DEPARTMENT OF PSYCHOLOGY
M.Sc. CLINICAL PSYCHOLOGY
(Five Year Intergrated) (2017-2018)
Revised REGULATIONS AND SYLLABUS
Revised REGULATIONS

Eligibility

Candidates for admission to the First Year of the Five year integrated M.Sc. Clinical Psychology Degree Programme shall be required to have passed in Higher Secondary Course examinations (HSC) (10+2 level) or equivalent thereto with a minimum of 50% marks under academic stream.

Master Programme

A Master's Programme consists of a set of core courses and common course on language, Computer Civics,etc.

Core courses are basic courses required for each programme. The number and distribution of credits for core courses will be decided by the respective faculties.

Common courses, suggested by the respective departments, may be distributed in the first four semesters. .

A Course is divided into five units to enable the students to achive modular and progressive learning.

Semesters

Odd Semester: July to November (90 working days)

Even Semester: December to April (90 working days)

Credits

The term credit is used to describe the quantum of syllabus for various programmes in terms of hours of study. It indicates differential weightage given according to the contents and duration of the courses in the Curriculum design.

The minimum credit requirement for a Five years Master's Programme shall be 225.

The core courses shall carry 155 credits, Common courses shall carry 50 credits and the optional courses shall carry 20 credits.

Courses

A course carrying one credit for lectures, will have instruction of one period per week during the semester, If four hours of lecture is necessary in each week for that course then 4 credits will be the weightage. Thus normally, in each of the courses, credits will be assigned on the basis of the Lectures / Tutorials / Laboratory work and other form of learning in a 15 week schedule.

i) One credit for each lecture period per week.

ii) One credit for every three periods of laboratory or practical work per week.

Grading System

The term Grading System indicates a 10 point scale of evaluation of the performance of students in terms of marks, grade points, letter grade and class.

Duration

The duration for completion of a Five Years Master's programme in any subject is Ten Semesters.

Structure and Programme

The Five year Integrated Master's Programme will consist of:

i) Core courses and common course which are compulsory for all students,

ii) Optional courses which students can choose from amongst the courses offered by the other Departments of other faculties. (Arts,Education and Indian Language)

Attendance

Every teaching faculty handling a course shall be responsible for the maintenance of Attendance Register for candidates who have registered for the course.

Each student should earn 80% attendance in the courses of the particular semester failing which he or she will not be permitted to sit for the end – semester examination.

However, it shall be open to the authorities to grant exemption to a candidate who has failed to obtain the prescribed 80% attendance for valid reasons on payment of a condonation fee and such exemptions should not under any circumstances be granted for attendance below 70%.

Examination

There will be two sessional assessments and one End – Semester examination during each semester.

Sesssional Test –I will be held after 35 working days and Sessional Test–II will be held after 70 working days.

Sessional Test–I will be a combination of a variety of tools such as class test, assignment and paper presentation that would be suitable to the course. This requires an element of openness. The students are to be informed in advance about the nature of assessment and the producers. However the tests are compulsory. Test-I may be for one hour duration. The pattern of question paper will be decided by the respectively faculty.

Sessional Test–II will be conducted with a variety of assessment tools. It will also have an element openness. The students are to be informed in advance about the nature of assessment and the procedures. However the tests are compulsory. Test–II may be for two hours duration. The pattern of question paper will be decided by respective Faculty.

There will be one End Semester Examination of three hours duration in each course.

The End Semester Examination will cover all the syllabus of the course for 75% of marks.

Evaluation will be done on a continuous basis. Evaluation may be by Objectives Type Questions , Quiz, Short Answers, Essays or a combination of these, but at the End Semester it has to be a Written Examination.

The performance of students in each course is evaluated in terms of percentage of marks (PM) with a provision for conversion to Grade Point (GP). The sum total performance in each semester will be rated by GPA while the continuous performance from the 2nd Semester onwards will be marked by (OGPA).

Marks and Grading

A student cannot repeat the assessment Sessional Test II. However, if for any compulsive reason the student could not attend the test the prerogative of arranging special test lies with the teacher in consultation with the Head of the Department.

A minimum of 50% marks in each course is prescribed for a pass. A students has to secure 50% minimum in the End Semester Examination.

If a candidate who has not secured a minimum of 50% of marks in a course shall be deemed to have failed in that course.

The student can repeat the End Semester Examination when it is offered next in the subsequent Odd/Even Semesters till the regulations are in force. However, a candidate cannot move to the next semester if he/she has more than six papers as arrears at any point of time.

A candidate who has secured a minimum of 50 marks in all courses prescribed in the programme and earned a minimum of the credits will be considered to have passed the masters programme.

Grading

A ten point rating scale is used for the evaluation of the performance of the student to provide latter grade for each course and overall grade for the master's programme.

MarksGrade Points Letter Grade Class

90+10S Exemplary
85-899.0D++ Distinction
80-848.5D+ Distinction
75-798.0D Distinction
70-747.5A++ First Class
65-697.0A+ First Class
60-646.5A First Class
55-596.0B Second Class
50-545.5C Second Class
49 or lessF Fail

The successful candidate are classified as follows.

I-Class 60% marks and above in overall percentage of marks (OPM).

II-Class 50-59% marks in overall percentage of marks.

Candidate who obtain 75% and above but below 91% of marks (OPM) shall be deemed to have passed the examination in FIRST CLASS (Distinction) provided he/she passes all the course prescribed for the programme at the first appearance.

The candidates passing with First class will be ranked next of those with distinction on the basis of CGPA scored in Part III core. Allied and optional courses of study from I semester to X Semesters.

Candidates who obtion First Clasas witrh Distinction whall be deemed to have passed the examinations provided he/she passess all the papers prescribed for the programmes at the First Appearance.

Semester	Course Code	Course title	Credit Points
I	ITAC 11	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	3
I	IENC 12	2.Part II English:English Through Literature I: Prose	3
I	ICPC 13	3.General Psychology I	5
I	ICPC 14	4.Lifespan Psychology I	4
I	IESC 15	5.Environmental Studies	3
I	ICSA 16	6.Medical Sociology (Sociology)	3
		TOTAL	21
II	ITAC 21	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	3
II	IENC 22	2.Part II English:English Through Literature II: Poetry	3
II	ICPC 23	3.General Psychology II	4
II	ICPC 24	4. Lifespan Psychology II	4
II	ICPC 25	5.Bio-Psychology –I	4
II	ICPA 26	6.Health Policies and Programmes (Population Studies)	3
		TOTAL	21
III	ITAC 31	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	3
III	IENC 32	2.Part II English:English Through Literature III: Drama	3
III	ICPC 33	3. Bio Psychology II	5
III	ICPC 34	4.Nutrition and Behaviour (Nursing)	4
III	ICPC 35	5.Social Psychology I	4
III	ICAC 36	6.Computer and Its Applications	3
III	ICSA 37	7.Rural Health Management(Economics)	3
		TOTAL	25
IV	ITAC 41	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	3
IV	IENC 42	2.Part II English: English Through Literature IV: Short Story	3
IV	ICPC 43	3.Social Psychology - II	4
IV	ICPC 44	4.Cognitive Psychology –I	4
IV	ICPC 45	5. Psychological statistics	4
IV	ICPC 46	6. Theories of Personality	4
IV	ICPC 47	7 Psychology of Adjustment	3
		TOTAL	25

Semester	Course Code	Course title	Credit
V	ICPC 51	1.Cognitive Psychology –II	4
V	ICPC 52	2.Psychiatry	4
V	ICPC 53	3.Indian Psychology	4
V	ICPC 54	4.Psychopathology-I	4
V	ICPC 55	5.Positive Psychology	4
V	ICPC 56	6.Institutional Approach to Disability	4
		TOTAL	**24**
VI	ICPC 61	1.Cyber Bullying	4
VI	ICPC 62	2.Positive Psychology –II	4
VI	ICPC 63	3.Psychopathology-II	4
VI	ICPC 64	4.Forensic Psychology	4
VI	ICPC 65	5.Experimental Psychology - Practical I	5
VI	IVEC 66	6.Value Education	3
		TOTAL	**24**
VII	ICPC 71	1.Neuro Psychology (Psychiatry)	4
VII	ICPC 72	2.Psycho Diagnostics	5
VII	ICPC 73	3.Health Psychology-I	5
VII	ICPC 74	4.Research Methodology	5
VII		5.Elective Course	3
		TOTAL	**22**
VIII	ICPC 81	1.Gerentology	5
VIII	ICPC 82	2.Health Psychology II	4
VIII	ICPC 83	3.Psychotherapeutics	5
VIII	ICPC 84	4.Experimental Psychology - Practical II	5
VIII		5.Elective Course	3
		TOTAL	**22**
IX	ICPC 91	1.Hospital Management (Business Administration)	4
IX	ICPC 92	2.Counselling Psychology	4
IX	ICPC 93	3.Rehabilitation Psychology	5
IX	ICPC 94	4.Mental Health & Psychoterapy	5
IX	ISSC 95	5.Soft Skills	3
IX		6.Elective Course	3
		TOTAL	**24**
X	ICPC 101	1.Clinical Psychology	
X	ICPC 102	2.Case Studies	5
X	ICPC 103	3 Experimental Psychology - Practical III	5
X	ICPC 104	4.Project and Viva-voce	5
X		5Elective Course	3
		TOTAL	**22**
		GRAND TOTAL	**230**

ANNAMALAI UNIVERSITY
Department of Psychology
M.Sc. Clinical Psychology - Five Year Integrated Programme
2017-2018

Semester	Course No	Course Code	Course title	Course Type	Credit	University Exam Marks	Internal Marks	Total Marks
I	1	ITAC 11	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	Language	3	75	25	100
I	2	IENC 12	2.Part II English:English Through Literature I: Prose	Language	3	75	25	100
I	3	ICPC 13	3.General Psychology I	Core	5	75	25	100
I	4	ICPC 14	4.Lifespan Psychology I	Core	4	75	25	100
I	5	IESC 15	5.Environmental Studies	Core	3	75	25	100
I	6	ICPA 16	6.Medical Sociology (Sociology)	Allied	3	75	25	100
			TOTAL		21	450	150	600
II	7	ITAC 21	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	Language	3	75	25	100
II	8	IENC 22	2.Part II English:English Through Literature II: Poetry	Language	3	75	25	100
II	9	ICPC 23	3.General Psychology II	Core	4	75	25	100
II	10	ICPC 24	4. Lifespan Psychology II	Core	4	75	25	100
II	11	ICPC 25	5.Bio-Psychology -I	Core	4	75	25	100
II	12	ICPA 26	6.Health Policies and Programmes (Population Studies)	Allied	3	75	25	100
			TOTAL		21	450	150	600
III	13	ITAC 31	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	Language	3	75	25	100
III	14	IENC 32	2.Part II English:English Through Literature III: Drama	Language	3	75	25	100
III	15	ICPC 33	3. Bio Psychology II	Core	5	75	25	100
III	16	ICPC 34	4.Nutrition and Behaviour (Nursing)	Core	4	75	25	100
III	17	ICPC 35	5.Social Psychology I	Core	4	75	25	100
III	18	ICAC 36	6.Computer and Its Applications	Core	3	75	25	100
III	19	ICPA 37	7.Rural Health Management(Economics)	Allied	3	75	25	100
			TOTAL		25	525	175	700
IV	20	ITAC 41	1.Part I :Language:Tamil/ IHIC-Hindi/IFRC-French	Language	3	75	25	100
IV	21	IENC 42	2.Part II English: English Through Literature IV: Short Story	Language	3	75	25	100
IV	22	ICPC 43	3.Social Psychology - II	Core	4	75	25	100
IV	23	ICPC 44	4.Cognitive Psychology -I	Core	4	75	25	100
IV	24	ICPC 45	5Psychological Statistics	Core	4	75	25	100
IV	25	ICPC 46	6.Theories of Personality	Core	4	75	25	100
IV	26	ICPC 47	7.Psychology of Adjustment	Allied	3	75	25	100
			TOTAL		25	525	175	700

Semester	Course No	Course Code	Course title	Course Type	Credit	University Exam Marks	Internal Marks	Total Marks
V	27	ICPC 51	1.Cognitive Psychology –II	Core	4	75	25	100
V	28	ICPC 52	2.Psychiatry	Core	4	75	25	100
V	29	ICPC 53	3.Indian Psychology	Core	4	75	25	100
V	30	ICPC 54	4.Psychopathology-I	Core	4	75	25	100
V	31	ICPC 55	5.Positive Psychology-I	Core	4	75	25	100
V	32	ICPC 56	6.Institutional Approach to Disabilit	Core	4	75	25	100
			TOTAL		24	450	150	600
VI	33	ICPC 61	1.Cyber Bullying	Core	4	75	25	100
VI	34	ICPC 62	2.Positive Psychology –II	Core	4	75	25	100
VI	35	ICPC 63	3.Psychopathology-II	Core	4	75	25	100
VI	36	ICPC 64	4.Forensic Psychology	Core	4	75	25	100
VI	37	ICPC 65	5.Experimental Psychology - Practical I	Core	5	75	25	100
VI	38	IVEC 66	6.Value Education	Core	3	75	25	100
			TOTAL		24	450	150	600
VII	39	ICPC 71	1.Neuro Psychology (Psychiatry)	Core	4	75	25	100
VII	40	ICPC 72	2.Psycho Diagnostics	Core	5	75	25	100
VII	41	ICPC 73	3.Health Psychology-I	Core	5	75	25	100
VII	42	ICPC 74	4.Research Methodology	Core	5	75	25	100
VII	43		5.Elective Course	Elective	3	75	25	100
			TOTAL		22	375	125	500
VIII	44	ICPC 81	1.Gerentology	Core	5	75	25	100
VIII	45	ICPC 82	2.Health Psychology II	Core	4	75	25	100
VIII	46	ICPC 83	3.Psychotherapeutics	Core	5	75	25	100
VIII	47	ICPC 84	4.Experimental Psychology - Practical II	Core	5	75	25	100
VIII	48		5.Elective Course	Elective	3	75	25	100
			TOTAL		22	375	125	500
IX	49	ICPC 91	1.Hospital Management (Business Administration)	Core	4	75	25	100
IX	50	ICPC 92	2.Counselling Psychology	Core	4	75	25	100
IX	51	ICPC 93	3.Rehabilitation Psychology	Core	5	75	25	100
IX	52	ICPC 94	4.Mental Health & Psychoterapy	Core	5	75	25	100
IX	53	ISSC 95	5.Soft Skills	Core	3	75	25	100
IX	54		6.Elective Course	Elective	3	75	25	100
			TOTAL		24	450	150	600
X	55	ICPC 101	1.Modern Clinical Psychology					
X	56	ICPC 102	2.Case Studies	Core	5	75	25	100
X	57	ICPC 103	3 Experimental Psychology - Practical III	Core	5	75	25	100
X	58	ICPC 104	4.Project and Viva-voce	Core	5	75	25	100
X	59		6.Elective Course	Elective	3	75	25	100
			TOTAL		22	375	125	500
			GRAND TOTAL		230	4425	1475	5900

IENC 12 English: English Through Literature I: Prose

Objective:

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing.

Unit I
Bonnie Chamberlain "The Face of Judas Iscariot"
Swami Vivekananda "Speech at World Parliament of Religion"

Unit II
Stephen Leacock "My Financial Career"
BhimraoAmbedkar"Speech on 4th November 1948 in the Constituent Assembly"

Unit III
Robert Lynd "On Forgetting"
Nirad C. Chaudhuri"Indian Crowds"

Unit IV
A. G. Gardiner "All about a Dog"
Ruskin Bond "My Eccentric Guests"

Unit V
Martin Luther King (Jr.)"I Have a Dream"
Khushwant Singh "The Portrait of a Lady"

Text Book:

Ayyappa Raja. S., Shanmugasundari. P., Deivasigamani. T., SaravanaPrabhakar. N., Karthikeyan. B. *English Through Literature: Prose.*

ICPC 13 : GENERAL PSYCHOLOGY- I

Objectives
    The students must know
- the meaning, definition, history, scope and methods of psychology
- the structure and functions of brain and nervous system
- central and peripheral nervous systems and structure and function of the eye
- structure and function of the auditory and other senses
- the processes of perception and consciousness

Unit–I : Introduction

Define Psychology – Modern Approaches to Psychology – Cultural Diversity: Discrimination in Psychology – Previous approaches – learning from history – careers in psychology – Research areas in Psychology – Applying exploring Study Skills.

Methods of Science – Case study: Testimonials – Survey – Correlation – Decisions about doing Research – experiments scientific method: Applying exploring human subjects and animal research.

Unit–II : Brain

The Big Picture: The Human Brain – Development of Neurons Neuron structure and function – Relax response – Axon structure and function – Neurotransmitters and receptors – Neurons, Nerves and Nervous system – Applying exploring: Brain transplant – New treatment for Parkinson's disease.

Unit–III : Nervous system

Central and Peripheral Nervous systems – The Human Brain cultural diversity: Racial myths about Brain size – The Master control center: The Brain – Techniques studying the living Brain Inside the Fore brain – The Endocrine system – Organization of the Brain – Applying exploring split – Brain Research.

Vision

Stimulus: Light waves – Structure and Function of the eye The Retina: A miniature computer – The visual pathway: eye to Brain – color vision – Applying / exploring: Visual experiences.

Unit–IV : Hearing and other senses

Hearing – Structure and Function of the Ear – Direction, Loudness and pitch – Vestibular system – chemical sense: Taste – cultural Diversity: Different tastes – chemical sense: smell – sense of Touch Applying / exploring: The experience of Pain.

Basic Perceptual Processes

Perceptual Threshold – Sensation visas Perception – Principles of Perceptual Organization – Depth perception Perceptual constancies – Illusions: Fooling our Perception – Applying /Exploring: Creating Perceptual experiences.

Unit–V : Influences on Perception

Studying heredity and experience effects of restricted experiences – learning influences – Perceptual sets – Cultural diversity: Culture and Perception – Applying /exploring extrasensory Perception.

Consciousness, Sleep and Dreams

The continuum of consciousness – Rhythms of Seeping and waking – The word of dreams – Applying / exploring: Sleep problems and treatments.

Text Books

1) Morgan and King, Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole Publishing Company.
2) Rod Plotnik.(1993). *Introduction to Psychology*, Brooks/Cole Publishing Company Pacific Grove, California.3rd Edition.

Reference Books

1) Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
BENJAMIN, L.T., HOPKINGS, .J.R., NATION, .J.R. (1987). *PSYCHOLOGY*, NEW YORK: MACMILLAN PUBLISHING COMPANY. WADE,C.,& TAVRIS.C., (1987). *PSYCHOLOGY*, NEW YORK: HARPER AND ROW PUBLISHERS INC.

ICPC 14 : LIFESPAN PSYCHOLOGY- I

Major Objectives

The students must know
- the different approaches of human development and various methods to study human development,
- the biological foundation behind the development,
- the principles and pattern of physical, intellectual, social and personality development in early childhood.
- the principles and pattern of physical, intellectual, social and personality development in middle childhood.
- the principles and pattern of physical, intellectual, social and personality development in adolescence.

Unit–I : Human Development

Meaning of human development – Early Approaches – Human development today – Influences on development – Timing of influences - Theoretical perspectives – Psychoanalytic - Learning – Cognitive – Evolutionary – Contextual approaches – Research methods – Methods of data collection Basic research designs – Ethics in research.

Unit–II : Conception to Birth

Conceiving new life – Heredity and Environment – Prenatal development – Birth process.

Infancy and Toddler hood: New born baby – Survival and health- Early Physical development – Cognitive development – Classic approaches – Newer approaches – language development – Foundations of psychosocial development – Developmental issues in infancy and Toddlerhood – Contact with other children- Children of working parents.

Unit–III : Early Child hood

Aspects of physical development – Bodily growth and change – Nutrition sleep pattern and problems – Motor skills – Health and safety – Cognitive development – Language and other cognitive abilities – Earl child hood education – Psychosocial development in early child hood – Developing Self- parenting – Relationship with other children.

Unit–IV : Middle Childhood

Aspects of Physical development – Healthy and safety – Cognitive development – Language and literacy – Child in school – Psychosocial development- Child in family – Child in peer group – Mental health.

Unit–V : Adolescence

Physical development – Puberty – Physical and mental health- Cognitive development – Aspects of cognitive maturation – Educational and Vocational issues – Psychosocial development – search for identity – Sexuality – Relationships with family peers and Adult Society.

Text Books

1) Papalia, D. E., and Olds, S.D. *Human Development* (9th Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd., 2004.
2) Ambron & Brodzinsky, *Life Span Human Development* New York: Holt Rinhart Winston.

Reference Books

1) Schiamberg, L. B. *Human Development* (2nd Edn. New York: Macmillan publishing Co., 1984.
2) Hurlock, E. B. *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976

IESC 15 : ENVIRONMENTAL AWARENES

OBJECTIVES

After undergoing the course, the student can understand
- the environment as a system
- the various damages done to the environment
- the importance of environmental resources
- the change in the global climate
- the ways of sustainable development

Unit: I THE ENVIRONMENTAL SYSTEM
 (1.1)   The Services Provided by the Environmental System
 (1.2)   Ecosystems: Food Chains, Food Webs, Ecological Pyramids
 (1.3)   Biochemical Cycles: Hydrological Cycle, Carbon Cycle

Unit: II ENVIRONMENTAL DAMAGE- POLLUTION
 Sources and impact of
 (2.1)   Air Pollution
 (2.2)   Water Pollution
 (2.3)   Land Pollution
 (2.4)   Municipal Solid Waste
 (2.5)   Noise Pollution

Unit: III RESOURCE DEPLETION
    (3.1)   Importance of Forests: Causes and Consequences of Deforestation
    (3.2)   Bio Diversity: Meaning and Importance-Reasons and Consequences of
            Biodiversity Decline
    (3.3)   Consequences of Overdrawing Water Resources
Unit: IV GLOBAL CLIMATE CHANGE
    (4.1)   The Science of Climate Change-The Green House Effect
    (4.2)   Sources and Impact of Climate Change
    (4.3)   Coping with Climate Change
Unit: V SUSTAINABLE DEVELOPMENT
    (5.1)   Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
    (5.2)   Poverty, Population Growth and Environmental Damage
    (5.3)   Policies for Sustainable Development
Text Book:
1. Erach Bharucha, 2004, Environmental Studies, UGC, New Delhi.
References:
    1. Dorothy F Boorse & Richard Wright Environmental Science: Toward a   Sustainable Future (New Delhi: Prentice-Hall India, 2010)
    2.Kumarasamy K., A.Alagappa Moses and M.Vasanthy, 2004, Environmental Studies, Bharathidasan University Pub. Trichy.
    3.Kalavathy S. (Ed.) 2004, Environmental Studies, Bishop Heber College Pub., Trichy.
    4.Rajamannar, 2004, Environmental Studies, EVR College Pub., Trichy.

ALLIED–I ICPA 16: MEDICAL SOCIOLOGY

Objectives
    To enable the students to become familiar with the relationship between health and social environment to make them understand the role of health professionals in health care delivery.
Unit–I
    Medical Sociology – Nature and Scope, Relationship between medicine and sociology; Social epidemiology, Development of epidemiological measures, age, sex, race and social class.
Unit–II
    The interaction of mind, body and society – Stress – Psycho physiological medicine, Social factors and stress, Socio demographic variables in the process of seeking medical care.
Unit–III
    The sick role – Illness as deviance, functional approach to deviance, the sick role, labeling theory.
Unit–IV
    The physician in a changing society – nursing – Past, present and future trends, other health practioners, the hospital as a social institution, health care: a right or a privilege.
Unit–V
    Medical social services in hospital – Medical social work in pediatrics, skin and STD (sexually transmitted Disease). Psychiatry and Tuberculosis divisions: Health policy of government of India.
Text Book
1) Coceraham, William. *Medical Sociology.* New Jersey: Prentics Hal, 1982.
2) Giriraj Gupta.*The social and Cultural context medicine in India,* New Delhi: Vikas publishing House Ltd., 1981.
References:
1) Coe,Redney. Sociology of Medicine. New York: McGraw Hill, 1970.

2) Freeman, H.Handbook of Medical Sociology. Englewood Cliffs: Prentice Hal, 1963.
3) Goel, S.L.Health care Administration policy making and planning. New Delhi: Streling Publishers Private Limated, 1981.
4) Johan Bond, Senga Bond. Sociology and Health Care. New Delhi: Churchil living Store, 1994.
5) Ommen, T.K Doctors and Nurses. New Delhi: Macmillam, co.,1978

ITAC 21   Tamil–I   IHIC 21 Hindi–I   IFRC 21 French–I

IENC 22 English Through Literature II: Poetry

Objective:
To ensure and enhance:

•the ability of the learner to comprehend and appreciate poems in English

•the competence of the learner in using English language, and

•the interest of the learner in human values and perceptions

Unit I
  1.William Shakespeare"Sonnet 29"

  2.William Blake"A Poison Tree"

  3.Robert Bridges"A Red, Red Rose"

Unit II
  4.PB Shelley"Ozymandias"

  5.Alfred Tennyson"The Brook"

  6.HillaireBellock"Matilda"

Unit III
  7.Robert Frost"Stopping by Woods on a Snowy

Evening"

  8.Walt Whitman"O Captain, My Captain"

  9.Sylvia Plath"Mirror"

Unit IV
  10.Toru Dutt"The Lotus"

  11.A. K. Ramanujan"A River"

  12.Keki N. Daruwala"Pestilence in Nineteenth Century Calcutta"
  Unit V

  13.Gabriel Okara"Once Upon a Time"

  14.Maki Kureshi"The Kittens"

  15.Robert Finch"Peacock and Nightingale"

Text Book:

Karthik Kumar. S., Gnanaprakasam.V., Arputhavel Raja. G., Shanmugasundaram. C., Vijaya. R.*English Through Literature:Poetry*

ICPC 23 General Psychology–II

Objectives

   The students must know
- different types of motives and emotions
- different types of learning
- various types of memory and forgetting
- the meaning and measurement of intelligence
- various personality theories and assessment

Unit–I : Motivation

   Motivation: Approaches to motivation Biological and Social needs – Hunger – Body weight – Sexual behaviour – Achievement – Intrinsic motivation – Applying exploring: Eating problems.

Emotion

   Basic Emotions-Peripheral theories – Cognitive Appraisal theory – Happiness – Functions of Emotions – Cultural Diversity: Expressions and intensity of Emotions – Applying Exploring: The Lie Detector Test.

Unit–II

Learning Classical Conditioning

   Three approaches to learning – establishing classical conditioning – classical conditioning: An example – other conditioning concepts – classical conditioning: Two explanations – Classical conditioning all around us – Applying / exploring: Chemotherapy and Conditioned nausea.

Operant Conditioning and Cognitive Learning

   Operant conditioning – A closer look at reinforces schedules of reinforcement – examples of operant conditioning – other conditioning terms – cognitive learning – Biological factors in learning cultural diversity: Eastern teacher, Western teacher, Western researcher applying / Exploring Applications of Operant Conditioning.

Unit–III : Memory

   Three Kind of memory – Sensory memory recording – Short-term memory working – Long – term memory storing – Encoding Transferring information – Applying exploring: Unusual memory abilities.

   Remembering and Forgetting: Ways to remember – How memory is organized – Lasting memories – Reasons for forgetting the Biological Base of memory – Mnemonics: Memorizations methods.

Unit–IV Intelligence :

   Approaches to defining intelligence – Measuring intelligence – Widely used 1Q tests – Distribution of 1Q scores – Problems with 1Q test- Cultural Diversity 1Q tests and immigration – The Naature – Nature Question – Applying Exploring: Intervention programs.

Thought and Language

   Concepts – Forming concepts – Solving problems – Thinking creatively – Language Basic rules – Acquiring language – Language stages – Language and thought – Applying exploring Do animals have Language?

Unit–V : Personality

   Personality – Definition, meaning- Theories- Freud's Psychodynamic theory – Divisions of the mind – Development of Personality – Freud's followers – Humanistic theories –Social Learning theory – Trait Theory – Four theories of Personality Applying exploring: Measuring traits- Assessment of personality

Text Books

1) Morgan and King , Kalat, J.W. (1996). *Introduction to Psychology* (4th Ed) New York: Brooks/Cole
2) Publishing Company.

3) Rod Plotnik. (1993). *Introduction to Psychology*, Brooks/Cole Publishing Company, Pacific Grove, California.3rd Edition.

Reference Books

1) Rajamanickam, M. (2000). *Modern General Psychology*. Agra: H.P. Bhargava Book House.
2) Benjamin, L.T., Hopkings, .J.R., Nation, .J.R. (1987). *Psychology*, New York: Macmillan Publishing Company.Wade, C.& Tavris. C., (1987). *Psychology*, New York: Harper and Row Publishers Inc.

ICPC 24 Life Span Psychology–II

Major Objectives

The students must know
- physical and psychosocial development of young adulthood
- the biological foundation behind the development,
- the principles and pattern of physical, intellectual, social and personality development in early childhood.
- the principles and pattern of physical, intellectual, social and personality development in middle childhood.
- the principles and pattern of physical, intellectual, social and personality development in adolescence.

Unit–I : Young Adulthood

Physical development – Health and Physical condition – Sexual and reproductive issues – Cognitive development – Perspectives on adult cognition - Moral development – Education and wok – Psychosocial development – Personality development four views Foundations of intimate relationships – parent hood

Middle Adulthood

Unit–II : Physical and Cognitive Development

Physical development – Physical changes – Health Cognitive development – Measuring cognitive abilities – Distinctiveness of adult cognition –creativity – work and education.

Middle Adulthood

Unit–III : Psychosocial Development

Change at midlife: Classic theoretical approaches – The self at midlife – Changes in relationships- Consensual relationships- Relationship with maturing children – Other Kinship ties.

Unit–IV : Late Adulthood

Old age today – Physical development – Longevity and aging – Physical changes – Physical and mental health – Aspects of cognitive development – Psychosocial development theory and research – lifestyle and social issues – Personal relationships in latelife.

Unit–V: Death & Bereavement

The many faces of death – Psychological issues – Special losses – Medical, Legal and ethical issues – Finding meaning and purpose in life and death.

Text Books

1) Papalia, D. E., & Olds, S.D. *Human Development* (9th Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd., 2004.
2) Ambron & Brodzinsky, *Life Span Human Development* New York: Holt Rinhart Winston.

Reference Books

1) Schiamberg, L. B. *Human Development* (2nd Edn. New York: Macmillan publishing Co., 1984.

2)Hurlock, E. B. *Child Development* (4th Edn.). New Delhi: Tata McGraw Hill Co. Ltd., 1976

ICPC 25 Bio-Psychology-I

Objectives

The students must know
- the meaning, functional neuro-anatomy and neuro-physiology
- the evolutionary development of nervous system
- the processes of perception
- gender, stages of sleep and dream
- meanings, theories and types of emotion and language development

Unit–I : Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology – Viewpoints to explore Biology of Behaviour – Approaches the brain and behaviour – Levels of Analysis.

Functional Neuro –anatomy: Composition of the Nervous System – Divisions of the Nervous System – Functional descriptions of Brain Structures – Blood supply to the Brain – Newer Imaging Technology – Cell Specialization.

Unit–II : Neurophysiology

Conduction, Transmission, and the Integration of Neural Signals

Electrical signals are the vocabulary of the Nervous System -The sequence of transmission process at chemical synapses – Neurons and synapses combine to make circuits gross Electrical Activity of the Human Brain.

Unit–III

The Chemical Base of Behaviour: Neurotransmitters and Neuropharmacology .

Many chemical neurotransmitters have been identified -Neurotransmitter system from a complex array in the brain -Research on Drugs range from molecular processes to effects on transmission -Drugs that affect the brain can be divided into functional classes -Drug abuse is pervasive.

Unit–IV

Hormones and the Brain: Hormones act in a great variety of ways throughout the body -Hormones act on a wide variety of cellular mechanisms -Each endocrine gland secretes specific hormones –Hormones affect behaviour in may different ways – Hormonal and Neural system interact to produce integrated responses.

Unit–V

Emotions: Meaning of Emotions – Theories of Emotions – Types of Emotions Viewpoint – Individual Differences in Emotional Responsiveness – Autonomic Responses – Brain Circuits in Emotions.

Text Books

1) Rosenzweing, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA: Sinauer Associates, Inc.
2) Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.
3) Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
4) Kalat , J.W. (2004). *Biological Psychology*. CA: Wadswort/Thomson Learning,

Allied–II ICPA 26 Health Policies & Programmes

Major Objectives

The students must know
- historical review of origin of various branches of public health
- health policies and Planning
- organization and evaluation of health policies
- health care services
- government and non-government health programmes

Unit–I : Health Situation

Historical review of origin of various branches of public health, health services in India, Indicators of Health Morbidity & Mortality. Health in the context of development and Five Year plan. Health care organizations in India. Health care delivery systems; Governmental/NGO, Primary Health care – Health for all concept.

Unit–II : Health policy and Planning

Planning Process: Decision making, qualitative and quantitative decisions, Policies Strategies, budget: Health planning in India, National Health policy, goals, objectives and target setting, assessment of health situation, Resource analysis, priorities, design of programme.

Unit–III : Organization and Evaluation

Design, Structure, Principles, formal/informal types, Coordination within and outside. Span of control, Centralization and decentralization, Staffing, job description, outlining role and responsibilities, Training, Placement and Evaluation. Work study, Management by objectives. Performance evaluation.

Unit–IV : Health Care Service

Preventive, Promotive and curative services: Approaches in health care service: Risk and Epidemiological Health care services for Mother & Children, industrial workers, Health legislation and Social welfare.

Unit–V : Health Programmes

National health Programmes – National leprosy eradication programme, National Tuberculosis control programme, National Malria Eradication programme, Modified plan of Operation, Universal Immunization programme, National Diarrhoel Disease Control programme, National Programme for control and prevention of blindness, National programme for prevention of AIDS, National Filariasis Control programme, STD control programs, National Programme for control Iodine Deficiency Diseases, Guineaworm Eradication Programme. National Family Welfare Programme.

Non-Government organization, Indian Red cross, DANIDA Tuberculosis Association India, Family Association India. International health agencies – UNICEF, WHO, FAO, ILO, USAID, Rock Feller & Ford Foundation

Reference Books

1) Dutt P. R. Rural Health Service in India, Primary Health Services (H.E.P, 1965).
2) Ghosh, B. N. Hygiene and public Health, Scientific publishing company, 1972.
3) Park J.E., Park K, preventive and social Medicine (Jabalpur Bannersidas Bhanor and company Ltd., 1995).
4) Ashok Shan et.al community participation in Health and Family Welfare programme, Innovative experience in India, Indian Society of Health Administrators, Bangalore, 1990.
5) Freeman R.B. and Holmes E.M. Administration of Public Health Services, W.B. Sanuders Company 1960.
6) National Institute of Health and Family Welfare Management Training Modules For District level Health Officers, New Delhi, 1990.

ITAC 31   Tamil–I   IHIC 31 Hindi–I   IFRC 31 French–I

IENC 32 English Through Literature III: Drama

Objective:
To enhance the conversational competence of the learner by introducing to him to dramas in English

Unit I
Stanley Houghton"The Dear Departed"
Kenneth Sawyer Goodman"The Game of Chess"
Unit II
A. A. Milne "The Princess and the Woodcutter"

Anton Chekhov "A Marriage Proposal"

Unit III
Arnold Bennett "The Stepmother"
Arthur Miller "Grandpa and the Statue"
Unit IV
William Shakespeare *King Lear* (Act I, Scene i)
William Shakespeare *Julius Caesar* (Act III, Scene ii)
Unit V
Frances Goodrich & Albert Hackett *The Diary of Anne Frank* (Act I)
Betty Keller "Tea Party"
Text Book:

Florence. S., Aruna Devi. G., Rajamohan. R., Bhuvaneswari. S., Soundararajan. M. *English Through Literature: Drama*

ICPC 33 Bio-Psychology-II

Objectives
The students must know
- the meaning, functional neuro-anatomy and neuro-physiology
- the evolutionary development of nervous system
- the processes of perception
- gender, stages of sleep and dream
- meanings, theories and types of emotion and language development

Unit–I
General principles of Sensory processing, Touch and Pain
Sensory Receptors – Nature of Stimulus – Sensor processing – Beginning – Selective and Analytical. Touch: Structure of Skin – Dorsal column – Cortical columns – Somatosensory Perception: Pain: Nature – Measuring Pain.

Hearing, Vestibular Perception, Testing and Smell
Hearing: Structure and Functions of ear – Auditory system pathways – Theories of pitch Discrimination – Localization of sound – Perception of sound – deafness. Vestibular Perception: Receptor Mechanisms – Evolution of Auditory and Vestibular Organs – Nerves Fibers – Motion Sickness. The Chemical Senses: Taste sensations – Odor Sensations.

Unit–II
Vision
Nature of Visual information – Eye as an optical device and neural organ – Neural signals – Area VI – Colour Vision – Perception of Visual Motion – Major Systems of Cortical Visual Areas – Visual Neuroscience.

Motor Control and Plasticity
The Behavioural View – The Control system View – The Neuroscience View – Movement Control – Extrapyramidal Systems
Sensory Receptor organs Detect energy substances -what type of stimulus was that? – sensory processing begins in receptor cells -Sensory information processing is selective and analytical.

Unit–III
Sexual Behaviour
Reproductive behaviour can be divided into four stage -The neural circuitry of the brain regulates reproductive behaviour – Pheromones guide reproductive behaviour in many species – The hallmark of human sexual behaviour is diversity.
Sexual differentiation

The sex of an individual is determined early in life – Hoe should we define gender – by genes, gonads, genitals or the brain – Gonadal hormones direct sexual differentiation of the brain and behaviour – Social influence affect sexual differentiation of the nervous system – Do early gonadal hormones masculinize human behaviour in adulthood.

Unit–IV

Homeostasis: Active Regulation of internal states -Homeostasis maintains internal states within a critical range.

Temperature, Food and Energy regulation.

Importance of body temperature is a critical condition for all Biological process – Some animals generate heat; Others must obtain heat from the environment – which behaviours can adjust body temperature – The brain monitors and regulates body temperature.

