

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

**Common to all Department of studies in the Faculties of Arts and Education**

English, History, Political Science, Economics, Sociology, Commerce, Population Studies, Business Administration, Library & Information Science, Philosophy and Psychology.

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 2<sup>nd</sup> Semester onwards will be marked by (OGPA).

## Marks and Grading

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

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

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

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

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

## Grading

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

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

The successful candidate are classified as follows.

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

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

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:**

Test	10 Marks
Assignment	05 Marks
Case Study/Seminar/Short Answers etc	05 Marks
Attendance	05 Marks
<b>Total</b>	<b>25Marks</b>

### Course-wise letter grades

The percentage of marks obtained by a candidate in a course will be indicated in a latter grade. A students 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 woke / 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

Year	Semester	Core 4 Credits	Language 3 Credits	Co-curricular and Computer 3 Credits	Credits	Credits Total
1	First	2	2		14	28
	Second	2	2		14	
2	Third	3		Computer	15	30
	Fourth	3		Civics, Environment and Health Sciences	15	

3	Fifth	4			16	32
	Sixth	4			16	
4	Seventh	4			16	32
	Eighth	4			16	
5	Ninth	4			16	32
	Tenth	4			16	
<b>Total</b>						<b>154</b>

**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

Language	04 x 3	12
Co-Curricular	02 x 3	06
Core	34 x 4	136
<b>Total</b>	<b>40</b>	<b>154</b>

Total Paper	40
Language	04
Co-Curricular	02
Core	34

**DEPARTMENT OF PSYCHOLOGY**  
**Scheme of Examinations**  
**M. Sc., Clinical Psychology (Integrated)**

Sl. No	Course Code	Name of the Course	Credit Points
<b>First Semester</b>			
1.	ITAC 11 IHIC 11 IFRC 11	Part I: Language Tamil-I Hindi – I French-I	3
2.	IENC 12	Part II : Language-English Basic English Skills	3
3.	ICPT 13	General Psychology –I	4
4.	ICPT 14	Life span Psychology- I	4
<b>Total</b>			<b>14 Credit points</b>
<b>II Semester</b>			
5	ITAC 21 IHIC 21 IFRC 21	Part I :Language Tamil II Hindi II French II	3
6.	IENC 22	Part II: Language-English Technical & Communicative English	
7.	ICPT 23	General Psychology II	3
8.	ICPT 24	Life Span Psychology - II	4 4
<b>Total</b>			<b>14 Credit points</b>
<b>III Semester</b>			
9	ICOC 31	Computer and its Applications	3
10	ICPT 32	Nutrition & Behaviour	4
11	ICPT 33	Bio-Psychology – I	4
12	ICPT 34	Social Psychology - I	4
<b>Total</b>			<b>15 Credit points</b>
<b>IV Semester</b>			
13	ICEC 41	Civics, Environmental awareness and Health Sciences	3
14	ICPT 42	Social Psychology - II	4
15	ICEC 43	Personality Development	4
16	ICPT 44	Bio-Psychology -II	4
<b>Total</b>			<b>15 Credit points</b>
<b>V Semester</b>			

17.	ICPT 51	Indian Contributions to Psychology	4
18.	ICPT 52	Personality Theories	4
19.	ICPT 53	Psychopathology I	4
20.	ICPT 54	Childhood Disorders	4
<b>Total</b>			<b>16 Credit points</b>
<b>VI Semester</b>			
21.	ICPT 61	Health Psychology	4
22.	ICPT 62	Counselling Psychology	4
23.	ICPT 63	Psychopathology II	4
24.	ICPT 64	Experimental Psychology - Practical - I	4
<b>Total</b>			<b>16 Credit points</b>
<b>VII Semester</b>			
25.	ICPT 71	Neuro-Psychology	4
26.	ICPT 72	Psycho Diagnostics	4
27.	ICPT 73	Rehabilitation Psychology	4
28.	ICPT 74	Psychology Statistics	4
<b>Total</b>			<b>16 Credit points</b>
<b>VIII Semester</b>			
29.	ICPT 81	Research Methodology	4
30.	ICPT 82	Counselling Skills	4
31.	ICPT 83	Stress Management	4
32.	ICPT 84	Experimental Psychology - Practical-II	4
<b>Total</b>			<b>16 Credit points</b>
<b>Ninth Semester</b>			
33.	ICPT 91	Behavioural Medicine	4
34.	ICPT 92	Hospital Management	4
35.	ICPT 93	Psychotherapeutics	4
36.	ICPT 94	Study Tour and Institutional Training	4
<b>Total</b>			<b>16 Credit points</b>
<b>Tenth Semester</b>			
37.	ICPT 101	Techniques of Behaviour Modification	3
38.	ICPT 102	Case Studies	4
39.	ICPT 103	Project Work	5
40.	ICPT 104	Experimental Psychology - Practical- III	4
<b>Total</b>			<b>16 Credit points</b>
<b>Total</b>			<b>154 Credit Points</b>

தாள்:-1 –ITAC-11 செய்யுளும் உரைநடையும்

**Part-I – Language –தமிழ்**

அலகு:-1 - குறுந்தொகை

பாடல்எண்கள்:- 2, 3,40, 44, 54, 57, 69, 135, 167 மற்றும் 208

(பத்துப்பாடல்கள் மட்டும்)

அலகு:-2 - புறநானூறு

பாடல்எண்கள்:- 47, 86, 112, 163, 182, 183, 184, 192, 235

மற்றும் 239 (பத்துப்பாடல்கள் மட்டும்)

அலகு:-3 - திருக்குறள்

கல்வி, கேள்வி, கல்லாமை, அறிவுடைமை, (நான்கு அதிகாரங்கள்

மட்டும்)

அலகு:-4 - கம்பராமாயணம்

அங்கதன் தூதுப்படலம்(யுத்தகாண்டம்)

அலகு:-5 – உரைநடை

வாய்மையின் வேந்தன் - ஜெ. சந்திரசேகரன்

மலைதந்த முத்து - அரங்க பாரி

பார்வை நூல்கள்:

- 1 குறுந்தொகை - உ.வே.சா. பதிப்பு
2. புறநானூறு - உ.வே.சா. பதிப்பு
3. திருக்குறள் - பரிமேலழகர் உரை
4. கம்பராமாயணம் - அண்ணாமலைப் பல்கலைக்கழகப் பதிப்பு
5. குறுந்தொகைச் சொற்பொழிவுகள்
6. குறுந்தொகைத் திறனாய்வு - சோ.ந. கந்தசாமி

7. எட்டுத்தொகைச் செல்வம் - லெ.ப.கரு. இராமநாதன் செட்டியார்

## **IHIC 11 Hindi – I**

### **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**

Part-I by S.R. Sastri Pub. By DBHP Sabha, Chennai-17.

## **IFRC 11 French-I**

### **Five year Integrated Programme**

Book Prescribed : LE NOUVEAU SANS FRONTRIÈRE

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

Sriraman, T., ed. *College Prose*. Chennai: Macmillan, 2005  
Seshadri, K.G., ed. *Stories for Colleges*. Chennai: Macmillan, 2003

#### Reference Book

Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1

## 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

Genes, evolution, and environment- Genetics of similarity- Human heritage: courtship and mating- Genetics of difference- Human diversity: the case of intelligence- Beyond nature versus nurture- The brain source of mind and self- Nervous System- Mapping the Brain- Two stubborn issues in brain research.

### UNIT-III Sensation:

Sensation: The Raw Materials of understanding: Sensory Thresholds – Vision – The eye: Its basic structure – Light: The physical stimulus for vision – Basic functions of the visual system: Acuity, Dark adaptation, and eye movements – Color vision – Vision and the brain: processing visual information. Hearing: The ear : Its basic structure – Sound: The physical stimulus for hearing – Pitch perception – Sound localization – Touch and other skin senses: Pain: Its nature and control – Smell and taste: The chemical senses – Smell and taste: their operation – Smell and taste: Some interesting facts – Kinesthesia and Vestibular Sense.

### UNIT-IV Perception:

Perception: The focus of our attention – Some organizing principles – Constancies and Illusions: When perception succeeds and fails – Some key perceptual processes: pattern and distance – The plasticity of perception – Perception: Evidence that its Innate – Perception: Evidence that its Learned – Extrasensory perception: Perception without sensation.

### UNIT-V Learning

Classical conditioning: Learning that some stimuli signal others – Pavlov's early work on classical conditioning – Classical conditioning – Some basic principles – The neural basis of learning – Exceptions to the rules – A Cognitive perspective – Turning principles into action – Operant conditioning: Learning based on consequences: The nature of operant conditioning: consequential operations – Observational learning from the behavior and outcomes of others – Observational learning: Some basic principle – Observational learning and aggression – Observational learning and culture – Observational learning: Some practical application.

**Text Books:**

1. Baron. A Psychology (2006). (5<sup>th</sup> Ed). Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Carole Wade & Carol Tavis, Psychology (2007). (8th Ed.), Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

**Reference Books:**

1. Kalat, J.W. Introduction to Psychology (4<sup>th</sup> Ed.) New York: Brooks/ Cole Publishing Company, 1996.
2. Plotnik, R. Introduction to Psychology, (2<sup>nd</sup> Ed) , New York: Random house, 1989.

**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**

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

**Unit-II: Conception to birth**

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

**Infancy and Toddlerhood**

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

### **Unit-III: Early Childhood**

Aspects of physical development – Bodily growth and change – Nutrition sleep pattern and problems – Motor skills – Health and safety – Cognitive development – Language and other cognitive abilities – Early childhood education – Psychosocial development in early childhood – Developing self - Parenting – Relationship with other children.

### **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**

Physical development – Puberty – Physical and mental health - Cognitive development – Aspects of cognitive maturation – Educational and vocational issues – Psychosocial development – Search for identity – Sexuality – Relationships with family, peers and adult society.

### **Text Books**

- 1) Papalia, D. E., & Olds, S.D. *Human Development* (9<sup>th</sup> Edn.) New Delhi: Tata McGraw Hill Publishing Co., Ltd., 2004.

### **Reference Books**

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

**Part-I – Language –தமிழ்**

மதிப்பெண்: 75

கிரடிட்: 3

**நோக்கம்**

மொழியமைப்பினை விளக்குதல்

மொழிப் பயன்பாட்டில் உருவான - உருவாகும் மாற்றங்களைப் புலப்படுத்துதல்

திசைமொழிகளின் கலப்பினால் தமிழ்மொழியில் ஏற்படும்

மாற்றங்களை விளக்குதல்

மொழிக் குடும்பங்கள் குறித்தும் செம்மொழித் தமிழின் சிறப்புகள் குறித்தும் செம்மொழி ஏற்புக் குறித்தும் விளக்குதல்

**அலகு-1**

எழுத்துக்களின் எண்ணிக்கையும் வகைகளும், எழுத்துக்களின் மாத்திரை,கால இடைநிலைகள்,மூவகைப் போலிகள் , இருவகைப் பதங்கள், புணர்ச்சிகள்.

**அலகு-2**

சொற்றொடர் வகைகள் (மூவகை மொழி) தொடரிலக்கணத்தில் காணப்பெறும் வழுவும் வழு அமைதியும் பத்தியமைப்பும் நிறுத்தற் குறியீடுகள் பயன்பாடும். உரைநடை எழுதும் போது மேற்கொள்ள வேண்டிய விதிமுறைகள்.

**அலகு-3**

**மேடைத்தமிழ்**

நீங்களும் பேச்சாளர் ஆகலாம்-குமரி அனந்தன் மேடைப்பேச்சுக்குத் தயார் செய்தல்- பேச்சாளருக்குரிய தகுதிகள்- பேசும் முறைகள் - பழக்க வழக்கங்கள்.

**அலகு-4**

**படைப்புத்திறன்**

சிறுகதை- கவிதை- கட்டுரை- ஓரங்க நாடகம் - நூல் குறித்த திறனாய்வு

எழுதப் பயிற்சிதரல்.

## அலகு-5

### பயன்பாட்டுத் தமிழும் செம்மொழி வரலாறும்

மொழி- விளக்கி - மொழிநிலை - உலகி செ மொழிக் - இனியி  
செ மொழிக் - செ மொழி தி திக் - வரையறைக் - வரி செ மொழி தமிழ் -  
தமிழி தெரி மை- தமிழி சிறி கி - தமிழி செ மொழி கி .

தமிழ் செ மொழி அறிதே - பி திமரி கலைஞி தி தி கால அறிஞிக் வரை  
(அறிஞிக் - அமைிக் - நி வனிக் - இயிக் கி தொட்டி யி சிக் -  
அறி பேரரி பி கி - உலி தமிழி செ மொழி மாநரி , கோவை-2010)

### பரிவையி கி

1. கலைஞி . கி ணாநிதி, செ மொழி வரலரி நி சில செ பே கி  
நி கீரி வெளியி , 2010
2. ஆி வரி கி சிறி மலி , உலகி தமிழி செ மொழி மாநரி , கோவை-2010.
3. உலகி தமிழி செ மொழி மாநரி சிறி மலி , கோவை-2010
4. சாலினி இளி திரையி , தமிழி செ மொழி ஆவணி , மணிவாசகி பதி பகி ,  
செ னை, 2005.
5. கரி வெி , “திராவிட மொழிகளி ஓி பிலி கணி “- கழக வெளியி ,  
செ னை.

## 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 FRONTIERE  
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**

Seshadri, P.K., ed. *The Golden Quill*. Chennai: Macmillan, 2005

Sachithanandan, V., ed. *Short Plays of Yesterday and Today*. Chennai: Macmillan, 1998

## **Reference Book**

Mohan, Krishna, and Raman, Meenakshi. *Effective English Communication*. New Delhi: Tata McGraw Hill, 2000.

## **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 :**

Thinking: Forming concepts and reasoning to conclusions – Basic elements of thought: Concepts, Propositions, Images – Making decisions: Choosing among alternatives – Heuristics: Using quick-but fallible–rules of thumb to make decisions – Framing and decision strategy – Escalation of commitment: Getting trapped in bad decisions – Emotion and decision making: The magnifying effects of unexpected loss and gain – Problem solving: Finding paths to desired goals – Problem solving: An overview – Method for solving problems: From trial and error to Heuristics – Facilitating effective problem solving: The role of metacognitive processing – Factor that interfere with effective problem solving.

### **UNIT-II Intelligence:**

Intelligence: Contrasting views of its nature – Gardner’s theory of multiple intelligence – Sternberg’s triarchic theory: The value of practical intelligence – Cattell’s theory of fluid and crystallized intelligence – Measuring Intelligence – IQ: Its meaning then and now – The Wechsler scales – Individual tests of intelligence: Measuring the extremes – Human intelligence: The role of heredity and the role of environment – Evidence for the influence for the heredity – Evidence for the influence of Environment factors – Environment, Heredity, and Intelligence – Group difference in intelligence test scores: Group differences in IQ scores: Evidence for the role of genetic factors – Gender difference in intelligence – Emotional intelligence: The feeling side of intelligence – Artificial intelligence - Creativity: Generating the extraordinary – Contrasting views of creativity – Research on creativity.

### **UNIT-III Memory:**

Human memory: Two influential views – The Atkinson and Shiffrin model – Neural network models – Kinds of information stored in memory – Working memory – Forgetting: Some contrasting views – Forgetting as a results of interference – Forgetting and retrieval inhibition – Memory distortion and memory construction – Distortion and the influence of schemas – Memory construction – Memory in everyday life – Repression – Autobiographical memory – Memory for emotionally laden events – Memory and the brain: Evidence from memory impairment and other sources – Amnesia and other memory disorders – Memory and brain: A modern view.

## **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-

Humanistic theories: Emphasis on growth – Rogers’s self theory – Maslow and the study of self – actualizing people – Research related to humanistic theories: Studying the self concept – Trait theories: The search for basic traits – The “Big five” factors – Learning approaches to personality: Social Cognitive theory.

### **Text Books:**

1. Baron. A Psychology (2006). (5<sup>th</sup> Ed). Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Carole Wade & Carol Tavris, (2007). Psychology Eighth Edition, published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

### **Reference Books:**

1. Kalat, J.W. Introduction to Psychology (4<sup>th</sup> Ed.) New York: Brooks/ Cole Publishing Company, 1996.
2. Plotnik, R. Introduction to Psychology, (2<sup>nd</sup> Ed) , New York: Random house, 1989.

## **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**

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 – Parenthood

### **Unit–II: Middle adulthood**

Physical development – Physical changes – Health - Cognitive development – Measuring cognitive abilities – Distinctiveness of adult cognition – Creativity – Work and education.

### **Unit III: Middle adulthood- Psychosocial development**

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

### **Unit IV: Late adulthood**

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

### **Unit V: Death & Bereavement**

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

### **Text Book**

- 1) Papalia, D. E., & Olds, S.D. *Human Development* (9<sup>th</sup> Edn.) New Delhi: Tata McGraw Hill publishing Co., Ltd., 2004.

### **Reference Books**

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

## **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**

Introduction to internet - Client server basics, E-Mail, Telnet and Archie - FTP - Gopher, Jughcad and Veronica - WAIS and World Wide Web.

Fundamentals of HTML, TCPMP and E-Commerce.

### **Unit-IV**

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

### **Unit-V**

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

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

### **Text Books**

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

### **References**

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

## **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 Fadism – 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:**

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

### **Nutrition 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 malnutrition – Role of nutrition on brain.

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

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

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**

1. Srilakshmi, B (2003). *Dietetics* (Second Edition) New Age International (p) Ltd.
2. Swaminathan, M (1985). *Advanced Text –Book on Food & Nutrition* Vol-I and Vol-II, The Bangalore printing & publishing Co. Ltd.

### **Reference book**

1. Sue Rodwell Williams (2001). *Basic Nutrition and Diet Therapy* (11<sup>th</sup> Edition), Haa court (India) Private Limited,

## **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**

Emotion - Meaning– Theories– Types– Individual differences in emotional responsiveness – Autonomic responses – Brain circuits in emotions.

### **Text Books:**

- 1) Rosenzweig, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA: Sinauer Associates, Inc.
- 2) Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.

### **Reference books:**

- 3) Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
- 4) Kalat , J.W. (2004). *Biological Psychology*. CA: Wadsworth/Thomson Learning,

## **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.

**Methods in social psychology:** Experimental method- Correlation method- Systematic observation- Survey method- Meta analysis- Converging operations.

## Unit- II

**Development of Social Behaviour:** Social behaviour of animals- Social life among insects- Territoriality, Dominance and Status- Mammals- Social development in children- Infant social relation- Social behaviour in early childhood.

**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.

**Language and Communication:** Communication- Behaviour- language and communication- Signs, Signals, and Symbols- Language a cultural product- Meaning of meaning- Language and socialization.

## Unit- III

**Social Cognition:** Schemas: Mental frameworks - Heuristics: Reducing our efforts in social cognition- Automatic and Controlled processing: Basic modes of social thought- Potential sources of error in social cognition- Affect and Cognition.

**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

**Self:** Self Presentation: Managing the self in different social context- Self Knowledge - Thinking about the self: Personal *versus* Social identity- Self Esteem- Social Comparison- Self as a target of prejudice.

**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

1)Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup> Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

## Reference

1) Kuppaswamy, B. (1982). *Introduction to Social Psychology* (2<sup>nd</sup> Ed.). Bombay: Lily Jayasingh Publishers Pvt. Ltd.

## 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.

Indian Constitution: Preamble - Basic features - Citizenship - Fundamental rights - Fundamental duties.

#### Unit-II: Political System

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

Local Government: Urban Administrative System - Panchayat Raj System.

#### Books Recommended

- 1) Fadia, B.L., *Indian Government and Politics*, Agra, Sahitya Bhawan Publication, 1999.
- 2) Maheswari, S.R., *Local Government in India*, Agra, Lakshmi Narain Agarwal, 1996.
- 3) Agarwal, R.C., *Indian Political System*, New Delhi, S. Chand & Company, 2000.
- 4) James H. McCrocklin, *Building Citizenship*, USA Allyn and Bacon, INC, 1961.

### (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

- 1) Odum, E.P. *Fundamental Ecology*, 3<sup>rd</sup> Edition, Saunders, 1971.
- 2) Colvinvaux, P. *Ecology*, John Wiley & Sons, 1986.
- 3) Agarwal & Rana, S.V.S. *Environment & Natural Resources*, Society of Biosciences, 1985.
- 4) Duggal, K.N. *A Text Book on Public Health Engineering* - S. Chand & Co. Ram Nagar, New Delhi, 1994.

## **(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**

- 1) Murray Grant, *Hand Book of Community Health*, Philadelphia: Lea & Febiger Publications, 1987.
- 2) Lawrence B. Chenoweth, *et al. Community Hygiene* New York: F.S. Croft's & Co. 1934.
- 3) Charles Frederic Boldman, *et al. Public Health and Hygiene*, Philadelphia: W.B. Saunders Company 1936.
- 4) Harold S. Diehl, *Text Book of Healthful Living*, New York: Mc Graw-Hill Book Company, 1945.

## **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:**

Internal and External determinants of attraction- Interaction with others- Close relationships: Family, Friends, Lovers, and Spouses- Interdependent Relationships- Romantic Relationships- Marriage.

## **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:**

- 1, Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup> Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- 2, Kuppaswamy, B. (1982). *Introduction to Social Psychology* (2<sup>nd</sup> Ed.). Bombay: Lily Jayasingh Publishers Pvt. Ltd.

## **Reference Books:**

- 1) Baron, R. A., & Byrne. D., *Social Psychology*. (8<sup>th</sup>Edn.) New Delhi: Prentice Hall of India Private Ltd., 1999.
- 2) Brehm, S. S. & Kassin, S. M. *Social Psychology*. New Jersey: Houghton Mifflin Company Boston, 1990.
- 3) Brown, R. *Social Psychology*, London: Collier - Macmillan Limited, 1965.
- 4) Feldman, R.S. *Social Psychology*. (2<sup>nd</sup> Edn.) New Jersey: Prentice Hall Inc., 1998.
- 5) Michener, H.A. & Delamater, J. D. *Social Psychology* (4<sup>th</sup> Edn.) New York: Harcourt Brace College Publisher, 1999.

## **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**

The meaning of personality – Personality versus character – Personality versus individuality – Types of personality determinants – Physical determinants: Traditional beliefs about bodily effects – body build – attractiveness- homeostasis – Physical changes –Body control – Accidents – Physical defect – Health conditions- Intellectual determinants: Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

### **Unit-II Emotional and Social Determinants**

Effects on personality – Dominant emotions – Emotional balance – Emotional Deprivation – Excessive love – Emotional expressions – Emotional catharsis – Emotional Stress – Social determinants: Early social experiences – Social deprivation – Social acceptance – Prejudice and discrimination – Group status – Social Mobility.

### **Unit- III Aspirations, Achievements and Gender Orientation**

Aspirations – Level of aspiration – Achievements – Meaning of success and failure – Age of achievement – Gender orientation: Effects of sexuality on personality – Interest in sexuality – Attitudes toward own sex – Attitudes toward sex differences – Sex appropriateness – Sex roles – Sexual behavior.

### **Unit- IV Educational and Family Determinants**

Attitudes toward education – Readiness for school – Early school experiences – Emotional climate of school or college – Teacher attitudes and behavior – Academic success – Extracurricular activities – Peer acceptance – Family determinants: Predominating influences of family – Influence of family on personality development – Emotional climate of the home – Ordinal position – Size of family – Family composition – Family roles – Deviant family patterns.

### **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:**

Hurlock Elizabeth. B. (2010). *Personality Development*. New York: McGraw – Hill book company, 36<sup>th</sup> Reprint.

#### **Reference Books:**

- 1) Ryckman, Richard, M. *Theories of Personality* (4<sup>th</sup> Edn). California : Brooks / Cole Publishing Company. 1989.
- 2) Hall, C.S., and Linzey, G. *Theories of Personality* (3<sup>rd</sup> Edn). New Delhi: Wiley Eastern Limited, 1978.

## **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**

Sensory receptors – Nature of stimulus – Sensory processing – Beginning – Selective and analytical. Touch: structure of skin – Dorsal column – Cortical columns – Somato sensory perception: Pain: Nature – Measuring pain.

## **Hearing, vestibular perception, taste and smell**

Hearing: Structure and functions of ear – Auditory system pathways – Theories of pitch discrimination – Localization of sound – Perception of sound – Deafness. Vestibular Perception: Receptor mechanisms – Evolution of auditory and vestibular organs – Nerves fibers – Motion sickness. The chemical senses: Taste sensations – Odor sensations.

## **Unit – II**

### **Vision**

Nature of visual information – Eye as an optical device and neural organ – Neural signals – Area VI – Colour vision – Perception of visual motion – Major Systems of cortical visual areas – Visual neuroscience.

### **Motor Control and Plasticity**

The behavioural view – The control system view – The neuroscience view – movement control – 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**

Body temperature– The brain monitors and body temperature - Nutrient regulation– Insulin and body metabolism - The Hypothalamus – Obesity— Eating disorders.

## **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:**

- 1) Rosenzweig, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA: Sinauer Associates, Inc.
- 2) Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.

## Reference Books

- 1) Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
- 2) Kalat, J.W. (2004). *Biological Psychology*. CA: Wadsworth/Thomson Learning,

## 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

**Jaina Psychology:** Nature of Reality- Jaina concept of Self- Cognition- Concept of Mind- Mind-body Interaction.

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

### Unit III

**Patanjali Yoga and Siddhis:** Yoga Sutras- Aims and Practices- Paranormal Functioning and Psi Research: Discipline of Psi - Varieties of Psi Experiences and Phenomena- Research and Inquiry Methods- Important Research Findings- Proof-Related - Process-Related. Interrelationships of Yoga-Sutras, Siddhis and Psi Research: The Eight Limbs - The Siddhis- Yoga Practices and Psi Research - Theoretical Considerations-. Additional and Alternative Considerations: Alternative Modes of Interpretation- Functions and Limitations of Siddhi Experiences- Implications, Applications and Extensions.

### Unit IV

**Transpersonal Psychology in the Bhagavad Gita:** Physiognomy of Depression- Consciousness and a New Identity- Identity and Existence- Self-Knowledge- Conflict and Wisdom- Ksetra, setrajna and The Ego- Karma and Sanyasa- Work, Renunciation and Yoga- Work, Mental Purity and Integrity of Mind- Love and Surrender- Meditation- Three Definitions of Yoga- Sthitaprajna and Freedom- Work and Freedom- Yoga and Happiness.

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

Concept of Buddhi and Citta- Hierarchical Structure of the Inner Instrument. Person and Personality: Concept of Person in Advaita- Personality- Psychological makeup of the Person (Jiva): Cognition - Emotion and Enjoyer/ Sufferer- Volition and Action: - The Self and Selves- Identity- Advaita Method for Self Realization- Basic Steps to Self-Realization.

### **Unit V: Application**

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

### **Text Books**

Rao, K.R., Paranjpe, A.C. and Dalal, A.K. (2008). *Hand Book of Indian Psychology*. Delhi: Cambridge University Press India Pvt Ltd.

Safaya, R. (1996). *Indian Psychology*. New Delhi: Munisiram Manohar Lal Publication Ltd.

### **Reference Books**

- 1) Ragunath Safaya, *Indian Psychology*. New Delhi :Munisiram Manohar Lai Publication Limited, 1996.
- 2) Taimini, I.K. *Glimpses Into The Psychology of Yoga*. Madras: The Theosophical Publication house, 1973.
- 3) Girishwar Mishra., and Ajit Dalal, Vol-1 *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**

Introduction and Context – Alfred Adler – Fictional Finalism – Striving for Superiority – Inferiority Feelings and Compensation – Social Interest – Style of Life – The Creative Self – Neurosis

Erich Fromm – Karen Horney – Honey and Freud – Basic Anxiety – The Neurotic Needs – Three solutions – Alienation.

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

### **Erik Erikson and Contemporary Psychoanalytic Theory**

Introduction and Context – Ego Psychology – Object Relations – The Merging of Psychoanalysis and Psychology .

Erik H.Erikson – Personal History – The Psychosocial Theory of Development – A New Conception of the Ego.

### **Henry Murray’s Personology**

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

## **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**

Kurt Lewin – The Structure of Personality – The Dynamics of Personality – The Development of Personality – George Kelly – Personal History – Basic Assumptions – Personal Constructs – The Fundamental Postulate and Its Corollaries – The Continuum of Cognitive Awareness- Constructs About Change .

### **Carl Rogers’s Person- Centered Theory**

Introduction and Context – Kurt Goldstein – The Structure of the Organism – The Dynamics of the Organism – The Development of the Organism – Abraham Maslow – Assumption about Human Nature – Hierarchy of Needs – Syndromes – Self-Actualizers – Carl Rogers – Personal History – The Structure of Personality – The Dynamics of Personality – The Development of Personality - Current Status and Evaluation.

## **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**

Albert Bandura – Personal History – Reconceptualization of Reinforcement – Principles of Observational Learning – Reciprocal Determinism – The Self-System – Applications to Therapy – Self Efficacy — Walter Mischel – Cognitive Person Variables – The Consistency Paradox and Cognitive Prototypes – A Cognitive – Affective System Theory of Personality.

## **Personality Theory in Perspective**

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

## **Text Books**

- 1, Hall S. Calvin, Lindzey Gardner, and Campbell B. John. (2011). Theories of Personality (4<sup>th</sup> Edn). New Delhi: Wiley India Pvt. Ltd.
- 2, Ryckman. Richard, M. Theories of Personality (4<sup>th</sup> Edn). California: Brooks / Cole Publishing Company, 1989.

## **Reference Books**

- 1, Hall, C.S., and Linzey, G. Theories of Personality (3<sup>rd</sup> Edn). New Delhi: Wiley Eastern Limited, 1978.
- 2, Kurt Lewin, Adams, D.K., and Zener, K.E. A Dynamic Theory of Personality. New York : McGraw – Hill Book Company, Inc. 1935.
- 3, Blum, G.S. Psychoanalytic Theories of Personality New York: McGraw – Hill Book Company, Inc. 1953.

## **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**

Abnormal behavior - Meaning of abnormal behavior – The epidemiology of maladaptive behavior - Seeking help for abnormal behavior – Research in abnormal psychology – The historical background: The historical views of abnormal behavior - Psychological and organic views of abnormal behavior .

## **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**

Generalized anxiety disorder – Panic disorder – Obsessive-Compulsive disorder- Interpreting and treating anxiety disorders - Sexual variations and disorders: Changing views of sexual behavior – Surveys of sexual behavior – Homosexuality- Sexual dysfunction- Gender Identity disorder – The Paraphillias - Sexual Victimization.

## **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:**

Sarason, I.G. & Sarason, B. R. (2010). Abnormal Psychology. The Problem of Maladaptive Behavior (8<sup>th</sup> Ed.). New Delhi: Prentice Hall of India Private Ltd.,.

### **Reference Books:**

1. Barlow, D.H. & Durand, V.M. Abnormal Psychology (2<sup>nd</sup> Ed.) California: Brooks/ Cole publishing co., 1999.
2. Robert, C.C. Butcher, J.N. & Susan Mineka, Abnormal Psychology and Modern Life, New York: Harper Collins College Publishers, 1996.

## 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.
- iv. The history, Nature and diagnosis of autistic spectrum disorders and learning disabilities.
- v. The definition, scope and treatment issues of child physical abuse and neglect and child sexual abuse.

### Unit-I: Introduction:

Historical antecedents and early developments- Developmental emphasis - Recognition of individual differences – Clinical diagnosis and empirical classification-Therapy as a collaborative decision- making process – Emphasis on prevention – Cognition and affect – Childhood disorders – Need for effective interventions Effectiveness of cognitive – behavioral treatments for children – General features of a cognitive – behavioral systems perspective.

### Attention – Deficit/ Hyperactivity Disorder

**Recent developments** – Primary symptoms – Diagnostic criteria – Prevalence and sex ratio – onset, course, and outcome – related characteristics – Etiologies– Conceptualization of the disorder – Treatment approaches.

### 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

Fears and anxieties – overview of theories – Clinical dimensions of fear and anxiety Integrative theories – Treatment strategies – Research on interventions for fears and anxieties – Prevention of anxiety disorders.

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

Primary symptoms and diagnostic criteria – Prevalence and sex ratio – Vulnerability – Stress, and gender – onset, course, and outcome – Etiology: within – child factors – Considering context in treatment delivery – Approaches to treating the depressed child – The action treatment program: An example of CBT for depression – Research – based treatments – Prevention of depression.

### 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**

History – Nature and diagnosis – Autistic disorder – Asperger’s disorder – Differential diagnosis – Comorbid conditions – Associated problems – prevalence – etiology – prognosis and treatment strategies.

