ANNAMALAI UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
M.SC. CLINICAL PSYCHOLOGY
FIVE YEAR INTEGRATED DEGREE
ON-CAMPUS PROGRAMME(CBS)

Regulations

Common to all Departement of studies in the Faculties of Arts and Education


A Master’s Programme consists of a number of courses in M.A., M.Sc.. A Masters Programme consists of a set of compulsory courses and Language Papers.

The entire course carries credit system. The number and distribution of credits for the courses will be decided by the respective faculties.

A Course is divided into two semester, Odd Semester and Even Semester. The normal Semester periods are:

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 program in terms and hours of study. It indicates differential weight age given according to the contents and duration of the courses in the Curriculum design.

The minimum credit requirement for a Five years Masters Programme shall be 154.

Courses

Each course may consist of Lectures / Tutorials / Laboratory work / Seminar / Project work / Practical training report / Viva voce etc.

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.

Eligibility for Admission

A candidate who has passed the Higher Secondary Class (10+2).

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, but in any case not more than eight years from the year of admission.

Attendance

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

The instructor of the course must intimate the Head of the Department at least Seven Calendar days before the last instruction day in the semester about the particulars of all students who have secured an attendance of less than 80%.

A Candidate who has attendance less than 80% shall not be permitted to sit for the End- Semester examination in the course in which the shortage exists.

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

Examination

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

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

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

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

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

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

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

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

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

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

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

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

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

**Grading**

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

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>90+</td>
<td>10</td>
<td>S</td>
<td>Exemplary</td>
</tr>
<tr>
<td>85-89</td>
<td>9.0</td>
<td>D++</td>
<td>Distinction</td>
</tr>
<tr>
<td>80-84</td>
<td>8.5</td>
<td>D+</td>
<td>Distinction</td>
</tr>
<tr>
<td>75-79</td>
<td>8.0</td>
<td>D</td>
<td>Distinction</td>
</tr>
<tr>
<td>70-74</td>
<td>7.5</td>
<td>A++</td>
<td>First Class</td>
</tr>
<tr>
<td>65-69</td>
<td>7.0</td>
<td>A+</td>
<td>First Class</td>
</tr>
<tr>
<td>60-64</td>
<td>6.5</td>
<td>A</td>
<td>First Class</td>
</tr>
<tr>
<td>55-59</td>
<td>6.0</td>
<td>B</td>
<td>Second Class</td>
</tr>
<tr>
<td>50-54</td>
<td>5.5</td>
<td>C</td>
<td>Second Class</td>
</tr>
<tr>
<td>49 or less</td>
<td>F</td>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

The successful candidate are classified as follows.

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

II-Class 50-59% marks in overall percentage of marks.
Candidate who obtain 75% and above but below 91% of marks (OPM) shall be deemed to have passed the examination in FIRST CLASS (Distinction) provided he/she passes all the course prescribed for the programme at the first appearance.

Candidates who obtain 90% and above (OPM) shall be deemed to have passed the examination in FIRST CLASS (Exemplar) provided he/she passes all the courses prescribed for the programme at first appearance.

For the Internal Assessment Evaluation the break up marks shall be as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>10 Marks</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>05 Marks</td>
</tr>
<tr>
<td>Case Study/Seminar/Short Answers etc</td>
<td>05 Marks</td>
</tr>
<tr>
<td>Attendance</td>
<td>05 Marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25Marks</strong></td>
</tr>
</tbody>
</table>

Course-wise letter grades

The percentage of marks obtained by a candidate in a course will be indicated in a latter grade. A student is considered to have completed a course successfully and earned the credits if he/she secures an overall latter grade other than F. A latter grade F in any course implies a failure in that course. A course successfully completed cannot be repeated for the purpose of improving the grade point.

The F grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully latter. The grade acquired later by the student will be indicated in the grade sheet of the odd/even semester in which the candidate has appeared for clearance of the arrears.

If a student secures F grade in the project work/field work/practical work/dissertation, either he/she shall improve it and resubmit it if it involves only rewriting incorporating the clarification of the evaluators of he/she can re-register and carry out the same in the subsequent semesters for evaluation.

FIVE YEAR INTERGRATED DEGREE COURSE

Course Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Core 4 Credits</th>
<th>Language 3 Credits</th>
<th>Co-curricular and Computer 3 Credits</th>
<th>Credits</th>
<th>Credits Total</th>
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<tbody>
<tr>
<td>1</td>
<td>First</td>
<td>2</td>
<td>2</td>
<td></td>
<td>14</td>
<td>28</td>
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<tr>
<td></td>
<td>Second</td>
<td>2</td>
<td>2</td>
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<td>14</td>
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</tr>
<tr>
<td>2</td>
<td>Third</td>
<td>3</td>
<td></td>
<td>Computer Civics, Environment and Health Sciences</td>
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<td>30</td>
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<td>Fourth</td>
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<td>Semester</td>
<td>Course</td>
<td>Credits</td>
<td>Total</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Fifth</td>
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</tr>
<tr>
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<td></td>
<td>Tenth</td>
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*Note:* The detailed syllabi and scheme of examinations from Third to Tenth Semester for all the Departments of Studies would be placed in the special Board of Studies and Faculty respectively.

**COURSE DETAILS**

**TOTAL-CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Co-Curricular</td>
<td>02 x 3</td>
<td>06</td>
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<tr>
<td>Total Paper</td>
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<td>Language</td>
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<td>Co-Curricular</td>
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<td>Core</td>
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<tr>
<td>1.</td>
<td>ITAC 11</td>
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<td>ICPT 14</td>
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**II Semester**

|       |             | Part 1: Language                     |               |
| 5.    | ITAC 21     | Tamil II                             | 3             |
|       | IHIC 21     | Hindi II                             |               |
|       | IFRC 21     | French II                            |               |
| 6.    | IENC 22     | Part II: Language-English            | 3             |
|       |             | Technical & Communicative English   |               |
| 7.    | ICPT 23     | General Psychology II                | 3             |
| 8.    | ICPT 24     | Life Span Psychology - II            | 4             |
|       |             | Total                                | 14 Credit points |

**III Semester**

|       |             | Computer and its Applications        | 3             |
| 9.    | ICOC 31     | Nutrition & Behaviour                | 4             |
| 10.   | ICPT 32     | Bio-Psychology – I                   | 4             |
| 11.   | ICPT 33     | Social Psychology - I                | 4             |
| 12.   | ICPT 34     | Civic, Environmental awareness and Health Sciences | 3 |
|       |             | Total                                | 15 Credit points |

**IV Semester**

|       |             | Civic, Environmental awareness and Health Sciences | 3 |
| 13.   | ICEC 41     | Social Psychology - II                 | 4 |
| 14.   | ICPT 42     | Personality Development                | 4 |
| 15.   | ICEC 43     | Bio-Psychology - II                   | 4 |
| 16.   | ICPT 44     | Total                                | 15 Credit points |

**V Semester**
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>VI</td>
<td>ICPT 51</td>
<td>Indian Contributions to Psychology</td>
<td>4</td>
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<td></td>
<td>ICPT 52</td>
<td>Personality Theories</td>
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<td></td>
<td>ICPT 53</td>
<td>Psychopathology I</td>
<td>4</td>
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<tr>
<td></td>
<td>ICPT 54</td>
<td>Childhood Disorders</td>
<td>4</td>
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<tr>
<td>VII</td>
<td>ICPT 61</td>
<td>Health Psychology</td>
<td>4</td>
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<td>ICPT 62</td>
<td>Counselling Psychology</td>
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<td>ICPT 63</td>
<td>Psychopathology II</td>
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<td></td>
<td>ICPT 64</td>
<td>Experimental Psychology - Practical - I</td>
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<td>VIII</td>
<td>ICPT 71</td>
<td>Neuro-Psychology</td>
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<td>ICPT 72</td>
<td>Psycho Diagnostics</td>
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<td>ICPT 73</td>
<td>Rehabilitation Psychology</td>
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<td>ICPT 74</td>
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<td>IX</td>
<td>ICPT 81</td>
<td>Research Methodology</td>
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<td>ICPT 82</td>
<td>Counselling Skills</td>
<td>4</td>
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<td></td>
<td>ICPT 83</td>
<td>Stress Management</td>
<td>4</td>
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<td></td>
<td>ICPT 84</td>
<td>Experimental Psychology - Practical - II</td>
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<td><strong>Total</strong></td>
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<tr>
<td>X</td>
<td>ICPT 91</td>
<td>Behavioural Medicine</td>
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<td>ICPT 92</td>
<td>Hospital Management</td>
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<td>ICPT 93</td>
<td>Psychotherapeutics</td>
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<td>ICPT 94</td>
<td>Study Tour and Institutional Training</td>
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<td>ICPT 101</td>
<td>Techniques of Behaviour Modification</td>
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<td></td>
<td>ICPT 102</td>
<td>Case Studies</td>
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<td>ICPT 103</td>
<td>Project Work</td>
<td>5</td>
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<td>ICPT 104</td>
<td>Experimental Psychology - Practical - III</td>
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<tr>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>16 Credit points</strong></td>
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</table>

**Total 154 Credit Points**
Part-I – Language –தமிழ்

கல்வி: 1 - தமிழ்நாட்டு

பாடல் வல்லங்கள்: 2, 3, 40, 44, 54, 57, 69, 135, 167 நேர்வேத 208

(புதிய புதிய பாடல்)

கல்வி: 2 - பொறுப்புகள்

பாடல் வல்லங்கள்: 47, 86, 112, 163, 182, 183, 184, 192, 235

(புதிய புதிய பாடல்)

கல்வி: 3 - கிருத்துறை

கல்வி, செய்துறை, கதாபாடு, அல்லது காட்சி, (புதிய்கு அதிகரிக்கும்)

(புதிய புதிய)

கல்வி: 4 - மாணவனம்

அறிக்கை தமிழ் பாடல் (புதிய பாடல்)

கல்வி: 5 - சிறுவன்

மாணவப் பாடல் வல்லங்கள் - புதிய புதிய பாடல்

புதிய பாடல் வல்லங்கள்:

1. குடியிருந்துக் - புதிய பாடல்
2. பருந்துகொடுக் - புதிய பாடல்
3. கோவில்களில் - புதிய பாடல் 2.காலம்
4. மாணவப் பாடல் - அதிகரிக்கும் மாணவப் பாடல்
5. மாணவிகளின் விளையாட்டுகள்
6. குடியிருந்து குடியிருந்து - என்கு குறிப்பி
I Semester

I. NAVEEN HINDI PATMAALA-I

First 15 lessons only (Poems omitted)

Published by Dakshina Bharatha Hindi Prachar Sabha, T. Nagar, Chennai-17

II SARAL HINDI VYAKARAN


IFRC 11 French-I

Five year Integrated Programme

Book Prescribed : LE NOUVEAU SANS FRONTRIERE

TOME – I VOLUME – I

AUTHORS : 1. PHILIPPE DOMINIQUE

2. JACRY GIRARDET

3. MICHELE VERDELHAN

4. MICHEL VERDELHAN

PUBLISHER : CLE INTERNATIONAL

PORTION PRESCRIBED: (Page 7 to 102) Units 1 & 2
IENC 12: Prose and Grammar

Part II - English

Objectives:

The course aims at developing the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing.

Unit I: Prose - I

a) Spoken English and Broken English (G.B. Shaw)
b) Voluntary Poverty (M.K. Gandhi)
c) The Civilization of Today (C.E.M. Joad)
d) Kamala Nehru (Jawaharlal Nehru)

Unit II: Prose - II

a) Professions for Women (Virginia Woolf)
b) On Letter Writing (Alpha of the Plough)
c) The Donkey (Sir J. Arthur Thompson)
d) A Cup of Tea (Katherine Mansfield)

Unit III: Short Stories - I

a) The Robe of Peace (O’ Henry)
b) The Miracle of Puran Bhagat (Rudyard Kipling)
c) The Truth about Pyecraft (H.G. Wells)
d) Quality (John Galsworthy)
e) Mabel (William Somerset Maugham)

Unit IV: Short Stories - II

a) The Far and the Near (Thomas Wolfe)
b) Half-a-Rupee Worth (R.K. Narayan)
c) Bachcha Lieutenant (Manohar Malgonkar)
d) The Boy Who Broke the Bank (Ruskin Bond)
e) A Devoted Son (Anita Desai)

Unit V: Grammar

a) Articles
b) Prepositions
c) Tense
d) Degrees of Comparison
e) Voice

Text Books


Reference Book

ICPT-13 GENERAL PSYCHOLOGY-I

Major objectives
The students must know
i) the meaning, definition, scope, methods, and history of psychology.
ii) the role of heredity and environment on human behaviour.
iii) structure and functions of nervous system and sense organs
iv) structure and functions of senses and their functions.
v) meaning types and theories of learning.

UNIT-I An Introduction to Psychology

Introduction- Psychology’s past- Psychology’s present- Major psychological perspectives- Two influential movement in psychology- Psychological research- Descriptive studies- Correlational studies- Evaluating the findings- Keeping the enterprise ethical.

UNIT-II Biology and Behaviour


UNIT-III Sensation:


UNIT-IV Perception:


UNIT-V Learning

Text Books:


Reference Books:


ICPT 14: LIFE SPAN PSYCHOLOGY-I

Major Objectives
The students must know
i) the different approaches of human development and various methods to study human development,
ii) the biological foundation behind the development,
iii) the principles and pattern of physical, intellectual, social and personality development in early childhood.
iv) the principles and pattern of physical, intellectual, social and personality development in middle childhood.
v) the principles and pattern of physical, intellectual, social and personality development in adolescence.

Unit-I: Human development

Unit-II: Conception to birth
Conceiving new life – Heredity and environment – Prenatal development – Birth process.

Infancy and Toddlerhood
**Unit-III: Early Childhood**


**Unit IV: Middle Childhood**

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

**Unit V: Adolescence**


**Text Books**


**Reference Books**


Part-I – Language -தமிழ்

முடிவுபணி: 75

குறிப்பு: 3

குறிப்பிட்டு

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

அலகு-1

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

அலகு-2

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

அலகு-3

கையலை - தமிழ்ப்பொறியியல் விளக்கம்

அலகு-4

கையலை - தமிழ்ப்பொறியியல் விளக்கம்
பாலையாட்டு தொண்டு வரலாற்று விளக்கம்

பாலையாட்டு தொண்டு வரலாற்று விளக்கம்

சாலின் இளைய மீது, தமிழ் பல்லுயர் தொகுப்பில் சில பரஸ்பர நூற்றாண்டு களியில் தமிழ் பல்லுயர் தொகுப்பில் 

தமிழ் பல்லுயர் தொகுப்பில் சில பரஸ்பர நூற்றாண்டு களியில் தமிழ் பல்லுயர் தொகுப்பில் 

மாநாக கால விளக்கம் கட்சியில் மானாக கால விளக்கம் (அறிஞ்சு கால விளக்கம், மானாக கால விளக்கம், கட்சியில் மானாக கால விளக்கம், மானாக கால விளக்கம்)


IHIC 21 Hindi – I I

I NAVEEN HINDI PATMAALA-II

First 10 lessons (including poems) Pub. by DBHP Sabha, Chennai-17

II MANOHAR KAHANIYAM – PART-II

First 10 stories only Pub. by DBHP Sabha, Chennai-17

IFRC 21 French-I I

I Year (Second Semester)

Book Prescribed : LE NOUVEAU SANS FRONTRIERE
TOME – I VOLUME – I

AUTHORS : 1. PHILIPPE DOMINIQUE
2. JACRY GIRARDET
3. MICHELE VERDELHAN
4. MICHEL VERDELHAN

PUBLISHER : CLE INTERNATIONAL

PORTION PRESCRIBED: (Page 103 to 197) Units 3 & 4
IENC 22: Poetry and Drama  
Semester - II  
Part II English

Objectives:
The course aims at imparting proficiency in communication to learners through activities such as listening, speaking, reading, and writing.

Unit I: Poetry - I
Sonnet C XVI (Shakespeare)  
Kubla Khan (S.T. Coleridge)  
To a Skylark (P.B. Shelley)  
Ode to Nightingale (John Keats)  
Felix Randal (G.M. Hopkins)

Unit II: Poetry - II
A Prayer for my Daughter (W.B. Yeats)  
The Road Not Taken (Robert Frost)  
Strange Meeting (Wilfred Owen)  
Where the Mind is Without Fear (Rabindranath Tagore)  
Night of the Scorpion (Nissim Ezekiel)

Unit III: One Act Play - I
Pip and the Convict (Gay R. Williams)  
Where the Cross is Made (Eugene O’Neill)  
Madame De... (Jean Anouilh)

Unit IV: One Act Play - II
Lord Byron’s Love Letter (Tennessee Williams)  
Nobody here but us Chickens (Stephanie Miller)  
Hijack (Charles Wells)

Unit V: Grammar
Comprehension  
Letter Writing  
Resume Writing  
Dialogue Writing  
General Writing
Text Books

Reference Book

**ICPT-23 GENERAL PSYCHOLOGY-II**

Major Objectives
The students must know
i) meaning and process of thinking, intelligence, and memory.
ii) meaning, types of emotional and roles of motives in human behavior.
iii) types, theories and modern study of personality and development.

**UNIT-I Thinking and Problem Solving:**


**UNIT-II Intelligence:**


**UNIT-III Memory:**

UNIT-IV Emotion and Motives

Elements of emotion: The body- The mind- The culture- Putting the elements together: Emotion and gender- Motives: The hungry animal: motives to eat- The social animal: motives to love – The erotic animal: motives to sex- The competent animal: motives to achieve- Motives, values and well-being.

UNIT-V Personality Self Concept and Assessment

Psychodynamic theories of personality- The modern study of personality- Genetic influences on personality- Cultural influences on personality- The inner experience-


Text Books:


Reference Books:


ICPT 24: LIFE SPAN PSYCHOLOGY-II

Major Objectives
The students must know
i) physical and psychosocial development of young adulthood
ii) the biological foundation behind the development,
iii) the principles and pattern of physical, intellectual, social and personality development in early childhood.
iv) the principles and pattern of physical, intellectual, social and personality development in middle childhood.
v) the principles and pattern of physical, intellectual, social and personality development in adolescence.

Unit-I: Young adulthood


Unit-II: Middle adulthood

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


Unit V: Death & Bereavement

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

Text Book


Reference Books


ICOC 31: COMPUTER AND ITS APPLICATIONS

Unit-I

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

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

Unit-II

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

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


Fundamentals of HTML, TCPMP and E-Commerce.

Unit-IV

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

Unit-V

Multimedia - Concept, Requirements, Applications and Future - Hardware and software requirements for multimedia development and delivery platforms - Multimedia methodologies, fundamentals and use of hypertext, hypermedia, sound, images, animation, video.

Using multimedia, Multimedia interface, planning and development of multimedia projects.

Text Books

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

References

3) Stephen Nelson - Field Guide to the Internet
4) James Meade, David Growder, Rhonda Growder - Microsoft DHTML.

ICPT 32: NUTRITION & BEHAVIOUR

Major Objectives

The students should know
i) the importance of food and role of nutrients.
ii) the impact of nutrition on development stages
iii) the impact of nutrition on brain development
iv) the problems of malnutrition and eating disorders
v) role of nutrition counsellor.

Unit-I: Nutrition

Nutrition – History – Concepts – Role of nutrition in maintaining health- Classification of foods – Role of food and its medicinal value – Food versus non–food - Sacred versus profane foods – Food Faddism – Nutrients – CHO, Protein, Fat, Vitamins and minerals – Functions – Classification - Dietary sources - Digestion and absorption

Unit-II: Nutrition in different Stages, Nutrition in pregnancy and lactation:


Nutrition during infancy and early childhood:


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 malnutrition – Role of nutrition on brain.

Unit-IV: Malnutrition and eating disorder and various diseases:


Introduction to therapeutic diets - Dietary management for gastro intestinal diseases, diabetes mellitus, renal diseases, cardiac diseases, malignancy, hypertension and HIV.
Unit-V: Nutrition counselling:

The nutrition counsellor – Resources for the nutrition counsellor – Responsibility of the nutrition counsellor – Determining the role of Nutrition counsellor practitioner – Managed Vs Client managed care requirements of infants - Breast feeding - Formulas - Types and sources – Elements of helping process – Interviewing

Text Books


Reference book


ICPT – 33: BIO – PSYCHOLOGY - I

Objectives

The students must know

i. the meaning, functional neuro-anatomy and neuro-physiology

ii. the evolutionary development of nervous system

iii. the processes of perception

iv. gender, stages of sleep and dream

v. meanings, theories and types of emotion and language development

Unit – I: Biological foundations of behaviour

Meaning of biological psychology – Viewpoints to explore biology of behaviour – Approaches to the brain and behaviour – Levels of analysis.

Composition of the nervous system – Divisions of the nervous system – Functional descriptions of brain structures – Blood supply to the brain – Newer imaging technology – Cell specialization.

Unit – II Neurophysiology:

Electrical signals and nervous system - The sequence of transmission process at chemical synapses – Neurons and synapses - Electrical activity of the human brain.

Unit – III

The Chemical Base of Behaviour:

Chemical neurotransmitters - Neurotransmitter system - Research on drugs - Drugs and its effect on brain- Drug abuse.
Unit – IV

Hormones and the brain.

Endocrine glands - Hormones and its activity- Hormones and cellular mechanisms - Hormones behaviour– Hormonal and neural system interaction

Unit – V

Emotions


Text Books:


Reference books:


ICPT- 34: SOCIAL PSYCHOLOGY- I

Major Objectives

The students must know

i. the definition, scope, nature, origin, development and methods of social psychology.

ii. the development of social behaviour, the significance of individual, society, culture,

iii. language and communication.

iv. the influence of social cognition and social perception on social behaviour.

v. the role of social motives and attitudes on social behaviour.

vi. the impact of self, prejudices, stereotypes, and discrimination upon social behaviour.

Unit- I Origin and Development of Social Psychology:

The early years: social psychology emerges- social psychology’s youth: The 1940s to 1990s: A maturing field.

Definition- Scope- Scientific nature of social psychology- Relation to Psychology, Sociology, and Anthropology- Causes of social behaviour and thought- Social neuroscience- Role of implicit processes- Social diversity- Status of social psychology in India.

Unit II


Individual, Society, and Culture: The Individual- The Society- Social reality- Socio-economic status- Closed society and Open society- Culture- Primary and Secondary groups- Rural and Urban- Language- Child rearing practices- Values.


Unit III


Social Perception: Nonverbal communication: The unspoken language of expressions, gazes, and gestures- Attribution: Understanding the causes of others’ behaviour - impression formation and impression management: Combining information about others.

Unit IV

Social Motivation: Behaviour is biogenic and sociogenic- Social drives- Need for affection, dependence, and aggression- Self assertion- Achievement motivation- Maslow’s theory- Social Incentives- Rewards and Punishment- Praise and reproof- competition and co-operation.

Social Attitudes: Attitude Formation- Attitudes influence behaviour- Guide behaviour- Change in attitude toward the environment- The fine art of persuasion- Resisting persuasion efforts- Cognitive dissonance.

Unit V


Stereotyping, Prejudice, and Discrimination: Perceiving inequality- Nature and origins of stereotyping- prejudice and discrimination: Feelings and actions toward social groups- Prejudice is not inevitable: Techniques for countering its effects.

Text Book

Reference


ICEC 41: CIVICS, ENVIRONMENTAL AWARENESS AND HEALTH SCIENCES

(A) Civics

Unit-I: Introduction

Democracy - Citizenship - Duties of good citizen - Society, state and citizen - Limits of state activity.


Unit-II: Political System

Union Government: President - Prime Minister - Parliament - Supreme Court - Electoral System - State Government: Governor - Chief Minister - Center State relations.


Books Recommended


(A) Environmental Sciences

Unit-I: Ecosystems

Fundamental concepts and principles - Structure and function - Classification - Modern concept of ecosystem - Energy flow - Ecological indicators.

Unit-II: Environment

Definition - Natural resources - Classification – Conservation - Development of Public water supply - Need for protected water supply – Per-capita consumption – Sanitation - Sewage system - Disposal of sewage - Kinds of pollution- Their effects of human beings.

References


(B) Health Sciences

Unit-I

Physical health - Introduction to health - Food meaning of balanced diet, sources, common nutritional; deficiencies and prevention.

Personal health - Cleanliness of body, Care of skin nails, eye, hair, oral health, clothing, body posture and good habits such as exercises - Importance of avoiding smoking, alcoholism, drugs etc.,

Population explosion and family planning importance, common methods of family planning for men & women.

Mothers and children - Immunization of children (importance, schedule) care of mothers during pregnancy and after delivery.

Communicable diseases - Symptoms and prevention

Unit-II

Mental health - Factors for maintenance of good mental health, (i) Adolescent problems, (ii) First aid.

Environment - Ventilation, lighting, simple methods of purification of water, sanitary latrine, prevention of worm infection (round worm, hook worm).

References


ICPT- 42: SOCIAL PSYCHOLOGY- II

Major Objectives

The students must know

i. the determinants and factors of interpersonal attraction, types of close relationships and various aspects of collective behaviour.

ii. the significance of social influence and social change.

iii. the causes, process, and influence of prosocial behaviour and social aggression.

iv. the nature, functions, and types of groups, leadership, and social power.

v. the etiology and impact of social conflict, the meaning and characteristics of national integration.
Unit- I

Interpersonal Attraction and Close Relationships:


Unit II

Social Influence:

Conformity: Group influence in action- Compliance: - Symbolic social influence: Influenced by others - Obedience to authority.

Social Change:

Definition- Psychological processes - Barriers to change attitude toward innovation- Values and norms problems of motivation.

Unit III

Prosocial Behaviour:

Motives for prosocial behaviour- Responding to emergence: Bystanders help- External and Internal influences on helping behaviour- Long-term commitment to prosocial acts.

Aggression:

Perspectives on aggression- Causes of human aggression- aggression in ongoing relationships- Prevention and control of aggression.

Unit IV

Groups and Individuals:

Groups- Benefits of joining a group- Social facilitation: Effects of the presence of others- Social Loafing: Letting others do the work- Coordination in groups- Perceived fairness in groups- Decision making by groups.

Leadership and Social Power:

Leadership and dominance- Institutional Leaders- Dominant Leaders- Persuasive Leaders- Expert- Experimental Studies- Traits- Situational tests- Factorial studies- Democratic versus Authoritarian Leaders- Leaders and the led- Theories of leadership- Emerging pattern of rural leadership in India- Social power- Bases of power- Exchange theory.

Unit V

Social Conflicts and their Resolution:

Tensions and conflicts- Various problems in Indian society leading to conflicts- Gandhian techniques of conflict resolution.
National Integration:

Characteristics of a nation- Barriers to the growth of integration- - Role of social learning.

Text Books:


Reference Books:


ICPT- 43 PERSONALITY DEVELOPMENT

Major Objectives
The students must know
i) the meaning of personality, physical and intellectual determinants of personality development
ii) emotional and social determinants of personality development
iii) aspirations, achievements and sex as determinants of personality.
iv) educational and family determinants of personality developments of personality.
v) characteristics and causes of healthy personalities

Unit-I Personality Determinants


Unit-II Emotional and Social Determinants

Unit- III Aspirations, Achievements and Gender Orientation


Unit- IV Educational and Family Determinants


Unit-V Healthy Personalities

Number of healthy personalities – Diagnosing healthy personalities – Characteristics of healthy personalities – Healthy personality syndrome – Causes of healthy personalities – Self acceptance – Predictable ages for personality health – Aids to achieve a healthy personality.

Text Book:


Reference Books:


ICPT-44: BIO – PSYCHOLOGY - II

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

Unit - I

General principles of sensory processing, touch and pain

Hearing, vestibular perception, taste and smell


Unit – II

Vision


Motor Control and Plasticity

The behavioural view – The control system view – The neuroscience view – movement control – Extra pyramidal Systems - Sensory receptor organs detect energy substances - Type of stimulus– Sensory processing begins in receptor cells - Sensory information processing is selective and analytical.

Unit - III

Sexual Behaviour

Reproductive behaviour -Four stages - The neural circuitry of the brain regulates reproductive behaviour – Pheromones– Human sexual behaviour.

Homeostasis: Regulation of internal states

Temperature, Food and Energy regulation


Unit - IV

Biological rhythms, sleep, and dreaming

Daily rhythms and physiological measures –Circadian clock—Circadian rhythms and seasonal change - Human sleep patterns–Biological functions of sleep –Neural system underlying sleep – Sleep disorder.

Unit - V

Learning and memory: Biological perspectives

Kinds of brain damage–Kinds of memory and learning – Memory stages: short, intermediate, and long – Different aspects of memory – Brain image - kinds of memories of learning and memory.

Text Books:


ICPT- 51: INDIAN CONTRIBUTIONS TO PSYCHOLOGY

Major Objective
The students must know
i) the Indian and Western approaches to human behaviour.
ii) the fundamentals of Jaina and Buddhist Psychology.
iii) the concept, nature and types of Patanjali yoga.
iv) the psychological implication of Bhagavat Gita and Advaita.
v) the essential of reiki, pranic healing, and meditation.

Unit- I Introduction

Psychology: Indian Approach- Western Approach- Unsolved Problems of Western Psychology-Limitations of Western Psychology.

Unit II


Foundations of Early Buddhist Psychology: Thought (Citta)- Mind (Mano)- Consciousness (Vinnana). Varieties of Cognition in Early Buddhism: Varieties of Knowing- Sensory Knowing (Sanna)- Extrasensory Perception (Abhinna)- Holistic Knowing (Parinna)- Insight Knowing (Panna)- Ethical Knowledge- Buddhism and Psychology.

Unit III


Unit IV


Psychology in Advaita Vedanta: - Advaita Worldview- Consciousness and its States- Psychological Processes- Sensation- Perception- Concept of Manas- Concept of Ahamkara (Ego)-

Unit V: Application

Reiki - Pranic Healing - Transcendental Meditation - Formless Meditation - Chanting.

Text Books


Reference Books


3) Girishwar Mishra., and Ajit Dalal, Vol-I New Direction In Indian Psychology Publisher-Sage India (2002).

ICPT 52: PERSONALITY THEORIES

Major Objectives

The students must know

i) personality and scientific outlook and psychoanalytic and neo analytic perspectives,

ii) personality development and assessment techniques are given by Horney, Fromm and Erikson.

iii) trait perspectives of personality given by Allport, Cattell and Eysenck.

iv) cognitive, humanistic and existential perspectives of personality by Kelly, Maslow, Roger and May.

v) social behaviouristic perspectives of personality as given by Skinner, Rotter and Bandura.

Unit–I: The Nature of Personality Theory

Personality Theory and the History of Psychology – The Comparison of Theories of Personality.

Sigmund Freud’s Classical Psychoanalytic Theory

The Structure of Personality – The Dynamics of Personality – The Development of Personality.

Carl Jung’s Analytic Theory

The Structure of Personality – The Dynamics of Personality – The Development of Personality and Research Methods.
Unit–II: Social Psychological Theories: Adler, Fromm, Horney and Sullivan


Harry Stack Sullivan - The Structure of Personality – The Dynamics of Personality – The Development of Personality.

Erik Erikson and Contemporary Psychoanalytic Theory


Henry Murray’s Personology


Unit – III: Gordon Allport and the Individual

Introduction and Context – Personal History – The Structure and Dynamics of Personality – The Development of Personality.

Raymond Cattell’s Factor Analytic Trait Theory

Personal History – The Nature of Personality – The Development of Personality

Hans Eysenck’s Biological Trait Theory

Personal History – The Description of Temperament – Causal Models

Unit – IV: George Kelly’s Personal Construct Theory


Carl Rogers’s Person- Centered Theory

B. F. Skinner’s Operant Conditioning

Personal History – Some General Considerations- The Structure of Personality – The Dynamics of Personality – The Development of Personality

Unit-V: Dollard and Miller’s Stimulus – Response Theory

Personal Histories – An Illustrative Experiment – The Structure of Personality – The Dynamics of Personality – The Development of Personality – Applications of the Model.

Albert Bandura and Social Learning Theories


Personality Theory in Perspective

The Comparison of Theories of Personality – Some Reflections on Current Personality Theory – Theoretical Synthesis Versus Theoretical Multiplicity

Text Books


Reference Books


ICPT- 53 PSYCHOPATHOLOGY-1

Major Objectives
The students must know
i) the meaning and historical background of abnormal of behavior.
ii) the theoretical perspectives of abnormal behavior.
iii) the physical, psychological and social factors of various mental disorders.
iv) the causes and types of anxiety disorders and sexual disorders.
v) the nature of various personality disorders and their treatment.
UNIT-I Abnormal Behavior and The Historical Background


UNIT-II Theoretical Perspective on Maladaptive Behavior

The role of theory in abnormal psychology - The biological perspective - The psycho dynamic perspective - Behavioral perspective - The cognitive perspective - The humanistic – Existential perspective - The community - Cultural perspective – An integrative approach - Classification and Assessment: Categories of maladaptive behavior- The basis of classification.

UNIT-III Psychological Factors and Physical Symptoms

Psychological, social and bodily interactions - Psycho physiological disorders- Somatoform disorder - Factitious disorders and malingering.

UNIT-IV Anxiety Disorders


UNIT-V Personality Disorders

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

Text Books:


Reference Books:


ICPT 54. CHILDHOOD DISORDERS

**Major Objectives:**

The Students must know

i.  The Development of childhood disorders and behaviour disorders.
ii. The historical context of conduct disorders and emotional and social disorders.
iii. The symptoms, etiology and treatment of depressive disorders and developmental disorder.
v. The definition, scope and treatment issues of child physical abuse and neglect and child sexual abuse.

**Unit-I: Introduction:**


**Attention – Deficit/ Hyperactivity Disorder**


**Unit – II Conduct Disorders**

Historical context – Description – Diagnostic criteria – Epidemiology –developmental course, outcomes and potential etiological factors – Assessment – Treatment and prevention Issues in intervention effectiveness.

**Emotional and social Disorders**

**Fear and Anxiety**


**Unit – III Depressive disorders during childhood and adolescence**


**Developmental Disorders**

**Mental Retardation** Definition and classification of mental retardation – Prevention – Educational services – Behaviour problem management – Parent training – Psychotherapy – Social skills training – Community Based interventions.
Unit- IV Autistic Spectrum Disorders


Learning Disabilities


Unit – V Children at Risk

Child physical Abuse and Neglect

Definition and scope – Treatment issues with maltreating families Assessment issues – Special treatment considerations – Treatment focus, format, and support personnel – specific treatment methods – Prevention and early intervention efforts.

Child Sexual Abuse


Text Book


Reference Books

ICPT – 61 HEALTH PSYCHOLOGY

Objectives

The students must know

i) to understand the meaning, background and foundation of health psychology.
ii) to understand the behaviour and health promotion.
iii) to understand the chronic illness and its responsible factors.
iv) to understand the components of nutrition, obesity, eating behaviour and sexual behavior and to understand effect of substance use and abuse.
v) to understand life span – intervention therapies.

Unit – I

Introduction:


Unit – II


Unit – III


Unit - IV


Unit – V

Life span and health care intervention, Therapies and career perspectives :- Mythology of aging – different health care system - Rehabilitation service - hospitalization – community care –
preventive programmes – Complementary and alternative medicine - message therapy – milieu therapy –
counseling – Play therapy – Short time - Cognitive – behavioural and pharmaco therapy - perspective of
profession in health psychology – educational and support services – Family therapy – insight oriented
therapy – Relaxation - Bio feed back.

Text Book:


Reference Books:


ICPT62: COUNSELLING PSYCHOLOGY

Major Objectives

The students must know,

j) the concepts, working, foundations and the therapeutic relationship of counselling.

ii) the various approaches to counselling,

iii) the theories, skills, assessment and diagnostic process of counselling.

iv) different counselling procedures.

v) counselling to diverse population and the ethical issues involved in counselling.

Unit-I: Counselling and its working:

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

Foundations of counselling: Basics of history and research

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

Settings for counselling

Commonality among counsellors - A day in the life -The value of flexible specialty.

The therapeutic relationship

Qualities of counselling relationship - Perspectives on helping relationships - Counsellor as
relationship specialists - Conflict resolution in relationship - Practical dimensions of the therapeutic
relationship - Creating a relationship in the initial interview - Reciprocal influence:
Unit-II: Insight-Oriented approaches

Introduction to theory construction – Psychoanalytic counseling – Client-centered counseling - Gestalt counseling - Existential counseling - Honorable mentions.

Action-Oriented approaches

Behavioural counselling - Rational emotive behaviour counselling - Strategic counselling - Honorable mentions.

Unit-III: Integrating theory and counselling skills

A Personal journey - Movement toward integration - A personal theory - Stages of developing personal theory - Procedure followed so far - Pivotal counselling skills.

Assessment, testing and the diagnostic process

The meaning of assessment - The role of testing - Assessment process - Standardized measures - Non-standardized measures - Using assessment methods in counselling - Formal and functional diagnosis.

Unit-IV: Group counselling

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

Marital family and sex counselling

Family versus individual counselling - Family counselling theories - Power in relationships - Symptoms 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.
Text Books


Reference Books


ICPT- 63 PSYCHOPATHOLOGY-II

Major Objectives
The student must know
i) the nature and treatment strategies of various mood disorders.
ii) the characteristics and types of schizophrenic disorders.
iii) the etiological factors of cognitive impairment.
iv) the physiological and psychological symptoms related to various substance abuse disorders.
v) the application of various behavioral therapeutic techniques.

UNIT-1 Mood Disorders

Depression – Depressive disorders – Theoretical Perspectives– Treatment - Bipolar disorders – Suicide.

UNIT- II Schizophrenic Disorder


UNIT- III Cognitive Impairment Disorder


UNIT- IV Childhood Disorders

UNIT –V Therapies and Their Outcomes


Text Books:


Reference Books:


ICPT 64: PSYCHOLOGICAL EXPERIMENTS AND TESTING PRACTICALS-1

Major Objectives
The students must know
i) the various types of psychological tests used to measure cognitive and non-cognitive abilities.

ii) the psychological tests used to measure the nature and severity of psychiatric disorders,

iii) the testing procedures used to measure neuropsychological illness and interpretation of them.

iv) to assess various counselling skills required for effective training.

v) to record the plan and procedure of the test/experiment using the appropriate format.

Course Content

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

1) Visual Acuity
2) Auditory Localization
3) Two-Point threshold
4) Span of Attention
5) Depth Perception
6) Size-Weight Illusion
7) Step Maze
8) Transfer of Training
9) Habit Interference
10) Level of Aspiration
ICPT 71: NEUROPSYCHOLOGY

Major Objectives
The students must know
i) the development neuro psychology, basic anatomy of the brain and its functions.
ii) the nature of communication between neurons.
iii) the cortical functions, occipital and parietal lobes.
iv) the cortical functions, temporal and frontal lobes.
v) the neurological disorder and neuropsychological Assessment.

UNIT-I: The Development of Neuro psychology


UNIT – II Communication between Neurons


UNIT III Cortical Functions


UNIT IV The Temporal Lobes


UNIT V Neurological Disorder


Text Book
ICPT-72 PSYCHODIAGNOSTICS

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

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:

Reference Books

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 and Galvanic Skin Response (GSR).

Text Books:


Reference Books:


ICPT -73 REHABILITATION PSYCHOLOGY

Objectives

The students should know

i) meaning, definition and methods of rehabilitation psychology

ii) definition of disability and impairment

iii) various models of rehabilitation

iv) work setting government schemes and policies

v) screening and diagnosis of disability and research

Unit – I

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

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

Unit – II

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

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

Unit – III


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.
Text Books:

Reference Books:

**ICPT 74: PSYCHOLOGICAL STATISTICS**

**Major Objectives**

The students must know

i) the principles of counting, measuring and forming frequency distribution.

ii) the meaning and computation of the measures of central tendency and the measures of variability.

iii) the meaning, computation and interpretation of correlation.

iv) the probability and mathematical distribution statistical estimations and inferences an significance of differences.

v) the central features and applications of chi-square and analysis of variance.

**Unit I - Introduction**

Meaning and definition of statistics – Need and importance of statistics in research – Classifications of statistics – Attributes – Variables – Continuous and discontinuous variables - Graphical representation - Histogram – Frequency polygon – Bar diagram

**Unit II - Measurement of Central Tendency**

Meaning and application of measures of central tendency – Mean – Median – Mode.

**Unit III**

Meaning and application of measures of variability – Range – Standard deviation – Quartile deviation (semi inter quartile range) – Mean deviation.
Unit IV - Correlation

Meaning of correlation and its types – Pearson product moment correlation – Rank order correlation

Unit V

Applications of measures of relationship – Normal curve – Properties of normal curve – Deviations from the normality – Skewness - Kurtosis

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)

Chi square - Meaning and definition of chi square - Its applications - Sampling – Sampling techniques

Text Books


Reference Book


ICPT- 81: RESEARCH METHODOLOGY

Objectives

The students should know

i) the nature, meaning and types of research and problem

ii) formulation and testing of hypotheses, the types of experimental variables and the methods of control.

iii) the different research designs and sampling designs

iv) the various methods of data collection, interpretation and writing the report

v) meaning and types of correlation and the tests of significance.

Unit - I

The Problem


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

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

Unit – III Research Design

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

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

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

Unit - V
Interpretation and Report Writing:

Text books:


Reference Books:

ICPT 82: COUNSELLING SKILLS

Major Objectives

The students must know

i) the basic principles of counselling and characteristics of a counsellor.

ii) the interview and case history as methods of counselling.

iii) the group therapy and group counselling as method of counselling.

iv) the procedures of marital counselling and improving self-esteem of patients.

iii) the various methods of behavioural techniques and the ethical issues involved in counselling.

Unit – I

Basic counselling techniques - Specific features of counselling - Basic principles of counselling - Methods / Techniques of counselling - Communications skills - Personal qualities of a counsellor - Principles to follow in addiction counselling - Some issues in counselling: Diagnosis, information and recording - Diagnosis - The role of information in counselling - The role of background information and records.

Case history taking - Interviewing the chemically dependent - Components of case - History taking - Eliciting problem areas.

Unit – II

Interviewing skills - About therapeutic communication - Supportive communication techniques - Verbal supportive techniques - Facilitative communication techniques - Additional Brier facilitative techniques.

Unit – III

Counselling interview - Nonverbal communication interview - Counsellor - Counsellee - Counsellor relationship - Interviewing techniques in counselling - Structure the counseling relationship - Degree of lead - Silence - Relationship techniques - Sharing of experience.

Unit – IV

Group therapy - Meaning of group therapy - Goals of group therapy - The process of group therapy - Therapeutic test - Therapeutic benefits - Role of counsellor - Recording, group counselling - Cases for group counselling - Emerging field of group counselling - Structuring groups - Limitations and assumptions of group counselling - Mechanics of group counselling - Group counselling and its value - The process of group counselling - Individual and group counselling - Similarities - Difference between individual and group counselling - Communication skills - Problem solving skills.
Unit-V

Behavioural techniques - Rapid exposure for phobic disorders - Slow exposure for phobic disorders - Exposure and other techniques for treatment of obsessive-compulsive neurosis - Reduction of undesired behaviour - Social skills training and the development of new behaviour, role rehearsal, modelling and practice illustrated - Behavioural marital therapy

Text Books


Reference Books


ICPT 83: STRESS MANAGEMENT

Major Objectives
The students must know
  i) the nature and sources of stress,
  ii) to identify the Physiological, Psychological, and personality factors of stress,
  iii) the assessment of stress using different objective tests.
  iv) the nature of various occupational / work stress,
  v) the coping mechanism and management of stress.

Unit-I: Stress


Unit-II

Physiological arousal - Fight or flight response - Activation of the fight or flight response.

Situational stresses - Frustration - Burn out – Cultural differences. Personality factors - Locus of control and stress – Type A personality - The disease - prone personality.

Unit-III

Unit-IV: Measurement of Stress

- Social Readjustment Rating Scale
- Stress symptom check list
- Organisational Role Stress (ORS)
- Type A/B Stress Inventory

Stress test

- A method of self-Assessment
- Workaholic
- The coping check list
- Healthy coping at work
- Completing your own diagram
- Resources.

Work Stress

- Stress and work
- Individual vulnerability
- Organizational stressers
- Job satisfaction and anxiety
- Off-the job stressers
- Stressful events and conditions at work
- Events
- Conditions
- Personal stress management
- Planning
- Life changing philosophy
- Philosophical and intellectual exercises
- More active coping strategies
- Professional intervention.

Unit-V

- Coping with stress by attacking the problem
- Relaxation
- Exercise
- Inoculation
- Social support
- Distraction
- Belief coping strategies.

Exploring stress management
- Self-Evaluation
- Appraisal
- Coping
- Dealing with unavoidable stressors
- Practice
- Demonstration of the techniques.

Text Books


Reference Books

ICPT-84: PSYCHOLOGICAL EXPERIMENTS AND TESTING  PRACTICALS - II

Major Objectives

The students must know

i) the various types of psychological tests used to measure cognitive and non-cognitive abilities,

ii) the psychological tests used to measure the nature and severity of psychiatric disorders,

iii) the testing procedures used to measure neuropsychological illness and interpretation of them,

iv) to assess various counselling skills required for effective training.

v) to record the plan and procedure of the test/experiment using the appropriate format.

Course Content

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

1) Behavioural Check - List
2) Brief Psychiatric Rating Scale (BPRS)
3) Spielberger's State and Trait Inventory (STAI)
4) Beck's Depression Scale
5) Assertiveness Questionnaire
6) Intelligence Test: WAIS / Bhatia’s Performance Test
7) Wechsler’s Memory Scale (WMS)
8) Stress Symptoms Check - List
9) Type A / B Personality Test
10) Neurological Test: Luerian - Nebraska Battery of Test
11) Mental Health Questionnaire
12) Emotional Maturity Scale
13) Study Skills Questionnaire
14) Counselling Skill Inventory
15) TAT
16) Rorschach Ink - Blot Test
17) Minnesota Counselling Inventory
18) Maslowian Need Inventory
19) KNPI
20) Multi Phasic Personality Questionnaire (MPQ)
ICPT 91: BEHAVIOURAL MEDICINE

Major objectives:

The students must know:

i) the essential features of behavioural medicine, Assessment and management.
ii) applications of behavioural Science to health and hypnosis
iii) relaxation training & systematic desensitization assessment methods and various psychological methods of management.
iv) extended case illustration
v) psycho pharmacology and electro – convulsive therapy and ethics

Unit-I: Introduction

Behavioural medicine: Chronic pain and activity -Chronic disease and life style - Bio-feedback.

Behaviour therapy - A historical view of behaviour therapy - Some misunderstanding about behaviour therapy - A behavioural view of personality -Cognition and behaviour change - Scope of behaviour therapy

Assessment and Management:

Assessment in behavioural sciences – Counseling behaviour therapy – Cognitive behaviour therapy - Behavioural medicine.

Unit II

Applications of behavioural Science to Health :

Communication skills – Illness behaviour – Psychology of pain.

Hypnosis:


Unit –III

Relaxation training & Systematic desensitization - Behavioural Rehearsal.

Unit – IV extended case illustration:

Presenting problem & Historical background – Formulation of problems - Overview of therapeutic procedures.

Unit – V Psycho Pharmacology and Electro – Convulsive therapy.

Ethics of Behaviour change

Assertion training for women – Behaviour therapy with children – Behaviour therapy for homosexuality. Some ethical and legal problems with institutionalized populations.

Text books


ICPT 92: HOSPITAL MANAGEMENT

Major Objectives

The students must know

i) that hospital as an organization, and management of health services organizations,
ii) the compensation management and management of hospital waste.
iii) the health administration and personnel recruitment,
iv) the use of behavioural information systems in the management of human service organization,
v) 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.

Text Book


Reference Book

ICPT-93: PSYCHO THERAPEUTICS

Major Objectives

The student must know

i) the meaning and procedure of psychotherapy,
ii) the basic ingredients of psychotherapy.
iii) the various approaches used for re-educative purpose.
iv) the use of Freudian and Neo Freudian theories as re-constructive therapies.
v) certain special therapies used in learning disabilities.

Unit-I: Scope, Types and Principles of Psychotherapy

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

Unit-II: Basic Ingredients of Psychotherapy

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

Unit-III: Re-educative therapy

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

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

Unit-IV: Re-constructive therapy

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

Unit-V: Other therapies

Emotive release (Bodic therapies) - Guided imagery - Eriksonian psychotherapy - Life span - Trans normal approaches - Other eclectic methods – Yoga – Meditation – Music Therapy

Text Book

ICPT 94: STUDY TOUR AND INSTITUTIONAL TRAINING

Study tour carries 2 credits and Institutional Training is given 2 credits. Study tour will have 100 marks and the report 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.

Institutional Training will have 100 marks and the report is to be evaluated for 60 marks and the viva - voce is for 40 marks. Both the evaluation and viva - voce will be done by two internal Examiners as appointed by the Head of the Department.

The average of the Study tour and Institutional training marks will be the mark awarded to this course against the course credit of 4.

Fifth Year: X Semester

ICPT- 101: TECHNIQUES OF BEHAVIOURAL MODIFICATION

Major Objectives

The students must know

i. the definition, nature, scope, historical roots of behaviour modification.
ii. the principles of reinforcement, extinction, and punishment.
iii. the principles of stimulus control and respondent conditioning.
iv. the procedures for establishing new behaviour.
v. the procedures to increase desirable behaviour and decrease undesirable behaviour.

Unit- I

Introduction to Behaviour Modification:

Defining human behaviour- Examples of behaviour- Defining behaviour modification- Characteristics of behaviour modification- Historical roots of behaviour modification- Areas of application.

Measurement of Behaviour and Behaviour Change:

Defining the target behaviour- The logistics of recording- The observer- Choosing a recording method: Continuous recording- Product recording- Interval recording- Time Sample recording - Choosing a recording instrument- Reactivity- Inter-observer Reliability.

Graphing Behaviour and Measuring Change:

Components of a Graph- Graphing Behavioural Data- Graphing different dimension of behaviour- Research designs: Multiple baseline design- Alternating treatment designs- Changing criterion design.
Unit- II Basic Principles

Reinforcement:

Defining reinforcement- Positive and negative reinforcement- Escape and avoidance behaviours- Conditioning and unconditioning reinforcers- Factors influencing the effectiveness of reinforcement- Reinforcing different dimensions of behaviour- Concurrent schedules of reinforcement.

Extinction:

Defining extinction- Extinction burst- Spontaneous recovery- Procedural variations of extinction- A common misconception about extinction- Factors influencing extinction.

Punishment:

Defining punishment- A common misconception about punishment- Positive and negative punishment- Unconditioned and conditioned punishers- Contrasting reinforcement and punishment- Factors influencing the effectiveness of punishment- problems with punishment: Emotional reactions to punishment- Escape and avoidance- Negative reinforcement for the use of punishment- Punishment and modeling- Ethical issues.

Unit- III

Stimulus Control: Discrimination and Generalizations:

Defining stimulus control- Developing stimulus control: Stimulus discrimination training: Discrimination training in the laboratory- Developing reading and spelling with discrimination training- Stimulus discrimination training and punishment. The three term contingency- Stimulus control research- Generalization

Respondent Conditioning:


Unit IV: Procedures for Establishing New Behaviour

Shaping:

Defining shaping- Application of shaping- Research on shaping- How to use shaping- Shaping of problem behaviour.

Prompting and Transfer of Stimulus Control:

Prompting - Fading - Types of prompts- Uses

Behavioural Skills Training Procedures (BST):

Components of the BST procedure- Enhancing generalization after BST- BST and the three term contingency- BST in groups- Applications of BST procedures- How to use BST procedures.
Unit V: Procedures to Increase Desirable Behaviour and Decrease Undesirable Behaviour.

Understanding Problem Behaviours through Functional Assessment:


Applying Extinction:

Using extinction to decrease problem behaviour- Taking account of the schedule of reinforcement before extinction- Reinforcing alternative behaviour- promoting generalization and maintenance- Research on evaluating the use of extinction.

Text Books


Reference Book


ICPT 102: CASE STUDIES

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

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

ICPT 103: PROJECT WORK

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.

ICPT 104: EXPERIMENTAL PSYCHOLOGY - PRACTICAL- III

Major Objectives

The students must know

i) the various types of psychological tests used to measure cognitive and non – cognitive abilities.

ii) the psychological tests used to measure the nature and severity of psychiatric disorders.

iii) the testing procedures used to measure neuro psychological illness and interpretation of them.

iv) to assess various counselling skills required for effective training.

v) to record the plan and procedure of the test/ experiment using the appropriate format.
Course Content

Candidates are required to perform at least 15 experiments from the areas 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.

1) Eysenck Personality Inventory (EPI)
2) Cornell Index
3) Extent of Illusion: Method of Average Error.
4) Determination of AL by constant method
5) Determination of DL by Minimal Changes
6) Marital Adjustment Inventory
7) Family Environment Scale for children
8) Health Modernity Scale
9) Behaviour Management Technique
10) Mini Mental State Examination
11) Semi-Structured Interview schedule
12) Beck's Anxiety Scale
13) Cognitive Distortion Check-List
14) DAT
15) Stress Scale
16) Emotional Intelligence Scale
17) Related experiments
18) Stammering Suppressor
19) Electrical Aversion Therapy
20) Brain Polariser
Objectives

The students must know

i. the meaning, functional neuro-anatomy and neuro-physiology
ii. the evolutionary development of nervous system
iii. the processes of perception
iv. gender, stages of sleep and dream
v. meanings, theories and types of emotion and language development

Unit – I: Biological foundations of behaviour

Meaning of biological psychology – Viewpoints to explore biology of behaviour – Approaches to the brain and behaviour – Levels of analysis.

Composition of the nervous system – Divisions of the nervous system – Functional descriptions of brain structures – Blood supply to the brain – Newer imaging technology – Cell specialization.

Unit – II Neurophysiology:

Electrical signals and nervous system - The sequence of transmission process at chemical synapses – Neurons and synapses - Electrical activity of the human brain.

Unit – III

The Chemical Base of Behaviour:

Chemical neurotransmitters - Neurotransmitter system - Research on drugs - Drugs and its effect on brain- Drug abuse.

Unit – IV Hormones and the brain.

Endocrine glands - Hormones and its activity- Hormones and cellular mechanisms - Hormones behaviour– Hormonal and neural system interaction

Unit – V Emotions


Text Books:


Reference books:

