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.

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

Sessional Test–I will be a combination of a variety of tools such as class test, assignment and paper presentation that 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.
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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.
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**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

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**ANNAMALAI UNIVERSITY**  
**Department of Psychology**  
**M.Sc. Clinical Psychology - Five Year Integrated Programme**  
**2019-2020**
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REVISED SYLLABUS
FIRST SEMESTER

ITAC 11 TAMIL – I /IHIC 11 HINDI – I /IFRC 11 FRENCH – I

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

IENC 12  ENGLISH: ENGLISH THROUGH LITERATURE I: PROSE

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

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:
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.

Unit–II : Brain

Unit–III : Nervous System

Unit–IV : Hearing and other Senses

Basic Perceptual Processes

Unit–V : Influences on Perception

Consciousness, Sleep and Dreams

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:**

**Reference Books:**

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**ICPC 14 : LIFESPAN PSYCHOLOGY - I**

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**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**

**Unit–II : Conception To Birth**

**Unit–III : Early Childhood**

**Unit–IV : Middle Childhood**

Unit-V : Adolescence

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:

Reference Books:

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:**

**Reference Books:**

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**ALLIED – I ICPA 16: MEDICAL SOCIOLOGY**

**Total Marks** : 100  
**Credit Hours** : 3

**Internal Assessment** : 25  
**Contact Hours**: 3

**External Assessment** : 75

**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:**

**Reference Books:**
3) Goel, S.L. *Health care Administration policy making and planning*. New Delhi: Streling Publishers
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

**IENC 22 : ENGLISH THROUGH LITERATURE II: POETRY**

- Total marks: 100
- Internal Assessment: 25
- External Assessment: 75

**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. PB Shelley “Ozymandias”
5. Alfred Tennyson “The Brook”
6. Hillaire Belloc “Matilda”
Unit III
7. Robert Frost “Stopping by Woods on a Snowy”
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”
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

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
Emotion

Unit–II : Learning Classical Conditioning

Operant Conditioning and Cognitive Learning

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

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

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

Unit–V : Personality

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:

Reference Books:
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
appililies – 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 latelife.

Unit–V: Death & Bereavement
The many faces of death – Psychological issues – Special losses – Medical, Legal and ethical issues –
Finding meaning and purpose in life and death.

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 breavement.

Text Books:

Reference Books:
ICPC 25 : BIOPSYCHOLOGY – I

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

Credit Hours : 4
Contact Hours: 4

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.

Unit–II : Neurophysiology
Conduction, Transmission, and the Integration of Neural Signals
Electrical signals are the vocabulary of the Nervous System -The sequence of transmission process at chemical synapses – Neurons and synapses combine to make circuits gross Electrical Activity of the Human Brain.

Unit–III
The Chemical Base of Behaviour: Neurotransmitters and Neuropharmacology .
Many chemical neurotransmitters have been identified -Neurotransmitter system from a complex array in the brain -Research on Drugs range from molecular processes to effects on transmission -Drugs that affect the brain can be divided into functional classes -Drug abuse is pervasive.

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

Unit–V

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
ALLIED–II ICPA 26 : HEALTH POLICIES & PROGRAMMES

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

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

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


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).

ITAC 31 TAMIL–I / IHIC 31 HINDI–I / IFRC 31 FRENCH–I

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

IENC 32 ENGLISH THROUGH LITERATURE III: DRAMA

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

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:

ICPC 33 : BIOPSYCHOLOGY-II

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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**

**Hearing, Vestibular Perception, Testing and Smell**

Unit–II
**Vision**

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

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

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

Unit–IV

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

Temperature, Food and Energy regulation.

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

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

Biological Rythms, Sleep, and Dreaming

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

Unit–V

Learning and memory: Biological perspectives

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

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:

**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**  

**Unit–II : Nutrition in pregnancy and 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.


**Unit–IV : Malnutrition and eating disorder**  

**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.
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

Unit–II : The social self

Unit–III : Social perception

Unit–IV : Attitudes
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:

Reference Books:

ICAC 36: COMPUTER AND ITS APPLICATIONS

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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**


Fundamentals of HTML, TCPMP and E-Commerce.

**Unit IV**

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

**Unit V**


**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:**

2. Ron White, How Computers Work, BPB.
3. Christian Crumlish - The ABCs of the Internet

**Reference Books:**

4. James Meade, David Growder, Rhonda Growder- Microsoft DHTML.
ALLIED–III : ICPA 37 RURAL HEALTH MANAGEMENT

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

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

Unit–III
Patterns of Health Facilities – Primary Health Care concept – Health workers Sectoral Approach.