### **Learning Disabilities**

Historical background – Definitional issues – Heterogeneity of LDs – Conceptual approaches to treatment – Historical perspectives on treatment – Contemporary perspectives – Conceptual models: Conclusions – Improving the methodological quality of treatment research – Domain – Specific intervention methods.

## **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**

Incidence **and** prevalence – Abuse and victim characteristics – Primary prevention and promotion of early disclosure – Secondary prevention – Tertiary interventions.

### **Text Book**

Mash,E.J., & Barkley R.A. (Eds.), (2006) Treatment of childhood disorders (3<sup>rd</sup> ed.) New York: Guilford press.

### **Reference Books**

- 1.Beidel D.C., & Turner, S.M. (2005), Childhood Anxiety Disorders – A guide to Research and Treatment.
2. Herbert,M. (2005), Developmental Problems of childhood and Adolescence: Treatment, Prevention and Rehabilitation. Oxford: BPS – Blackwell.
3. Mash, E.J.,& Barkley R.A.(Eds.) (2007). Assessment of Childhood Disorders (4<sup>th</sup> ed.) New York: Guilford Press.
4. Wilmshurst, L.(2005) Essentials of Child Psychopathology, Essentials of Behavioural Science Series. John Wiley & Sons, Inc., Hoboken, New Jersey.
5. Wels,R. Introduction to abnormal child and adolescent Psychology,ND: Sage,2007.

## 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:

Meaning of health, illness, disease – Three domain of health – Health and ancient views – Early culture-ancient Greek and Rome – The middle age Perspectives– Methods in health psychology.

**Bio-medical Foundation Physical system;** - Nervous System - Endocrine System - Digestive System - Respiratory System – Reproductive system - Psycho social theories.

### Unit –II

**Behaviour and health promotion:** Meaning of health promotion- Behaviour immunogens and pathogens – Longevity and span of healthy life – life style risk factor – inter disciplinary perspective on prevention – illness – barrier to health promotion – theory of health:- non stage theories – health belief model theory– prototype / willingness theory – health and unhealthy behaviour – insomnia – mental handicap.

### Unit – III

**Chronic and Life – Threatening Illnesses:** The healthy heart – Cardio vascular disease – physiological and genetic factors and risk factor – psychological factors – diabetes - types – causes and effects.

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

### Unit - IV

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

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

### 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 pharmacotherapy - perspective of profession in health psychology – educational and support services – Family therapy – insight oriented therapy – Relaxation - Bio feedback.

### **Text Book:**

- 1) Health psychology (1998). Philipps Rice– Brooke / Cole publishing Co-New York.
- 2) Health Psychology (1994). Edward P. Sarafina 2<sup>nd</sup> Edn – Thonculey & Son .
- 3) Richard O. Straub. (2001). Health psychology 1<sup>st</sup> Edition – Worth publication, New York

### **Reference Books:**

- 1) Brannon, L & Feist, J. (2001). *Health Psychology*, Singapore. Wordsworth
- 2) Griffiths, D. (1981). *Psychology and Medicine*. The MacMillan Press Ltd. London.
- 3) Marks, D. F. (2008). *Health Psychology*, N D: Sage. Werth Publications.

## **ICPT 62: 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 counselling - 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**

- 1) Kottler, J.A. & Brown, R.W., *Introduction to Therapeutic Counselling* (4th Edn.), Singapore Brooks / Cole, 2000.
- 2) Corey, G. *Theory and Practice of Counselling and Psychotherapy* (6th Edn). Singaporeooks / Cole, 2000.

### **Reference Books**

- 1) Gelso, C.J. & Fretz, B.R., *Counselling Psychology*. Bangalore: Prism Books Pvt. Ltd., 1995.
- 2) Madhukar, I. *Guidance and Counselling*. New Delhi: Authors Press, 2000.
- 3) Bordin, E.S. *Psychology of Counselling*. New York: Appleton Centaury crafts. 1968.
- 4) Narayana Rao, S. *Counselling psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.

## **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**

Characteristics and probable causes – Impact of Schizophrenic disorders – Characteristics of schizophrenic disorders – Major sub – types of schizophrenia –Causes – Methods of study – vulnerability, resiliency and stress- Psychological researches -Treatment and outcome – Attention, cognition and the schizophrenic process - Therapeutic approaches.

### **UNIT- III Cognitive Impairment Disorder**

The Brain: the International perspective – Delirium – Dementia – Amnestic disorder –The Diversity of cognitive impairment disorders –Brain disorders – Substance related disorders : Substance-Use disorders - Substance-induced disorders – Alcohol – Related disorders – Other drugs – Cocaine – Substance dependence and social policy.

### **UNIT- IV Childhood Disorders**

Disorders of childhood and adolescence – The scope of the problem – Disruptive behavior – Internalizing disorders – Eating disorder – Therapy for children and adolescents – Developmental disorders – Autistic disorder – Mental retardation.

## **UNIT –V Therapies and Their Outcomes**

Psychotherapy – Cognitive–Behavioral therapies – Group therapy – Research on the psychological therapies – Integration of psychologically based therapeutic approaches – Biological therapies – Hospitalization – Society’s response to maladaptive behavior – Types of prevention – Sites of prevention - The challenge of prevention – Treatment in the community – Legal aspects of treatment and prevention.

### **Text Books:**

1. Sarason, I.G. & Sarason, B. R.(2010) Abnormal Psychology. The Problem of Maladaptive Behavior (8<sup>th</sup> Ed.). New Delhi: Prentice Hall of India Private Ltd., .

### **Reference Books:**

1. Barlow, D.H. & Durand, V.M. Abnormal Psychology (2<sup>nd</sup> Ed.) California: Brooks/ Cole publishing co., 1999.
2. Robert, C.C. Butcher, J.N. & Susan Mineka, Abnormal Psychology and Modern Life, New York: Harper Collins College Publishers, 1996.

## **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 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 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

- 11) Alexander Pass along Test – Measurement of Intelligence
- 12) Modified Alpha Examination Form 9
- 13) Raven's Advanced Progressive Matrices
- 14) Wallach - Kogan Test of Creativity
- 15) Concept Formation
- 16) Thurstone's Interest Schedule
- 17) Sociometry
- 18) Test anxiety scale
- 19) PGI Memory Scale
- 20) Religious Attitude Scale

## **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**

The Brain hypothesis – Brain – Nervous system – The Brain Versus Heart – Experimental Approaches to Brain Function: Location - Localization– Localization and Lateralization of Language – Sequential Programming and Disconnection – Loss and Recovery of Function – Hierarchical organization and distributed Systems in the Brain – The Neuron Hypothesis: Activity in Neurons to Behavior – Connections between Neurons as the Basis of Learning – Contributions to Neuropsychology from allied Fields: Neurosurgery – Psychometrics and Statistical Evaluation – Brain Imaging.

The Organization of the Nervous System: Neuroanatomy: Brain – Describing Location The spinal cord. The Structure and Electrical Activity of Neurons: The Neuron’s Structure – Overview of a Neuron – The Cell as a Factory – The Cell Membrane: Barrier and Gatekeeper – The Nucleus: Blueprints for Proteins – Protein Synthesis: The Genetic code – Golgi Bodies and Microtubules: Protein Packing and shipment – Membrane Protein – The Neuron’s Electrical Activity – Electrical Charges – The Resting potential – Graded Potentials – The Action Potential – Sending a Message along an Axon: The Nerve Impulse – Saltatory Conduction and Myelin Sheaths – The Neuronal Code

### **UNIT – II Communication between Neurons**

Neurotransmitter Discovery – The Structure of Synapses – steps in Neurotransmission – Neurotransmitter Deactivation – Types of Synapses: Synaptic variations – Excitatory and Inhibitory Messages – Varieties of Neurotransmitters: Identifying Neurotransmitters – Classifying Neurotransmitters – Small – Molecule Neurotransmitters – Peptide Transmitters – Transmitter Gases – Receptors for Direct Effects and Indirect Effects: Ionotropic Receptors for Direct Effects – Metabotropic Receptors for Indirect Effects – Excitatory and Inhibitory Receptors Effects – Neurotransmitter Systems and Behavior : Neural Transmission Peripheral Nervous System – Central – Nervous System.

Imaging the Brain’s Activity: Recording the Brain’s Electrical Activity – Single-cell Recording – Electroencephalographic Recording – Event-Related Potentials – Magneto encephalography – Brain Stimulation: Intracranial Brain Stimulation – X-Ray Imaging Techniques: Conventional Radiography –

Pneumoencephalography – Angiography – Computerized Tomography – Dynamic Brain Imaging: Positron Emission Tomography – Magnetic Resonances Imaging – Functional Magnetic Resonances Imaging.

### **UNIT- III Cortical Functions**

The Occipital Lobes: Anatomy– Subdivision of the Occipital Cortex – Connections– A Theory of Occipital-Lobe function: Visual Functions Beyond the Occipital Lobe – Visual Pathways Beyond the Occipital Lobe – Imaging Studies of Dorsal and Ventral Streams – Disorders of Visual Pathways – Disorders of Cortical Function – Visual Agnosia: Object Agnosias – Visual Imagery.

The Parietal Lobes: Anatomy– Subdivisions– Connections of the parietal cortex – A Theory of Parietal-Lobe Function: Uses of Spatial Information – The Complexity of Spatial Information – Other Aspects of parietal Function – Somatosensory Symptoms of Parietal-lobe Lesions: Somatosensory Thresholds – Somatosensory Disorders – Blind Touch – Somatosensory Agnosias – Symptoms of Posterior Parietal Damage – Major Symptoms and Their Assessment.

### **UNIT – IV The Temporal Lobes**

Temporal-Lobe Damage: Anatomy– Subdivisions – Connections of the Temporal Cortex – A Theory of Temporal – Lobe Function: The Superior Temporal Sulcus and Biological Motion – Visual processing in the Temporal Lobe – Faces Special – Auditory processing in the Temporal lobe – Asymmetry of Temporal – Lobe function – Symptoms of Temporal-Lobe Lesions: Disorder of Auditory and Speech Perception – Disorders of Music Perception – Disorder of Visual Perception – Auditory Input – Organization and Categorization – Using Contextual Information – Memory – Affect and Personality – Changes in Sexual Behavior.

Losing Frontal-Lobe Functions: Subdivisions of the Frontal Lobes – Connections of the motor and premotor areas – Connections of the Prefrontal Areas – Asymmetry of frontal-Lobe function – Heterogeneity of frontal-Lobe functions – Symptoms of Frontal-Lobe Lesions – Loss of Divergent Thinking – Environmental Control of Behavior – Poor Temporal Memory – Imaging Frontal Lobe Function – Diseases Affecting the Frontal Lobe

### **UNIT V Neurological Disorder**

The neurological Examination: The patient's History – The physical Examination – Vascular Disorders – Cerebral Ischemia – Migraine stroke – Cerebral Hemorrhage –Treatment of Vascular Disorders – Traumatic Brain Injuries – Epilepsy – Focal Seizures –Treatment of Epilepsy – Tumors – Headache – Infections – Viral Infections – Bacterial Infections – Mycotic Infections – The treatment of infections – Disorder of Motor Neurons and the Spinal Cord – Disorder of sleep – narcolepsy – Insomnia.

Neuropsychological Assessment – Functional Imaging – Cognitive Neurosciences – Managed Care – Rational Behind Neuropsychological Assessment – Factors Affecting Test Choice – Goals of Neuropsychological Assessment – Intelligence Testing in Neuropsychological Assessment – Neuropsychological Test And Brain Activity – The Problem of Effort .

### **Text Book**

Kolb, B .& Whishaw I. Q (2009). Fundamentals of Human Neuropsychology (6<sup>th</sup> Ed.) NewYork; Worth Publishers.

## Reference Books

- 1) Walsh, K. *Neuro psychology : A Clinical Approach* (2nd Edn). New York : Churchill Livingstone, 1987.
- 2) Alex Gilonder., Stephen Tonyz - Pierre J.V. Bcumont and H.A. Gicerobeng. *Hand Book of Neuropsychology Assessment*.
- 3) Grune and Stration. *Hand Book of Neuro psychology*. Elsever publishers.
- 4) Elsevier Amsterdam, *Hand Book of Neuro psychology* (Vol. I to VIII) Amsterdam : Elsevier.
- 5) Keaseth, M. Hilman & Edward Valesten, *Clnical Neuropsychology*.
- 6) Egor Gant and Kennet Madans, *Neuro Psychological Assessment of Neuropsychiatric Disorder*. New York :Oxford.

## 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:

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

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

### Unit –II

#### Psychiatric Diagnostic Criteria:

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

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

### Unit – III

#### Assessment of Depression:

Hamilton Rating Scale - Design and development – Scoring and interpretation – Case examples. Beck depression inventory – Design and development – Scoring and interpretation – Case examples – Advantages.

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

#### **Unit – IV**

##### **Screening Test for Substance Abuse Disorder:**

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

#### **Unit –V**

##### **Assessment of Mental Health and Adjustment:**

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

##### **Psycho Physiological Assessment:**

Demonstration of bodily assessment by Bio Feedback and Galvanic Skin Response (GSR).

##### **Text Books:**

- 1) Freeman, F.S.(1965). *Theory and Practice of Psychological Testing* (3<sup>rd</sup> Edn). Oxford & IBN Publishing co.
- 2) Psychiatric Rating Scales (1973) (Vol.I) Out Patient rating scales. Hoffmann -La Roche Inc.
- 3) Psychiatric Rating Scales (1975) (Vol.III) Self – Report Rating Scales. Hoffmann - La Roche Inc.
- 4) Burdock, EI. Sudlovsky and Gerhom, S. (1982). *The Behaviour of Psychiatric Patients. Quantitative Techniques for Evaluation*. New York.Marcel Decker inc.

##### **Reference Books:**

- 1) Anne Anastasi.( 1962). *Psychological Testing* (2<sup>nd</sup> Edn).New York: The Macmillan Company,
- 2) Wechsler, D. (1955). *Manual for the Wechsler Adult Intelligence Scale*. New York: The Psychological Corporation.
- 3) Hathaway, S.R & Kinley, J.C. (1967). *Manual of Minnesota Multiphastic Personality Inventory (Revised)*. New York: The Psychological Corporation.
- 4) Murray, H.A. (1943). *Manual of Thematic Apperception Test*. USA:
- 5) Rorschach, H. (1951). *Psycho-diagnostic*,New York: Grune and Stratton Inc.

## 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

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

### Unit – IV

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

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

### Unit V

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

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

**Text Books:**

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

**Reference Books:**

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

**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 and 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**

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

#### **Reference Book**

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

### **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**

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

## **The Problem**

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

## **Unit - II**

### **Hypotheses**

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

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

## **Unit – III Research Design**

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

Sampling Design:

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

## **Unit - IV**

### **Methods of Data Collection:**

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

## **Unit - V**

### **Interpretation and Report Writing:**

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

### **Text books:**

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

### **Reference Books:**

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

## 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- 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

- 1) Lewis, E.C. *The Psychology of Counselling*. New York: Holt, Rinehart and Winston, Inc. 1970.
- 2) *Alcoholism and Drug Dependency - The professional's master Guide*. Madras: T.T. Ranganathan Clinical Research Foundation, 1989.
- 3) Narayana Rao, S. *Counselling Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 1981.
- 4) Richard Stern, *Behavioural Techniques*. London: Academic press, 1978.

### Reference Books

- 1) Gold Fried, R.M. & Davison, C. G. *Clinical Behaviour Therapy*. New York: Holt, Rinehart and Winston, 1976.
- 2) Walker, C.E. Allan Hedberg, Clement, P.W. & Logan Wright. *Clinical Procedures for Behaviour Therapy*. New Jersey: Prentice Hall, Inc. 1981.

## 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

Definition - Nature of stress - Alarms and adaptation - Illness and immunology. The Psychology of stress - Some sources of stress - Stress - prone personalities.

### 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

Stress Disorders - Post - Traumatic stress disorder - Measuring stress and its effect on health - Stress and psychosomatic illness -Prevalence of psychosomatic illness.

## **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**

- 1) Kalat, J.W. *Introduction to Psychology*. (4th Edn). New York: Brooks/Cole publishing co., 1996.
- 2) Wade, C. and Tavris, C. *Psychology*. New York : Harper and Row Publishers, 1987.
- 3) Plotnik, R. *Introduction to Psychology*. California: Brooks /cole Publishing co., 1993.
- 4) Me Lean, A. *work stress*. California : Addison – Wesley Publishing co., 1979.

### **Reference Books**

- 1) Sarason, I.G. & Sarason B.R. *Abnormal Psychology. The Problem of Maladaptive Behaviour* (8th Edn), New Delhi: Prentice hall of India Pvt., Ltd, 2000.
- 2) Barlow, D.H. & Durand, V.M. *Abnormal Psychology* (2nd Edn). California; Brooks / Cole Publishing co, 1999.

## **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 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 records 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 hyponosis
- 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:

History – Definition – Measuring hypnotizability – Prediction disorders – Hypnosis in treatment – Forensic use – Brief treatment – Restructuring – Habit control –Treatment outcome studies – Neurological aspects of 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.

Introduction – Antipsychotic drugs – Uses – Risks, Side effects and their management – Anti-depressive drugs – Anti-manic – Drugs – Anti-aggressive drugs – 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**

- 1) Manju Mehta (2009) Behavioural Sciences In Medical Practice (2<sup>nd</sup> ed. ). Jaypee Brothers Medical Publishers. New Delhi.
- 2) Gold Fried, R.M.& Davison, C.G Clinical Behaviour Therapy, New York: Holt, Rinehart and Winston, 1976.

## **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**

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

## **Reference Book**

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

## 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 - Presage 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 - Kleinian psychoanalysis - Ego analysis - Neo and non-Freudian psychoanalysis - Individual psychology - Analytical psychology Therapeutic modification of Sandor Ferenczi - Will therapy - Active psychoanalysis of Wilhelm Stekel - Dynamic cultural school of psychoanalysis - Existential analysis - Object relations approaches - TA models of psychotherapy - Analytic group therapy.

### Unit-V: Other therapies

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

### Text Book

- 1) Wolberg, L.R. *The Techniques of Psychotherapy* (4<sup>th</sup> Edn). New York : G&S Harcourt Brace Jorand Publishers, 1988.

## Reference Books

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

## 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:**

Defining respondent conditioning- Timing of the neutral stimulus and unconditioned stimulus- Higher order conditioning- Conditioned emotional responses- Extinction of conditioned responses- Discrimination and generalization of respondent behaviour- Factors that influence respondent conditioning- Distinguishing between operant and respondent conditioning- Respondent conditioning and behaviour modification.

## **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:**

Examples of functional assessment- Defining functional assessment- Functions of problem behaviour- Functional assessment methods- Functional analysis research- Conducting a 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**

- 1) Bandura, A. (1969). *Principles of Behaviour Modification*. New York: Holt, Rinehart and Winston, Inc.
- 2) Miltenberger, R. G (2008). *Behaviour Modification: Principles and Procedures*. (3<sup>rd</sup> Ed.). Belmont, CA: Thomson Learning, Inc.

### **Reference Book**

- 1) Richard, S. *Behavioural Techniques*, New York: Harcourt Brace Jovanovich publishers, 1978.

## **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 asses 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

## 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

Emotion - Meaning– Theories– Types– Individual differences in emotional responsiveness – Autonomic responses – Brain circuits in emotions.

### Text Books:

- 1) Rosenzweig, M. S., Marc Breedlove, S & Watson, N. V. (2005). *Biological Psychology*. MA: Sinauer Associates, Inc.
- 2) Garret, B. (2008). *Brain and Behaviour*, New Delhi: Sage.

### Reference books:

- 3) Leukel, F. (1985). *Introduction to Physiological Psychology*, Delhi: CBS Publishers and Distributors.
- 4) Kalat, J.W. (2004). *Biological Psychology*. CA: Wadsworth/Thomson Learning,