Nutrient regulation requires the anticipation of future need – Insulin is crucial for the regulation of body metabolism - The Hypothalamus coordinates multiple systems that control hunger – obesity is difficult to treat – Experience protects from toxins in food – Eating disorder are life – threatening.

Biological Rythms, Sleep, and Dreaming

Many animals shoe daily rythms in activity and physiological measures – An endogenous circadian clock is located in the hypothalamus – Many biological events display rythms shorter than a day – Animals use circannual rythms to anticipate seasonal change.Human sleep exhibits different stages – The sleep of different species provides clues about the evolution sleep – Our sleep patterns change across the life span – Manipulating sleep reveals an underlying structure – What are the biological functions of sleep? – At least four interacting neural system underlie sleep – Sleep disorder can be serious, even life-threatening.

Unit–V

Learning and memory: Biological perspectives

Many kinds of brain damage can impair memory – There are several kinds of memory and learning – Memory has temporal stage: short, intermediate, and long – Different region of the brain process different aspects of memory – Brain image provides insights about region involved in different kinds of memories – Comparative approaches yield insights about the evaluation of learning and memory – Learning and memory change throughout life.

Text Books

1) Rosenzweing, M.S., Marc Breedlove, S. & Watson, N.V. (2005). *Biological Psychology*. MA: Sinauer Associates, Inc.
2) Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.
3) Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
4) Kalat , J.W. (2004). *Biological Psychology*. CA: Wadswort/Thomson Learning,

ICPC 34 Nutrition & Behaviour

Major Objectives

The students should know
- the importance of food and Role of nutrients.
- the impact of nutrition on development stages
- the impact of nutrition on brain and the significance of nutrition of nutrition counseling.
- the problems of malnutrition and eating disorders
- role of Nutirtion in various diseases.

Unit–I : Nutrition

Nutrition – History – Concepts – Role of nutrition in maintaining health Classification of foods – Role of food and its medicinal value –Food versus non –food- Sacred versus profane

foods – Food Faddism – Nutrients – CHO ,Protein, Fat, Vitamins and minerals – Functions – Classification - Dietary sources - Digestion and absorption.

Unit–II : Nutrition in pregnancy and Lactation

Nutritional demands of pregnancy – Food selection in pregnancy – Complications of pregnancy – Diet during labor – Diet following delivery – Diet in Lactation.

Nutritional During Infancy and Early Child hood: Nutritional requirements of infants – Breast feeding – Introduction of solid foods – Feeding difficulties in infants – Other considerations in infant feeding – The toddler.

Nutrition for Children, Adolescents and Adults: Nutritional requirements – food habits and eating practices.

Nutrition for older Persons: Nutrition and Aging – Dieting intakes and requirements of older people - Planning meals for older people – Nutritional problems and Nutrition programs for older people.

Unit–III : Nutrition on Brain Development

Normal cellular growth of the brain – Effects of mal nutrition – Role of nutrition on brain.

Nutrition Counselling: The Nutrition counselor – Resources for the nutrition counselor – Responsibility of the nutrition counselor –Determining the role of Nutrition counselor practioner – managed Vs Client managed care requirements of infants - Breast feeding - Formulas - Types and sources – Elements of helping process – Interviewing.

Unit–IV : Malnutrition and eating disorder

Protein energy Malnutrition – Vitamin deficiencies - Mineral Deficiencies, obesity, under weight and anorexia nervosa & Bulimia - Etiology – Complications – Dietary treatment.

Unit–V : Nutrition in various Diseases

Introduction to therapeutic diets Dietary management for Gastro intestinal diseases, Diabetes mellitus, Renal diseases, Cardiac diseases, Malignancy, Hyper tension and HIV.

Text Books

1) B. Srilakshmi, Dietetics (Second Edition) New Age International (p) Ltd.
2) M. Swaminathan, M. Advanced Text –Book on food & Nutrition Vol-I and Vol-II Published by The Bangalore printing & publishing Co. Ltd.
3) Sue Rodwell Williams Basic Nutrition and Diet Therapy 11th Edition 2001 Published by Haa court (India) Private Limited.

ICPC 35 : SOCIAL PSYCHOLOGY - I

Major Objectives

The students must know
- model for social behaviour and methods of social psychology
- the social self, Influence of Groups and Culture on the Self
- the impression formation attribution processes
- issues on prejudice and discrimination
- formation and functions of attitude.

Unit–I : Understanding social behavior

A Model for Understanding Social Behavior - Expanding Lewin's Model - Social Psychology and Related Fields - Research in Social Psychology - Experimental Research - Correlational Research - Settings for Social Psychological Research - The Role of Theory in Social Psychological Research - Theory and the Research Process - Theory and Application - Ethics and Social Psychological Research.

Unit–II : The social self

Self-concept – Self-Knowledge: How We Know the Self? - The Influence of Groups and Culture on the Self - Self-Esteem: Evaluating the Self - Internal Influences on Self-Esteem - Self-Awareness - Self-knowledge and Self-Awareness - The Cost and Ironic Effects of Self-

control - Managing Self-Presentations - Self-Esteem and Impression Management - Self-Monitoring and Impression Management - Self-Presentation and Manipulative Strategies - Self-Handicapping - The Impression We Make on Others.

Unit–III : Social perception

Impression Formation: Automaticity and Social Perception - Automatic Processing - The Importance of Automaticity in Social Perception - Automaticity and Behavior - Automaticity and Emotions - Controlled Processing - The Attribution Process - Heider's Early Work on Attribution - Correspondent Inference Theory - Covariation Theory - Dual Process Models – Attribution Biases - Misattributions - The Fundamental Attribution Error - The Actor - Observer Bias - The False Consensus Bias - Constructing an Impression of Others - The Significance of First Impressions - Schemas - Stories - The Confirmation Bias - Shortcuts to Reality: Heuristics

Unit–IV : Attitudes

Are Attitudes? - Definite Allport's Definition of Attitudes - Attitude Structures - Explicit and Implicit Attitudes - Attitudes as an Expressing of Values - What Do Attitudes Do for Us? The Function of Attitudes - How Are Attitudes Measured? - The Attitude Survey - Potential Biases in Attitude Surveys - Behavioral Measures - Attitudes Formation - Mere Exposure - Direct Personal Experience - Operant and Classical Conditioning - Observational Learning - The Effect of Television and Books - The Effect of Textbooks - The Heritability Factor - Attitudes and Behavior - Early Study of Attitudes and Behavior - The Theory of Reasoned Action - Theory of Planned Behavior - The Importance of conviction

Unit–V : Prejudice and discrimination

The Dynamics of Prejudice, Stereotypes, and Discrimination - The Persistence and Recurrence of Prejudice and Stereotypes - Personality and Prejudice: Authoritarianism and Gender - The Authoritarian Personality - Gender and Prejudice - The Social Roots of Prejudice - Modern Racism - Changing Social Norms - The Cognitive Roots of Prejudice - Identify with the In-Group The Role of Language in Maintaining Bias - Illusory Correlations - From Illusory Correlations to Negative Stereotypes via - The Confirmation Bias - The Out-Group Homogeneity Bias - The Difference Between Prejudice and Non-prejudiced Individuals - Reducing Prejudice - Contact Between Groups - Personalizing Out-Group Members - Reducing the Expression of Prejudice Through Social Norms

Text Books

Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology (2nd Ed.)* Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.,

Reference Books

1) Baron, R. A., & Byrne. D., *Social Psychology.* (8thEdn.) New Delhi: Prentice Hall of India Private Ltd., 1999.
2) Feldman, R. S. *Social Psychology.* (2nd Edn.) New Jersey: Prentice Hall Inc., 1998.
3) Brehm, S. S.and Kassin, S. M. Social *Psychology.*New Jersey: Houghton Mlfflin Company Boston, 1990.
4) Michener, H. A. & Delamater, J. D. Social *Psychology* (4th Edn.) New York: Harcourt Brace College Publisher, 1999.
5) Brown, R. *Social Psychology,* London: Collier - Macmillan Limited, 1965.
6) Sears, D.O., Anne Peplan, Freedman, J. L., and Taylor, S.E. *Social Psychology* (6th Edn.) New Jersey:Englewood Cliffs, 1998.
7) Krech D. Crutch field, S. & Ballachery, E.L .*Individual in Society, Text Book of Social Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd., 1962.

ICAC 36: COMPUTER AND ITS APPLICATIONS

Unit–I

Introduction to computers -Application of computers- Concepts of data and information - A typical computer system - Memory concepts - History of computers - Types of computers.

Input-output devices - Data storage devices -Software-The definition - The role of software housekeeping.

Unit–II

The computer internals - Typical PC configuration -Booting - Virus - Anti-Virus, vaccine - Versions of software.

Operation system - Definition - Classification -Basics of MSDOS - Introduction to windows operating system -Features of windows OS -Desktop and desktop icons - Starting programs - Browsing and managing windows explorer - Setting - Taskbars and creating shortcuts

Unit–III

Introduction to internet- Client server basics, E-Mail, Telnet and Archie - FTP - Gopher, Jughcad and Veronica -WAIS and world wide web.

Fundamentals of HTML, TCPMP and E-Commerce.

Unit–IV

Issues involved in Website Management -Addressing-Designing Websites with front Page.

Unit–V

Multimedia - Concept, Requirements, Applications and Future - Hardware and Software Requirements for Multimedia Development and Delivery Platforms -Multimedia Methodologies, Fundamentals and Use of Hypertext, Hypermedia, Sound, Images, Animation, Video.

Using Multi Media; Multimedia Interface, Planning and Development of Multimedia Projects.

Text Books

1) Ron Mansfield, Osbrone, Windows for Busy People, McGraw Hill.
2) Ron White, How Computers Work, BPB.
3) Christian Crumlish - The ABCs of the Internet
4) Alexis Leon & Mathews Leon- Internet in a nut shell, Leon Press, Chennai & Vikas Publishing House, New Delhi.
5) Tay Vaughan - Multimedia Marketing it work, Osborne Tata McGraw Hill, 1996.

References

1) Computer Fundamentals and Windows with Internet Technology, by Krishnan, SciTech Publications (India) Pvt. Ltd., Chennai.
2) Windows and MS - OFFICE 2000 with data base Concepts, by Krishnan SciTech Publications (India) Pvt. Ltd., Chennai.
3) Stephen Nelson - Field Guide to the Internet
4) James Meade, David Growder, Rhonda Growder- Microsoft DHTML.
5) Rosen Brog - A Guide to Multimedia.
6) Ned Sneel- The Internet Strater Kit in 24 hoursTechmedia, 1998.
7) Michael Goodwin - Making Multimedia Works, Coomdex, 1995.

ALLIED–III : ICPA 37 RURAL HEALTH MANAGEMENT

Objectives

- To understand health and related issues in Rural Department.

Unit–I

Meaning – Importance – Development Planning and Health.

Unit–II

Health Planning Approaches and Perspectives – Politics – Goals – Objectives Targets – Organizations – Important Issues and Problems.

Unit–III

Fattens of Health Facilities – Primary Health Care concept – Health workers Sectoral Approach.

Unit–IV

Community Health – Issues and Problems Priority – Vulnerable Sector – Maternal and Child health care – Family welfare programmes.

Unit–V

Health Programmes – Nutrition – CDC – Sanitation and Rural Development. International Aided projects – Health Economics – Cost Benefit – Effect Approach.

Reference Books

1) Rural Health Care System Centre for Environmental planning and Technology Ahmedabad 1981.
2) Rural Health, policies strategies and problems – A critical Appraisal by S Srinivasan
3) Fifty years of Rural Development in India. R.C. Choudary & S. Rajakuty (ED) NIRD1998.
4) Rural Health and Rural Development by Shivendra Prasad Singh, Amar Prakasham Delhi 1990.
5) Integrated Rural Development R.C, Aurra, S. Chand & Company Ltd, New Delhi 1986.

ITAC 41   Tamil–I   IHIC 41 Hindi–I   IFRC 41 French–I

IENC 42 English Through Literature IV: Short Story

Objective:

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing

Unit I
  1.O' Henry "After Twenty Years"
  2.Ernest Hemingway "A Day's Wait"
Unit II
  1. Flora Annie Steel "Valiant Vicky"
  2. Oscar Wilde "The Selfish Giant"

Unit III
  1. R. K. Narayan "An Astrologer's Day"
  2.ShashiDeshpande"I Want"

Unit IV
  1. Leo Tolstoy "Where Love is God is"
  2. Somerset Maugham "The Ant and the Grasshopper"

Unit V
  1.Chinua Achebe "Marriage is a Private Affair"
  2. Bessie Head "Heaven is not Closed"

Text Book:
Selvaraj. A., Dinakaran. P., Madhavan. M., Ganeshram. K., Shanthi. SP. *English Through Literature: Short Story*

ICPC 43   SOCIAL PSYCHOLOGY – II

Major Objectives
   The students must know.
  - persuasion and attitude change
  - conformity, compliance and obedience
  - the group processes
  - roots of interpersonal attraction and close relationships
  - interpersonal aggression and altruism.

Unit–I : Persuasion and Attitude Change
   The Yale Communication Model - The communicator -The Message and the Audience - Social Judgment Theory - The Problem of Multiple Audiences - The Cognitive Approach to Persuasion - The Elaboration Likelihood Model - The Effect of Mood on Processing - The Effect of Personal Relevance on Processing - The Impact of Attitude Accessibility on Elaboration - The Heuristic Model of Persuasion - Cognitive Dissonance Theory: A Model of Self-Persuasion1 - Cognitive Dissonance Theory - Alternatives to Cognitive Dissonance Theory - Self-perception Theory - Persuading the Masses – Public Health Campaigns: Educating People about AIDS - The Limits of Persuasion.

Unit–II : Conformity, Compliance and Obedience
   Conformity: Informational and Normative Social Influence - Social Norms: The Key to Conformity - Classic Studies in Conformity - Factors That Affect Conformity - Minority

Influence - Compliance: Responding to a Direct Request - Foot-in-the-Door Technique - Door-in-the-Face Technique - Low-Ball Technique - Obedience - Milgram's Experiments on Obedience - Predicted Behavior and Results in the Milgram Experiment - Situational Determinants of Obedience - The Role of Gender in Obedience - Disobedience - Breaking with Authority - Reassessing the Legitimacy of the Authority.

Unit–III : Group Processes

Characteristics of Groups - Roles in Groups - The Effects of an Audience on Performance - The Effects of Group Participation on performance - Groups Self-Identity, and Intergroup relationships - Why People Identify with a Social Category - Self-categorization Theory (SCT) - The Power of Groups to Punish: Social Ostracism - Group Decision Making and Group Productivity - Individual Decisions Versus Group Decisions - The Effect of Leadership Style on Group Decision Making - Factors That Affect the Decision-Making Abilitay of a group - The Dynamics of Group Decision Making: Group Polarization and Groupthink.

Unit–IV : Close Relationships

The Roots of Interpersonal Attraction and Close Relationships - Affiliation and Intimacy - Loneliness and Social Anxiety - Love and Close Relationships - Love's Triangle - Types of Love - The Formation of Intimate Relationships - Attachment Styles and Adult Love Relationships - Determinants of Interpersonal Attraction - Dimensions of Physical Attractiveness - Physique and the Attractiveness Bias - Dynamics of Close Relationships - Relationship Development - Evaluating Relationships - Love Over Time - Sculpting a Relationship - Responses to Conflict - Love in the Lab – Friendships.

Unit–V

Interpersonal aggression

Levels and Types of Aggression - Factors That Contribute to Aggression - Biological Explanations for Aggression - The Frustration- Aggression Link - The Social Learning Explanation for Aggression - Reducing Aggression - Reducing Aggression in the Family - Reducing aggression with Cognitive intervention.

Altruism

Why Do People Help? Empathy: Helping in Order to Relieve Another's Suffering - Two Paths to Helping - Altruism Hypothesis - Biological Explanation - Helping in Emergencies: A Five-Stage Decision Model - Helping in Non-emergencies: - situational and personality influences.

Text Books

Bordens, K. S., & Horowitz, I. A. (2002). *Social Psychology (2nd Ed.)* Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.,

Reference Books

1) Baron,R.A., & Byrne.D., *Social Psychology* . (8thEdn.) New Delhi: Prentice Hall of India Private Ltd., 1999.
2) Feldman, R.S. *Social Psychology.* (2nd Edn.) New Jersey: Prentice Hall Inc., 1998.
3) Brehm, S. S. and Kassin, S. M. Social *Psychology.*New Jersey: Houghton Mlfflin Company Boston, 1990.
4) Michener, H.A. & Delamater, J. D. Social *Psychology* (4th Edn.) New York: Harcourt Brace College Publisher, 1999.
5) Brown, R. *Social Psychology,* London: Collier - Macmillan Limited, 1965.
6) Sears, D.O., Anne Peplan, Freedman, J.L., and Taylor, S.E. *Social Psychology* (6th Edn.) New Jersey:Englewood Cliffs, 1998.
7) Krech D. Crutch field, S. & Ballachery, E.L .*Individual in Society, Text Book of Social Psychology* (International Student Edition) Tokyo: Hill Kiogakuha, Ltd., 1962.

ICPC 44 : COGNITIVE PSYCHOLOGY-I

Objectives
The students should know
I)History ,Methods And Paradigms Of Cognitive Psychology
ii)the Anatomy and Imaging technique of Brain
iii)various approaches of Perception and Attention
iv)the comprehensive perspective of memeory and its different stages
v)the implication of Amnesia

Unit-I
Cognitive Psychology: History, Methods, and paradigms: Structuralism-Functionalism-Behaviorism –
Gestalt Psychology- The study of Individual Differences –The "Cognitive Revolution" and the Birth of Cognitive Science-General Points
Research Methods in Cognitive Psychology: Experiments and Quasi –Experiments-Naturalistic Observation-Controlled Observation and Clinical Interviews-Introspection-Investigations of Neural Underpinnings-General Points
Paradigms of Cognitive Psychology: The Information-Processing Approach- The connectionist Approach – The Evolutionary Approach-The Ecological Approach-General Points
THE BRAIN: An overview of Structure and Function: Structure of the Brain-The Hindbrain and Midbrain-The forebrain
Localization of Function: Faculty Psychology and Phrenology- Studies of Aphasia and Other Mapping Techniques
Lateralization of Function: Studies of Split –Brained Patients
Brain –Imaging Techniques: CAT (CT) Scans-Magnetic Resonance Imaging(MRI)-Positron Emission Tomography(PET)-Functional Magnetic : Imaging(FMRI)
Other Brain-Recording Techniques: Electroencephalography (EEG)-Event –Related Potential(ERP)- Transcranial Magnetic Stimulation(TMS)

UNIT II
Perception: Recognizing Pattern and Objects Gestalt Approaches to perception: Bottom-Up Process –Template Matching-Featural Analysis-Prototype Matching-Top-Down Processes-Perceptual Learning-The Word Superiority Effect-A Connectionist Model of Word Perception -Direct Perception -Disruptions of Perception: Visual Agnosias

UNIT -III
 Attention: Deploying Cognitive Resources-Selective Attention-Bottleneck Theories-Spotlight Approaches –Schema Theory – Inattentional Blindness-
Neural Underpinnings of Attention: Networks of Visual Attention- Event –Related Potentials and Selective Attention
Automaticity and the Effects of Practice: The Stroop Task-Automatic Versus Attentional (Controlled) Processing- Feature Integration Theory –Attentional Capture
Divided Attention: Dual- Task Performance –The Attention Hypothesis of Automatization-Divided Attention outside the Laboratory: Cell phone Usage While Driving

UNIT-IV
Working Memory: Forming and Using New Memory Traces-Traditional Approaches of the Study of memory-Sensory Memory-Iconic Memory-Echoic Memory-Short-Term Memory-Capacity and Coding-Retention Duration and Forgetting-Retrieval of Information
Working Memory: Executive Functioning-Neurological Studies of Memory Processes
Retrieving Memories From Long-Term Storage: Aspects of Long-Term Memory:

Capacity-Coding-Retention Duration and Forgetting- Retrievel of Information-The Use of Mnemonics-Other Retrieval Principles- The Testing Effect.
Subdivisions of Long-Term Memory: Semantic Versus Episodic Memory-Implicit Versus Explicit Memory-Declarative Versus Procedural Memory
The Levels of Processing View: The Reconstructive Nature of Memory- Autobiographical Memory-Flashbulb Memories-Eyewitness Memory-The Recovered/False Memory Debate
Amnesia: Anterograde Amnesia-Retrograde Amnesia- Knowledge Representation: Storing and Organizing-Information in Long-Term Memory-Organizing Knowledge:Network Models-ACT Models –Connectionist Models.

UNIT –V
Forming Concepts and Categorizing New Instances: The Classical View of Concepts and Categorization – The Prototype View of Concepts and Categorization –The Exemplar View of Concepts and Categorization –The Schemata/Scripts View of Concepts and Categorization – The Knowledge –Based View of Concepts and Categorization.
TEXT BOOK.
    1. Kathleen M. Galotti : 2014 Cognitive Psychology, New Delhi, Sage Publications.
REFERENCE BOOKS.
    1.R.REED HUNT, HENRY C ELLIS : 2006 Fundamentals of Cognitive Psychology 7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.
    2. JOHN. B.BEST 1995 4th Edition Cognitive Psychology, New York, West Publishing Company.

ICPC 45 : PSYCHOLOGICAL STATISTICS

Major Objectives
    The students must know
- the principles of counting, measuring and forming frequency distribution.
- the meaning and computation of the measures of central tendency and the measures of variability.
- the meaning, computation and interpretation of correlation.
- the probability and mathematical distribution statistical estimations and inferences an significance of differences.
- the central features and applications of chi- square and analysis of variance.

Unit–I : Introduction
    Meaning and Definition of Statistics – Need and importance of Statistics in Research – Classifications of statistics – Attributes – variables – continuous and discontinuous variables.

Unit–II : Descriptive Statistics
    Meaning and Application of Measures of Central Tendancy – mean – median – mode.

Unit–III
    Meaning and Application of Measures of Variability – Range – Standard Deviation – Quartile Deviation (semi inter quartile range) – Mean Deviation.

Unit–IV : Correlation
    Meaning of Correlation and its types – pearson product moment correlation – rank order correlation – Applications of measures of relationship –

Unit–V
    Normal curve – properties of normal curve – deviations from the normality – skewness - kurtosis

Unit–IV :Difference between the means
    Difference between the means – 't' ratio – its applications – one way analysis of variance (ANOVA) – Concept of two way analysis of variance – repeated measures – analysis of co variance (ANCOVA)

Unit–V : Chi square, Para Metric and experimental design

Meaning and definition of Chi - square - and its applications (histogram – frequency polygon – bar diagram).

Text Books

Garrett, H.E. *Statistics in Psychology and Education.* Bombay : Allied pacific private Ltd., 1961.

Reference Book

1) Guilford, J.P., & Fruchter, B. *Fundamental Statistic in Psychology and Education.* (6th Edn). Singapoore: McGraw Hill Book Company (International Student Edn). 1981.
2) Rajamanickam, M. *Statistical Methods in Psychological and Educational Research.* New Delhi; Concept publishing company, 2001.

ICPC 46 : THEORIES OF PERSONALITY

Objectives
The students should know
i)the details of various psychodynamic approaches
ii)the sociological perspective of personality theories
iii)the significance of Field theory
iv)the concepts of factor theory as well as different learning theories
v)the framework of Rogers humanistic model and nature of theoritical synthesis versus multiplicity

Unit I

The Nature of personality theory – Personality theory and the history of Psychology – Personality –What is Theory – Theory of personality – personality theory and other psychological theories – comparison of theories of personality - Freud's Psychoanalytic theory – structure of personality – Dynamics of personality – distribution and utilization of psychic energy – anxiety – development of personality –defense mechanisms of the ego – stages of development – characteristic research and research methods – current status and evaluation - Jung's Analytic theory – structure of personality – dynamics of personality – development of personality - characteristic research and research methods- comparative studies of Mythology,Religion and the occult sciences - current status and evaluation.

Unit II

Social Psychological theories: Adler, Fromm, Horney and Sullivan – Alfred Adler – Fictional finalism – Striving for superiority – Inferiority feeling and compensation – Social interest – style of life - characteristic research and research methods – Creative self – order of birth and personality – early memories – childhood experiences – Erich Fromm – Karen Horney – Harry stack Sullivan – Structure of personality – Dynamics – personifications – cognitive processes – energy – dynamics of personality – energy transformations – stages of development – determinants of development – interview – current status and evaluation – Murray's Personality – structure of personality – personality as a partial formation – proceedings and serials – abilities and achievements – dynamics of personality – vector-value scheme – development of personality – Genetic – Maturational determinants – sociocultural determinants – Uniquenes – unconscious – socialization process – intensive study of small numbers of normal subjects – instruments of personality measurement – personality explorations – current status and evaluation.

Unit III

Lewin's Field theory – structure of personality – dynamics of personality- the psychological environment - characteristic research and research methods – current status and evaluation – Allport's psychology of the individual – structure and dynamics of personality – functional autonomy- development of personality – idiographic versus nomothetic – direct and indirect measures of personality – studies of expressive behavior – current status and evaluation.

Unit IV

Cattell's factor theory - theory of personality – nature of personality – a structure of traits – development of personality – social context - characteristic research and research methods- related formulations - current status and evaluation- Stimulus -Response theory – reinforcement theory of Dollard and Miller – dynamics of personality - characteristic research and research methods – related formulations – current status and evaluation – Skinner's operant reinforcement theory – some general considerations – dynamic of personality - characteristic research and research methods – current status of evaluation.

Unit V

Rogers' self theory – representative view of the self and the ego – self theory - personality - characteristic research and research methods- current status of evaluation – existential psychology – structure of existence - Being-Beyond the world – dynamics and development of existence - characteristic research and research methods- daseinsanalysis of dreams - current status of evaluation –Personality theory in perspective – Comparison of theories of Personality – some reflections on current personality theory – theoretical synthesis versus – theoretical multiplicity.

Text Book:
Calvin S.Hall,Gardner Lindzey 1970, Theories of Personality, Second edition, New York, John wiley & sons INC,.

References:
Adler G. 1948,Studies in analytical psychology , New York , Norton,
Murray H.A. 1938 Explorations in personality New York, Oxford.

ICPC 47 : PSYCHOLOGY OF ADJUSTMENT

Unit–I : The Dynamics of Adjustment

Adjusting to Modern Life

The Psychology of Adjustment: Meaning of Psychology - Meaning of Adjustment. The Roots of Happiness: Factors unimportant for subjective wellbeing-

Factors somewhat important for subjective wellbeing- Factors that are very Important- Improving Academic Performance.

Stress and its Effects

The Nature of Stress: Stress is an Everyday Event- Stress lies in the Eye of the Beholder- Stress may be embedded in the environment - Stress may be self imposed - Stress is influenced by Culture: Major Types of Stress: Frustration - Conflict - Change - Pressure. Responding to Stress: Emotional responses - Physiological responses - Behavioural responses. The Potential effects of stress: Impaired Task Performance - Disruption of Cognitive Functioning - Burnout - Posttraumatic Stress Disorders - Psychological Problems and Disorders - Physical illness - Positive Effects. Factors Influencing Stress Tolerance: Social support - Hardiness- Optimism. Monitoring One's stress.

Coping Processes

The Concept of Coping. Common Coping Patterns of Limited value: Giving up- striking out at others- Indulging yourself - Blaming yourself - Using defensive Coping . the Nature of constructive coping. Appraisal focused constructive coping: Elli's Rational thinking - Humor as a stress reducer - Positive reinterpretation. Problem focused constructive coping: Using systematic problem solving - Seeking Help- Using time more effectively - Improving self control. Emotion focused constructive coping: Enhancing emotional intelligence - Releasing pent up emotions - Managing hostility and forgiving others- Meditating - Using relaxation procedures. Achieving self control.

Unit–II

The Self

Self Concept: The nature of the self concept - Self Discrepancies - Factors shaping the self concept. Self Esteem: The Importance of Self Esteem - The Development of Self Esteem-Ethnicity, Gender and Self Esteem. Basic principles of Self perception: Cognitive processes - Self attributions - Explanatory Style - Motives guiding self understanding - Methods of self enhancement. Terror Management theory: Essentials of Terror Management Theory-Applications of Terror Management Theory. Self regulation: Self Efficacy - Self Defeating Behaviour. Self Presentation: Impression Management - Self Monitoring. Building Self esteem.

Social Thinking

Forming impressions of others: Key sources of information - Snap judgments versus systematic judgments - Attributions - Perceiver expectations - Cognitive distortions.

Interpersonal Communication.

The process of interpersonal communication: Components of the communication process - Technology and interpersonal communication - Communication and adjustment . Nonverbal Communication: General principles - Elements of Nonverbal Communication - Detecting deception - The significance of Nonverbal Communication. Toward more effective communication: Creating a positive interpersonal climate - Conversational skills - Self disclosure - Effective listening. Communication problems: Communication apprehension - Barriers to effective communication. Interpersonal conflict: Beliefs about conflict - Types of conflict - Styles of managing conflict - Dealing constructively with conflict - Public communication in adversarial culture. Developing an assertive communication style.

Unit–III

Friendship and Love

Perspectives on close relationships: The ingredients of close relationships - Culture and relationships - The internet and relationships. Initial attraction and relationship development: Initial encounters - Getting acquainted - Established relationships. Friendship: Nature of a good friend - Gender differences in friendship. Romantic Love: Sexual orientation and love - Gender differences regarding love - Theories of love - The course of romantic love. Loneliness: Nature - Prevalence - Roots - Correlates - Conquering loneliness.

Marriage and Intimate Relationships

Challenges to the traditional model of marriage. Moving toward marriage: The motivation to marry - Selecting a mate - Predictors of marital success. Marital adjustment across the family life cycle: The unattached young adult - The newly married couple - Family with young children - Family with adolescent children - Launching children into the adult world - The family in later life. Vulnerable areas in Marital Adjustment: Gaps in role expectations - Work and career issues - Financial difficulties - Inadequate communication. Divorce: Increasing rate of Divorce - Deciding on a Divorce - Adjusting to Divorce - Effects of Divorce on children - Remarriage. Alternatives to marriage: Remaining single - Cohabitation - Gay relationships. Understanding intimate violence: Date rape - Partner abuse.

Unit–IV Developmental Transitions

Gender and Behaviour

Gender stereotypes. Gender similarities and differences: Cognitive abilities - Personality traits and social behaviour - Psychological disorders - Putting gender differences in perspective. Biological origins of gender differences: Evolutionary explanations - Brain organization - Hormonal influences. Environmental origins of gender differences: Processes in gender role socialization - Sources of gender role socialization. Gender Roles: Role expectations for males - Problems with the male role - Role expectations for females - Problems with the female role - Sexism. Gender in the past and in the future: Causes of gender role changes - Alternatives to traditional gender roles - Gender free society. Bridging the gender gap in communication: The clash of two cultures - Instrumental and expressive styles - Common mixed gender communication problems - Toward a shared language.

Careers and Work

Choosing a career: Examining personal characteristics and family influences - Researching job characteristics - Using psychological tests for career decisions - Taking important considerations into account. Models of career choice and development: Holland's trait measurement and matching model - Super's developmental model - Women's career development. The changing world of work: Workplace trends - Education and earnings - The changing workforce. Coping with occupational hazards: Job stress - Sexual harassment - Unemployment. Balancing work and other spheres of life: Workaholism - Work and family roles - Leisure and recreation. Getting ahead in the job game: Putting together a Resume - Finding companies you want to work for - Landing an interview - Polishing your interview technique.

Unit–V

Development and Expression of Sexuality

Becoming a sexual person ; Key aspects of sexual identity - Physiological influences - Psychosocial influences - Gender differences in sexual socialization - Sexual orientation. Interaction in sexual relationships: Motives for engaging in sex - Communicating about sex. The human sexual response: The sexual response cycle - Gender differences in patterns of orgasm. Sexual expression: fantasy - Kissing and touching - Self stimulation - Oral and anal sex - Intercourse. Patterns of sexual behaviour: Sex in the age of AIDS - Early sexual experiences - Sex in committed relationships - Infidelity in committed relationships. Practical issues in sexual activity: Contraception - Sexually Transmitted Diseases. Enhancing sexual relationships.

Psychology and Physical Health

Stress, personality and illness: Personality, emotions and Heart disease - Stress and cancer - Stress and other diseases - Stress and immune functioning. Habits, lifestyles and health: Smoking - Drinking - Overeating - Poor nutrition - Lack of exercise - Behaviour and AIDS. Reactions to illness: The decision to seek treatment - The sick role - Communicating with health providers - Adherence to medical advice.

Text Books

1) Weiten, W. , & Lloyd, M. A. Psychology Applied to Modern Life (8th ed). Singapore: Thomson Wadsworth, 2007.
2) Saccuzo, D. P & Ingram, R. E . Growth through Choice. NY: Harcourt Brace Jovanovich, 1993.
3) Atwater, E. Psychology of Adjustment. NJ: Prentice Hall, 1983.
4) Rathus, R. A & Nevid, J. S. Adjustment and Growth. NY: Harcourt and Brace College Publishers, 1992.
5) Martin, G. L & Osborne, J. G. Psychology, Adjustment and Everyday Living. NJ: Prentice Hall, 1989.

ICPC 51 : COGNITIVE PSYCHOLOGY-II

Objectives
The students should know
i)the importance of codes in memory
ii)the sigificance of Mental Imagery
iii)the details of language and Cognition
iv)the essentials of thinking and the implication of model of decision making
v)the principles of cognitive development regarding piagetian and non-piagetian approaches as well as Cultural perspective respectively

UNIT-I

Codes in Long – Term Memory: The Dual – Coding Hypothesis-The Relational-Organizational Hypothesis
Empirical Investigations of Imagery: Mental Rotation of Image – Scanning Images
The Nature of Mental Imagery: Principles of Visual Imagery –Implicit Encoding – Perceptual Equivalence – Structural Equivalence –Critiques of Mental Imagery Research and Theory –Tacit knowledge and Demand Characteristics – The Picture Metaphor –Propositional Theory.
Neuropsychological Findings: Spatial Cognition

UNIT –II

Language: The Structure of Language-Phonology-Syntax-Semantics-Pragmatics- Language Comprehension and Production. Speech Perception-Speech Errors in Production-Sentence Comprehension-Comprehending Text Passages- Story Grammars-Gricean Maxims of Conversation
Language and Cognition: The Modularity Hypothesis- The Whorfian Hypothesis – Neuropsychological View and Evidence.

UNIT –III

Thinking and Problem Solving: Classic Problems and General Method of Solution-Generate –and-Test Technique – Means – Ends Analysis –Working Backward-Backtracking – Reasoning by Analogy.
Blocks to Problem Solving: Mental Set –Using Incomplete or Incorrect Representations – Lack of Problem – Specific Knowledge or Expertise-Expert Systems-Critical Thinking.
Reasoning and Decision Making:
 Reasoning: -Type of Reasoning--Deductive Reasoning-Propositional Reasoning-Syllogistic Reasoning-Inductive Reasoning-Analogical Reasoning-Hypothesis Testing-Everyday Reasoning
Decision Making: Setting Goals-Gathering Information-Structuring the Decision-Making a Final Choice-Evaluating-Cognitive Illusions in Decision Making- Availability-Representativeness-Framing Effects-Anchoring-Sunk Cost Effects-Illusory Correlation-Hindsight Bias-Confirmation Bias-Overconfidence
Utility Models of Decision Making: Expected Utility Theory-Multi attribute Utility Theory-Descriptivedels of Decision Making-Image Theory-Recognition-Primed Decision Making-Neuropsychological Evidence on Reasoning and Decision Making

UNIT-IV

Cognitive Development Through Adolescence:
 Piagetian Theory: General Principles –Stages of Development The Sensorimotor Stage –The preoperational Stage –The Concrete Operations Stage –The Formal Operations Stage – Reactions to Piaget's Theory.
 Non-Piagetian Approaches to Cognitive Development: Perceptual Development in Infancy – Toddlers' Acquisition of Syntax –Preschoolers' Use of Memorial Strategies –The Development of Reasoning Abilities in Middle and Late Childhood. Some Post – Piagetian Answers to the Question "What Develops ".Neurological Maturation –Working –Memory Capacity and Processing Speed – Attention and Perceptual Encoding – The Knowledge Base and Knowledge Structures –Strategies – Meta-cognition.
Individual Differences in cognition: Ability Difference – Cognitive Styles –Learning Styles – Expert /Novice Differences – The Effects Of Aging on Cognition

Gender Differences in Cognition:Gender Difference in Skills and Abilities –Verbal Abilities –Visuospatial Abilities –Quantitative and Reasoning Abilities-Gender Difference in Learning and Cognitive Styles – Connected learning

UNIT –V

Cognition in Cross-Cultural Perspective: Examples of Studies of Cross – Cultural cognition.
Cross-Cultural Studies of Perception – Picture Perception –Visual Illusions Cross-Cultural Studies of Memory –Free Recall Visuospatial Memory-Cross-Cultural Studies of Categorization-Cross-Cultural Studies of reasoning-Cross-Cultural Studies of Counting. Effect of Schooling and Literacy: Situated Cognition in Everyday Settings:

TEXT BOOK.
    1. Kathleen M. Galotti : 2014 Cognitive Psychology, New Delhi, Sage Publications.
REFERENCE BOOKS.
    1.R.REED HUNT, HENRY C ELLIS : 2006 Fundamentals of Cognitive Psychology 7th Edition New Delhi, Tata McGraw-Hill Publishing Company Limited.
    2. JOHN. B.BEST 1995 4th Edition Cognitive Psychology, New York, West Publishing Company.

<center>ICPC 52 : PSYCHIATRY</center>

Objectives
The students should know
i)Classification and Symptoms of Illness
ii)the important of Aetiology in Psychiatry
iii)Classification of Anexity and OCD's
iv)the sigifinance of Problems related to Sexuality and gender identity
v)the conceptual details of treatment and Psychiatric Services.

Unit- I

Symptoms and signs of psychiatric disorders – General issues-Descriptions of symptoms and signs – Disturbances of thinking process – Depersonalization and delrealization – disturbance of the body image – disturbance of the self.
   Classfication and   diagnosis – Concept of mental illness – criticisms of classification – organizing principles of contemporary classifications – Reliability and validity – current psychiatric classifications – current and future in psychiatric classification.

 Unit- II

   Aetiology- Approaches to aetiollgy in psychiatry – general issue about aetiology – aetiological models – contribution of scientific disciplines to psychiatric aetiology – neuropsychology – ethology and evolutionary psychology-Pharmacology- Endocrinology – Physiology – Electroencephalography – Neuropsychology – Evidence –based approaches to Psychiatry – evidence-based medicine – individual treatment studies – ethical aspects of therapeutic trials – systematic reviews – implementation of EBM.
   Personality and personality disorder – Origins of personality – personality disorder – classification of abnormal personalities – treatment – management of specific personality disorders- Reactions to stressful experiences – response to stressful events – classification of reactions to stressful events –acute stress reaction and acute stress disorder – Post-traumatic stress disorder –Response to special kinds of severe stress – Adjustment disorder – Special kinds of adjustment – Grief and adjustment to bereavement – long term adjustment to sexual abuse in childhood.

Unit –III

Anxiety and obsessive compulsive disorders – generalized anxiety disorders – classification of phobic disorders – social phobia – Agoraphobia – panic disorder – management – transcultural variations of anxiety disorder.

Somatoform and dissociative disorders – classification – conversation disorder – undifferentiated somatoform disorder – Hypochondrias – Dissociative disorders - depersonalization disorder – other dissociative syndromes in ICD-10.

Unit –IV

Problems related to sexuality and gender identity – variations in sexual behavior – sexual orientation – problems of sex and gender identity – abnormalities of sexual preferences – Abnormalities of gender identity – transition from transvestism – hormonal treatment: estrogens .

Psychiatry of elderly – normal ageing –effects of ageing – epidemiology of psychiatric disorder in the elderly – Principles and practice of old age psychiatry – psychiatric assessment in the elderly – psychiatric treatment in elderly – Dementia – drug treatment of Alzheimer's disease-Mood disorder in the elderly – Anxiety disorders in the elderly – personality disorder in the elderly – other psychiatric syndromes of the elderly.

Unit –V

Drugs and other physical treatments – History of physical treatments – General considerations – General advice about prescribing –prescribing for special groups – classification of drugs used in psychiatry – anxiolytic drugs – tricyclic antidepressants – selective serotonin reuptake inhibitors - mood stabilizing drugs- other physical treatments – neurosurgery for psychiatric disorders – brain stimulation techniques – Psychological treatment – classification of psychological treatments – common factors in psychological treatment – counseling and crisis interventions – supportive psychotherapy – cognitive techniques – individual dynamic psychotherapies - cognitive -analytical therapy – treatment in groups – therapeutic groups .

Psychiatric services - history of psychiatric services – rates of psychiatric disorder in the community – assessing need – planning a psychiatric service – evaluation of community services – services for people with particular needs – transcultural aspects of service – ethical problems in the provision of psychiatric services – Child psychiatry – Normal development – classification of psychiatric disorder in children and adolescence- psychiatric assessment of children and their families – review of syndromes – ethical and legal problems in child and adolescent psychiatry .

Text Book:
Micheal Gelder ;Paul Harrison & Philip cowen 2006., Shorter text book of Psychiatry 5th Edition , New York, Oxford University Press.
References:
Benjamin H (1966),the Transsexual Phenomenon, Julian press, New York NY.
Gath (2000) Families with a mentally retarded member and their needs, in MG gelder JJ Lopez-iborJR and NC,Andresen,eds,the new oxford .

ICPC 53 : INDIAN PSYCHOLOGY

Major Objectives

The students must know
- the Indian and Western approaches to human behaviour,
- the characteristics, states and functions of consciousness.
- the concept, nature, and types of yoga and samadhi.
- the doctrines of various Indian philosophers,
- the essentials of meditative life, Pranic healing and Reiki.

Unit–I Introduction

Psychology: Indian approach - Western approach -Unsolved problems of western psychology - Limitations of western psychology - Meaning of life.

Unit–II : Indian thoughts of consciousness

Name of Indian Psychology - Consciousness its nature and states - Fusion and expansion of consciousness - Release of consciousness.

Unit–III : Yoga Psychology

Life and yoga - Types of yoga - Paths of yoga - Pathanjali, Astanga, Kata - Nature of mind according to vedanta and yoga - Desire : significance and elimination -Nature of samadhi.

Unit–IV : Contemporary Views

Doctrines of: Ramana Maharishi (Self inquiry) - J. Krishnamurthy - Aurobindo - Rajneesh.

Unit–V : Application

Integration of personality and inner poise -Essentials of meditative life - Concentration and meditation - Mystic worship - Chanting - Formless meditation - Transcedental meditation - Pranic healing -Reiki.

Text Books

1) Ragunath Safaya, *Indian Psychology*. New Delhi :Munisiram Manohar Lai Publication Limited, 1996.
2) Kuppusamy, B. *Elements of Ancient Indian «'ɪ Psychology*. New Delhi : 1990.
3) Swami Yatiswaranantha *Meditation and Spiritual Life*.Bangalore : Sri Ramakrishna Ashramam, 1983.
4) Sri Aurobindo, *The Synthesis of Yoga*. Pondicherry :Aurobindo Asharma Publication, 1965.
5) Krishnamurthy, J. *A Psychological Revolution,* Madras : J.K. Foundation, 1975.
6) Osho, *Vigyan Bairav Tantra the Book of Secretes - A New Commentaries*. Poona: Rebel Publications, 1971.

Reference Book

1) Taimini, I.K. *Glimpses Into The Psychology of Yoga*.Madras : The Theosophical Publication house, 1973.

ICPC : 54 PSYCHOPATHOLOGY - I

Major Objectives

The students must know
- the meaning and historical background of abnormal of behaviour.
- the theoretical perspectives of abnormal behaviour,
- the physical, psychological and social factors of various mental disorders.
- the causes and types of anxiety disorders and sexual disorders,
- the nature of various personality disorders and sexual treatment.

Unit–I : Abnormal Psychology

Abnormal behaviour - Meaning of abnormal behaviour - The epidemiology of maladaptive behaviour -Seeking help for abnormal behaviour - Research in abnormal psychology.

The Historical Background

The historical views of abnormal behaviour -Psychological and organic views of abnormal behaviour -The stage is set.

Unit–II : Theoretical Perspective on Maladaptive Behaviour

The role of theory in abnormal psychology- TW biological perspective - The psycho dynamic perspective Behavioural perspective - The cognitive perspective – The humanistic - Existential perspective - The community -Cultural perspective -An integrative approach.

Classification and Assessment

Categories of maladaptive behaviour - The basis of classification.

Unit–III : Psychological Factors and Physical symptoms

Psychological, Social and bodily interactions - Psychophysiological disorder - Somatoform disorder -Factitious disorders and malingering.

Unit–IV : Anxiety Disorders

Generalised anxiety disorder – Panic disorder -Obsessive - compulsive disorder - Interpreting and treating anxiety disorders.

Sexual Variations and Disorders

Changing views of sexual behaviour - Surveys of sexual behaviour - Homosexuality - Sexual dysfunction - Gender identity disorder - The paraphillias - Sexual victimization.

Unit–V : Personality Disorders

Classifying personality disorders - Odd or Eccentric behaviour - Dramatic, emotional or erratic behaviour -Anxious or fearful behaviour - Treatment of personality disorder – The outlook for the personality disorder classification.

Text Book

1) Carson,Butcher &Mineka, Sarason, I.G.& Sarason, B.R. *AbnormalPsychology. The Problem of Maladaptive Behaviour* (8th Edn). NewDelhi: Prentice- Hall of India Private Ltd., 2000.

Reference Books

1) Barlow, D.H. & Durand, V.M. *Abnormal Psychology* (2nd Edn). California : Brooks / Cole Publishing co.,1999.

2) Robert, C.C. Butcher, J.N. & Susan Mineka, *Abnormal Psychology and Modern Life.* New York :Harper collins College Publishers, 1996.

3) Coleman, J.C. *Abnormal psychology and modern life.*Bombay: D.B. Taraporevala sons & co. Pvt., 1976.

4) Page, J.D. *Abnormal psychology- A clinical approach to psychological Diviants.* New York: Me Graw-Hill Book Company. INC, 1947.

ICPC : 55 POSITIVE PSYCHOLOGY – I

Objectives
 The students should know
i)western and eastern perspectives on positive psychology
ii)the siginficance of Positive outcomes
iii)Positive Psychology in relation to the Cultural Context
iv)the significance of developmental focus on Positive Psychology

Unit –I

Western perspectives on Positive Psychology – Greek Mythology – Western Civilization – History of Hope in Western civilization - Industrial revolution –

Eastern Perspectives on Positive Psychology – perspective – Confucianism –Taoism-Buddhism –Hinduism – Eastern Philosophies.- East Meets west –Value systems – orientation to time – thought process – east and west–Different ways to positive outcomes – compassion – Harmony-Finial Thoughts.

Unit –II

Classifications and measures of human strengths and positive outcomes – measures of human strengths and positive outcomes – measures of human strengths – strength finder – VIA strength – developments assets – measures of human strength – classification of strength- identifying- positive outcomes for all dimensions of well-being – positive outcomes identifying strengths and moving toward a vital balance.

Unit -III

Positive Psychology in context – developing strengths and living well in a cultural context - - culture and psychology – culture counts – matter of perspective – positive psychology – culturally embedded – embedded positive psychology – situating positive psychology – cultural context – foundations of good life – the wise man of the Gulf – Final thoughts on the complexity of cultural influences.

Unit -IV

Living well every stage of life – resilience in childhood – roots of resilience research – resilience resources –positive youth development – development programs that work – life tasks of adulthood – trajectories of precious children – primary task of adulthood – successful aging - successful aging - Macarthur foundation study – adult development study – developmental focus in positive psychology – personal mini experiments – finding amazing people of all ages.

Unit -V

Positive emotional states and process – principles of pleasure understanding positive affect, positive emotions, happiness and well-being – emotional terms – affect – emotion – happiness – subjective well-being – positive and the negative – affect schedule – positive emotions: expanding the repertoire of pleasure – personal mini-experiences – joy and lasting happiness – emotion styles linked to the common cold – happiness and subjective well-being – living a pleasurable life – age –old definitions of happiness – well-being as a synonym for happiness – satisfaction with life scale – determinants of subjective well-being -happiness – meaning – autheic happiness.

TextBook:
1. C.R .Snyder & Shane J. Lopez ,2007,Postive Psychology, New Delhi SAGE Publication

Reference Books:
1.Argyle M(2001).The Psychology of Happiness ,2nd Edition London: Routledge
2.Groopman.J,(2004),The anatomy of hope: How people prevail in the face of illness. New York Random house

3.Sue,D.W.,&Sue,D(2003).Counseling the culturally diverse: Theory and practice (4th ed).
  New York:Wiley

ICPC : 56 INSTITUTIONAL APPROCHES TO DISABILITY

Major Objectives

The students must know
- emergence of organizational/institution approach to rehabilitation..
- scope and role of a Psychologist in the rehabilitation.
- institutional network for rehabilitation service organization.
- employment and development of professional services.
- organization environment interface.

Unit–I

Approaches to rehabilitation: the emergence of organizational/institution approach to rehabilitation. Approaches: Early ideas of rehabilitation – the medical approach, socio-cultural / social work approach, psycho-cultural approach.

Unit–II

Scope and role of a Psychologist in the rehabilitation of the disabled. Role of Psychology in rehabilitation – expanding role of Psychology.

Unit–III

Institutional network for rehabilitation service organization: nature and components, kinds of organization – Government sector, NGOS, Government support, legislation, grant, etc.

Unit–IV

Employment and development of professional services – Specialization organization and environment – Organization culture and climate – leadership communication skills, human recourse management and development – team building.

Unit -V

Organization environment interface – RCI act, t role – P.D Act – Legislation – Rights of the disabled.

Text Book:

Pareek Vadai (1996). Organizational Behaviour Process, Rawat publications. Jaipur and New Delhi.

ICPC : 61 CYBER BULLYING

Objectives
The Student Must Know
i)the Nature definition and the Conceptual frame of Cyber Psychology
ii)the importance of Ensuring safe Cyper-Space
iii)the nature of Cyper jurispudence
iv)the implications of Poistive School Enviroment
v)the significance of impairement of Rights

Unit I

Cyberspace: battleground or opportunity – introduction – Battles in cyberspace - worthy weapons – drives this 'Battle' – cyber - peer-to-peer cyber-bullying – Anti-authority cyber expression –Raveger – Profile of tradional and cyber –bullying – etymology of bullying – Bullying or testing – General characteristics – Preparation and targets – Types of Bullying – Psychological bullying – changing roles -Effects of bullying – Bullying today – Definitions of cyber-bullying – Anonymity – An infinite audience – Prevalent sexual and bomophic harassment – permanence of expression –Myspace,Facebook and You tube – online social communications tools – online sexual discriminination –female victims –female perpetrators – male targets and perpetrators –interesting forms of discrimination – the international context.

Unit II

The role of gender: biological and environmental influences – socialization in the home – biology of bullying –environmental influences – gender socialization in the home – female gender roles -male gender roles- media frames of gender roles – authority figures – clueless parents – Heroic policeman- civil liberties for perpetrators.

Unit III

Controlling kids' spaces – Supervising Kids' spaces – confusing and disengaging children – Enter the digital divide – kids' perspectives – their own private space – Adult mindsets and the digital disconnect – leveling the plane of authority and power – Legal and policy responses – European Union – Council of Europe – Council of Europe draft convention on cyber crime - consultation on safer internet and online technologies for children – safer internet programmes – Legislation in frame – British responses – Don't suffer in silence web site - criminology perspectives- Deleting online predators Act – Educational use-Canadian responses.

Unit IV

Balancing free expression: Privacy and safety in cyberspace –Legal frameworkers – Tort law- Cy ber-libel – Negligence – super vision and malpractice – constitutional law – freedom of expression versus safety and privacy,constitutional considerations – expression as Marital and substantive disruption – Disruption of basic education mission – nexus: computers as school property – student expression – human and civil rights jurisprudence:School environment.

Unit V

Harmonious solutions – Pragmatic and comprehensive solutions – legal literacy – practical solution- online limitations – building proficiency at home – raising student awareness of censorship – critical legal literacy model for teacher education – Positive school environments – Levelling stakheholder model – poisoned environment - school board claims-school administrator claims – teacher claims – parental claims –Media priorities – Minimal impairments of rights.

Text Book:

 Shaheen Shariff: 2008,Cyber Bullying, Routledge taylor & Francis Group, Londan and New York,British Library,cataloging in publication data.

References:

Apple M.W.(1990)Ideology and Curriculam,2nd edition, New York Routledge.
Harris S and Perrie G (2002) A study of bullying in the middle school, National Association of Secondary school principals(NASSP).

ICPC : 62 POSITIVE PSYCHOLOGY – II

Objectives
The Student Must Know
i)the nature definition and History of Positive Psychology.
ii)the Siginificance of Positive Cognitive State
iii)Theories of Wisdom
iv)the important of Mindfullness
v)the important aspects of Prosocial Behaviour

Unit I

Making the most of emotional experiences: emotion – focused coping, emotional intelligence, socio emotional selectivity and emotional storytelling –emotion- focused coping: discovering the adaptive potential of emotional approach – Hurricane survivor –emotional intelligence learning skills.

Case of Maria – socioemotional selectivity : focusing in later life on positive emotions and emotion – related goals emotional storytelling – the Pennebaker Paradigm as a means of processing intense negative emotions- emotional story telling –personal mini experiments – life enhancement strategies – emotional balancing act.

Unit II

Positive Cognitive States and Processes –seeing our futures through self- efficacy, optimism and hope –fascination with the future – being busy not an end in itself – self-efficacy – changing behavior through TV Heroes – Optimism – Hope – Life Enhancements strategies –Balancing your perspective on time- cultural caveats about temporal.

Unit III

Wisdom and courage – Theories of wisdom-– implicit theories of wisdom – explicit theories of wisdom – being wise – developing wisdom – wise people and their characteristics –the measurement of wisdom – relationships between wisdom and intelligence – implicit theories of courage .

Becoming and being courageous – take on courage - courage research – the measurement of courage – wisdom and courage in daily life – courage be learned – life enhancement strategies-the value of Wisdom and Courage.

Unit IV

Mindfulness flow and spirituality: Optimal experiences – Moment – to-moment searches – mindfulness – living with mindfulness – the benefits of mindfulness – personal mini- experiments- flow state – enhancement strategies- Spirituality: In search of the sacred – true benefits of Spirituality – the search continues.

Unit V

Prosocial Behaviour – Empathy and egotism: Portals to Altruism, Graditude, and Forgiveness –Altruism – Defining Altruism- Egotism Motive – Motivated Altruism – the Hypothesis the genetic and Neural foundations of Empathy – cultivating altruism – Cultivating Forgiveness- measuring forgiveness – the evolutionary and neurobiological bases of forgiveness-Societal implications of Altruism, Gratitude, and forgiveness

Empathy Egotism and Altruism – gratitude – forgiveness – moral imperatives – altruism – gratitude and forgiveness.- helping attitude scale – Questionnaire – GQ- 6 – forgiveness scale –motivations scale

TextBook:

C.R .Snyder & Shane J. Lopez ,2007,Postive Psychology, New Delhi SAGE Publication

Reference Books:

1.Argyle M(2001).The Psychology of Happiness ,2nd Edition London: Routledge

2.Groopman.J,(2004),The anatomy of hope: How people prevail in the face of illness. New York

Random house

3.Sue,D.W.,&Sue,D(2003).Counseling the culturally diverse: Theory and practice (4th ed).
New York:Wiley

ICPC : 63 PSYCHOPATHOLOGY- II

Major Objectives

The students must know

- the nature, treatment strategies of various mood disorders.
- the characteristics and types of schizophrenic disorders.
- the etiological factors of cognitive impairment,
- the physiological and psychological symptoms related to various substance abuse disorders.
- the application of various behavioural therapeutic techniques.

Unit–I : Mood Disorders

Depression – Depressive disorders - Theoretical perspectives on depression - Treatment of depression -Bipolar disorders - Suicide.

Unit–II : Schizophrenic Disorder

Characteristics and probable causes - Impact of schizophrenic disorders - Characteristics of schizophrenic disorders - Major sub - types of schizophrenia – What causes schizophrenic disorder - Methods of studying genetic transmission and environmental factors -Vulnerability, resiliency and stress .

Schizophrenic Disorders: Psychological researchers. Treatment and outcome - Attention, cognition and the schizophrenic process - hierapeutic approaches - Long - Term outcome studies.

Unit–III : Cognitive Impairment Disorders

The brain: An International perspective - Delirium -Dementia - Amnestic disorders - The Diversity of cognitive impairment disorders - An integrative approach to brain disorders.

Substance - Related disorders : Substance - Use disorders - Substance - Induced disorders - Alcohol - Related disorders - Other drugs -Cocaine - Substance dependence and social policy.

Unit–IV : Childhood Disorders

Disorders of childhood and adolescence - The scope of the problem - Disruptive behaviour - Internalizing disorders - Eating disorder - Therapy for children and adolescents.

Developmental Disorders : Autistic disorder - Mental retardation

Unit–V : Therapies and their outcomes

Psychotherapy - Cognitive - Behavioural therapies -Group therapy - Research on the psychological therapies -migration of psychologically based therapeutic approaches - Biological therapies - Hospitalization.

Society's response to maladaptive behaviour: Types of prevention - Sites of prevention -*The* challenge of prevention - Treatment in the community -Legal aspects of treatment and prevention.

Text Book

1) Sarason, I. G. & Sarason, B.R. *Abnormal Psychology. The Problem of Maladaptive Behaviour* (8th Edn). New Delhi : Prentice Hall of India Private Ltd., 2000.

Reference Books

1) Barlow, D.H. & Durand, V.M. *Abnormal Psychology* (2nd Edn). California : Brooks / Cole publishing co., 1999.

2) Robert, C. Butcher, J. N. & Susan Mineka. *Abnormal Psychology and Modern Life.* New York: Harper Collins College Publishers, 1996.

3) Coleman, J.C. *Abnormal psychology and modern life.* Bombay: D.B. Taraporevala sons & co. Pvt., 1976.

Page, J.D. *Abnormal psychology- A clinical approach to psychological Devjants.* New York: Me Graw-Hill Book Company. INC, 1947.

ICPC : 64 FORENSIC PSYCHOLOGY

Objectives

The students must know
- nature, definition and history of forensic psychology
- approaches to forensic assessment
- clinical issues in forensic assessment
- forensic assessment for high-risk occupations
- civil forensic psychology

Unit -I
Scene Setting
Key Concepts-Forensic Psychology-Objects of Interest to Forensic Psychologists-Criminal Justice System-Legal System-Government Policies Impacted Forensic Psychology-Difference between Criminology and Psychology-Knowledge and Skills needed to be a ForensicPsychologist – Reflective Practice – The Emotional toll of working as a Forensic Psychologist-Forensic Psychological Expertise Develop over Time – Training.

Place Settings
Key Concepts –On Academic Forensic Psychology- Forensic Psychologists work for the Police – Work in the Prison and Probation Psychologists – Work in Special Hospitals and Medium Secure Units-Community Forensic Services- Private Practice – Assisting the Courts.

Unit- II
The Legal Setting
Key Concepts – Legal Concepts and Consideration-Police Power Investigative Interviewing and Human Rights Concerns of Interest-Crown Prosecution Service-Prosecution Process –Systems are used to inspect the Major Criminal Justice Agencies.

Ideological Context
Political Philosophy – Origin of Government Policies that Impact the Working Environment – New Public Management-Rehabilitation Revolution Idea Born from the Big Society –Different Financial Models Driving Government Policies-Government Policy on Criminal Justice Agencies

Unit -III
Political Context
Key Concepts-Political Analysis-Punitive Public Sentiment Drive Sentencing Policy- Crime Trends-Concept of Risk-Risk Assessment-New Punitiveness

Theory
Key Concepts –Theory, A Law, A Model, A Concept and a Paradigm- Origin of Experimental Methods –A Theory is Valid-Every Teenager Become a Delinquent-People Commit Crime-A General Model of People Commiting Crime- Different Kinds of Offending -
Main Theory of Rehabilitation.

Researching
Key Concepts – Research –Thinking about a Research Project-Importance to choose Appropriate Methods- Epistemology and Ontology- Different ways of Knowing-Research on Rape- Difficulties of Research Project- The Essential Stages of Research.

Unit -IV
Victims

Key Concepts – The Victims-Type of Victims- Those who fear Crime the most at Risk-The Impact of Victim-Victims services and Policies-Victimology important of Forensic Psychologists-Victimology Important Pre-Trial- Victimology important Post Trial-Victim an Artificial Divide

Profiling Offenders
Key Concepts –Beginning of Offender Profile-Underlying Theories-Profession Advanced-Techniques are involved in the Provision of Behavioral Investigative Advice (BIA) -The Product BIAs Provide- The Essential Elements to be Includeded in a Report-Cope with our feelings when we Work as a BIA

Assessment
The Process of Assessment-Role of Psychometric Testing in Assessment – Forensic Assessment –Clinical Judgment –Resistance ,Defensiveness ,Deception ,Dishonesty and Malingering in Assessment-Possible Outcomes of an Assessment-Impact of the work.

Unit -V
Treatment and Rehabilitation
Key Concepts –Treatment Targets-Risk-Need-Responsivity Model- Good Lives Model-Desistance Research-Happenings with in Treatment-The Length of the Treatment –Value of Peer Mentor Schemes-The Problems of Treating Offenders with Co-Morbidity-Role of the Forensic Psychologist in Treatment Provision-Therapeutic Communities Offer.

Report Writing:
Key Concepts-Writing Reports-Legislation and Guidance-Share our Reports with Offenders – Other View on Reports-Balance between the Personal and Professional Dialectic

Re-Imagining Forensic Psychology:
Key Concepts – Assessing the Status of Forensic Psychology-Forensic Psychology as a Discipline-The Utility of Forensic Psychology-Future Prospects for Forensic Psychology.

Textbook
Jennifer Brown, Yvonne Shell & Terri Cole (2015) Forensic Psychology, New Delhi ,SAGE Publication

Reference Books
1)Lenore E. Walker (2004).Introduction to Forensic Psychology: Clinical and Social Psychological Perspectives. Plenum Publishing Corporation, New York .

2)Adrian Needs (Editor),Graham J.Towel(Editor 2004).Applying Psychology to Forensic Practice. Blackwell Publishers, New York

ICPC : 65 EXPERIMENTAL PSYCHOLOGY PRACTICAL-I
Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.
Objectives
The students must know
i. how to use the general principles and aim of Psychology – to verify certain problems in experimental situations.
ii. the method of giving instruction to the subjects and to conduct the experiment.

iii. to collect the data, interpret them using suitable statistical techniques.
iv. how the human behavior is made to manifested in the experimental situations – and how it can be experimentally studied.
v. to make generalization from data and to point out their implications

2.

1. Visual Activity
2. Span of Attention
3. Step maze
4. Transfer of Training
5. Habit Interference
6. Level of Aspiration
7. Alexander Passalong Test
8. Modified Alpha Examination Form 9
9. Ravans A PM
10. Creativity Attitude Survey
11. Concept formation
12. Thustones Interest Schedule
13. Sociometry (Social Distance)
14. P Scale
15. Radicalsism – Conservatism Scale
16. Religious Attitude Scale
17. Test Anxiety Scale
18. Subjective –Wellbeing.

IVEC 66 VALUE EDUCATION

Objective: To teach the students the purpose of life and to instil in them a moral concern for the society.

Unit - I

1. Value education – Meaning – Nature and Purpose

2. Importance of Value Education

Unit – II

1. Basic Features of Rational Ethics

2. Moral Consciousness and Conscience

3. Love – the Ultimate Moral Norm

Unit – III

1. Morality and Freedom - Human Freedom and Moral Responsibility

2. God, Religion and Morality

3. Sanction for Moral Life.

Unit – IV

1. Social Ethics: Value of Life and Human Beings

2. Liberty, Equality and Fraternity

Unit – V

1. Ethical Issues Today: Religious Ethics, Family Ethics

2. Political Ethics - Business Ethics

3. Ethics and Culture.

References:

1. Heroled Titus. *Ethics of Today.* New Delhi: Eurasia Publishing House,1964.
2. Madan, G.R. *Indian Social Problems.* New Delhi: Allied Publishers Pvt. Ltd., 1966.
3. Sharma, R.N. *Principles of Sociology.* Meerut: Educational Publishers, 1968.
4. Bhaskaran, G. *Social Philosophy* (Tamil). Tanjore: Tamil University, 1955.
5. William K. Frankena. *Ethics.* Delhi: Prentice Hall of India Pvt. Ltd., 1999.

ICPC : 71 NEURO PSYCHOLOGY

MAJOR OBJECTIVES

The students must know
- the historical background and modern trend in neuro psychology.
- the nature of basic anatomy of the brain and its functions.
- the structure and functions of frontal, Temporal, and Parietal lobes.
- the anatomical features of occipital lobes and hemispheric asymmetry.
- the general neuro psychological syndromes.

Unit–I : History of Neuropsychology

Ancient civilization – Classical Greece The ventricular localization hypothesis - Search for the cerebral organ - Faculty psychology and discrete localization - Lesion studies of the 19th century -The cortical map marks - Modern neuro psychology.

Basic Anatomy of the Brain

Anatomical terms of relationship - The covering of the brain - The cerebrospinal fluid system - gross topography of the brain - The cerebral cortex - The brain stem - The internal structure of the hemispheres -Blood supply of the brain - The internal carotid arterial system - The vertebrobasilar arterial system venous drainage - The cerebral arterial circle.

Unit–II : Elements of Neurology

Methods of investigation - Common neurological disorders - Disruption of higher cerebral functions

The Frontal Lobes

Anatomy and functional organization - The frontal lobe controversy - The frontal lobe syndrome -Psychosurgery - The frontal lobes and personality -Cognitive changes with modified leucotomy -Frontal lobe syndrome : One or many.

Unit–III : The Temporal Lobes

Integrative functions of the temporal lobe -Anatomical features - Complex partial seizures (temporal lobe epilepsy) - Electrical stimulation of the temporal lobe Temporal lesions and cognitive change.

The Parietal Lobes

Anatomical features - Sensory and perceptual disturbances - Disorders of spatial orientation -Constructional apraxia - Spatial dyslexia and dyscalculia - Spatial disorders : general comments - Unilateral Spatial Neglect (USN) - Disorders of the body schema – The Getstmann syndrome - The parietal lobes and Short Term memory (STM) postural arm drift.

Unit–IV: The Occipital lobes

Anatomical features - Cerebral blindness - Hysterical blindness - Visual perception - Visual agnosia - Alexia Without agraphia - Visual hallucinations - Electrical stimulation

Hemispheric Asymmetry of Function

The concept of cerebral dominance - Unilateral lesion studies - Hemispherectomy - Cerebral commissurotomy - Agenesis of the corpus callosum - Functional asymmetry in normal subjects - Dominance revisited.

Unit–V: The Inner brain

The Diencephalon

Neuro psychological Assessment

General considerations - The Neuro psychological syndrome.

Text Book

Walsh, K. Neuro psychology : A Clinical Approach (2nd EdnJ. Newyork : Churchill Livingstone, 1987.

Reference Books

1) Alex Gilonder., Stephen Tonyz - Pierre J.V. Bcumont and H.A. Gicerobeng. Hand Book of Neuropsychology Assessment.
2) Grune and Stration. Hand Book of Neuro psychology. Elsever publishers.
3) Elsevier Amsterdam, Hand Book of Neuro psychology (Vol. I to VIII) Amsterdam: Elsevier.
4) Keaseth, M. Hilman & Edward Valesten, Clmical Neuropsychology.
5) Egor Gant and Kennet Madans, Neuro Psychological Assessment of Neuropsychiatric Disorder. New York :Oxford.

ICPC : 72 PSYCHO DIAGNOSTICS

Objectives

The students must know
- the essential features of diagnostic criteria of mental disorders.
- the assessment of intelligence and personality tests.
- the development and administration of psychiatric rating scales for depression and anxiety.
- the use of various screening tests to identify the substance abuse disorder.
- the measurements of mental health and adjustment.

Unit–I : Introduction

Case study taking – Mental state examination – Observation – Report writing. Ravens Progressive matrices test – Description of the material – Reliability – Validity. Minnesota Multiphasic personality – Inventory – Description – Rorschach test.

Rorschach test – Description & procedure – Scoring – Interpretation – Reliability – Evaluation of the Rorschach test. Thematic Apperception Test (TAT) Description & Procedure – Analysis of stories - Reliability – Validity – Evaluation of the TAT.

Unit–II : Psychiatric Diagnostic Criteria

Psychiatric Diagnostic Criteria: Currents schemata – Depression – Mania – Schizophrenia – Anxiety – Obsessive – Compulsive – Phobia – Hysteria – Anti – Social Personality disorder – Alcoholism – Drug dependence – Mental retardation – Organic brain syndrome.

Brief Psychiatric Rating Scale – Design and development – Instruction case examples – BPRS benchmarks – Scoring – Significance of Profiling by contrast – Functions – Advantages of BPRS.

Unit–III : Assessment of Depression

Design and development – Scoring and interpretation – Case examples. Beck depression inventory – Design and development – Scoring and interpretation – case examples – Advantages.

Hamilton anxiety scale – Design and development – Scoring interoperation – use in drug evaluations – instructions – Case examples. State – Trait Anxiety Inventory – Design and Development – Administration and Scoring –Interpretation – Case examples – advantages.

Unit–IV : Screening Test for Substance Abuse Disorder

Michigan Alcoholism Screening test (MAST). Description and Scoring – Alcoholism Dependence scale(ADS) – Description and Scoring – Severity of Alcohol Dependence Questionnaire (SADQ) – Description and Scoring.

Unit –V : Assessment of Mental Health and Adjustment

Mental health analysis – Description – Scoring – Measure of Adjustment – Description – Reliability – Validity – Norms and Scoring.

Psycho Physiological Assessment: Demonstration of bodily assessment by Bio Feedback Galvanic Skin Response (GSR).

Text Books

1) Freeman, F.S.(1965). *Theory and Practice of Psychological Testing* (3rd Edn). Oxford & IBN Publishing co.2) Psychiatric Rating Scales (1973) (Vol.I) Out Patient rating scales. Hoffmann -La Roche Inc.

2) Psychiatric Rating Scales (1975) (Vol.III) Self – Report Rating Scales. Hoffmann - La Roche Inc.

3) Burdock, EI. Sudlovsky and Gerhom, S. (1982). *The Behaviour of Psychiatric Patients. Quantitative Techniques for Evalution.* New York.Marcel Decker inc.

Reference Books

1) Anne Anastasi.(1962). *Psychological Testing* (2nd Edn).New York: The Macmillan Company.

2) Wechsler, D. (1955). *Manual for the Wechsler Adult Intelligence Scale.* New York: The Psychological Corporation.

3) Hathway, S.R & Kinley, J.C. (1967). *Manual of Minnesota Multiphastic Personality Inventory (Revised).* New York: The Psychological Corporation.

4) Murray, H.A. (1943). *Manual of Thematic Apperception Test.* USA:

5) Rorschach, H. (1951). Psycho-diagnostic,New York: Grune and Stratton Inc.

ICPC 73 : HEALTH PSYCHOLOGY – I

Objectives

The students must know

- To understand the meaning, background and foundation of health psychology.
- To understand the stress and its factors effects towards health.
- To understand the behaviour and health promotion.
- To understand the components of neutrion obesity, eating behaviour and sexual behaviour.
- To understand effect of substance use and abuse.

Unit–I

Introduction of health and Psychology: Meaning of health,illness, disease – Three domain of health – Health and ancient views – Early culture-ancient greek and rome – The middle age. Trend that shaped health psychology – perspectives in health psychology – Methods in health psychology.

Bio-medical Fondation Physical system; - Nervous System, Endocrine System, Digestive System, Respiratory System – Reproductive system - psycho social theories.

Unit–II

Stress and its meaning, impact and source :- Nature of Stress – Stimulus or Responses – Stress as a transaction – measuring stress – Symptom; Factors affecting Stress;- Bio-Psycho Social reaction - Psycho Social factor and illness - Psycho physiological disorder – ulcer inflammatory bowl disease – Asthma - Chronic head ache – other disorder hypertension – coronary heart disease – stress coping and management .

Unit–III

Behaviour and health promotion: Meaning of health promotion- Behaviour imminogens and pathogens – langhity and span of health life – life style risk factor – inter disciplinary perspective on prevention – illness – barrior to health promotion – theory of

health:- non stage theories – health belief model theory of planned behaviour – prototype / willingness theory – health and unhealthy behaviour – insomnia – mental handicap.

Unit–IV

Obesity, eating and sex behaviour:- Components of health diet – diets and disease-some basic factors on obesity – intervention to reduce chlostral:- Exercise – isotonic – isometrics – isokinetics - aerobics - mind and body model – Anorexia Nervosa – bulimia – sex problem.

Unit–V

Impact of substance use and abuse harmful habit – Etiology of habits – mechanism of drug action – Psycho active drugs – Model of addiction - effects of alcohol use and abuse – Risk factors related health.

Text Book

1) Health psychology by Richard o. Straub 2001 I[st] Edition – Work publication, New York.
2) Health psychology by Philps Rice 1998 – Brooke / Cole publishing co-New york.
3) Health Psychology by Edward P. Sarafina 2nd Edn – Thonculey & Son 1994.

Reference Books

1) Briffiths, D. (1981) *Psychology and Medicine.* The MacMillam Press Ltd. London.
2) Marks, D. F. (2008). *Health Psychology,* N D: Sage. Werth Publications.
3) Straub, R. O. (2002). *Health Psychology,* N D: Worth Publications.
   BRANNON, L & FEIST, J. (2001). *HEALTH PSYCHOLOGY,* SINGAPORE. WORDSWORTH

ICPC 74 : RESEARCH METHODOLOGY

Objectives

The students should know
- the nature, meaning and types of research and problem
- formulation and testing of hypotheses, the types of experimental variables and the methods of control.
- the different research designs and sampling designs
- the various methods of data collection , interpretation and writing the report
- meaning and types of correlation and the tests of significance.

Unit–I

Meaning of research – Objectives of research – Motivation in research – Types of research – Research approaches – Significance of research – Research methods versus methodology – Research and Scientific method – Importance of knowing how research is done – Research process – Criteria of good research – Problems encountered by researchers in India.

The Problem: Meaning of a problem – Ways in which a problem is manifested – The solvable problem – Degree of probability – A working principle for the experiment – Unsolvable problems – Vicious circularity – Some additional consideration of problems.

Unit–II

Hypotheses: Meaning of hypothesis – Basic concept concerning testing of hypotheses – Procedure for hypothesis testing – Flow diagram for hypothesis testing – Meaning the power of a hypotheses test – Test of hypotheses.

The Experiment Variables and Methods of Control: The independent variable – The dependent variable – Types of empirical relationships in psychology – The nature of experimental control.

Unit–III

Research Design: Meaning of research design – Need for research design – Features of a good design – Important concepts relating to design – Different research designs – Basic principles of experimental design.

Sampling Design: Census and sample survey – Implications of a sample design – Steps in sampling design – Criteria for selecting a sampling procedure from an infinite universe – Complex random sampling design.

Unit–IV

Methods of Data Collection: Collection of primary data: Collection of data through questionnaires and schedules – Some other methods of data collection: Case study method.

Unit–V

Interpretation and Report Writing: Meaning of interpretation – Techniques of interpretation – Precaution in interpretation – Significance of report writing – Different steps in writing report – Layout of the research report – Types of reports: Oral presentation – Mechanics of writing a research report – Precautions for writing research reports.

Text Books

1) Kothari, C. R. (1990). *Research Methodology – Methods and Techniques.* (2nd Edn) New Delhi: Wiley Eastern Lt.
2) McGuigan, F.J. (1983). *Experimental Psychology – A Methodological Approach.* (4th Edn) New Jersey: Prentice Hall Inc.

Reference Books

1) Devendra Thakur. (1998). *Research Methodology in Social Science.* New Delhi: Deep Publications.
2) James Thomas Walker. (1985). *Using Statistics for Psychological Research: An Introduction.* New York: Holt, Rinehart and Winston.

PERSONALITY DEVELOPMENT (Elective)

Objectives

The students can understand
i) the meaning of personality
ii) physical and intellectual determinants of personality development
iii) emotional and social determinants of personality development
iv) aspirations, achievement and gender as a determinants of personality
v) educational and family determinants of personality development

Unit – I

An approach to personality – Psychology and individuality – Personality – Character – Temperament – Insights from the past.

Unit – II

Personality Determinants:

Physical determinants – Traditional beliefs about bodies effects – Body Build – Attractiveness – Homeostasis – Physical changes – Body Control – Accidents – Physical defects – Health conditions.

Intellectual Determinants:

Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

Unit – III

Emotional Determinants:

Effects on Personality – Dominant emotions – Emotional balance – Emotional deprivation – Excessive love – Emotional Expressions – Emotional catharsis Emotional stress.

Social Determinants:

Early Social experience – Social deprivation – Social acceptance – Prejudice and discrimination – Group status – Social mobility.

Unit – IV

Aspirations and Achievements:

Aspirations – Level of aspiration – Achievements – Meaning of Success and failure – Age of achievement.

Gender Orientations:

Effects of Sexuality on Personality Interest in sexuality – Attitudes towards sexuality – Attitudes towards own sex – Attitudes towards sex differences – Sex appropriateness – Sex roles – Sexual behaviour.

Unit – V

Educational Determinants:

Attitudes towards education – Readiness for School – Early school experiences – Emotional climate of school or College – Teacher attitudes and behaviour – Academic success – Extra Curricular activities – Peer acceptance – School subjects – Kind of school.

Family Determinants:

Pre dominating influence of family – Influence of family on personality development – Emotional climate of the home – Ordinal Position – Size of family – Family composition – Family roles – Deviant family patens.

Text Books:

1) Allport,G.W.(1961)Pattern and Growth in Personality.NY: Holt,Rinehart & Winston.

2) Hurlock Elizabeth,B.(2007). *Personality Development.NY: McGraw Hill.*

Reference Books

1). Atkinson and Joes, J.W. Rajnor, O. (19). *Personality, Motivation and Achievement* Hemisphere Publishing Corporation Washington.

2). Mc Adams, D.P. (2001). *The Person,* New York: Harcourt College Publishing.

3). Pervin, L.A. & John, O.P. (2006). *Handbook of Personality,* W D: Overseas Press.

4). Reiss, S. (2008). *The Normal Personality,* Cambridge University Press.

5) Smith, H.C. (1974). *Personality Development* (2nd Edn) New York: Mc Graw Hill Book Company.

ICPC 81 : GERENTOLOGY

Objectives

The students should know

i) history of gerontology

ii) the Scientific study of Aged as well as the theories in Gerentology

iii) the significance of Sexuality in Old age .

iv) the implication of Psychological and Motor performance among Aged

v) the impact of Retirement and Leisure on Aging

Unit I: -

Introduction - Distinactions among terms – A demographic profile of the aged – history of Gerontology – Increasing interest in the aged – growth of gerontology – current status of research in gerontology – future of gerontology.

Unit II:

The Scientific study of the aged: the functions of research and the research process – function of research: explanation and prediction – research process – the importance of observation in the research process- importance of values in the research process.

Scientific study of the aged : – life periods- theories in gerontology – limitations of the life-period approach – theories of Geronotology- Personality theory- role theory-Phenomenological theory.

Unit III

Sexuality in old age – literature on the sexuality of the aged – importance of sexuality – factors that contribute to sexual expression – sexual problems in old age – treating sexual problems of the aged – sexual liberation of the aged.

Death and dying – Death and the aged – treatment of Geriatric patients – stages of dying – causes of death.

Unit IV

Psychology of aged – Developmental Psychology – Motor performance – Mental functioning –Psychological reactions to aging .

Environment : Home and Community – Definition of environment – environment of the aged – Age segregation and age integration .

Unit V

Retirement and leisure – Definition of retirement – Impact of retirement – Leisure – Leisure activities – Voluntary association – Public facilities as source of Leisure.

Education – Educational attainment of the aged – influence of educational attainment on the aged – adult education – incorporating gerontological information into education .

Text Book:

Richard C.Grandall.Gerontology:A Behavioural Science Approach,Reading,Massachusetts ,Menlo Park, California, Addison-Wesely series in Sociology, 1980.

References:

Braverley E.Virginia 1975 "Shenanigans and skullduggery in the marketplace" geriatrics 30(9): 137 -150.

Harris,Chales S 1978.Fact Book on aging A profile of American's Older population,Washington,D.C.National Council on the Aging.

Schulz James H 1973.-The economic impact of an aging population: The geronotligist 13(1)111-118.

ICPC 82 : HEALTH PSYCHOLOGY-II

Objectives

The students must know
- To understand the chronic illness and its responsible factors.
- To understand HIV and AIDS – Epidemiological causes – Current trends.
- To understand the pain – adult components – managing pain.
- To understand life threatening illness - health care – aging patient.
- To understand life span – interventions therapies.

Unit–I

The healthy heart – cardio vascular disease – physiological and genetic factors and risk factor – psychological factors – diabetes - types – causes and effects.

Cancer: types of cancer – causes its risk factors – coping with cancer – tobacco use – physical illness .Asthma – epilepsy arthritics – causes and risk factor.

Unit–II

HIV / AIDS – Brief history – Epidemiology – current trends – symptoms and different stage of AIDS – Physiological factor in progression – Psycho social factor in progression – psycho social intervention age and gender – Culture and ethnic - coping with AIDS.

Unit–III

Pain and management : Nature of pain – Nature of symptoms towards pains – Epidemiology of Pain – Types of Pain – head ache – Facial Pain – Back Pain – Lower back Pain – Components of pain – significance of pain – measuring pain – physiology of pain – Cognitive and personality factors of pain – theories of pain – early theories of pain.

Unit–IV

Health and life span : Diets and disease of childhood – diets and disease of adolescence – diets – disease to word Adulthood and aging. Theory of aging. Psycho social changes, health care and patients – patients provider relation ship. Health care and problem.

Unit–V

Life span and health care intervention, Therapies and career perspectives: Mythology of aging – different health care system - Rehabilitation service - hospitalization – community care – preventive programmes – Complementary and alternative medicine -

message therapy – milieu therapy – counseling – Play therapy – Short time - Cognitive – behavioural and pharmaco therapy - perspective of profession in health psychology – educational and support services – Family therapy – insight oriented therapy – Relaxation Bio feed back etc.

Text Books

1) Health psychology by Richard o. Straub 2001 Iˢᵗ Edition – Work publication, New York
2) Health psychology by Philps Rice 1998 – Brooke / Cole publishing co-New york.
3) Health Psychology by Edward P. Sarafina 2ⁿᵈ Edn – Thonculey & Son 1994.

Reference Books

1) Briffiths, D. (1981) *Psychology and Medicine.* The MacMillam Press Ltd. London.
2) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
3) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.

BRANNON, L & FEIST, J. (2001). *HEALTH PSYCHOLOGY*, SINGAPORE. WORDSWORTH

ICPC 83 : PSYCHOTHERAPEUTICS

Major Objectives

The student must know
- the meaning and procedure of psychotherapy,
- the basic ingredients of psychotherapy.
- the various approaches used for re- educative purpose.
- the use of Freudian and Neo Freudian theories as re-constructive therapies.
- certain special therapies used in learning disabilities.

Unit–I : Scope, Types and Principles of Psychotherapy

Meaning of psychotherapy - Definition - Limitations of medical model - Psychotherapy Vs Psychoanalysis -Varieties of psychotherapy - Significant variables that influence psychotherapy.

Unit–II : Basic Ingredients of Psychotherapy

Differentiation of psychotherapy - Psychotherapeutic relationships - Effectiveness of psychotherapy. Therapeutic improvement in relation to goals, treatment phases and therapists personality - The measurement of therapeutic progress supportive therapy. Indications -Guidance tension control - Milieu therapy Externalization of interests - Creative arts therapies -Reassurance - Presuge suggestion - Pressure and coercion - Persuasion - Confession and ventilation - Somatic therapies - Psychoactive drugs - Electronarcosis and electro sleep - Psycho surgery - Inspirational group therapy.

Unit–III : Re-educative therapy

Behaviour therapy - Cognitive behaviour therapy -Behavioural medicine - Behavioural prostheses - Practice of behaviour therapy - Behaviour therapy Vs. Psychoanalysis criticisms.

Cognitive learning - Therapeutic counselling -Directive approaches relationship therapy and attitude therapy - Re-educative group therapy - Philosophical and religious approaches.

Unit–IV : Re-constructive therapy

Freudian psychoanalysis - Klenian psychoanalysis -Ego analysis - Neo and non-Freudian psychoanalysis -Individual psychology - Analytical psychology Therapeutic modification of Sandor Ferenczi - Will therapy -Active psychoanalysis of Wilhalm Stekel – Dynamic cultural school of psychoanalysis - Existinsial analysis - Object relations approaches - TA models of psychotherapy -Analytic group therapy.

Unit–V: Other therapies

Emotive release (Bodic therapies) - Guided imagery -Eriksonian psychotherapy - Life spring - Trans normal approaches - Other electric methods.Indian Therapies: Yoga, Meditation,Positive Behaviour Therapy.

Text Book

Wolberg, L.R. *The Techniques of Psychotherapy* (4ᵗʰ Edn). New York : G&S Harcourt Brace Joranorich Publishers, 1988.

Reference Books

1) Master, J.C. Burish, J.G. Hollen, S.D. & Rimm. D.C. *Behaviour Therapy Techniques and Empirical Finding Sandieys :* (3rd Edn), 1987.
2) Bhatia, M.S. Essentials of Psychiatry-Clinical Sciences. New Delhi : CBS Publishers and Distributors, 1992.
3) Lazarus, A.D. *The Practice of Multi Model Therapy.* New York : McGraw Hill Book Co., 1975

ICPC 84 : EXPERIMENTAL PSYCHOLOGY PRACTICAL-II

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Objectives

The students must know

i. how to use the general principles and aim of Psychology – to verify certain problems in experimental situations.
ii. the method of giving instruction to the subjects and to conduct the experiment.
iii. to collect the data, interpret them using suitable statistical techniques.
iv. how the human behavior is made to manifested in the experimental situations – and how it can be experimentally studied.
v. to make generalization from data and to point out their implications

1) Taylor's Manifest Anxiety Scale.
2) Brief Psychiatric Rating Scale (BPRS)
3) Spielberger's State and trait Inventory (STAI)
4) Beek's Depression Inventory(BDI)
5) Rethus Assertiveness Questionnaire
6) Intelligence Test : WAIS/ Bhatias Performance Test
7) Wechsler's memory Scale (WMS)
8) Stress Symptom Check list
9) Type A/B Personality Test (Jenkins Activity survey)
10) Neurological Test: Luria Nebraska Battery of Test
11) Mental Health Questionnaire
12) Emotional Maturity Scale
13) Study Skill Questionnaire
14) Counselling Skills Inventory
15) Problem Solving
16) Kinesthelic Senstivity
17) Minnestora Counselling Inventory
18) Maslowian Need Inventory (MAS)
19) Kundu Neurotic Personality Inventory (KNPI)
20) Multiphasic Personality Questionaire

HEALTH PSYCHOLOGY - (*ELECTIVE*)

Objectives

The students can gain knowledge about

i. the meaning of health psychology
ii. sources and coping mechanism of stress
iii. AIDS and heart problems
iv. pain and related illness
v. intervention strategies and research techniques

Unit – I Introduction

Definition – foundation of health psychology – Growing Partnership in health care – Meaning of decease – Bio medical and Psychological foundation of health & illness. Social – Ecological theories of health and illness.

Unit – II Stress Model

Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits-Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

Unit – III The AIDS pandemic

A behavioural disease- Heart health: Silent killers and the hurry sickness -Insomnia – Mental handicap – Obesity – Sexual behaviour.

Unit – IV Pain

The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V Interventions

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy

Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

Text Books:

1).Hemalatha Natesan (2004). *Positive Behaviour Therapy*, Coimbatore: Ganesh Krupa Publishers.

2).Philip, L.T. (1998). *Health Psychology*. Brooks/ Cole Publishing Co. New York.

3) Shelly, E. Taylor. (1995). *Health Psychology*, McGraw Hill Book co., New Delhi.

Reference Books:

1). Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth.

2) Griffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.

3) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.

4) Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.

ICPC 91 : HOSPITAL MANAGEMENT

Major Objectives

The students must know

- that hospital as an organization, and management of health services organizations,
- the compensation management and management of hospital waste.
- the health administration and personnel recruitment,
- the use of behavioural information systems in the management of human service organization,
- the health care and the safety precautions to laboratory personal.

Unit–I : The Hospital as an Organization

Complexity of hospitals - Historical development of hospitals - Hospital organization - New models - The administrator - The medical staff.

Strategic Management in Health Services Organisations: Effect of environment of health practitioners -Strategic management of human resources - Structure for human resources management - Organizational change, Transformational leadership, and leadership development - Human resources process systems - Compensation management - Labour relations - Outcomes - New development in hospital management - Human resources implications - Integration of strategic and human resources planning - Enhancement of employee productivity.

The Health Care: Changing health care environment - Changing regulatory environment - Promotion of services -Structural innovation - Cost of service.

Unit–II : Compensation Management

Strategic planning and compensation - Job analysis - Job evaluation - Job pricing - Incentive compensation programs.

Hospital Waste: A Scenario

Careful with the cure - Hospital waste : A deadly menace to public health.

Unit–III : Health Administration

The uniqueness of health administration Administrative and organisational theory The behavioural approach to management - Three types of output - Administrative accountability in the health system - Implications for practice.

Recruitment : New recruiting needs - The recruitment process -Recruitment planning - Recruiting sources and methods.

Unit–IV: Behavioural System

Professionals in health services organisations -Definition of professional - Organisational forms used by health professionals - Resolution of conflict.

The History of Hospital and Human Resources Information Systems :Information systems - A model of human resources information systems.

Management in Human Service Organisations: Definition of management service management and maintenance management -The relationship between service and maintenance management - The strategy of management - The trade - off mechanism - Human service organisation and its resources.

Unit–V: Health Care Laboratory Personnel

Fitness for employment - Special situation - Disaster services.

Safety Precautions in a Clinical Laboratory : Introduction - Specimens dealt with in a cytogenetic laboratory - The potential risks - The collection, packaging and transport of specimens - Reception of specimens -Processing the specimens - General precautions - Disposal of contaminated waste - Safety precautions to be taken when handling chemicals and reagents - Safety precaulions to be taken with equipments.

Text Book

Sharma, S.K'cherry. Management Executives Handbook - Series/ 009 Hospital management. New Delhi : Commonwealth Publishers, 1996.

Reference Book

Grant, C. *Hospital Management* New York : Churchill Living stone. Long man Group Ltd, 1973.

ICPC 92 : COUNSELLING PSYCHOLOGY

Major Objectives

The Students must know,

- the concepts, working, foundations and the therapeutic relationship of counselling.
- the various approaches (insight, action - oriented) to counselling,
- the theories, skills, assessment and diagnostic process of counselling.
- different counselling procedures.
- counselling to diverse population and the ethical . issues involved in counselling.

Unit–I : Counselling and its Working

Need to be a counsellor - Characteristics of a counsellor - Definitions of counselling - The working of therapeutic counselling.

Foundations of Counselling: Basics of History and Research: The identity of counselling - History of therapeutic counselling - Licensing and regulation in counselling - Research foundations of counselling - Research for the counsellor - Becoming informed consumer of research.

Settings for Counselling: Commonality among counsellors - A day in the life -The value of flexible specialty.

The Therapeutic Relationship: Qualities of counselling relationship - Perspectives on helping relationships - Counsellor as relationship specialists - Conflict resolution in relationship - Practical dimensions of the therapeutic relationship - Creating a relationship in the initial interview - Reciprocal influence.

Unit–II : Insight - Oriented Approaches

Introduction to theory construction - Psychoanalytic counselling - Client- Centered counselling - Existential counseling - - Gestalt counseling - Honorable mentions.

Action - Oriented Approaches : Behavioural counselling - Rational emotive behaviour counselling - Strategic counselling - Honourable mentions.

Unit–III : Integrating Theory and Counselling Skills

A Personal journey - Movement toward integration -Grabbing truth by the tail - A personal theory - Stages ir developing personal theory - Procedure followed so far -Pivotal counselling skills.

Assessment, Testing and the Diagnostic Process : The meaning of assessment - The role of testing ir the assessment process - Standardized measures - Non - standardized measures - Using assessment methods in counselling - Formal and functional diagnosis.

Unit–IV : Group Counselling

Survey of groups - Some considerations in the use of group modalities - Counteracting potential limitations -Advantages of group work - Basic assumptions about groups - Group process stages - Cues for intervention -specilized skills of group work.

Marital family and Sex counselling : Family versus individual counselling - Family counselling theories - Power in relation ships -Symptoms aS, solutions - Case example of family counselling In action - interpreting symptoms as metaphors - Diagnostic questions - Reframing -Directives - Ethical issues in family counselling - Sex counselling.

Career Counselling : The functions of work - Roles of counselling -Theories of career development - Career education -Career decision making - Trends and issues in career counselling.

Addictions Counselling; Symptoms of addiction - Drug use and drug abuse -Our drug culture - Counsellors Knowing of drugs - Effects ^drug abuse - Adolescent drug use - Prevention – Abuse in special populations - Principles for counselling the Chemically dependent.

Unit–V : Counselling Diverse Populations

Multiculturalism - Influence of biases - Identity issues - Preferred clients - Counselling and gender -Counselling ethinic minorities - Counselling the aged -counselling lesbian women and gay men – Counselling -clients who are Physically challenged.

Ethical and legal Issues: Professional codes - Our divided loyalties - Areas of -ethical difficulty - Making ethical decisions - Legal issues in counselling.Text Book

1) Corey, G. Theory and Practice of Counselling and Psychotherapy (6th Edn). Singapore books / Cole, 2000.
2) Gelso, C.J. and Fretz, B.R., Counselling Psychology Bangalore: Prism books Pvt. Ltd., 1995.
3) Madhukar, I. Guidance and Counselling. New Delhi: Authors Press, 2000.
4) Bordin, E.S. Psychology of Counselling. New York: Appleton Centaury crafts. 1968.
5) Narayana Rao, S. Counselling psychology. New Delhi: Tata Mc Graw- Hill Publishing Company Ltd., 1981.

Reference Books

1) Kottler, J.A. and Brown, R.W., *Introduction to Therapeutic counselling* (4th Edn.), Singapore Brooks / Cole, 2000.

ICPC 93 : REHABILITATION PSYCHOLOGY

Objectives

The students should know

- meaning, definition and methods of rehabilitation psychology
- definition of disability and impairment
- various models of rehabilitation
- work setting government schemes and policies
- screening and diagnosis of disability and research

Unit–I

Rehabilitation Psychology: Definition, historical perspective, scope and methods-Functions of Rehabilitation psychology

Psychological approach to rehabilitation: Assessment, diagnosis, treatment and certification– Role of psychologist in disabilities rehabilitation– Understanding psychological needs of caregivers and working with families of persons with disabilities.

Unit–II

Concept and definition of disability– Concept of impairment, activity, participation – Nature and needs of persons with disabilities.

Personality development of persons with disabilities– Lifespan development of person with disabilities – Personality traits and coping styles.

Unit–III

Models of Rehabilitation – Medical Model – Psychological Model – Socio-cultural model – Institutional model.

Unit–IV

Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists – Training needs analysis, implementation of training programmes.

Government schemes and policies -Legislations: Mental Health Act – PD Act – RCI Act – National Trust Act.

Unit–V

Use of psychological tests in screening, diagnosis and assessment of persons with disabilities –Ethical issues in psychological; assessment.

Research problems in disability rehabilitation – Research design – Recent trends in research in rehabilitation psychology.

Text Books

1) Zigler, E, Gates, D. B (1999). Personality development in individuals with mental Retardation, New York: Cambridge University press.
2) Singh, N. N. (1998).Comprehensive Clinical Psychology: Application in Diverse *Populations*, Vol. 9, Elser Science, Pergamon.

Reference Books

1) Golden, C.J. (1984).Current Topics in Rehabilitation Psychology: Grune & Straton London.
2) Michel Hersen. & Vincent, B. & Van Hasselt. (1990). Psychological Aspects of Developmental and Physical Disabilities. Sage publications.

ICPC 94 : MENTAL HEALTH AND PSYCHOTHERAPY

Objectives

The students must know
i)the nature definition and the Concepts of Mental Health
ii)approaches of Assessment
iii)the classification and the implications of anxiety
iv)the illegal and Ethical implications of Mental Health.

Unit I

Core concepts in Mental Health – First things first – Mental Health Issues – A working definition of Mental Health – This work in Practice – Earlier Times – Comment – More recent times – Studying the Mind – The need for Psychopathology – knowing that someone is mentally ill– defining mental ill health – Classifying mental illness – Treating mental ill health.

Normalising the abnormal – abnormality and Mental Health – Abnormality – Abnormality and statistical infrequency – Abnormality and moral standards –Abnormality and expected behaviour – Abnormality and suffering or dysfunction - extremism and abnormality – Abnormality and models of mental health – mental health treatments – the biopsychosocial approach to mental health.

Unit II

Introduction - Different Profession – Different Assessment needs – client assessment – pre assessment –what to include in an assessment? – Reason not to assess – Practical Assessment – Talking the talk – walking the walk – Pre treatment and post-treatment assessment measures – some common assessment tools - Mental disorder classification systems – DSM IV – Diagnosis – Diagnostic rules.

Depression – Anehdona – the sings of depression – A psychoanalytic take on depression – Cognitive take on depression – sociological take on depression – Biological take on depression – Before treatment starts – treating depression.

Unit III

Good anxiety – Bad anxiety – overwhelmed by anxiety – anxiety disorders – cognitive – Behavioural theory of Anxiety – trait or state – A psychodynamic theory of anxiety –anxiety sensitivity – cognitive behaviour therapy(CBT) - psychotherapy and counseling – psychological tests for anxiety.

Schizophrenia – the positive symptoms of schizophrenia – The negative symptoms of schizophrenia - schizophrenia's world- schizophrenia and violence – the psychosis issue – really crazy – theoretical explanations of schizophrenia –Biological explanations – dopamine theory of schizophrenia – social/social explanations- anti-psychiatric explanations – cognitive and perceptual explanations – treating schizophrenia – drug treatments.

Unit IV

Understanding bipolar disorder and the personality disorders – bipolar disorder – the mood spectrum – mania – bipolar symptoms – treatments – personality disorders – causes of the personality disorders – types of personality disorder – interventions-

Prescription drugs, recreational drugs and addiction – psychopharmacology – prescription drugs – psychotropic drugs today – antidepressants - antipsychotics – mood stabilizers- recreational drugs – addiction – dilemma.

Unit V

Legal and ethical issues – current mental health law – mental health act – ethical issues and mental health.

New ideas about mental health – neuropsychology – biochemistry –genetics – new psychotherapy – conclusion.

Text Book

1) Normal Claring bull,(2011),Mental Health in Conselling and Psychotherapy,Exeter EX1 1HB:Learning Matters Ltd.

Reference Books:

1) Aldwin C,(2007) Stress,Coping and Development: an intergrative perspective,NewYork: Guilford Press

2) Bager –Charleson ,S and van Rijn ,B (2011) Understanding assessment in Conselling and psychotherapy.Exeter:Learning Matters.

3) Bond T(2009) Standards and Ethics for counselling in action,3rd edition,LondonSage

ISSC 95 : SOFT SKILLS

Objective: To train the students in soft skills such as personality development, effective listening, interpersonal communication, public speaking, and writing skills which are essential for their employability.

Unit I: Personality Development

Personal effectiveness skills – Managerial and supervisory skills – Leadership skills – Creativity skills – Problem solving skills – Team spirit – culture building

Unit II: Effective Listening

Registration of ideas – Crystallization – Listening – What does listening mean? – Why are people inherently poor listeners? – Poor listening habits – Types of listening – Effective and ineffective listening skills – Pay-offs of effective listening – Barriers to listening – Active and passive listening

Unit III: Interpersonal Communication

Characteristics of interpersonal relationships – Intimacy in interpersonal relationship – Relationship development and maintenance – Self disclosure in interpersonal relational relationships

Unit IV: Public Speaking

What is public speaking – The art of public speaking – Language and proficiency in public speaking – Spoken English-Fluency – Awareness of different accents – Interviews – Group discussion – Seminars – Telephone Skills?

Unit V: Writing Skills

Business writing of sorts – Common components of business letters – strategies for writing the body of a letter – Writing memos and taking notes – Business report – Business proposal.

Text Books:

1. NamrataPalta. *The Art of Effective Communication.*New Delhi: Lotus Press, 2007.
2. Edgar Thorpe, Showick Thorpe. *Winning at Interviews.*Dorling Kindersley (India) Pvt. Ltd, 2006.
3. S.K. Mandal. *Effective Communication and Public Speaking.* Mumbai:Jaico Publishing House, 2005.
4. Lani Arredondo. *Communicating Effectively.*Tata McGraw-Hill edition, 2003.

Reference Books:

1. Robert Bolton. *People Skills.*Simon& Schuster, 1986.
2. Ronald B. Adler, George Rooman. *Understanding Human Communication.*Oxford University Press, 2006.
3. Meenakshi Raman, Prakash Singh. *Business Communication.* Oxford University Press, 2006.
4. V. Sasikumar, P. KiranmaiDutt, GeethaRajeevan. *A Course in* Listening and *Speaking II.*Cambridge University Press, 2007.
5. Dale Carnegie. *The Leader in You.*New York: Pocket Books, 1993.

COUNSELLING PSYCHOLOGY [ELECTIVE]

OBJECTIVES

The Students will come to know
i) the role of counselling as a service oriented profession
ii) the various theoretical bases of counselling
iii) the uses and interpretations of various kind of psychological tests used in counselling
iv) the various kinds of problems where counselling can be useful
i) the role of counsellors and the required training

Unit-I
Introduction

 Emergence and Growth of Counselling Psychology

 Factors contributing to the emergence of counseling - Moral and Philosophical issues - Economic changes and challenges - Educational aspects - Mental

measurement - Mental hygine movement - Progress in Psychotherapy - Social theories.

Importance periods in the development of counseling 1850 - 1900 - 1901 - 1930 - 1930 - 1940 Second World War and after - Philosophic concern - The Potential of man - Freedom - Affection, Cognition and Conation -Sovereignty - Values.

Counselling and Related Fields

Definitions of counselling - Psychotherapy Counselling and psychotherapy - Related fields – Advising -Guidedance - Clinical Psychology - Counselling as Hygiology - Counselling as a helping relationship -Counselling as a solution to human problems.

Developmental characteristics of Youth, Common Concerns and Special problems.

Developmental tasks - Adolescence - Erickson's theory of psychological development - Ego qualities -Development of personality - Socio-cultural factors - Adult dependence - Youth and its concerns - Problems in the Indian educational context.

Unit-II
Counselling - Expectations and Goals

Expectations of different individual - Counselling goals - Achievement of positive mental health -Resolution pf problems - Improving personal effectiveness -Counselling to help change - Decision making as a goal of counseling - Modification of behaviour as a goal.

Approaches to Counselling

The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counseling - Humanistic approach - Rojer's self theory -Development of self-concept - The counseling process -Experiencing of responsibility - Essential conditions for personality change - Stages in the counseling process -Behaviouristic approach to counselling - Resiprocal inhibition technique - Behaviour Modification The existential point of view - The Minnesota Point View -Nature of Counseling - How Counseling is effected - The eclectic approach.

Counselling Process

Preparation for Counselling - Readings Pre-counseling Interview - Case history - Process of counselling - Reasons for making an appointment -Referral - Anxiety - The first interview - Reassurance -Winning confidence - Advising - Counselling relationship - Ambiguity - Responsibility - Counselling - Content and process - Physical setting - Privacy - Value, belief and Attutude change - Value orientations - Acceptance - Understanding -Ralport - Communications and empathy -Attentiveness - Counselling relationship - Counselling process - Steps in the counseling process - Counselling interactions - Limiting counselling relations - Pressures towards extended relationships - Factors contributing to control of relationship - Endings, interruptions and follow-up - Preparing for ending - Variables affecting the counselling process - Counsellor variables - Counsellor's skills - Portrait of an effective counselor - Counsellee factors.

Unit-III
Psychological Testing and Diagnosis

Limitations of the use of psychological tests - Types of psychological tests - Factors affecting psychological test results - Test use in counselling situations - test interpretation in counselling - Non-test client appraisal techniques Autobiography - Aneedotal records - Rating scales - Cummulative records Pupil data questionnaires - Sociometric techniques - case studies - Psycho-diagnosis - Limitations of diagnosis - Common diagnostic classification systems in counseling.

Counselling Interview

Interviewing - its essential aspects - Association of ideas contained within the interview Shifts in conversation Opening and closing remarks – Recurrent reference - Inconsistencies and gaps- Review - Non-verbal communication in interview - Counsellee – Counsellor relationship – Interviewing techniques in counselling - Structuring the counselling relationship - Degree of lead - Silence - Relationship techniques - Sharing of experience Stereotype - Timing - Selection of feelings - Content - Depth - Meaning - Language - Thinking - Acceptance - Special relationship problems - Transference - Therapeutic functions of transference - Counter transference - Resolving counter transference feelings - Resistance - Source of resistance - Functions of resistance Handling Resistance.

Group Counselling Introduction

Case for group counselling - Emerging field of group counselling - Structuring groups - Limitations and assumptions of group counselling - Mechanics of group counselling - Types of groups Group counselling - its value - The process of group counselling - Individual and group counselling similarities - Differences between Individual and group counselling.

Unit-IV

Counselling in the Educational Setting Educational Counselling

Counselling the elementary school child Counselling at high school - Counselling at college - The role of teachers in counselling - Educational counselling and curriculum - Counselling and home - Evaluation programmes of educational counselling - Limitations Inherent in evaluation.

Vocational Counselling

Theories of vocational development - The process of vocational counselling - Exploration and contract setting -The state of critical decision - Distinction between Vocational counselling and vocational guidance.

Special Areas in Counselling

Family group consultation - Counselling families -Counselling with families concerning children -Counselling with parents - counselling the delinquent - "Counselling reluctant clients - Marriage counselling -Pre-marital counselling - Structuring - Counselling women.

Evaluation of Counselling

Problems of evaluation - Approaches to evaluation -Survey approach - Case study approach - Experiments approach - Problems of measuring change - Usefulness of counselling - Criteria for evaluation - Internal and External Criteria - Objective Vs Subjective criteria -Control of extraneous variance - Studies of counseling effectiveness in educational settings Counselling with elementary school children - Wisconfin secondary - School counselling study - Minnesota Collage students counseling study.

Unit-V

Professional Preparation and Training for Counselling Introduction

Counsellor preparation and professional issues -Academic preparation - Practical skills - Ethical standards - Legal considerations - Selection and training of counsellors - Conception of a professional worker -preparation of counsellors - Important issues - The Counsellor Prerequisites - Specialists or General Counsellors.

Modern Trends in Counselling

Conselling and psychotherapy - Trends in counselling - Role of a counsellor - Career guidance - The model of Counselling - The three-dimensional Model -Values in counselling.

The Status of the Counselling Movement in India.

Counselling movement in modern times -Counselling movement after independence -The role of the Government of India and universities - Present status of counselling.

Text Book

1} Narayana Rao, S. *Counselling Psychology.* New Delhi: Tata McGraw Hill Publishing Co.Ltd, 1981.

Reference Books

1).Bordin, E.S. *Psychology of Counselling.* New York: Appleton Century Crafts, 1968.

2). Blum and Bolinsky, B. *Counselling and Psychology.Bombay:* Asia publishing house, 1961.

3).Hanson, J. C. Stevic, R. R., Warner, R. W. Jr. *Counselling Theory and Process (2nd Edn.)* Boston: Allyn and Bacon Inc., 1977.

4).Lewis, E.C. *The Psychology of Counselling.* New York: Holt, Rinehart and Winston, Inc., 1970.

ICPC 101 :MODERN CLINICAL PSYCHOLOGY

Objectives
The students should know
i)the tradition and development of Clinical Psychology
ii)the conceptual frame of Normality and the role Clinical Psychologist
iii)the importance of Psychological testing
iv)the models of Psychotherapy
v)Evaluation and researches with reference to Psychotherapy

Unit-I

The Perspective of Clinical Psychology-The Clinical Attitude-The Problem of Individuality and Person-Persons and Types-Persons and Environments-Persons and Social System-The Perspective of Clinical Psychology-A Recapitulation-A Brief History of Clinical Psychology- Origins-The Psychometric Tradition-The Dynamic Tradition-The First Fifty Years of Clinical Psychology- From World War II to the Present.

Unit-II

Concepts of Normality and Pathology-Psychopathology in Historical Perspective-The " Medical Model" of Mental Illness-A Concept of Psychological Health and Abnormality-Forms of Mental Disorder Psychiatric Nomenclature-Toward a Unitary Concept of Mental Health and Mental Illness-Model of Mental Health Intervention-Prospect and Retrospect-Five Models of Mental Health-Some Cautionary Comments-Models of Intervention and Psychiatric Ideologies-The Role and Contribution of the Clinical Psychologist.

Unit-III

Psychological Testing-General Principles-Testing in Clinical Practice, Research and Training – What is Psychological Test-Three Strategies of Personality Test Development –Criteria for Judging Tests-Should this Patient be Tested-Choice of Test-Determinants of Test Performance

Unit-IV

What is Psychotherapy-The Talking Cure-General Condition of Psychotherapy – Difference Among Therapeutic Approaches-The Process of Psychotherapy General Model-One model of Psychotherapy-Starting Psychotherapy-From Understanding to Action-Termination Psychotherapy

Unit-V

The Evaluation of Psychotherapy - Issues of Research-Psychotherapy Research :Needs and Problems-How Psychotherapy Research Differs from Medical Research-The Effectiveness of Psychotherapy-Issues of Research Design and Methodology-Research on Specific Factors Affecting the outcome of Psychotherapy-Research on the Process of Psychotherapy.

Text Books

Sheldon J.Korchin Modern Clinical Psychology:2004 Chennai CBS Publishers & Distributors Pvt. Ltd

Reference Book

Andrew M. Pomerantz Clinical Psychology 2nd Edition.2011 New Delhi : Sage Publication Inc

ICPC 102: CASE STUDIES

Each student is to submit a report consisting of 10 clinical case studies which will be evaluated for 60 marks and the viva - voce is for 40 marks making a total of 100 marks.

Both evaluation and viva - voce will be done internally by two internal examiners of the department as appointed by the Head of the Department.

ICPC 103: : EXPERIMENTAL PSYCHOLOGY PRACTICAL-III

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Objectives

The students must know

  i. how to use the general principles and aim of Psychology – to verify certain problems in experimental situations.
 ii. the method of giving instruction to the subjects and to conduct the experiment.
iii. to collect the data, interpret them using suitable statistical techniques.
 iv. how the human behavior is made to manifested in the experimental situations – and how it can be experimentally studied.
  v. to make generalization from data and to point out their implications

1. Eysenck Personality Questionnaire(EPQ)
2. Cornell Index
3. Extent of Illusion: Method of Average Error
4. Determination of AL by constant Method
5. Determination of DC by minimal changes
6. Marital Adjustment Inventory
7. Family Environmental Scale
8. General Health Questionnaire
9. Minimental state Examination
10. Semi-Structured Interview Schedule
11. Beck's Anxiety Scale
12. Cognitive Distortion Cheek list
13. DAT
14. Stress Scale

15. Emotional Intelligence Scale
16. Alcohal Dependance Scale
17. Yale Brown obsessive- Compulsive Scale
18. Ego State Inventory

ICPC 104 : PROJECT AND VIVA-VOCE

Project work will have 100 marks and the thesis will be evaluated for 60 marks and the viva - voce is for 40 marks. Both evaluation and viva - voce will be done internally by two internal examiners of the department as appointed by the Head of the Department.

STRESS MANAGEMENT (ELECTIVE)

Objectives

The students will know
  i.   the nature and sources of stress
  ii.   to identify the physiological, psychological and personality factors of stress.
  iii. stress and psycho-somatic illness
  iv.   job stress and related factors
  v.   stress coping strategies

Unit-I Introduction

Definition- Nature of stress- Alaram and adaptation- illness and immunology. The Psychology of Stress- Stress prone Personalities - Measurement of Stress- Social Readjustment Rating Scale- Stress symptom check list- Healthy coping at work- Completing your own diagram- Resources.

Unit -II Causes

Physiological arousal- flight or fight response- Activation of the fight or flight response. Situational Stresses- Frustration- Burnout- Cultural differences. Personality factors- locus of control and stress- Type A personality- The Disease prone personality.

Unit –III Stress Disorders

Acute Stress Disorder- Post Traumatic stress disorder- Stress and psychosomatic illness- Prevalence of psychosomatic illness.

Unit -IV: Work Stress

Work Stress - Individual vulnerability- organizational stressors, Job satisfaction and anxiety- off the job stressors- Stressful events and conditions at work events- Conditions.
Personal stress management – Planning- Life changing Philosophy- Philosophical and intellectual exercises- more active coping strategies- Positive Therapy.

Unit – V Coping

Coping with stress by attacking the problem- Relaxation- Exercise- Inoculation- social support- Distraction- Belief as coping Strategies.
Exploring stress Management- self evaluation- appraisal- coping- dealing with unavoidable stressors- practice- demonstration of techniques.

Text Books:

1). Kalat, J.W. (1996). *Introduction to Psychology* (eth ed.) New York: Brooks/ Cole Publishing Co.

2) Seaward, B. L. (2006). *Essentials of Managing Stress*, New Delhi: Jones & Bartlett.

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