Unit–IV

Unit–V

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

ITAC 41 / TAMIL – I / IHIC 41 HINDI – I / IFRC 41 FRENCH – I

Total Marks :100
Internal Assessment : 25
External Assessment : 75
IEPC 42 : ENGLISH THROUGH LITERATURE IV: SHORT STORY

Total Marks : 100
Internal Assessment : 25
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
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 Outcome
The student will be able
a) to improve the competence in English
b) to develop story reading habits
c) to improve the vocabulary

Text Book:

ICPC 43 : SOCIAL PSYCHOLOGY – II

Total Marks : 100
Internal Assessment : 25
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

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

Unit–IV : Close Relationships

Unit–V : Interpersonal aggression

Altruism
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:

Reference Books:

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 Resonance Imaging (FMRI)
Other Brain—Recording Techniques: Electroencephalography (EEG)—Event—Related Potential (ERP)—Transcranial Magnetic Stimulation (TMS)

Unit—II
Perception: Recognizing Pattern and Objects

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

Unit—IV
Working Memory: Forming and Using New Memory Traces—Traditional Approaches of the Study of memory—Sensory Memory—Iconic Memory—Echoic Memory—Short-Term Memory—Capacity and Coding—Retention Duration and Forgetting—Retrieval of Information
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

Unit—V

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:**

**Reference Books:**

**ICPC 45 : THEORIES OF PERSONALITY**

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**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**

**Unit II**
Unit III


Unit IV


Unit V


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:

Reference Books:
1. Adler G. 1948,Studies in analytical psychology , New York , Norton,

ICPC 46 : PSYCHOLOGY OF ADJUSTMENT

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

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**


**Coping Processes**


**Unit–II : The Self**


**Social Thinking**

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

**Interpersonal Communication.**


**Unit–III : Friendship and Love**

Marriage and Intimate Relationships

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

Unit–V : Development and Expression of Sexuality

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) the 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 characteristics in selecting a causes.

**Text Books:**

**ICPCA 47 : PSYCHOLOGICAL STATISTICS**

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<td>To enhance the ability of the student to elucidate:</td>
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<tr>
<td>a) the principles of Statistics and the types of variables;</td>
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<td>b) the meaning and computation of the measures of central tendency and the measures of variability;</td>
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<td>c) the meaning, computation and interpretation of correlation;</td>
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<tr>
<td>d) the probability and mathematical distribution statistical estimations and inferences an significance of differences;</td>
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<td>e) the central features and applications of chi-square and analysis of variance;</td>
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**Unit–I : Introduction**

**Unit–II : Descriptive Statistics**

**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:

Reference Books:

ICPC 51 : COGNITIVE PSYCHOLOGY - II

Total Marks :100 Internal Assessment : 25
Contact Hours: 4
Credit Hours :4
External Assessment: 75

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
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


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:


Unit IV: Cognitive Development Through Adolescence:


- 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 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:

Reference Books:
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.
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,
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

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 taittriya 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 integration;
c) the role of yoga in psychological issues and its applications;
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

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:

Reference Books:

ICPC 55: POSITIVE PSYCHOLOGY – I

Total Marks: 100 Credit Hours: 4
Internal Assessment: 25 Contact Hours: 4
External Assessment: 75

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 –

Unit – II

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**


**Unit -V**


**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:**

**Reference Books:**

**ICPC : 56 INSTITUTIONAL APPROACHES TO DISABILITY**

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**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 recourse management and development – team building.

Unit -V

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:

ICPC 61 : SCHOOL COUNSELLING

Total Marks :100 Credit Hours : 4
Internal Assessment : 25 Contact Hours: 4
External Assessment : 75

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-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:
- the emergence of institutional approach to rehabilitation.
- Role of Psychology in rehabilitation.
- The significance of network for rehabilitation.
- Will develop skills for professional service
- The organization, environment interface

Text Book:

Reference Books:
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, socioemotional 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 storytelling—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:**

**Reference Books:**

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**ICPC 63: PSYCHOPATHOLOGY- II**

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**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**

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

**Unit–III : Cognitive Impairment 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**

**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:**

**Reference Books:**

**ICPC 64 : FORENSIC PSYCHOLOGY**

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**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**

**Place Settings**

Unit - II
The Legal Setting

Ideological Context

Unit - III
Political Context

Theory

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

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:**

**Reference Books:**

**ICPP 65 : EXPERIMENTAL PSYCHOLOGY ( PRACTICAL – I )**

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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 assessment;
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. Thustones 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 | Credit Hours : 3  
| Internal Assessment | 25 | Contact Hours: 3  
| External Assessment | 75 |

**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;
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 neurological 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:

Reference Books:
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

Unit–II : Psychiatric Diagnostic Criteria
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

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

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:

Reference Books:

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


Unit–II

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

Unit–III

**Behaviour and health promotion:** Meaning of health promotion- Behaviour imminogens and pathogens – langhity and span of health life – life style risk factor – inter disciplinary perspective on

Unit–IV


Unit–V


**Course Outcomes:**
The student will be able to gain knowledge about
a) the sources and the coping mechanism of stress;
b) the concept of behavior and health promotions;
c) the mechanism of drug actions;

**Text Book:**

**Reference Books:**

**ICPC 74 : RESEARCH METHODOLOGY**

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**Objectives:**
To enable the student to understand
a) the nature, meaning and types of research;
b) the formulation and testing of hypotheses, the types of experimental variables and the methods of control;
c) the different research designs and sampling designs;
d) the various methods of data collection, interpretation and report writing;
e) the meaning and types of correlation;

**Unit–I**

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


**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:**

**Reference Books:**

**ICPE 75 : PERSONALITY DEVELOPMENT (Elective)**

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**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:**

**Social Determinants:**

**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:**

**Family Determinants:**

**Course Outcomes:**
The student will be able to understand
a) the various determinants of personality;
b) the meaning of success and failure;

**Text Books:**
ICPC 81 : NEUROPSYCHOLOGY - II

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

Credit Hours :5
Contact Hours: 5

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

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

Neuropsychological 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:

Reference Books:

ICPC 82 : HEALTH PSYCHOLOGY-II

Total Marks :100 Credit Hours : 4
Internal Assessment : 25 Contact Hours:4
External Assessment : 75

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
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

Unit–IV

Unit–V

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:

Reference Books:

ICPC 83 : PSYCHOTHERAPEUTICS – I

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

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 -

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 - 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:

Reference Books:

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,

**ICPC 91 : HOSPITAL MANAGEMENT**

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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 precautions 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:**

**Reference Book:**

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**ICPC 92 : COUNSELLING PSYCHOLOGY**

**Total marks** :100  
**Credit Hours**:4  
**Internal Assessment**: 25  
**Contact Hours**: 4  
**External Assessment**: 75

**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 counselling - 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.


**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 as solutions - Case example of family counselling in action - Interpreting symptoms as metaphors - Diagnostic questions - Reframing - Directives - Ethical issues in family counselling - Sex counselling.

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

**Addictions Counselling**: Symptoms of addiction - Drug use and drug abuse - Our drug culture - Counsellors knowing of drugs - Effects 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**:

**Reference Books**

**ICPC 93: REHABILITATION PSYCHOLOGY**

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<th>External Assessment</th>
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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

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

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:

Reference Books:
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
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

Unit - 2: Communication Skills

Unit - 3: Interpersonal 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

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:

Reference Books

ICPC 101 : MODERN CLINICAL PSYCHOLOGY

Total Marks : 100 Credit Hours : 4
Internal Assessment : 25 Contact Hours: 4
External Assessment : 75

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

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

Course Outcomes:
The student will be able to understand
a) the history of Clinical Psychology;
b) the concept of mental health;
c) the various issues involved in psychotherapy;

Text Books:

Reference Book:

ICPC 102 : CASE STUDIES

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Objectives:
To enable the student
a) to collect the case history and MSE in the clinical settings;
b) to make provisional diagnosis;
c) 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
a) to collect case history and MSE from the client;
b) to diagnose the psychological disturbances in the client;

ICPP 103: EXPERIMENTAL PSYCHOLOGY ( PRACTICAL – III )

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

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

Unit –III Stress Disorders
Acute Stress Disorder- Post Traumatic stress disorder- Stress and psychosomatic illness- Prevalence of psychosomatic illness.

Unit -IV: Work Stress
Work Stress - Individual vulnerability- organizational stressors, Job satisfaction and anxiety- off the job stressors- Stressful events and conditions at work events- Conditions.
Personal stress management – Planning- Life changing Philosophy- Philosophical and intellectual exercises- more active coping strategies- Positive Therapy.
Unit – V Coping
Coping with stress by attacking the problem- Relaxation- Exercise- Inoculation- social support-
Distraction- Belief as coping Strategies.
Exploring stress Management- self evaluation- appraisal- coping- dealing with unavoidable
stressors- practice- demonstration of techniques.

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:

Reference Books: