,stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition. Co-operation, competition and coopetition, 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: CengageLearning.

14 HOURS

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12 HOURS



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- Kalra, S. K. (2004). Consultative managerial leadership style in India: A viablealternative. In P. N. Mukherjee, & C. Sengupta (Eds.), Indigenity and universalityin social sciences: A south asian response. New Delhi, India: Sage IndiaPublications.
- 3. Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work.Summerfield, NC: HypergraphicPress.
- Pareek, U. (2007). Understanding organizational behaviour. New Delhi:Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi:Tata McGrawHill.
- Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India: SagePublications.





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DEPARTMENT OF PSYCHOLOGY

RESEARCH METHODOLOGY – I Code: HBPY18013

Total Hours: 50

L	Т	Ρ	С
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:

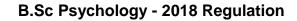
12 HOURS

14 HOURS

Basics of Research in Psychology: What is Psychological Research? The Goals of PsychologicalResearch,PrinciplesofGoodResearch,EthicsinPsychologicalResearch, orientations towards Quantitative and Qualitative Orientations towards Research and theirSteps

UNIT2:

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



UNIT3:

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.

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UNIT4:

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
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). 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.





10 HOURS



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DEPARTMENT OF PSYCHOLOGY

POSITIVE PSYCHOLOGY

Code: HBPY18014

Т	Total Hours: 50					
	L	Т	Ρ	С		
	3	0	0	3		

Objectives:

- > To recognize what contributes/does not contribute tohappiness
- > To recognize the role of positive emotions and traits in enhancinghappiness
- To understand the right kind of vocation, relationship, and values in life that enhances one'swell-being

Course outcomes

CO1- The students will have an essential knowledge about positive psychology,

Happiness and wellbeing and Indian perspectives regarding the same

CO2-Thestudentswillhaveanessentialknowledgeaboutpositiveemotions,personality, beliefs andillusions

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

Course Contents:

Unit-1

12 HOURS

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

Unit-2

12HOURS

Happiness AndWell-Being: Happiness: Concept and definitions, Happiness and the factsoflife:Gender,love,marriage,closerelationshipsandothersHappinessacrossthe life span: Happiness and well-being across culture and nationalities



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.
- Kumar, U., Archana, & Prakash, V. (2015). Positive psychology Applications in work, health and well-being. Delhi & Chennai, India: Pearson.
- David,S.A.,Boniwell,I.,&Ayers,A.C.(2013).TheOxfordhandbookof happiness.
 Oxford: Oxford UniversityPress.
- Husain,A.,&Saeeduzzafar.(2011).Islamicvirtuesandhumandevelopment. New Delhi, India: Global Vision PublishingHouse.
- Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: JohnWiley&Sons.
- Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology.NewYork: OxfordUniversity.







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EDUCATIONAL PSYCHOLOGY

Code: HBPY18015

Total Hours: 50

L	Т	Ρ	С
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

Unitl:

12 HOURS

Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Conceptual and Theoretical Perspectives in Educational Psychology: BehaviouristicandSocialLearning,Cognitive&HumanisticPerspectives, and Constructivism

Unit 2:

13HOURS

Human Diversity and Education Differences in Cognitive Styles & Learning Strategies:ReadinessforLearning&ClassroomAchievement,Intelligence,Creativity& Personality. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & LinguisticDiversity



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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 andits educational implications, b. Responsibilities of Teachers towards learners with SpecialNeeds

Readings:

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







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SOFT SKILLS

Code: HBPY18L05

Total Hours: 50

L	Т	Ρ	С
0	0	4	2

Objectives

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

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, Telephoneetiquettes

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



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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.
- Sherfield, R.M, Montgomery, R.J. & Moody, P.G. (2009) Developing soft skills, Pearson education, India.





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Semester V

COUNSELING SKILLS Code: HBPY18016

Total Hours: 50

L	Т	Ρ	С
3	1	0	4

Objectives:

- > To understand the nature of the counselingprocess
- To lay the groundwork for understanding the use of basic andspecialized counselingskills
- > To engage with different models of counselingskills

Courseoutcome

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:

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

Unit 2:

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

8 HOURS

10 HOURS

Unit 3:

Jnit 3: Specific Counceling Sk

role of detachment andself-surrender

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

Models of Counseling Skills: Rogers model of counseling skills, Carkhuff model of

counselling skills, IPR model of counseling training, Indian models of counseling the

Essentials of various areas of Counselling: Group Counselling, Counselling

Families, Child Counselling, Counselling The Delinguent, Premarital Counselling,

Marriage Counselling, Counselling Drug Addicts, Crisis Intervention Counselling,

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Unit 4:

Unit 5:

Readings:

Career Counselling

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





10 HOURS

12 HOURS





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RESEARCH METHODOLOGY II

Code: HBPY18017

Total Hours: 50

L	Т	Ρ	С
3	1	0	4

Objectives:

- > To learn the basics of statistical analysis of psychologicalresearch
- > To lay the ground work for researchdocumentation

Course outcome

- > CO1: the students will essential knowledge of basic staticalmeasures
- CO2: the students will be able to identify the statistical measures that can be used for analysis ofvariables
- > CO3: The students will be able to write a researcharticle

Course Contents:

Unit 1:

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.

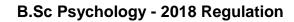
Unit 2:

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

10HOURS

10HOURS



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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:

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

Unit 5:

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 (3rdED) Sagepublications
- 2. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, PrenticeHall.
- 3. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. ReliancePub. House: NewDelhi.
- 4. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: HodderArnold.
- 5. Howell, D. (2009) Statistical methods for Psychology.
- 6. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in thebehavioral Sciences USA: John Wiley & Sons. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt.Ltd.





10HOURS





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DEPARTMENT OF PSTCHOLOG

ENVIRONMENTAL PSYCHOLOGY

Code: HBPY18018

Total Hours: 50				
	L	Т	Ρ	С
	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 personalspace.
- To understand the human-environment transaction, and possibility ofbehavioural intervention strategies to minimize the adverseeffects.
- Understand that pro-environment behaviour which is highly needed to reduce the ill effects of environmental quality.

Course outcome

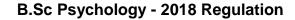
- CO1: the students will have essential knowledge of Humanenvironmental relationship
- CO2: the students have essential knowledge of environmental stress and proenvironmentalbehavior

Course Contents:

Unit1:

12 HOURS

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



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Unit2:

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

Unit 3:

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:

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.

 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





12 HOURS

13HOURS

13HOURS





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SPORT AND EXERCISE PSYCHOLOGY

Code: HBPY18019

Total Hours: 50

L	Т	Ρ	С
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

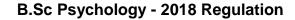
- CO1: the students will essential knowledge of the role of different psychology professional in assisting sportspersonal
- CO2: the students will learn about the roles of personality, social and cognitive dimensions ofsports
- CO3: The students will have essential knowledge of methods improving the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



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Unit 2:

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:

Cognitive and Social Psychological Dimensions in Sports: Motivation:

14 HOURS

14 HOURS

Definition and views, Guidelines for building motivation, Achievement motivation and competitiveness, Goal setting.

Unit :4

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.

 Weinberg, R. S., & Gould, D. (2003). Foundations of sport and exercise psychology. USA: Human Kinetics Publishers, Inc.





12HOURS







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Counseling skills practical

Code: HBPY18L07

Total Hours: 50

L	Т	Ρ	С
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





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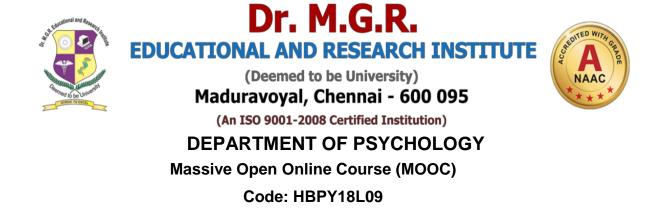
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Summer Internship program

Code: HBPY18L08

L	Т	Ρ	С
0	0	6	3

Summer Internship program for not less than 24 working days (144 hours) full time or48 workingdays(144hours)parttimeinprofessionalsetting(Rehabilitationcenters,Mental health Setting, clinical / counseling Clinics, NGOs, Special schools, organization) to be completed in the semester holidays of 4thsemester



L	Т	Ρ	С
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







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Semester VI

Human Resource Management Code: HBPY18020

Total Hours: 50

L	Т	Ρ	С
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 fromHuman Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resourcesystem.
- > Insights into Human Resource Management in India and the globalcontext.
- > have essential knowledge of Human environmentalrelationship

Course outcome

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

Course Contents:

Unit 1:

12HOURS

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



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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 tohuman resource management (2nd Ed.). New Delhi, India: Oxford UniversityPress.

- Bhatnagar, J., & Budhwar, J. (2009). The changing face of peoplemanagement in India. London: Routledge.
- 3. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of humanresource management (8th Ed.). NY:Wiley.
- DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4thEd.). Boston: CengagePress.
- Dessler, G., &Varkkey, B. (2011). Human resource management (12thEd.). New Delhi, India: PearsonEducation.
- 6. Harzing, Anne-Wil, & Pennington, A. (2011). International humanresource management. New Delhi, India: Sagepublications.
- Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: KanishkaPublishers.
- Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.



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9. Pande, S., &Basak, S. (2012). Human resource management. New Delhi,India: PearsonEducation.

10. Tayeb, M. H. (2005). International human resource management: Amultinational company perspective. NY: Oxford UniversityPress.

11. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). HR from theoutside in: Six competencies for the future of human Rresource (1st Ed.). USA:Tata McGraw-Hill.







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CLINICAL PSYCHOLOGY

Code: HBPY18021

Total Hours: 50

L	Т	Ρ	С
3	1	0	4

Objectives:

- To get acquainted with the professional activities and employment settingfor clinicalpsychologists.
- > To train students how to do clinical diagnosis by using differentmethods.
- > To get acquainted with the intervention models in clinicalpsychology.

Course outcome

- CO1: the students will essential knowledge of professional skillsstandards associated the profession of clinicalpsychologist
- CO2: the students will be able to use some essential methods of therapy of Psychologicalintervention

Course Contents:

UNIT1:

14HOURS

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



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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 UniversityPress.

 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.

 Ray, S. D. (1996). The practice of psychotherapy. New Delhi: NewAge International.

5. Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). NewYork: John Wiley &Sons.

6. Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture.New Delhi: SagePublications.

7. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: PearsonEducation.





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DEPARTMENT OF PSYCHOLOGY

Psycho Diagnostics (practical) Code: HBPY18L10

\triangleright	Clinical	case	history	/taking	

- Mental Status Examination-MSE
- > Psycho diagnostic tools- questionnaires and checklists
 - Mini-Mental statusexamination
 - Multiphase personalityquestionnaire
 - Positive and negative syndromescale
 - Indian scale for assessment ofautism
 - Anxiety ratingscale
 - Depression ratingscale
 - OCD Checklist

l	_	Т	Ρ	С
()	0	4	2



Code: HBPY18P01

L	Т	Ρ	С
0	0	10	5

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