

ANNEXURE II
DEPARTMENT OF PSYCHOLOGY
M.Sc. CLINICAL PSYCHOLOGY
(Five Year Intergrated)
(2019-2020)
REVISED REGULATIONS AND SYLLABUS

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.

Master's Programme

A Master's Programme consists of a set of core courses and common course on Languages, Computer, Health, 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 achieve 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 230.

The core courses and Allied courses shall carry 194 credits, Common courses and the optional courses (Elective and Value Added Courses) shall carry 36 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 for a course in each week, 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 consists of:

i) Core courses and Common course that are compulsory for all the students,

ii) Optional courses and Value added courses that the 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 be under any circumstances granted for attendance below 70%.

Examination

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

Sessional 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 are suitable to the course. This requires an element of openness. The students are informed in advance about the nature of assessment and the procedures. However the tests are compulsory. Test-I may be for one hour duration. The pattern of question paper will be decided by the respective Faculty.

Sessional Test–II will be conducted with a variety of assessment tools. It will also have an element of openness. The students are 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 the 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 are done by Objective Type Questions , Quiz, Short Answers, Essays or a combination of these, but the End Semester Examination is in descriptive pattern.

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

A student cannot repeat the Sessional Assessment 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 Master's 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.

Marks	Grade Points	Letter Grade	Class
90+	10	S	Exemplary
85 - 89	9.0	D++	Distinction
80 - 84	8.5	D+	Distinction
75 - 79	8.0	D	Distinction
70 - 74	7.5	A++	First Class
65 - 69	7.0	A+	First Class
60 - 64	6.5	A	First Class
55 - 59	6.0	B	Second Class
50 - 54	5.5	C	Second Class
49 or Less	F	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.

A 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 in 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 obtain First Class with Distinction shall be deemed to have passed the examinations provided he/she passess all the papers prescribed for the programmes in the first appearance.

ANNAMALAI UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
COURSE SUBJECT DETAILS 2019-20

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.Biopsychology I	4
II	ICPA 26	6.Health Policies and Programmes (Population Studies)	3
		TOTAL	21
III	IT AC 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.Biopsychology 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.Theories of Personality	4
IV	ICPC 46	6.Psychology of Adjustment	4
IV	ICPA 47	7.Psychological Statistics	3
		TOTAL	25

Semester	Course Code	Course Title	Credit
V	ICPC 51	1.Cognitive Psychology II	4
V	ICPC 52	2.Learning Disability (New)	4
V	ICPC 53	3.Yoga Psychology (New)	4
V	ICPC 54	4.Psychopathology I	4
V	ICPC 55	5.Positive Psychology I	4
V	ICPC 56	6.Institutional Approach to Disability	4
		TOTAL	24
VI	ICPC 61	1.School Counselling (New)	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.Neuropsychology I (New)	4
VII	ICPC 72	2.Psychodiagnostics	5
VII	ICPC 73	3.Health Psychology I	5
VII	ICPC 74	4.Research Methodology	5
VII	ICPE 75	5.Personality Development (Elective Course)	3
		TOTAL	22
VIII	ICPC 81	1. Neuropsychology II (New)	5
VIII	ICPC 82	2.Health Psychology II	4
VIII	ICPC 83	3.Psychotherapeutics I (New)	5
VIII	ICPC 84	4.Experimental Psychology – Practical II	5
VIII	VADD I	5.Value Added Course I (New)	3
		TOTAL	22
IX	ICPC 91	1.Hospital Management (BusinessAdministration)	4
IX	ICPC 92	2.Counselling Psychology	4
IX	ICPC 93	3.Rehabilitation Psychology	5
IX	ICPC 94	4.Psychotherapeutics II (New)	5
IX	ISSC 95	5.Soft Skill Development	3
IX	VADD II	6.Value Added Course II (New)	3
		TOTAL	24
X	ICPC101	1.Modern Clinical Psychology (New)	4
X	ICPC 102	2.Case Studies	5
X	ICPP 103	3 Experimental Psychology - Practical III	5
X	ICPC 104	4.Project and Viva-voce	5
X	ICPE 105	5 Stress Management (Elective Course)	3
		TOTAL	22
		GRAND TOTAL	230

ANNAMALAI UNIVERSITY
Department of Psychology
M.Sc. Clinical Psychology - Five Year Integrated Programme
2019-2020

Seme-Ster	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.Biopsychology 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.Biopsychology 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	5.Theories of Personality	Core	4	75	25	100
IV	25	ICPC 46	6.Psychology of Adjustment	Core	4	75	25	100
IV	26	ICPA 47	7.Psychological Statistics	Allied	3	75	25	100
			TOTAL		25	525	175	700

Sem-ester	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. Learning Disability (New)	Core	4	75	25	100
V	29	ICPC 53	3 Yoga Psychology (New)	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 Disability	Core	4	75	25	100
			TOTAL		24	450	150	600
VI	33	ICPC 61	1.School Counselling (New)	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.Neuropsychology I (New)	Core	4	75	25	100
VII	40	ICPC 72	2.Psychodiagnostics	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	ICPE 75	5.Personality Development (Elective Course)	Elective	3	75	25	100
			TOTAL		22	375	125	500
VIII	44	ICPC 81	1.Neuropsychology II (New)	Core	5	75	25	100
VIII	45	ICPC 82	2.Health Psychology II	Core	4	75	25	100
VIII	46	ICPC 83	3.Psychotherapeutics I (New)	Core	5	75	25	100
VIII	47	ICPC 84	4.Experimental Psychology – Practical II	Core	5	75	25	100
VIII	48	VADD I	5.Value Added Course I (New)	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.Psychotherapeutics II (New)	Core	5	75	25	100
IX	53	ISSC 95	5.Soft Skill Development	Core	3	75	25	100
IX	54	VADD I	6.Value Added Course II (New)	Elective	3	75	25	100
			TOTAL		24	450	150	600
X	55	ICPC 101	1.Modern Clinical Psychology (New)	Core	4	75	25	100
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	ICPC105	5.Stress Management (Elective Course)	Elective	3	75	25	100
			TOTAL		22	375	125	500
			GRAND TOTAL		230	4425	1475	5900

**REVISED SYLLABUS
FIRST SEMESTER**

ITAC 11 TAMIL – I / IHC 11 HINDI – I / IFR 11 FRENCH – I

Total Marks :100
Internal Assessment : 25
External Assessment : 75

Credit Hours : 3
Contact Hours: 3

IENC 12 ENGLISH: ENGLISH THROUGH LITERATURE I: PROSE

Total Marks :100
Internal Assessment : 25
External Assessment : 75

Credit Hours : 3
Contact Hours: 3

Objectives:

To enable the student to acquire

- a) the communicative competence in English language;
- b) knowledge in English prose;

Unit I

Bonnie Chamberlain “The Face of Judas Iscariot”

Swami Vivekananda “Speech at World Parliament of Religion”

Unit II

Stephen Leacock “My Financial Career”

Bhimrao Ambedkar “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”

Course Outcomes:

The student will be able to acquire

- a) communicative competence in English language;
- b) knowledge in English prose;

Text Book:

Ayyappa Raja. S., Shanmugasundari. P., Deivasigamani. T., SaravanaPrabhakar. N., Karthikeyan. B.

English Through Literature: Prose.

ICPC 13 : GENERAL PSYCHOLOGY – I**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 5****Contact Hours: 5****Objectives:**

To enable the student to understand

- a) the definition, approaches, careers and methods of Psychology;
- b) the structure and functions of brain and nervous system;
- c) the structure and functions of the sense organs;
- d) 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 Treatment

Course Outcomes:

The student will be empowered

- a) to define the term Psychology and explain various approaches to Psychology;
- b) to explain the structure and functions of human brain and nervous system;

- c) to explain the structure and function of the sense organs;
- d) to describe the basic perceptual process;
- e) to describe the concepts of consciousness, sleep and dream;

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.
- 2) Benjamin,L.T., Hopkins, J R., NationJ R., (1987) *Psychology*, Newyork : Macmillan Publishing Company.
- 3) Wade, C., & Tavaris .C., (1987) *Psychology* Newyork Happer & Row Publishers Inc.

ICPC 14 : LIFESPAN PSYCHOLOGY - I**Total Marks :100****Credit Hours :4****Internal Assessment : 25****Contact Hours: 4****External Assessment : 75****Objectives:**

To enable the student to gain knowledge about

- a) the different approaches and various methods in human development;
- b) the various stages of human development;
- c) the principles and patterns of physical, intellectual, social and personality development in early childhood;
- d) the principles and pattern of physical, intellectual, social and personality development in middle childhood;
- e) 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 Childhood

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 – Early 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.

Course Outcomes:

The student will be able to explain

- a) the approaches of human development and methods of human development;
- b) the biological basis of human development;
- c) the principles and patterns of physical, intellectual, social and personality development in early childhood;
- d) the principles and pattern of physical, intellectual, social and personality development in middle childhood;
- e) the principles and pattern of physical, intellectual, social and personality development in adolescence;

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 STUDIES

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 3

Contact Hours: 3

Objectives:

To enable the student to explain;

- a) the environmental system;
- b) the various environmental damages;
- c) the causes of resource depletion;
- d) the changes in the global climate;
- e) 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 / 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

Course Outcomes:

The student will be able to explain

- a) the environmental system;
- b) the causes of environmental damages;
- c) about managing the environmental resources;
- d) about changes in the global climate;
- e) about the concept of sustainable development;

Text Book:

1. Erach Bharucha, 2004, Environmental Studies, UGC, New Delhi.

Reference Books:

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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 3

Contact Hours: 3

Objectives:

To enable the student to explain about

- a) the nature and scope of medical sociology;
- b) the relationship between health and social environment ;
- c) 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.

Course Outcomes:

The student will be able to explain

- a) the nature and scope of medical sociology;
- b) the interaction of mind ,body and society;
- c) the medical social services in hospitals;
- d) Indian health policy;

Text Books:

- 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.

Reference Books:

- 1) Coe,Redney. *Sociology of Medicine*. New York: McGraw Hill, 1970.
- 2) Freeman, H. *Handbook of Medical Sociology*. Englewood Cliffs: Prentice Hal, 1963. Private Limited, 1981.
- 3) Goel, S.L. *Health care Administration policy making and planning*. New Delhi: Streling Publishers
- 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

Total Marks :100
Internal Assessment : 25
External Assessment : 75

Credit Hours :3
Contact Hours:3

IENC 22 : ENGLISH THROUGH LITERATURE II: POETRY

Total marks :100
Internal Assesment : 25
External Assesment : 75

Credit Hours :3
Contact Hours:3

Objectives:

To ensure and enhance

- a) the ability of the learner to comprehend and appreciate the poems in English;
- b) the competence of the learner in using English language
- c) the interest of the learner in human values

Unit I

1. William Shakespeare "Sonnet 29"
2. William Blake "A Poison Tree"
3. Robert Bridges "A Red, Red Rose"

Unit II

4. P.B. Shelley "Ozymandias"
5. Alfred Tennyson "The Brook"
6. Hillaire Bellock "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"

Course Outcomes:

The student will be able to

- a) comprehend and appreciate poems in English;
- b) develop the competence of the learner in using English language;
- c) find out interest of the learner in human values;

Text Book:

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

ICPC 23 : GENERAL PSYCHOLOGY-II

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to explain

- a) the types of motives and emotions ;
- b) the different types of Learning;
- c) various types of memory and forgetting;
- d) the meaning of intelligence;
- e) the various personality theories and assessments;

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 IQ tests – Distribution of IQ scores – Problems with IQ test- Cultural Diversity IQ 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

Course Outcomes:

The student will be able to understand:

- a) the concepts of motivation and emotion.
- b) the concept of learning and theories of learning.
- c) the different kinds of memory and forgetting.
- d) the concept of intelligence and acquire the skill to administer the IQ Tests.
- e) the various personality theories and assessments

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.
2. Benjamin, L.T., Hopkings, .J.R., Nation, .J.R. (1987). *Psychology*, New York: Macmillan PublishingCompany.
3. Wade, C.& Tavis. C., (1987). *Psychology*, New York: Harper and Row Publishers Inc.

ICPC 24 : LIFE SPAN PSYCHOLOGY – II**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours :4****Contact Hours:4****Objectives:**

To empower the student to explain

- a) the physical and psychosocial development in young adulthood
- b) the biological foundation behind the development,
- c) the principles and patterns of physical, intellectual, social and personality development in the early childhood.
- d) the principles and patterns of physical, intellectual, social and personality development in middle childhood.
- e) 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 work – Psychosocial development – Personality development four views Foundations of intimate relationships – parent hood

Unit-II : Middle Adulthood: Physical and Cognitive Development

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

Unit-III : Middle Adulthood: 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 later life.

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.

Course Outcomes:

The student will be able:

- a) to explain the young adulthood development
- b) to understand the middle adulthood development
- c) to obtain knowledge about psychosocial development
- d) to learn and evaluate the importance of late adulthood changes
- e) to analyse knowledge about death and bereavement.

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 : BIOPSYCHOLOGY – I**Total Marks :100****Credit Hours :4****Internal Assessment : 25****Contact Hours:4****External Assessment : 75****Objectives:**

To enable the student to elucidate

- a) the meaning and approaches of Bio Psychology;
- b) the Neurophysiology;
- c) the chemical basis of behavior;
- d) the concept of emotions;

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 many 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.

Course Outcomes:

The Students will understand

- a) the meaning, factors of neuro anatomy and the neuro-physiology;
- b) The functions and students of nervous systems.
- c) the functions of hormones and its expert on human behaviour;
- d) the meaning of emotions and theories of emotions;

Text Books

1. Rosenzweig, 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: Wadsworth/Thomson Learning,

ALLIED–II ICPA 26 : HEALTH POLICIES & PROGRAMMES

Total Marks :100

Credit Hours :3

Internal Assessment : 25

Contact Hours:3

External Assessment : 75

Objectives:

To enable the student to gain knowledge about

- a) the historical review of origin of various branches of public health;
- b) the health policies and planning;
- c) the organization and evaluation of health policies;
- d) the health care services;
- e) the 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 Malaria Eradication programme, Modified plan of Operation, Universal Immunization programme, National Diarrhoeal 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, Guinea worm 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

Course Outcomes:

The student will be able to understand

- a) the health policies and planning;
- b) organization and evaluation of health policies;
- c) the various health care services;
- d) the various government and non-government health programmes;

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

Total Marks :100
Internal Assessment : 25
External Assessment : 75

Credit Hours : 3
Contact Hours: 3

IENC 32 ENGLISH THROUGH LITERATURE III: DRAMA

Total Marks :100
Internal Assessment : 25
External Assessment : 75

Credit Hours :3
Contact Hours: 3

Objectives:

To enable the student

- a) to improve the conversational competence in English;
- b) to improve their knowledge in English dramas;

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"

Course Outcomes:

The Student will be able to

- a) enhance the conversational competence in English;
- b) to improve their knowledge in English dramas;

Text Book:

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

ICPC 33 : BIOPSYCHOLOGY-II

Total Marks :100

Credit Hours :5

Internal Assessment : 25

Contact Hours:5

External Assessment : 75

Objectives:

To enable the student to explain

- a) the general principles of sensory processing;
- b) the motor control and plasticity;
- c) the sexual behavior;
- d) the concept of homeostasis and other biological functions;

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 – Extrapramidal 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 – How 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 show daily rhythms in activity and physiological measures – An endogenous circadian clock is located in the hypothalamus – Many biological events display rhythms shorter than a day – Animals use circannual rhythms 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.

Course Outcomes:

The student will be empowered to explain

- a) The sensory process and its function.
- b) The sexual behavior and sexual differentials;
- c) The importance and stages of sleep
- d) the biological perspectives of learning and memory.

Text Books:

1. Rosenzweig, 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: Wadsworth/Thomson Learning,

ICPC 34 : NUTRITION & BEHAVIOUR

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

The empower the student to explain:

- a) the concept of nutrition;
- b) the impact of nutrition on development stages;
- c) the impact of nutrition on brain and the significance of nutrition counseling;
- d) the problems of malnutrition and eating disorders;
- e) the role of nutrition 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 Fadism – 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.

Course Outcomes:

The student will be able to understand

- a) the importance during and every stages of development ;
- b) The effect of nutrition ub brain development and the significance of nutrition counselling;
- c) The effect of malnutrition and eating disorders;
- d) the role of therapeutic diets in overcoming various diseases.

1Text 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**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 4****Contact Hours: 4****Objectives:**

To enable the student to gain knowledge about

- a) the social behaviour and methods of Social Psychology;
- b) the self concept, Influence of groups and culture on the self;
- c) the issues on prejudice and discrimination;
- d) the 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

Learning Outcomes:

The student will be able to understand

- a) understand the theoretical model of social behaviour
- b) the self concept, Influence of groups and culture on the self;
- c) the issues on prejudice and discrimination;
- d) the formation and functions of attitude;

Text Book:

1. 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 Mifflin 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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours :3

Contact Hours:3

Objectives:

To enable the student to learn

- a) the various application and types of computers;
- b) the meaning and functions of OS;
- c) about internet and its application;

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.

Course Outcomes:

The student will be able to understand:

To enable the student to learn

- a) the various application and types of computers;
- b) the meaning and functions of OS;
- c) about internet and its application;

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.

Reference Books:

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**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 3****Contact Hours: 3****Objectives:**

To enable the student

- a) to understand the approaches and perspectives of health;
- b) to explain about community health;
- c) to gain knowledge about health planning and policies;

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

Patterns 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.

Course Outcomes:

The Student will be able

- a) to understand the approaches and perspectives of health;
- b) to explain about community health;
- c) to gain knowledge about health planning and policies;

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**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 3****Contact Hours: 3**

IENC 42 : ENGLISH THROUGH LITERATURE IV: SHORT STORY**Total Marks :100****Credit Hours : 3****Internal Assessment : 25****Contact Hours: 3****External Assessment : 75****Objectives:**

To enable the student:

- a) to improve the competence in English;
- b) to develop story reading habits;
- c) to improve the vocabulary;

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. Shashi Deshpande "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"

Course Out come

The student will be able

- a) to improve the competence in English
- b) to develop reading habits
- c) to improve the vocabulary

Text Book:

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

ICPC 43 : SOCIAL PSYCHOLOGY – II**Total Marks :100****Credit Hours : 4****Internal Assessment : 25****Contact Hours: 4****External Assessment : 75**

Objectives:

To empower the student

- a) to learn the concept of persuasion and attitude change ;
- b) to learn the concept of conformity, compliance and obedience;
- c) to gain knowledge in group processes ;
- d) to explain the interpersonal attraction and close relationships;
- e) to describe about the 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 Ability 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.

Course Outcomes:

The student will be able

- a) to persuasion process and how it brings attitudinal change;
- b) the way people conforms, and comply, the experiments on obedience
- c) the characteristics of groups, the effects of groups participation.
- d) the roots of interpersonal attraction.
- e) the types of aggression and the reason for prosocial behavior.

Text Book:

1. 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 Mifflin 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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to acquire knowledge about

- a) the history ,methods and paradigms of Cognitive Psychology;
- b) the anatomy and imaging technique of brain;
- c) the various approaches of perception and attention;
- d) the comprehensive perspective of memory and its different stages;

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 – Inattentive 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- Retrieval 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.

Course Outcomes:

The student will be able to understand and explain

a) the history, methods and paradigms of Cognitive Psychology;

- b) the anatomy and imaging technique of brain;
- c) the various approaches of perception and attention;
- d) the comprehensive perspective of memory and its different stages;

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 : THEORIES OF PERSONALITY

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to understand

- a) the nature of personality theory;
- b) the Freud's psychoanalytic theory;
- c) the social psychological theories;
- d) the significance of field theory;
- e) the concepts of factor theory as well as different learning theories;
- f) the framework of Rogers humanistic model;

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 – Uniqueness – 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.

Course Outcomes:

The student will be able to explain

- a) understand the structure, dynamic and development of personality as explained by psychodynamic approaches.
- b) The socio-psychological theories of Adler, From
- c) the structure and dynamics of field theory
- d) the concept of factor analysis
- e) the concept of Rogers Self Theory?

Text Book:

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

Reference Books:

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

ICPC 46 : PSYCHOLOGY OF ADJUSTMENT

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 3

Contact Hours: 3

Objectives:

To enable the student

- a) to get familiarize with the concept of adjustment;
- b)to identify the factors which contributes in developing self concept, methods of self enhancement, sources

- of information and the meaning of attribution;
- c) to learn about the various types of relationships;
- d) to understand the concept of developmental transactions and sexuality;

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.

Course Outcomes:

The student will learn:

- a) able to meaning of happiness, what is more important for happiness.
- b) the formation of self-concept, methods of Self-enhancement, meaning of attribution.
- c) the importance of interpersonal communicate.
- d)The characterestics in selecting a causes.

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.

ICPCA 47 : PSYCHOLOGICAL STATISTICS

Total Marks :100

Internal Assessment : 25

External Assessment :75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enhance the ability of the student to elucidate:

- a) the principles of Statistics and the types of variables;
- b) the meaning and computation of the measures of central tendency and the measures of variability;
- c) the meaning, computation and interpretation of correlation;
- d) the probability and mathematical distribution statistical estimations and inferences an significance of differences;
- e) 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).

Course Outcomes:

The student will be able to explain:

- a) the meaning and the need of statistics
- b) about data management
- c) various statistical methods such as mean, median, mode and frequency distribution
- d) the application of inferential statistics

Text Books:

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

Reference Books:

1. Guilford, J.P., & Fruchter, B. *Fundamental Statistic in Psychology and Education*. (6th Edn). Singapore: 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 51 : COGNITIVE PSYCHOLOGY - II

Total Marks :100

Internal Assessment : 25

External Assessment: 75

Credit Hours :4

Contact Hours: 4

Objectives:

To enhance the student to elucidate

- a) the importance of codes in memory;
- b) the structure of language and cognition;
- c) the essentials of thinking, problem solving and decision making;
- d) the principles of cognitive development regarding piagetian and non-piagetian approaches;

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:

Course Outcomes:

The student will be able to understand

- a) the importance of neuropsychology in mental imagery;
- b) the structure of language;
- c) the essentials of thinking, problem solving and decision making;
- d) the development of cognitive approaches;

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 52 : LEARNING DISABILITY

Total Marks :100

Internal Assessment : 25

External Assessment: 75

Credit Points: 4

Contact hours: 4

Objectives :

To enable the student to understand

- a) the basic concepts and the historical aspects of Learning Disabilities;
- b) the types and the classification of Learning Disabilities and the causes and manifestations of reading, writing, spelling and arithmetic disorders;
- c) To understand the concepts of assessment of Learning Disabilities and various assessment techniques of Learning Disabilities;
- d) To understand the techniques of managing learning disabilities;

Unit – I Learning Disability

Definition - Historical Aspects of Learning Disability

Unit - II Types of Learning Disability

Definition - Different Types of Learning Disability - Specific Learning Difficulty - Slow Learner - ADHD with Learning Disability - Non-verbal Learning Disability - Gifted Learning Disability.

Unit-III Classification of Learning Disability

Reading Disorder, Writing Disorder, Spelling Disorder & Arithmetic Disorder - Causes & Manifestation of Learning Disabilities

Unit IV- Assessment

Assessment – Definition .Types - Informal assessment and Formal assessment. Psychological Functions -Intelligence, Attention & Concentration, Visual Motor, Social Maturity, Personality, Emotional Stress, Memory. Assessment of Attitude of Parents / Care givers, Teachers

Unit - V Management Of Learning Disability

Meaning of Remedial Teaching - Formulating and implementation of an Individualized Educational Plan - Teaching Basic Concepts of Language

Course Outcomes:

The student will be able

- a) to identify learning disability;
- b) to classify the types of learning disability;
- c) to identify the symptoms of learning disability;
- d) to help the child to overcome the learning disability;

Reference Books:

1. Teaching Students with Learning Disabilities, 2006, Jim Ysseldyke, Bob Algozzine, Corwin Press, A Sage Publication Company California.
2. Learning Disabilities and ADHD, Second edition, 1997, Betty B. Osman.
3. Day-to-Day Dyslexia in the Classroom, Second edition, Joy Pollock, Elisabeth Waller and RodyPolitt, 2004, RoutledgeFalmer, UK
4. Effective Assessment for Students with Special Needs, 2006, Jim Ysseldyke, Bob Algozzine, Corwin Press, A Sage Publication Company California.
5. Learning Disabilities and Related Disorders Characteristics and Teaching Strategies, Tenth Edition, 2006, Janet Lerner with Frank Kline, Houghton Mifflin Company, USA.
6. Exceptional Learners An introduction to Special Education, Tenth Edition, 2006, Daniel P. Hallahan,

James M. Kauffman, Pearson, USA.

7. Overcoming Dyslexia, Beve Hornsby, 1997, Random House Group Limited

ICPC 53 : YOGA PSYCHOLOGY

Total Marks :100

Internal Assessment : 25

External Assessment: 75

Credit: 4

Contact hours:4 hours per week

Objectives :

To enable the student to understand

- a) the role of yoga in human behavior and the concept of holistic health;
- b) the nature and layers of mind;
- c) Indian approaches to consciousness and human behavior;

Unit-I: Psychology and holistic health

Theoretical understanding of yoga and psychology, concept of holistic health - Spiritual applications of psychology – models of mental health – 5 models of mental health,- Factors contributing to mental health, role of mental health professionals.

Unit-II: Personality integration through yoga

Personality definition, nature, approaches – psychoanalytic – humanistic approaches, trait approaches, behavioural approaches, social – learning approaches, assessment of personality - Perception and attitude formation for total personality integration, role of yoga in personality integration - Leadership – nature, types, theories, contemporary issues – conflict and negotiation.

Unit-III:

The nature of mind, five elements and the mind, meditation and the mind - The three layers of mind: the inner mind or deeper consciousness, intermediate mind or intelligence and outer mind – sensation – emotion - Five sheaths and the mind, the five pranas and the mind, functions of the mind

Unit-IV: Concepts of Psychosomatic disorders

Meaning, definitions of psychosomatic disorders - Concepts of psychosomatic disorders according to taittiriya Upanishad - Role of yoga in psychological problems: mood disorders, major depressive disorder, cyclothymic disorder

Unit-V: Samadhi – super consciousness

Indian approaches to consciousness and human behavior – a new journey into consciousness, the three gunas: how to balance your consciousness - seven stages - The energetic of consciousness: conditioned consciousness, intelligence: the power of perception - States of consciousness nature of consciousness, brain and consciousness- fantasy and day dreaming – characteristics of altered state consciousness.

Course Outcomes:

The student will be able to understand

- a) the importance of yoga in holistic health;
- b) the role of yoga in personality intergration;
- c) the role of yoga in psychological issues and its applications ;

References:

1. Teaching students with learning disabilities, 2006, jimyseldyke, bob algozzine, corwin press, a sage publication company California.
2. Learning disabilities and ADHD, second edition, 1997, betty b. osoman.
3. Day-to-day dyslexia in the classroom, second edition, joy Pollock, Elisabeth waller and rody politt, 2004, routledge falmer. UK
4. Effective assessments for students with special needs, 2006, jimyseldyke, bob algozzine, corwin press, a sage publication company California.

ICPC 54 : PSYCHOPATHOLOGY – I**Total marks : 100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 4****Contact Hours: 4****Objectives:**

To enable the student to understand:

- a) the meaning and historical background of abnormal of behaviour;
- b) the theoretical perspectives of abnormal behavior;
- c) the physical, psychological and social factors of various mental disorders;
- d) the causes and types of anxiety disorders and sexual disorders ;
- e) 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.

Course Outcomes:

The student will be able to learn

- a) the meaning and origin of abnormal psychology.
- b) the theoretical approaches of abnormal behaviour;
- c) the physical, psychological and social causes of mental disorder
- e) the causes of various anxiety and science disorder and also the strategies to overcome these disorders
- d) the nature and treatment of personality disorder;

Text Book:

1. Carson, Butcher & Mineka, 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.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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives

To enable the student

- a) to understand about the western and eastern perspectives on positive psychology;
- b) to classify and measure the human strengths and positive outcomes;
- c) to understand the concept of Positive Psychology in relation to the cultural context;
- d) to understand the process and principles of positive emotional states;

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- Final 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 – authentic happiness.

Course Outcomes:

The student will understand

- a) Different perspectives on Positive Psychology;
- b) the impact of positive thinking
- c) the significance of culture on Positive Psychology
- d) the importance of living well.

Text Book:

1. C.R. Snyder & Shane J. Lopez, 2007, Positive 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

Total Marks : 100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to understand

- a) the emergence of organizational/institution approach to rehabilitation;
- b) the scope and role of a Psychologist in the rehabilitation;
- c) the institutional network for rehabilitation service organization;
- d) the employment and development of professional services;
- e) the 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-111

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 resource management and development – team building.

Unit -V

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

Course Outcomes:

The student will be able to familiar with

- a) the various approaches to disability;
- b) the various schemes and ACP;
- c) the difference between organizational culture and climate;
- d) the function of HRM and HRD;
- e) the factors influencing organizational climate;

Text Book:

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

ICPC 61 : SCHOOL COUNSELLING

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student

- a) to understand the importance of School Counselling;
- b) to learn about the professional identity of school counselors in India;
- c) to understand the various models of School Counselling;
- d) to define the various areas of School Counselling;
- e) to deal with suicidal thoughts, depression etc;

Unit I: Fundamentals in School Counselling

School Counselling: Development of School Counselling-Scope- Counselor's role within school setting.
*Professional and Ethical Boundaries in School Counselling:*Confidentiality and the Law- Codes of Confidentialitywith Pupil Clients in School- Child Protection and Codes of Confidentiality-Professional Identity of School Counselors in India

Unit II: Models of School Counselling

Adler's Theories in School Counselling- Rogers's Person- (Child)-Centered School Counselling- Behaviorism- Ellis's Rational Emotive Behavior Therapy in School Counselling- Beck's Cognitive Behavioral Therapy in School Counselling. Glasser's Reality Therapy Supported by Choice Theory in School Counselling- Group Counselling.

Brief Counselling Models: Evidence based counselling- Brief therapy- Egan's Three-Stage Model- Motivational Interviewing. Solution-Focused Brief Counselling- Narrative Therapy- Coaching Skills- Strengths Based Counselling in the Schools- Virtual Counselling- Positive Psychology and School-Based Interventions.

Unit III: Identity Crisis, Parental Separation and Loss

Identity Crisis among Adolescents: Erikson's theory and Marcia's theory. *Parental Separation and Stepparent Conflict:* Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents. *Loss and Bereavement:* The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling.

Unit IV: Bullying and Other Issues

Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. *Anger, Aggression and Violence in Schools:* Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils. *Sexual Inclination and Conduct:* Heterosexual Inclination and Conduct- Counselling For Heterosexual Young People- Counselling For Homosexual Young People. *Smoking, Drugs and Alcohol Misuse:* Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems.

Unit V: Depression, Life Meaning and Spiritual Emptiness

Low Self-Esteem, Depression and Suicidal Thoughts: Counselling for Self-Esteem- Counselling Depressed Young People- Counselling people with Suicidal Thoughts- Counselling the Sexually Abused. *Life Meaning and Spiritual Emptiness:* Spirituality in the Western Life Style- Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality-Centered Counselling.

Course Outcomes:

The student will be able to understand:

- a) the emergence of institutional approach to rehabilitation.
- b) Role of Psychology in rehabilitation.
- c) The significance of network for rehabilitation.
- d) Will develop skills for professional service
- e) The organization, environment interface

Text Book:

1. Lines, D. (2011). *Brief counselling in schools: Working with young people from 11 to 18*. Sage.

Reference Books:

1. Baginsky, W. (2004). School counselling in England, Wales and Northern Ireland: a review. *London: National Society for the Prevention of Cruelty to Children*.
2. Chandrashekar C.R. (Editor) (2008) Manual for college teachers on students counselling, National Institute of Mental Health & Neuro Sciences, Bangalore.
3. Kandi, S. (2014). Prevalence of Counselling Needs in Late Adolescent College Students of India. *Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, 4(2).
4. Miller, D. N., Nickerson, A. B., & Jimerson, S. R. (2009). Positive psychology and school-based interventions. *Handbook of positive psychology in schools*, 293-304.
5. Ramakrishnan, V. K., & Jalajakumari, V. (2013). Significance of imparting guidance and counselling programmes for adolescent students. *Asia Pacific Journal of Research*, 2(9), 102-112.
6. Robert J. Wright. (2012). *Introduction to School Counselling*. Sage Publications

7. Venkatesan, S., & Shyam, H. R. (2015). Professional identity of school counselors in India. *Journal of the Indian Academy of Applied Psychology*, 41(1), 25.

ICPC 62 : POSITIVE PSYCHOLOGY – II

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives

To enable the student

- a) to understand the nature, definition and history of Positive Psychology;
- b) to understand the significance of positive cognitive state and its processes;
- c) to learn about various theories of wisdom;
- d) to understand the importance of mindfulness and 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, Gratitude, 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

Course Outcomes:

The student will be able

- a) to understand the nature, definition and history of Positive Psychology;
- b) to understand the significance of positive cognitive state and its processes;
- c) to learn about various theories of wisdom;
- d) to understand the importance of mindfulness and prosocial behaviour;

TextBook:

1. C.R. Snyder & Shane J. Lopez, 2007, Positive 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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to understand;

- a) the nature, treatment strategies of various mood disorders;
- b) the characteristics and types of schizophrenic disorders;
- c) the etiological factors of cognitive impairment;
- d) the physiological and psychological symptoms related to various substance abuse disorders;
- e) 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 - therapeutic approaches - Long - Term outcome studies.

Unit-III : Cognitive Impairment Disorders

The brain: An International perspective - Delirium - Dementia - Amnesic 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.

Course Outcomes:

The student will be able to understand

- a) the treatment strategies for various mood disorders;
- b) the types and treatment of schizophrenic disorders;
- c) the etiological factors of cognitive impairment;
- d)the physiological and psychological symptoms related to various substance abuse disorders;
- e) the application of various behaviourable therapeutic techniques;

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

ICPC 64 : FORENSIC PSYCHOLOGY

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student

- a) to understand the nature, definition and history of Forensic Psychology;
- b) to know the various concepts;
- c) identify the clinical issues in forensic assessment ;
- d) to perform treatment and rehabilitation for high-risk occupations;

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 Committing 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 Included 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.

Course Outcomes:

The student will be able

- a) to get familiar with the nature and history of Forensic Psychology;
- b) to gain knowledge regarding the various approaches of Forensic Psychology;
- c) to understand the clinical issues in Forensic Assessment;

Textbook:

1. 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

ICPP 65 : EXPERIMENTAL PSYCHOLOGY (PRACTICAL – I)

Total Marks :100

Credit Hours : 5

Internal Assessment : 25

Contact Hours: 4

External Assessment : 75

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:

To enable the student

- a) to understand the various methods of psychological assessments;
- b) to gain knowledge regarding the interpretation of data;
- c) to prepare the experimental record;

List of Experiments:

1. Visual Acuity
2. Span of Attention
3. Habit Interference
4. Alexander Passalong Test
5. Modified Alpha Examination Form 9
6. Ravens (APM)
7. Concept Formation
8. Thurstone's Interest Schedule
9. Sociometry (Social Distance)
10. Radicalism – Conservatism Scale
11. Religious Attitude Scale

12. Test Anxiety Scale
13. Seguin Form Board Test (SFBT)
14. Child Behavior Check list (CBCL)
15. Vinland Social Maturity Scale
16. Binet Kamat Test (BKT)
17. Bhatia's Battery of Intelligence
18. Malin's Indian Scale for Indian Children(MISIC)

The student should do any one of the following activity based experiment.

19. Creativity Thinking
20. Distraction of Attention
21. Memory

Course Outcomes:

The student will be able

- a) to assess various psychological characteristics;
- b) to familiarize with the Intelligence tests;
- c) to acquire knowledge about the psychometric properties;

IVEC 66 : VALUE EDUCATION

Total marks :100

Internal Assesment : 25

External Assesment : 75

Credit Hours :3

Contact Hours: 3

Objectives:

To teach the student about the purpose of his/her life and to instill a moral concern for the society.

Unit - I

Value education – Meaning – Nature and Purpose
Importance of Value Education

Unit – II

Basic Features of Rational Ethics
Moral Consciousness and Conscience
Love – the Ultimate Moral Norm

Unit – III

Morality and Freedom - Human Freedom and Moral Responsibility
God, Religion and Morality
Sanction for Moral Life.

Unit – IV

Social Ethics: Value of Life and Human Beings
Liberty, Equality and Fraternity

Unit – V

Ethical Issues Today: Religious Ethics, Family Ethics
Political Ethics - Business Ethics
Ethics and Culture.

Course Outcomes:

The student will be able

- a) to know the importance of value education;
- b) to gain knowledge about the features of rational ethics;
- c) to understand the significance of social ethics;

Reference Books:

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

ICPC 71 : NEUROPSYCHOLOGY – I**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 4****Contact Hours: 4****Objectives:**

To empower the student to understand

- a) the historical background and modern trends in Neuropsychology;
- b) the nature of basic anatomy of the brain and its functions;
- c) the structure and functions of various lobes;
- d) the anatomical features of occipital lobes and hemispheric asymmetry;
- e) the various 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.

Unit II :Basic Anatomy of the Brain

Anatomical terms of relationship - The covering of the brain - The cerebrospinal fluid system - gross topography of the brain .

Unit III :Basic Anatomy 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-IV : Elements of Neurology

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

Unit V : 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.

Course Outcomes:

The student will be able

- a) to understand the functions of the brain;
- b) to gain knowledge about the functions of nervous system;
- c) to understand the functions of lobes and neurotransmitters?
- d) to familiarize with the basic anatomy of the brain;

Text Book:

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

Reference Books:

1. Alex Gilonder., Stephen Tonyz - Pierre J.V. Beumont and H.A. Gicero Beng. 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, Clinical Neuropsychology.

ICPC 72 : PSYCHODIAGNOSTICS

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours :5

Contact Hours: 5

Objectives:

To enable the student

- a) to collect case history and MSE;
- b) to assess the intelligence and personality;
- c) to learn about the development and administration of psychiatric rating scales;
- d) to understand the use of various screening tests to identify the substance abuse disorder;

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).

Course Outcomes:

The student will be able

- a) to collect case history and MSE;
- b) to assess the intelligence and personality;
- c) to administer various psychiatric rating scales;

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.
3. Psychiatric Rating Scales (1975) (Vol.III) Self – Report Rating Scales. Hoffmann - La Roche Inc.
4. Burdock, EI. Sudlovsky and Gerhom, S. (1982). *The Behaviour of Psychiatric Patients. Quantitative Techniques for Evaluation*. 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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To enable the student to understand

- a) the meaning, background and foundation of health psychology;
- b) the meaning, nature, symptoms and factors related to stress;
- c) the concept of behaviour and health promotion;
- d) the components of healthy diet;
- e) the 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 – languhity and span of health life – life style risk factor – inter disciplinary perspective on

prevention – illness – barrier 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.

Course Outcomes:

The student will be able to gain knowledge about

- the sources and the coping mechanism of stress;
- the concept of behavior and health promotions;
- the mechanism of drug actions;

Text Book:

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

Reference Books:

- Briffiths, D. (1981) *Psychology and Medicine*. The MacMillam Press Ltd. London.
- Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.
- Straub, R. O. (2002). *Health Psychology*, N D: Worth Publications.
- Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth

ICPC 74 : RESEARCH METHODOLOGY

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To enable the student to understand

- the nature, meaning and types of research;
- the 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 report writing;
- the meaning and types of correlation;

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.

Course Outcomes:

The student will be able to understand

- a) the meaning and types of research problem;
- b) the formulation, testing of hypotheses and types of experimental variables;
- c) the different research sample designs and sampling designs;
- d) the various methods of data collection, interpretation and report writing;

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.

ICPE 75 : PERSONALITY DEVELOPMENT (Elective)

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 3

Contact Hours: 3

Objectives:

To enable the student to understand

- a) the meaning of personality;
- b) the physical and intellectual determinants of personality development;

- c) the emotional and social determinants of personality development;
- d) the concept of aspirations, achievement and gender as a determinants of personality;
- e) the 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.

Course Outcomes:

The student will be able to understand

- a) the various determinants of personality;
- b) the meaning of success and failure;

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 : NEUROPSYCHOLOGY - II**Total Marks :100****Credit Hours :5****Internal Assessment : 25****Contact Hours: 5****External Assessment : 75****Objectives:**

To enable the student to learn about

- a) the functions of various lobes;
- b) the concept of cerebral dominance;
- c) the various neuropsychological assessments;

Unit-I : 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

Unit II

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-III: The Occipital lobes

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

Unit IV :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.

Course Outcomes:

The student will be able to understand

- a) the functions of various lobes;
- b) the concept of cerebral dominance and various neuropsychological assessments;
- c) the neuropsychological syndrome

Text Book:

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

Reference Books:

1. Alex Gilonder., Stephen Tonyz - Pierre J.V. Beumont 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, Clinical Neuropsychology.
5. Egor Gant and Kennet Madans, Neuro Psychological Assessment of Neuropsychiatric Disorder. New York :Oxford.

ICPC 82 : HEALTH PSYCHOLOGY-II

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours:4

Objectives:

To enable the student to understand

- a) the chronic illness and its responsible factors;
- b) HIV and AIDS;
- c) the nature and types of pain;
- d) the various preventive programmes;

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.

Course Outcomes:

The student will be able to understand

- a) the risk factors of various chronic diseases;
- b) the health care intervention, therapies and career perspectives in Health Psychology;
- c) the methods for measuring the pain;

Text Books:

1. Health psychology by Richard.O. Straub 2001 1st Edition – Work publication, New York
2. Health psychology by Philips 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.
4. Brannon,L& Feist,J(2001), *Health Psychology*, Singapore Wordsworth

ICPC 83 : PSYCHOTHERAPEUTICS – I

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To empower the student to understand

- a) the ethical issues in counseling practices
- b) the application and the process of various psychotherapies
- c) the therapeutic processes

UNIT 1- The Counselor: Person and Professional

Introduction - The Counselor as a Therapeutic Person - Personal Therapy for the Counselor
 -The Counselor's Values and the Therapeutic Process - Becoming an Effective Multicultural Counselor -
 Issues Faced by Beginning Therapists - Summary

Ethical Issues in Counseling Practice

Introduction - Putting Clients' Needs Before Your Own - Ethical Decision Making -The Right of Informed
 Consent - Dimensions of Confidentiality - Ethical Issues in a Multicultural Perspective - Ethical Issues in
 the Assessment Process - The Value of Evidence-Based Practice - Dual and Multiple Relationships in
 Counseling Practice - Summary - Where to Go From Here - Recommended Supplementary Readings for
 Part - References and Suggested Readings for Part

UNIT 2- Psychoanalytic Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and
 Procedures - Jung's Perspective on the Development of Personality - Contemporary Trends: Object-
 Relations Theory, Self Psychology, and Relational Psychoanalysis - Psychoanalytic Therapy From a
 Multicultural Perspective - Summary and Evaluation -Psychoanalytic Therapy Applied to the Case of Stan
 - Where to Go From Here - Recommended Supplementary Readings -
 References and Suggested Readings

Adlerian Therapy

Introduction - Key Concepts -The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Adlerian Therapy From a Multicultural Perspective - Summary and Evaluation Adlerian Therapy Applied to the Case of Stan -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

UNIT 3- Existential Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Existential Therapy From a Multicultural Perspective - Summary and Evaluation -Existential Therapy Applied to the Case of Stan -Where to Go From Here -Recommended Supplementary Readings - References and Suggested Readings

UNIT 4- Person-Centered Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Person-Centered Expressive Arts Therapy - Person-Centered Therapy From a Multicultural Perspective - Person-Centered Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

UNIT 5- Gestalt Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Gestalt Therapy From a Multicultural Perspective - Gestalt Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

Behavior Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Behavior Therapy From a Multicultural Perspective - Behavior Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

Course Outcomes:

The student will be able to understand

- a) the significance of counseling practices;
- b) the ethical issues in counseling;
- c) the key concepts and the process involved in various psychotherapies;

Text book:

1. Gerald corey , *Theory and practice of counseling and psychotherapy* : (8 th Edn), 2009.

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

ICPP 84 : EXPERIMENTAL PSYCHOLOGY (PRACTICAL – II)

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours:4

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:

To empower the student

- a) to understand the general principles of Experimental Psychology;
- b) to perform various clinical assessments;
- c) to make provisional diagnosis through the assessments;

List of Experiments:

1. Taylor's Manifest Anxiety Scale.
2. Brief Psychiatric Rating Scale (BPRS)
3. Spielberger's State and trait Inventory (STAI)
4. Beck's Depression Inventory (BDI)
5. Rathu's Assertiveness Questionnaire
6. Stress Symptom Check list
7. Type A/B Personality Test (Jenkins Activity survey)
8. Mental Health Questionnaire
9. Emotional Maturity Scale
10. Study Skill Questionnaire
11. Maslowian Need Inventory (MAS)
12. Multiphasic Personality Questionnaire
13. Indian Scale for Assessment of Autism
14. Developmental Screening Test
15. NIMHANS LD Battery
16. Learned Helplessness
17. Stress Coping Skills

The Student should do any one of the following activity based experiment.

18. Preparation of Research Proposal
19. Case Diagnostics
20. Projective Techniques

various clinical assessments;

c) to make provisional diagnosis through the assessments;

d) to assess the personality traits,

Course

Outcomes:

The student will be able

- a) to understand the general principles of Experimental Psychology;
- b) to perform

ICPC 91 : HOSPITAL MANAGEMENT

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To familiarize the student about

- a) the functioning of the hospital and the management of health services organizations;
- b) the compensation management and management of hospital waste;
- c) the health administration and the process involved in personnel recruitment;
- d) the use of behavioural information systems in the management of human service organization;
- e) 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.

Course Outcomes:

The student will be able to explain

- a) the essential features of hospital management;
- b) the concept of hospital administration;
- c) the ways of managing hospital wastage;

Text Book :

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

Reference Book:

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

ICPC 92 : COUNSELLING PSYCHOLOGY

Total marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours :4

Contact Hours: 4

Objectives:

To empower the student to explain:

- a) the history, need and foundation of Counselling Psychology;
- b) the various approaches to counselling;
- c) the theories, skills, assessment and diagnostic process in counselling;
- d) 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 in developing personal theory - Procedure followed so far -Pivotal counselling skills.

Assessment, Testing and the Diagnostic Process : The meaning of assessment - The role of testing in 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 -specialized skills of group work.

Marital family and Sex counselling : Family versus individual counselling - Family counselling theories - Power in relationships -Symptoms and 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 of 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 ethnic 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.

Course Outcomes:

The student will be able to understand

- a) the various types of counseling and its applications;
- b) the ethical and legal issues involved in counseling;
- c) the assessment methods in counseling;

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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To enable the student to understand

- a) the meaning, definition and methods of Rehabilitation Psychology;
- b) the concept of disability and impairment;
- c) the various models of rehabilitation ;
- d) the government schemes and policies;

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.

Course Outcomes:

The student will be able to understand

- a) the meaning, objectives and scope of this field;
- b) the difference between disability and impairment;
- c)the government schemes, policies, Acts and legislation;

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.

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To empower the student to learn about

- a) the various psychotherapies;
- b) the issues related to the psychotherapies;

Unit 1-Cognitive Behavior Therapy

Introduction - Albert Ellis's Rational Emotive Behavior Therapy - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures -Aaron Beck's Cognitive Therapy -Donald Meichenbaum's Cognitive Behavior Modification – Cognitive Behavior Therapy From a Multicultural Perspective - Cognitive Behavior Therapy Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings – References and Suggested Readings

Unit 2-Reality Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Reality Therapy From a Multicultural Perspective - Reality Therapy Applied to the Case of Stan - Summary and Evaluation -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

Feminist Therapy

Introduction - Key Concepts - The Therapeutic Process - Application: Therapeutic Techniques and Procedures - Feminist Therapy From a Multicultural Perspective - Feminist Therapy Applied to the Case of Stan -Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings .

Unit 3-Postmodern Approaches

Introduction to Social Constructionism - Solution-Focused Brief Therapy - Narrative Therapy -Postmodern Approaches From a Multicultural Perspective - Postmodern Approaches Applied to the Case of Stan - Summary and Evaluation - Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings.

Unit 4-Family Systems Therapy

Introduction - The Development of Family Systems Therapy - Eight Lenses in Family Systems Therapy - A Multilensed Process of Family Therapy - Family Systems Therapy From a Multicultural Perspective - Family Systems Therapy Applied to the Case of Stan - Summary and Evaluation -Where to Go From Here - Recommended Supplementary Readings - References and Suggested Readings

Unit 5-An Integrative Perspective

Introduction - The Movement Toward Psychotherapy Integration - Issues Related to the Therapeutic Process - The Place of Techniques and Evaluation in Counseling - Summary - Where to Go From Here - Recommended Supplementary Readings- References and Suggested Readings .Case Illustration: An Integrative Approach to Working With Stan Counseling Stan: Integration of Therapies - Concluding Comments.

Course Outcomes:

The student will be able to understand

- a) the concept of various psychotherapies;
- b)the therapeutic process involved in various psychotherapies;

Text Book

1. Gerald corey , *Theory and practice of counseling and psychotherapy* : (8 th Edn), 2009.

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

ISSC 95 : SOFT SKILL DEVELOPMENT

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 3

Contact Hours: 3

Objectives:

To train the student

- a) to develop the essential soft skills required for personality development;
- b) to develop their employability skills;

Unit - 1: Soft Skills and Personality Development Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self Awareness, Self Development and Self Realisation – Power of Positive Attitude – Etiquette and Manners. Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

Unit - 2: Communication Skills Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation. Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats – Types of Business Letters – Memos – Agenda and Minutes. Non-verbal Communication: Body Language and Proxemics.

Unit - 3: Interpersonal Skills Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis. Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion – Empathy – Managing Emotions – Negotiation: Types, Stages and Skills – Counselling Skills.

Unit - 4: Employability Skills Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

Unit - 5: Professional Skills Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management – Stress Management: Resolving Techniques.

Course Outcomes:

The student will be able to understand

- a) the importance of personality development;
- b) the importance of team building skills and significance of etiquette;

Reference Books:

1. B.N. Ghosh, Managing Soft Skills for Personality Development (Ed). New Delhi, Tata McGraw Hill Education Pvt. Ltd., 2012.
2. Krishna Mohan, Meera Banerji, Developing Communication Skills, 2 nd Edition, New Delhi MacMillan Publishers India Ltd., 2009.
3. Neera Jain, Shoma Mukherji, Effective Business Communication, New Delhi, Tata McGraw Hill Education Pvt. Ltd., 2012.
4. M.S. Rao, Soft Skills - Enhancing Employability: Connecting Campus with Cororate, New Delhi, I.K International Publishing House Pvt. Ltd., 2011.
5. M. Ashraf Rizwi, Effective Technical Communication,. New Delhi, Tata McGraw Hill Education Pvt. Ltd., 2010.
6. Bretag Tracey, Crossman Joanna, Bordia Sarbari, Communication Skills, New Delhi, Tata McGraw Hill Education Pvt. Ltd., 2012.

ICPC 101 : MODERN CLINICAL PSYCHOLOGY

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 4

Contact Hours: 4

Objectives:

To enable the student to understand

- a) the tradition and development of Clinical Psychology;
- b) the role Clinical Psychologist;
- c) the importance of psychological testing;
- d) the various models of 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.

Course Outcomes:

The student will be able to understand

- the history of Clinical Psychology;
- the concept of mental health;
- the various issues involved in 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

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 5

Objectives:

To enable the student

- to collect the case history and MSE in the clinical settings;
- to make provisional diagnosis;
- to prepare case report;

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.

Course Outcomes:

The student will be able

- to collect case history and MSE from the client;
- to diagnose the psychological disturbances in the client;

ICPP 103: EXPERIMENTAL PSYCHOLOGY (PRACTICAL – III)

Total Marks :100

Internal Assessment : 25

External Assessment : 75

Credit Hours : 5

Contact Hours: 4

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:

To enable the student

- a) to understand the methods of giving instruction to the subjects and to conduct the experiment;
- b) to understand the methods of administration of scales;
- c) to assess the various psychological characteristics;
- d) to use both the clinical and the non clinical psychometric scales;

List of Experiments:

1. Eysenck Personality Questionnaire (EPQ)
2. Cornell Index
3. Extent of Illusion: Method of Average Error
4. Determination of DL by minimal changes
5. Family Environment Scale
6. General Health Questionnaire
7. Mini Mental State Examination
8. Beck's Anxiety Scale
9. Cognitive Distortion Check list
10. Stress Scale
11. Emotional Intelligence Scale
12. Alcohol Dependence Scale
13. Yale Brown Obsessive- Compulsive Scale
14. Ego State Inventory
15. Clinical Analysis Questionnaire (CAQ)
16. Schizotypy
17. Problem Solving

The student should do any one of the following activity based Experiment

18. Memory
19. Learning
20. Stress

Course Outcomes:

The student will be able to

- a) assess the various psychological characteristics;
- b) prepare record for the experiments;
- c) to understand the methods of giving instruction to the subjects and to conduct the experiment;
- d) to understand the methods of administration of scales;
- e) to assess the various psychological characteristics;

ICPP 104 : PROJECT AND VIVA-VOCE**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 5****Contact Hours: 4****Objectives:**

To familiarize the student with

- a) the various process involved in research
- b) the various steps involved in research report writing

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.

Out Comes:

After the completion of the project, the student will be able to gain knowledge about the stages and the various process involved in the research and will be practiced to prepare research report.

ICPE 105 : STRESS MANAGEMENT (Elective)**Total Marks :100****Internal Assessment : 25****External Assessment : 75****Credit Hours : 3****Contact Hours: 3****Objectives:**

To enable the student to understand

- a) the nature and sources of stress;
- b) the physiological, psychological and personality factors related to stress;
- c) the relationship between stress and psycho-somatic illness;
- d) the significance of stress coping strategies;

Unit-I Introduction

Definition- Nature of stress- Alarm 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.

Course Outcomes:

The student will be able to understand

- a) the techniques of stress management;
- b) the various types of stress disorders;
- c) the relationship between stress and psycho-somatic illness ;
- d) the significance of stress coping strategies;

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.
3. Wade, C & Tavris, C. (1987). *Psychology*. New York: Harper and Row Publishers.

Reference Books:

1. McLean, A. (1979). *Work Stress*. California: Addison- Wesley Publishing Co.
 2. Plotnik, R. (1993). *Introduction to Psychology*. California: Brooks/Cole Publishing Co
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