

**Scheme of Examination**  
**M.A. Applied Psychology**  
(As per Choice based Credit System w.e.f. the academic year 2016–2018)  
**Program Specific Outcomes**

**Program Specific Outcomes:**

- PSO1 Students would gain conceptual and theoretical knowledge of psychological principles.
- PSO2 Students would be able to understand the applied basis of psychological concepts.
- PSO3 Students would be familiarized with the concepts of personal orientation and adjustment.
- PSO4 Students would attain an understanding of role of psychological testing in the field of research.
- PSO5 Students would understand the application of psychological principles in applied areas of Psychology and would be able to apply them in professional areas.
- PSO6 Students would attain an understanding of role of therapeutic interventions in maintaining sound mental health.
- PSO7 Students would gain competencies and professional skills for working and conducting research in the field of Clinical Psychology, Counselling and Health Psychology.
- PSO8 Students would be a familiarized with report writing.

The entire course will be of four semesters. Each student should earn a minimum of 101 credits over the entire course (Core = 57; Discipline specific course = 16; Dissertation & Practical training= 20; Foundation elective = 2; Open Elective = 6).

### M.A. Applied Psychology (Semester I & II )

The entire course will be of four semesters. In Semester I, there would be five core papers (four theory papers and a practical) and in Semester II there would be four core (three theory papers and a practical) and one discipline specific course. Each Student will opt for at least one foundation course (minimum 2 credits) and an open elective course (minimum 3 credits) in Semester-II.

Sem.	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr	Marks			Exam.(hrs)	Credits L+T+P
				Int. Ass.	Sem. Exam.	Total		
I	16APY21C1	Fundamentals of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C2	Applied Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C3	Fields of Applied Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C4	Research Methods, Designs and Statistics	4+0+0	20	80	100	3hrs	4+0+0=4
	16APY21CL	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5
<b>Credits</b>		<b>C=21</b>	<b>Total Credits:</b>			<b>21</b>		
II	16APY22C1	Psychology in Health	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22C2	Psychology in Education	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22C3	Psychological Testing	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22D1 or 16APY22D2 or 16APY22D3	<i>Psychology Across Lifespan or Organizational Psychology or Personality</i>	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22CL	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5
		Foundation Course	To be chosen from the basket/pool provided by the University.				2	
		Open elective	To be chosen from the basket/pool provided by the University.				3	
<b>Credits</b>		<b>C=17; D=4; F*=2; O=3</b>	<b>Total Credits:</b>			<b>26</b>		

### M.A. Applied Psychology (Semester III & IV)

In Semester III, there would be four core papers (three theory papers and a practical) and one discipline specific courses. Each student would opt for the discipline specific paper from one group, i.e. 1: Clinical Psychology, 2: Guidance & Counselling; 3: Health Psychology. In Semester IV there would be one core (practical) and two discipline specific papers (from the group opted in Semester III), Practical training and Dissertation/ Field based empirical report. Each Student will opt for at least one open elective course (minimum 3 credits) in Semester III.

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/ Gr.	Marks			Exam. (hrs)	Credits L+T+P	
				Int. Ass.	Sem end Exam.	Total			
III	17APY23C1	Theoretical Foundations of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY23C2	Applied Experimental Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY23C3	Self and Adjustment	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY23DA1 or 17APY23DA2 or 17APY23DA3	Essentials of Clinical Psychology Guidance: Principles and Assessment Essentials of Health Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY23CL	Practicals	0+0+10		100	100	4 hrs	0+0+5=5	
		Dissertation/ Field based empirical report	To be continued in Semester IV and code has been specified in that semester.						
		Open elective	To be chosen from the basket/pool provided by the University.						
<b>Credits</b>		<b>C=17; D=4 O=3</b>			<b>Total Credits:</b>		<b>24</b>		
IV	17APY24DA1 or 17APY24DA2 or 17APY24DA3	Understanding Psychopathology Counselling: Principles and Skills Management of Illness	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY24DB1 or 17APY24DB2 or 17APY24DB3	Therapeutic Interventions Interventions in Guidance and Counselling Health Promotion	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17APY24CL	Practicals	0+0+4	-	-	50	3hrs	0+0+2=2	
	17APY24DC1 or 17APY24DC2	Dissertation or Field based empirical report				100		10	
	17APY24DD1 /DD2/DD3	Practical Training	Based on group opted by the student			150		10	
	<b>Credits</b>		<b>C=2; D=8 Dissertation &amp; Practical Training:20</b>			<b>Total Credits: 30</b>			

## M.A. (Semester-I) Applied Psychology 2016-2017

**Paper-16APY21C1**

### **FUNDAMENTALS OF PSYCHOLOGY**

#### **Course Outcomes**

#### **Course Outcomes:**

CO1 Students would be able to explain the fields and scope of contemporary psychology.

CO2 Students would be acquainted with the various schools of Psychology.

CO3 Students would become acquainted with basic principles of genetics and its influence on behaviour.

CO4 Students would understand the conceptual bases of perception, learning, emotions and motivation.

CO5 Students would have knowledge about the nature and theoretical background of Intelligence and Personality.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination :80 marks; Time : 3 hours*

#### **Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

#### **UNIT I**

The Fields and Scope of Contemporary Psychology.

Schools of Psychology: Structuralism, Functionalism, Associationism, Psychoanalysis, Behaviourism, Gestalt.

#### **UNIT II**

Genetic Influence on Behaviour: Chromosomes and Genes; Methods of Studying Genetic or Hereditary Determinants; Evolution, Culture and Behaviour.

Perception: The Constancies: Size, Shape, Brightness ; Perceptual Organization.

#### **UNIT III**

Learning and Conditioning: Classical Conditioning; Operant Conditioning; Cognitive Learning; Verbal Learning.

Emotion and Motivation: Meaning and Theories of Emotions: James-Lange, Canon-Bard, Schachter-Singer, Lindsley's Activation Theory; Meaning and Approaches of Understanding Motivation: Instinct Approach, Drive Reduction, Incentive Approach.

#### **UNIT IV**

Intelligence: Nature, Theories: Spearman's Two Factor, Thurston's Group Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner).

Personality: Nature, Type And Trait Approach Theories, Psychosocial (Erik Erikson), Psychoanalysis (Freud), Social Learning (Bandura), Factor Analytic Theory (Cattell). Phenomenological Theory (Carl Rogers).

**Recommended Books:**

Ciccareli, S. K., & Meyer, G. E. (2009). *Psychology*. India: Pearson.

Cacioppo, J. T., & Freberg, L. A. (2013). *Discovering Psychology: The science of mind*. India: Cengage Learning.

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J. and Nolen-Hoek-sema, S. (2000). *Hilgard's Introduction to Psychology* (13<sup>th</sup>ed.). New York: Harcourt College .

Kumar, A. (2014). *Advanced General Psychology*. Delhi: Motilal Banarsidass.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to Psychology*. New Delhi: McGraw Hill Education.

Passer, M. W., & Smith, R. E., (2011). *Psychology: The Science of Mind and Behaviour*. India: McGraw Hill.

**Paper-16APY21C2**

**APPLIED SOCIAL PSYCHOLOGY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be acquainted with fields of applied social psychology and methods of data collection.

CO2 Students would gain an understanding about research methods used in applied social psychology.

CO3 Students would be familiarized with applications of social psychology in organizations, legal and criminal justice system.

CO4 Students would be able to understand positive social influences on personal relationships and Wellbeing.

CO5 Students would understand the impact of social influences on consequences of media and social change.

*Credits : 4 (hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Introduction to Applied Social Psychology:

Nature, Fields of applied social psychology, Theories in social psychology.

Research Methods in Applied Social Psychology:

Methods of data Collection: Self- Report methods, Observation, Experimental and Qualitative Research Methods.

**UNIT II**

Applying Social Psychology to Organisations:

The individual in an organisation: Work related attitudes; Interpersonal processes in organization: Communication; Types and Techniques.

Applying Social Psychology to Legal System/ Criminal Justice System:

The Crime and Criminal: Social Psychology of Crime; Origins of Criminal Behaviour; Criminal Justice System: Role of Police Investigation, Court room, Prison setting; Eyewitness Testimony; Factors affecting eyewitness accuracy.

**UNIT III**

Applying Social Psychology to Personal Relationships:

Positive Personal Relationships: Attraction: Cognitive, Reward and equity perspective; Attachment: styles and selection process.

Applying Social Psychology to Positive Well-Being:

Introduction to Positive Social Psychology; Optimism: Psychology of Optimism, Benefits and Positive Coaching Exercises.

#### UNIT IV

Applying Social Psychology to Media:

Media violence and its consequences; Imitation of violence; Media violence and aggressive thoughts, Media violence and fear, Impact of media influence on thoughts.

Applying Social Psychology to Community:

Community Psychology: Nature and Origins; Values and approaches. Sense of community and social change.

#### **Recommended Books:**

Baron ,R.A., Byrne ,D., M & Johnson, B.T.(1998).*Exploring Social Psychology*. Boston : Allyn & Bacon.

Schneider, F.W.,Gruman,J.A.,& Coutts,L.M.(2012).*Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. Los Angeles: Sage.

Soroka,M.P.,& Bryjak ,G.J.(1995). *Social Problems:A World at Risk*.Boston :Allyn & Bacon.

Worchel,J.,Cooper J.,Goethals ,G.R., and Olsons,J.M.(2000). *Social Psychology*. USA: Wadsworth/Thomson.

**PAPER- 16APY21C3**

**FIELDS OF APPLIED PSYCHOLOGY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would understand nature and research methodology of applied psychology.

CO2 Students would be acquainted with basics of Environmental Psychology and its application.

CO3 Students would achieve the fundamental knowledge regarding clinical, guidance and counselling psychology.

CO4 Students would be acquainted with basics of Community and Cross-cultural and Sports and Exercise Psychology.

CO5 Students would understand the nature and processes in Media, Forensic and Legal Psychology.

*Credits : 4 (hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination:80 marks ; Time:3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Introduction to Applied Psychology: Nature and Scope of Applied Psychology; Scientific approach to Behaviour: Advantages of scientific approach, Experimental and Correlational research.

Environmental Psychology: Nature and Scope; Current events influencing environmental psychology; Applying psychology to preserve environment.

**UNIT II**

Guidance and Counselling Psychology: Nature, Goals and Steps; Basic skills of guidance and counselling.

Clinical Psychology: Nature, Scope and its development as a scientific discipline and profession.

**UNIT III**

Sports and Exercise Psychology: Nature, Goals of sports psychologist, Benefits of regular physical activity, Difference between sports and exercise psychology.

Community and Cross-Cultural Psychology: Nature, Goals and Future of Community Psychology; Nature of Cross- Cultural Psychology, Concept of culture, Culture and Diversity.

**UNIT IV**

Media Psychology: Nature; Physical, Cognitive and Social development through media; Interactive communication: Computers, Cell- phones and Internet strategies to regulate electronic media usage.

Forensic and Legal Psychology: Evolution of Forensic Psychology; Aspects of current Forensic Psychology and Role of Forensic Psychologist; Psychology and Judicial process; The Psychologists' relationship to law, Psychological factors in Antisocial Behaviour.

**Recommended Books:**

- Arun, I. (2011). *Media Communication and Journalism*. New Delhi: Maxford Books.
- Bayne, R. & Jinks, G. (2013). *Applied Psychology: Research, Training and Practice*. London: Sage.
- Bell, A., Green, T.C., Fisher, J.D. and Baum, A. (2001). *Environmental Psychology*. Orlando: Harcourt.
- Berk, L. E. (2013). *Child Development* (9<sup>th</sup>ed). U.S.A: Pearson Education.
- Davey, G. (2011). *Applied Psychology*. U. K: Wiley –Blackwell.
- Goldstein, A.P. and Krasner, L.(1988). *Modern Applied Psychology*. New York: Pergamon Press.
- Hanson, R. E. (2011). *Mass Communication: Living in a Media World*. (3<sup>rd</sup>ed). Washington D.C: CQPress.
- Levine, L. E. & Munsch, J. (2014). *Child Development: An Active Learning Approach* (2<sup>nd</sup>ed). New Delhi: Sage.
- Matsumoto, D. & Juang, L. (2004). *Culture and Psychology* (3<sup>rd</sup>ed). U.S.A: Wadsworth.
- Moran, A.P. (2012). *Sport and Exercise Psychology* (2<sup>nd</sup>ed). New York: Routledge.
- Moritsugu, J., Vera, E., Wong, F.Y. & Duffy K.G. (2014). *Community Psychology*. U.S.A: Pearson.
- Neitzel, M.T., Bernstein, D. A. & Milich. R. (1994). *Introduction to Clinical Psychology* (4<sup>th</sup>ed). New Jersey: Prentice Hall.
- Nelson- Jones, R. (1994). *The Theory & Practice of Counselling Psychology*. London: Cassell.
- Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In Pursuit of Liberation and Well-being*. New York: Palgrave MacMillan.
- Pietrofesa, J.J., Bernstein, B., Minor, J. & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Pietrofesa, J.J., Hoffman, A., Spelt, H.H. & Pinto, D.V. (1978). *Counselling Theory, Research & Practice*. Chicago: Rand McNally.
- Singh, A.P. (2013). *Vyavharik Manovigyan*. Delhi: Pearson.
- Veitch, R. & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. New Jersey: Prentice Hall.
- Wrightsman, L.S. (1987). *Psychology and Legal System*. Belmont, C.A: Wadsworth.

**PAPER- 16APY21C4**

**RESEARCH METHODS, DESIGNS AND STATISTICS**

**Course Outcomes**

**Course Outcomes:**

- CO1 Students would be acquainted with basics of research and descriptive statistics.
- CO2 Students would be able to apply their knowledge of applications of NPC and sampling procedures.
- CO3 Students would attain an understanding of sampling techniques in depth.
- CO4 Students would demonstrate knowledge of experimental and non-experimental methods and computation of correlation and its various techniques.
- CO5 Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics.

*Credits : 4 (hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks ; Time : 3 hours*

**Note:**

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
- d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

**UNIT I**

Research: Meaning and Types; Research Problem; Hypotheses and Variables.

Descriptive Statistics: Measures of Central Tendency and Variability.

**UNIT II**

Sampling: Probability and Non- Probability Sampling Methods.

Normal Probability Curve (NPC) – Applications (Area under NPC) and Deviation (Skewness and Kurtosis)

**UNIT III**

Experimental and Non-Experimental Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Self Report Methods.

Correlation Statistics: Product Moment; Rank Order; Biserial; Tetrachoric and Kendall Concordance.

**UNIT IV**

Research Designs: Between subjects; Within Groups and Quasi Experimental Designs.

Inferential Statistics: t-test (Independent and Dependent Means); ANOVA (One way & two way for Separate Groups); Mann-Whitney U-test; Wilcoxon Matched Paired Test and Kruskal Wallis H-Test.

**Recommended Books:**

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach.*

( 6<sup>th</sup> Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12<sup>th</sup> Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

- Haslam, S.A. & Mc Garty., C. ( 2014). *Research Methods Statistics in Psychology*. (2<sup>nd</sup> Ed.) New Delhi;Sage .
- Helode, R.D. ( 2012). *Basic of Research in Behavioural Sciences*. Wardha; Psychoscan.
- Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences*. Delhi; PHI Learning Private Limited.
- Mc Bride, D.M.(2013). *The Process of Research in Psychology*. ( 2<sup>nd</sup> Ed.) New Delhi; Sage.
- Milluwi, J.O. and Rashid,H ( 2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.
- Mohanty, B. and Misra, S. ( 2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.
- Nestor, P.G. and Schutt, R.K. ( 2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .
- Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5<sup>th</sup> Ed.)New Delhi: Mc Graw Hill.
- Siegel, S. (1994)*Non-Parametric Statistics*. New York: McGraw Hill.
- Singh, A.K. (2011). *Tests, Measurements and Research Methods ion Behavioural Sciences*. New Delhi: Bharati Bhawan ( Publishers & Distributors).
- Singh, R. and Radheshyam & Gupta,L. ( 2015).\_*Fundamental Statistics For Social Sciences*. Rohtak : Intellectual Foundation(India).
- Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

**Course Outcomes:**

CO1 Students would be able to design, conduct and report experimental research.

CO2 Students would acquire the ability to administer, interpret and report psychological tests.

CO3 Students would gain proficiency in relating/ differentiating one variable from the another.

CO4 Students would gain proficiency in data analysis using statistical software.

*Credits : 5(Hrs/ week 10)*

*Maximum Marks : 100; Time : 4 hours*

**Note:**

*Each student would perform six experiments and six tests from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers.*

*It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.*

**a) Experiments**

(50 marks)

Any six experiments from following areas.

1. Perceptual Constancy
2. Depth Perception
3. Exercise and Arousal
4. Conditioning
5. Verbal Learning
6. Media Violence
7. Social conformity
8. Emotion

**b) Tests**

(35marks)

Any six tests from following areas.

1. Self
2. Intelligence
3. Motivation
4. Attachment Style
5. Communication Style
6. Personality (Objective)
7. Reliability/Validity

**c) Computer Applications in Research**

(25marks)

1. Graphical Representation
2. Central Tendencies & Variability.
3. Mean Comparison

**M.A. APPLIED PSYCHOLOGY (SEMESTER-II)**

**PAPER-16APY22C1**

**PSYCHOLOGY IN HEALTH**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would understand the nature and models of Health psychology.

CO2 Students would become acquainted with health enhancing and compromising behaviours.

CO3 Students would understand the relation between health beliefs and health behaviours.

CO4 Students would gain knowledge about nature and psychological management of stress, pain, hypertension and diabetes, arthritis, AIDS and cancer

CO5 Students would be acquainted with the current trends in Health Psychology

*Credits : 4 (hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Health Psychology: Nature, Mind- body relationship, Models of health psychology: Biomedical, Biopsychosocial model, Need of health psychology, Role of psychologists in health.

Health Behaviours: Health enhancing behaviours, Health compromising behaviours.

**UNIT II**

Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive- behavioural approaches to health change.

Stress & Coping: Sources of stress, Transactional model of stress, Coping with stress, Coping interventions.

**UNIT III**

Pain and its management: Nature, Types, Biopsychosocial aspects of pain, Managing and controlling pain.

Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension; Types of diabetes, Problems in self management of diabetes, Psychological management of diabetes.

**UNIT IV**

Arthritis & AIDS: Types of arthritis, Psychological intervention; Psychosocial factors of AIDS, Coping with AIDS.

Cancer: Psychosocial factors, Coping with cancer; Trends in Health Psychology: Issues and future challenges.

**Recommended Books:**

- Fiest, J. & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. USA: Wadsworth.
- Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). *Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships*. Boston: Allyn & Bacon.
- Malhotra, S.M., Batra, P. & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
- Singh, R., Yadava, A. & Sharma, N.R. (2015). *Health Psychology*. New Delhi: Global Vision Publishing House.
- Straub, R.O. (2007). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publishers.
- Taylor, S.E. (2012). *Health Psychology* (7<sup>th</sup> ed) Indian Edition. New Delhi: McGraw Hill Edu.
- Yadava, A., Hooda, D. & Sharma, N.R. (2012). *Biopsychosocial Issues in Positive Health*. New Delhi: Global Vision.

**Paper-16APY22C2**

**PSYCHOLOGY IN EDUCATION**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would understand the nature of guidance and the process of organizing the school guidance program.

CO2 Students would understand the appraisal process in educational setting and would gain the in-depth knowledge of basic psychological skills required for learning.

CO3 Students would understand the nature and procedure in educational and vocational guidance.

CO4 Students would be able to apply the theoretical knowledge for providing guidance for self and moral development in educational settings.

CO5 Students would get the knowledge regarding the applications of psychology in educational settings.

*Credits : 4 (hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks ; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Aim of Education, Need of Psychology in Education.

Guidance: Meaning, Principles, Goals and Need.

Guidance and School Curriculum: Relationship with education and discipline, Meaning of curriculum, Role of psychologist in curriculum planning, Guidance functions through various educational subject matters.

**UNIT II**

Psychological Education I: Appraisal: Stages, Psychometric Approach: Type of test and selection, Impressionistic approach.

Facilitating learning through Psychology: Influences on learning, Basic learning skills & debilities of the learner.

**UNIT III**

Psychological Education II: Group Guidance Programs: Settings, Courses and Methods.

Educational Guidance: Nature, Pupil Personnel work, Pupil Appraisal information.

Vocational Guidance: Nature, Study of occupations- Collecting and Disseminating occupational information; Theories of occupational choice.

**UNIT IV**

Self development in Education: Development of Self concept, assessment, composition and defense, Need satisfaction and Self esteem, Learning environment and Self enhancement, Improving self Image.

Values clarification and Moral development: Meaning and development, psychological growth, Guidance through values clarification, Impact of education on values, Moral development.

**Recommended Books:**

Alam, S. (2014). *Basics of Guidance & Counselling*. New Delhi: Global Vision.

Arther, J. J. (1971). *Principles of Guidance*. Delhi: Tata Mc Graw Hill.

Bernard, H., & Fullmer, D.W. (1977). *Principles of Guidance*. New York: Harper & Row.

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

Gibson, R.L. & Mitchell, M.H. (2007). *Introduction to Counseling & Guidance* (7<sup>th</sup> ed.) Pearson.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Ranel Mc Nally College.

Rao, S. N. (1977). *Counselling and Guidance*. New Delhi: Tata Mc Graw Hill.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book.

Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.

## Course Outcomes

### Course Outcomes:

CO1 Students would understand the nature and utility of psychological testing along with the theoretical knowledge of psychometric properties of psychological tests.

CO2 Students would gain knowledge about test construction.

CO3 Students would gain knowledge about the various ability and personality tests along with their applicability.

CO4 Students would gain knowledge about neuro-psychological tests and tests for special population along with their applicability.

CO5 Students would attain an understanding of specific test and their role in research.

*Credits : 4 (4 hrs/week)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

### Note:

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

### UNIT I

Introduction: Definition, Nature & Historical outline of psychological testing, Types of psychological tests, Applications of psychological tests.

Nature & Types: Reliability, Validity, Norms.

### UNIT II

Test Construction: Building blocks of a Psychological Test, Ethical and cultural issues in testing.

Item Analysis: Selection of items, Item difficulty, Item discrimination, Item response theory.

### UNIT III

Ability Testing: Individual tests: Stanford- Binet, Wechsler scales; Group tests: Multiple Aptitude battery: Differential Aptitude test; Multidimensional Aptitude battery: Cognitive Abilities test (CogAT).

Personality Testing: Projective and Self Reporting Inventories.

### UNIT IV

Neuropsychological Testing: Luria- Nebraska Neuropsychological battery, AIIMS Comprehensive Neuropsychological battery.

Tests for Special Population: Tests for Infant & Preschool children, Tests for Intellectually Disabled & Physically Challenged.

### Recommended Books:

Aiken, L.R. & Groth- Marnat, G. (2009). *Psychological Testing and Assessment* (12<sup>th</sup> ed) Delhi: Pearson.

Anastasi, A.,& Urbina, S. (1997). *Psychological Testing* (7<sup>th</sup> ed) NY: Prentice- Hall.

Gregory, R.J. (2004). *Psychological Testing: History, Principles, & Applications* (4<sup>th</sup> ed) New Delhi: Pearson Education.

Husain, A. (2012). *Psychological Testing*. Delhi: Pearson.

Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). *Psychological Testing*. New Delhi: Sage.

Singh, A.K. (2008). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan.

**Course Outcomes:**

CO1 Students would understand the basic concepts of life span development, prenatal development and birth.

CO2 Students would attain an understanding of research methods used in studying lifespan development.

CO3 Students would understand the developmental issues which are crucial in the development of infants and preschool children.

CO4 Students would be able to apply the knowledge of the major developmental changes occurring in middle childhood and adolescence in counselling.

CO5 Students would get the knowledge regarding the issues of adulthood and late adulthood like loneliness and death anxiety and their management.

*Credits : 4 (4 hrs/week)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks;Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Life Span Development: Nature and Stages of life span development, Methods of study: Observation, Case study, Cross-sectional and Longitudinal.

Prenatal development and Birth: Genetics and Development, Fetal development, Birth process, The Mother and Psychosocial environment.

**UNIT II**

Development in Infancy: Development of sensory-motor in newborns; Communications and attachment; Emotional development in Infancy.

Development in Pre-school years and Early Childhood: Language development; Fantasy development through Play; Self-regulation: Toilet training, Shame and Doubt; Imitation and Gender identification.

**UNIT III**

Middle Childhood: Family influences on social competence, Role of friends in social development; Concrete operations in Middle Childhood (Piagetian approach); Skill learning; Psychological crises: Industry and inferiority.

Adolescence stage: Physical development in boys and girls; Sexual Orientation, Formal Operations (Piagets' Theory); Cognitive and Emotional Development; Group Identity, Threats to well-being and depression.

**UNIT IV**

Early Adulthood: Physical, Social, Cognitive and Development of Personality; Marriage and adjustment in early years of marriage; Career phases in Early Adulthood.

Middle and Late Adulthood: Managing career, Expanding Interpersonal Skills and Relationships; Balancing work and family life; Caring for one's own aging parents; Psychology of Grand parenthood; Loneliness and Death Anxiety.

**Recommended Books:**

Berk, L. E. (2007). *Development through the Lifespan*. 3<sup>rd</sup> Edition. New Delhi: Pearson education.

Newman, B. M., & Newman, P. R. (2012). *Life-span development: A Psychosocial Approach*. 11<sup>th</sup> Edition. US: Wadsworth.

Santrock, J. W. & Bartlett, J. C. (1986). *Developmental Psychology: A Life-Cycle Perspective*. 2<sup>nd</sup> Edition. US: Brown .

Slater, A. & Bremner, G. (2011). *An Introduction to Developmental Psychology*. 2<sup>nd</sup> Edition. UK: BPS Blackwell.

**Paper: 16APY22D2**

**ORGANISATIONAL PSYCHOLOGY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would understand the significance of physical and psychological working condition in organizations.

CO2 Students would be acquainted with the hiring practices of corporate world.

CO3 Students would become acquainted with productive and counterproductive behaviors in organization.

CO4 Students would gain knowledge about theoretical bases of motivation and leadership.

CO5 Students would become aware of recent innovations in organizational design and culture.

*Credits : 4 (4 hrs/week)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Nature of I/O Psychology:

Historical development: Traditional and Modern Approach; Working Conditions: Physical working conditions and psychological working conditions.

Recruitment and Selection: Organisation's and applicant's perspective; Job analysis and interview.

**UNIT II**

Behaviour's in Organisation:

Productive behaviour: Nature and Process: Innovation, Organizational citizenship behaviour and Organisational commitment.

Counterproductive Behaviour : Nature and Processes: Absenteeism, Employee Turnover, Ineffective job performance.

**UNIT III**

Employee Motivation:

Theories of Motivation: Content and Process theories; Behavioural approach of Motivation and Practical value of motivation, Integration of motivation theories.

Approaches of Leadership: General approaches of leadership; Theories of leadership: Trait theories, Behavioural and Modern; Power and Influence, Leadership through Vision and Persuasion.

**UNIT IV**

Organizational Theory and Designs:

Organizational theory: Determinants of Organizational Designs; Recent innovations; Research on Organizational Designs.

Organizational Culture: Nature of Organizational culture; Manifestation of organizational culture; measurement and changing organizational culture.

**Recommended Books:**

Aamodt.M.G.(2012). *Industrial /Organizational Psychology*. USA: Wadsworth Cengage Learning.

Hellriegel.D,Slocum.J.W.(2004).*Organizational Behaviour*. Singapore:Thomson Asia Pvt Ltd.

Jex,S. M.(2002).*Organizational Psychology*.New York: John Wiley & Sons .

Robboins.P.S.(2003).*Organizational Behaviour*.New Delhi: Prentice Hall of India Private Limited.

**Paper: 16APY22D3**

**PERSONALITY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be acquainted with the conceptual, historical background and research methods of personality.

CO2 Students would gain knowledge about Psychoanalytic approach and life span theories of personality.

CO3 Students would understand the lifespan approaches related to personality.

CO4 Students would gain knowledge about Humanistic, Existential and Trait -type theories of personality.

CO5 Students would gain knowledge about Social learning and Cognitive theories of personality.

*Credits : 4 (4 hrs/week)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Nature, History and Assessment of Personality

Personality Research Methods: Experimental, Correlational and Case study.

**UNIT II**

Psychoanalytic Approach : Freud (Psychoanalysis), Jung (Analytical Psychology) and Adler (Individual Psychology)

Life-span Approach: Erikson (Identity theory); McClelland's Achievement theory

**UNIT III**

Humanistic and Existential theories: Rogers (Self-actualization theory), Rollo May (Existential Psychoanalysis)

Trait-Type approach: Eysenck (Biological Trait Theory); Big five- Contemporary Trait Theory

**UNIT IV**

Social-Learning Approach: Bandura (Social Learning Theory); Rotter (Cognitive-social learning Theory)

Cognitive theories: Kelly (Personal Construct Theory); Mischel (Cognitive-Affective Theory)

**Recommended Books :**

Burger, J. M. (2004). *Personality* (6th Ed.). USA : Thomson Wadsworth.

Carver, C. S.,& Scheier M.F. (1996). *Perspectives on Personality*. Boston : Allyn and Bacon.

- Ellis, A., Abrams, M., & Abrams, L.D. (2009). *Personality Theories Critical Perspective*. New Delhi: Sage .
- Engler, B. (2014). *Personality Theories: An Introduction* (9th Ed.). Wadsworth: Cengage Learning.
- Friedman, H.S., & Schustack, W. (2003). *Personality : Clasical Theories and Modern Research* (2nd Ed.). New Delhi : Pearson Education.
- Hall, C. S., Lindzey, G., & Campbell. (1998). *Theories of Personality*. New York : John Wiley and Sons.
- Rckman, R.M. (2000). *Theories of Personality*. (7th Ed.). USA : Thomson Wadsworth.
- Schultz, D. P. &, Schultz, S.E. (2013). *Theories of Personality* ( 10<sup>th</sup> ed.). Wadsworth: Cengage Learning.

**Paper-16APY22CL**

**PRACTICALS**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be able to design, conduct and report experimental research.

CO2 Students would acquire the ability to administer, interpret and report psychological tests.

CO3 Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.

CO4 Students would be able to illustrate the applicability of various psychological tests and instruments.

*Credits: 5 (Hrs/ week :10)*

*Maximum Marks : 100*

*Time : 4 hours/Gr*

**Note:**

*Each student would perform eight experiments / tests from Section A(i), three experiments / tests from section A(ii) and prepare profiles of eight tests/instruments. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination, two experiments /tests would be conducted and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.*

**Section A (i) :**

(80 marks)

1. Life Style & Health Habits
2. Stress
3. Coping
4. Assessment of Pain
5. Relaxation Technique
6. Health Assessment
7. Assessment of Self
8. Assessment of Values/Character Strength
9. Guidance Need Inventory
10. Sociometry/ Observation
11. Learning Disabilities
12. Vocational Interest
13. Learning Skill
14. Case Study
15. Personality Inventory
16. Internet Addiction
17. DAT
18. BMI
19. Lie Detection
20. Attribution

**A (ii):**

**Psychology across Life Span**

1. Self Confidence

2. Family Relationship
3. Death Anxiety
4. Old Age Adjustment
5. Assessment of sensory/motor/cognitive capacities across developmental stages
6. Adjustment issues across developmental stages

**Or**

**Organizational Psychology**

1. Organizational Commitment
2. Leadership
3. Organizational Climate
4. Effect of Physical conditions on Performance
5. Job Analysis
6. Motivation

**Or**

**Personality**

1. State- Trait Anxiety
2. 16 P.F
3. Neo- FFI
4. Type A/B Behaviour Pattern
5. WAT
6. SCT

**Section B: Profiling of Instruments/Tests (20 marks)**

Eight profiles of Instruments/Tests (atleast four instruments) to be prepared. Details of instrument/test and its working/administration, scoring, interpretation, and application would be described.

## M.A. Applied Psychology Semester III

**Paper: 17APY23C1**

### **THEORETICAL FOUNDATIONS OF PSYCHOLOGY**

#### **Course Outcomes**

#### **Course Outcomes:**

CO1 Students would have an understanding of nature of theory, philosophical issues in Psychology and theoretical bases of attention.

CO2 Students would have a knowledge about the theoretical bases of attention

CO3 Students would understand the contribution and applications of Early and Neo learning theories.

CO4 Students would gain theoretical knowledge of Humanistic and Field theories.

CO5 Students would gain an understanding about the approaches to study cognition.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

#### **Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

#### **UNIT-I**

Theory: Nature of theory, Trends in theories, Philosophical issues: Mind Vs Body Problem, Free will Vs Determinism.

Attention: Filter theories, Resource theories

#### **UNIT-II**

Early Learning theories: Ebbinghaus, Thorndike, Pavlov, Lashley (contributions and applications).

Neo Learning theories: Hull, Guthrie, Skinner (contributions and applications).

#### **UNIT-III**

Humanistic theories: Maslow, Frankl, Fromm.

Field theory: Lewin's theory, Tolman's cognitive field theory.

#### **UNIT-IV**

Cognitive Perspectives: Piaget, Chomsky, Cattell-Horn-Carroll (CHC), Sternberg.

Information Processing approach, Connectionistic Approach

#### **Recommended Books:**

Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London : Lawrence Erlbaum.

Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.

Hergenhahn ,B.R.(2010). *An Introduction to the History of Psychology*. London:Brooks/Cole.

- Leahey, T.H. (1987). *A History of Psychology*, U.S.A.: Prentice Hall International.
- Marx, M.H., and Hillix, W.A. (1978). *Systems and Theories in Psychology*. New Delhi: Tata McGraw Hill.
- Solo, R.L. (2004). *Cognitive Psychology*. Delhi: Pearson
- Viney, W. and King, B. (2009). *A History of Psychology*. London: Allyn and Bacon.
- Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. New Delhi: Freeman.

**Paper: 17APY23C2 APPLIED EXPERIMENTAL PSYCHOLOGY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be able to gain the theoretical knowledge of the applied experimental psychology and its status.

CO2 Students would be able to understand depth and movement perception along with theoretical basis of attention.

CO3 Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.

CO4 Students would be able to use the experimental knowledge of memory for its enhancement.

CO5 Students would demonstrate knowledge about problem solving and bio-rhythms, along with their applications in everyday situations.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Applied Experimental Psychology: Historical roots; Present Status of the field.

Attention: Selective, Divided, Automatic Attention; Factors affecting Division of attention;

Perception: Depth Cues; Perception of Real and Apparent Movement;

Applications: Driving ;Traffic Accidents.

**UNIT II**

Classical Conditioning: Temporal relations between CS & UCS; Variables affecting classical conditioning.

Instrumental Conditioning : Procedures: Reinforcement and Punishment . Variables affecting Instrumental Conditioning; Schedules of Reinforcement.

Applications: Taste Aversion; Conditioned Emotional Response ; Superstitious Behaviour; Chaining; Token economy.

**UNIT- III**

Memory: Modal Model of Memory; Measures of STM and LTM; Factors affecting Retrieval.

Kinds of Memory: Semantic, Episodic, Working Memory, Prospective Memory.

Forgetting: Incidental and Motivated Forgetting.

Applications: Everyday memories; Autobiographical memory; Flashbulb memory, Improving memory.

**UNIT- IV**

Problem Solving : Greeno's Classification of Problems, General Strategies.

Biological Cycles and Cognition: Nature of biological cycles; Circadian Rhythm and Performance.

Applications: Improving Problem Solving Skills; Jet lag and Shift Work; Situated Cognition in Everyday Settings.

**Recommended Books:**

Anderson, D.C., & Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). *Memory*. New York: Psychology Press.

Chance,P.(1988). *Learning and Behaviour*. California: Wadsworth.

D'Amato, M.R. (1979). *Experimental Psychology: Methodology Psychophysics and Learning*. New Delhi: Tata McGraw Hill.

Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London : Lawrence Erlbaum.

**Paper: 17APY23C3**

**SELF AND ADJUSTMENT**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be able to understand theories of self development, self identity and presentation.  
CO2 Students would be able to understand in depth about the concept of self regulation, self esteem and personal growth.

CO3 Students would have knowledge about psychological approaches to adjustment and various assessment techniques.

CO4 Students would be benefitted to learn about adjustment during various phases of life.

CO5 Students would be able to achieve the knowledge to overcome the harmful emotions.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

**NOTE:**

*Nine questions would be set in all. Candidates would be required to attempt five questions.*

*a) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*b) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT I**

Self: Nature, Theories of Self development; Cognitive Self: Self Complexity, Self Awareness and Self Discrepancies.

Self Identity and Presentation: Concept of Self Identity and Gaining Self Knowledge, Impression Management and Self-Monitoring.

**UNIT II**

Self Perception and Self Regulation: Principles of Self Perception; Self Regulation: Self Efficacy, Self Defeating Behaviour.

Self-Management, Self –Esteem and Personal Growth: Social Identity, Quality of Life and Well-Being; Development, Determinants and Importance of Self- Esteem; Fostering Resilience, Self Actualization.

**UNIT -III**

Adjustment: Nature, Effective Adjustment and Challenges; Psychological Approaches to Adjustment: Psychoanalysis, Behaviourism, Humanistic.

Assessment: Identification of Adjustment Areas, Long Terms Goals; A Model for assessment of Self Adjustment, Observation Technique.

**UNIT- IV**

Personal Adjustment during the Life Span: Adjustment during Adolescence, Adjustment in Mid-Life: Adjustment to Loneliness, Adjustment to Bereavement; Adjustment in Old Age: Death and Dying, Successful Aging.

Controlling Harmful Emotions: Anxiety: Meaning, causes and methods of controlling anxiety; Anger: Meaning, causes and methods of controlling anger

**Recommended Books :**

Atwater,E.(1979).*Psychology of Adjustment: Personal Growth in a Changing World*. N.J. Prentice Hall.

Babad, E.Y., Birnbaum, M.,& Benne, K.D. (1983). *The Social Self: Group Influences on Personal Identity*. London: Sage.

Martin, G.L.,& Osborne, J.G. (1989). *Psychology, Adjustment, and Everyday Living*. New Jersey: Prentice Hall, Englewood Cliffs.

Penrod, S. (1986). *Social Psychology*. New York: Prentice Hall.

Rosenberg, M., & Turner, R.H. (1981). *Social Psychology (Sociological Perspectives)*. New York: Basic Books.

Ryckman, R.M. (2000). *Theories of Personalities*. U.S.: Wadsworth Thomson Learning.

Stangor, C., Jhangiani, R., and Tarry, H. (2014). *Principles of Social Psychology- 1<sup>st</sup> International Edition*. New York: Guilford Press.

Snyder, C.R., & Shane, J. L. (2007). *Positive Psychology*. New Delhi: Sage .

Tripathi, N.K. M. (2006). *Indigenous Psychology: The Indian Context*. Delhi: U.G.C. Publication. ASIHSS Programme.

Weiten, W., and Lloyd, M.A. (2007). *Psychology Applied to Modern Life Adjustment in the 21<sup>st</sup> Century*. Canada: Thomson and Wadsworth

### Course Outcomes

#### Course Outcomes:

- CO1 Students would gain knowledge about role and responsibilities of Clinical psychologist.  
CO2 Students would gain knowledge about professional training and ethics involved in clinical psychology.  
CO3 Students would demonstrate knowledge about various methods along with different Clinical assessment techniques.  
CO4 Students would attain knowledge about the biologically based therapies and their applications.  
CO5 Students would understand the process and applications of specific psychotherapies.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks;Time : 3 hours*

#### Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.  
b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.  
c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

#### UNIT-I

Clinical Psychology: Nature, Historical overview, Clinical psychology as a profession, Roles and responsibilities of clinical psychologists.

Issues in Clinical Psychology: Professional training, Professional regulation, Professional ethics.

#### UNIT-II

Methods of Clinical Psychology: Epidemiological, Correlational and Experimental.

Clinical Assessment Techniques: Need, Elements, Case study, Clinical interview, Observation, Psychological tests.

#### UNIT-III

Psychotherapy: Meaning, nature, general principles and types.

Biologically Based Therapies: Early attempts in biological therapies, ECT, Pharmacological therapy.

#### UNIT-IV

Psychologically Based Therapies I: Psychoanalytic, Behaviouristic- Brief graduated exposure and prolonged intense exposure therapies, Client- centered, Existential.

Psychologically Based Therapies II: Cognitive- behaviour therapy, Rational- emotive therapy, Gestalt therapy, Mindfulness based stress reduction therapy.

**Recommended Books:**

- Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.
- Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology*. New Jersey: Prentice Hall.
- Trull, T. J. & Phares, E. J. (2001). *Clinical Psychology: Concepts, Methods and Problems*. US: Wadsworth.
- Nevid, J.S., Rathus, S.A. & Greene, B. (2014). *Abnormal Psychology in a Changing World*. New York: Pearson.
- Hecker, J.E. & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, Practice and Ethics*. Delhi: Pearson.
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology*. New Delhi: Pearson.
- Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture*. New Delhi: Sage .
- Singh, A. K. (2005). *Advanced Clinical Psychology*. Delhi: Moti Lal Banarsi Das.
- Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). *The Clinical Psychology Handbook*. New York: Pergamon.
- Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.

**Course Outcomes:**

CO1 Students would gain the fundamental knowledge of guidance and its principles.

CO2 Students would learn to organize guidance programme at different levels.

CO3 Students would be able to provide guidance for career choices.

CO4 Students would gain knowledge regarding the application of assessment techniques at individual as well as group level.

CO5 Students would acquire knowledge about the importance of career guidance in human life.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT-I**

Foundations of Guidance: Need, Meaning and Nature of guidance, Basic principles of guidance, Goal and objectives.

Organization of guidance program: Objectives, Principles; Organization of a guidance program: Primary school stage, Secondary and senior secondary stage.

**UNIT-II**

Career Development Facilitation: Meaning and Scope of Career Information; Career planning and decision making in schools; Career Information at different school levels.

Career planning and decision making: Role of School counsellors in career development; techniques for career planning and decision making; career counselling in non- school settings.

**UNIT- III**

Human Assessment: Standardized testing for client assessment: criteria for test selection.

Types of standardized test: Intelligence test, Aptitude test, Interest Inventories and Personality test.

**UNIT-IV**

Assessment in Natural setting

Observation, observation instruments; Rating scales, checklist, Anecdotal reports, Self-reporting and other Techniques: Autobiography, Self-expression essays, Self-description, Self-awareness, Exercises, Diary and daily schedule; Interviews, Card sort techniques.

Group assessment techniques: Socio-metric techniques, The guess who? technique, Social distance scale.

**Recommended Books:**

Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.

Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.

Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand Mc Nally College.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book

**Paper: 17APY23DA3**

**ESSENTIALS OF HEALTH PSYCHOLOGY**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be able to understand the nature of Health Psychology and plan research in this area.

CO2 Students would be acquainted with the structure & functions of Nervous System & Endocrine system.

CO3 Students would be acquainted with laws of Genetics and structure and functions of Immune System, Cardiovascular system & Respiratory system.

CO4 Students would become sensitive to health issues across life-span.

CO5 Students would be acquainted with various professions of health psychology and its future challenges.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3*

**hour Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT-I**

Health Psychology: Health : Concept, Domains of Health, Emergence of Health Psychology, Perspectives of Health Psychology: Life-course, Socio-cultural, Gender, Biopsychosocial. Methods in Health Psychology: Descriptive, Experimental, ExPost Facto, Life- span studies; Epidemiological Research.

**UNIT-II**

Nervous System: Neuron: Structure & Functions; Central Nervous System (Brain and Spinal Cord): Structure & Functions Spinal, Peripheral Nervous System: Autonomic and Somatic Nervous System. Endocrine System: Glands & Functions.

**UNIT-III**

Genetics: Mendalian Genetics, Sex-linked genes; Immune System : Structure & Function. Cardiovascular System: Structure & Functions; Respiratory System: Structure & Functions.

**UNIT-IV**

Health Psychology Across Life Span: Early Health patterns and Childhood Nutrition; Adolescence and Risk taking; Theories of aging; Adulthood and aging.

Present Status and Future Challenges: Goals of Health Psychology; Profession of Health Psychology;  
Future Challenges

**Recommended Books**

Sarafino, E. P. (2002). *Health psychology: Biopsychosocial interactions*. New York: Wiley.

Sarafino, E. P. and Smith, T.W. (2014). *Health psychology: Biopsychosocial Interactions*. New York: Wiley.

Straub, R.O. (2007). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publishers.

**Paper: 17APY23CL**

**PRACTICALS**  
**Course Outcomes**

**Course Outcomes:**

CO1 Students would gain empirical knowledge in the areas of Applied Experimental Psychology, Self and Adjustment, Clinical, Guidance and Health.

CO2 Students would learn efficiently about the administration and interpretation of tests in the related areas.

CO3 Students would be exposed and trained in the respective domain specific areas.

CO4 Students would gain the proficiency to conduct tests related to everyday life and able to provide awareness to the general public regarding their behaviours.

*Credits: 5 (Hrs/ week 10)*

*Maximum Marks:Time: 4 hours*

**Note:**

*Each student would conduct twelve experiments/ test administrations by selecting three from each of the areas mentioned below. The concerned teachers would frame the exact problem, where twin variables would be taken for each practical.*

*It would be mandatory for each student to submit a record file containing a report of all experiments/ tests duly signed by the respective teachers. During examination, each student will be assigned two problems. Evaluation would be based on report file, practical conducted and viva.*

**Section A: Theoretical Foundations of Psychology**

1. Level of Aspiration
2. Emotional intelligence
3. LTM
4. Adjustment
5. Non-verbal cues
6. Arousal and performance

**Section B: Applied Experimental Psychology**

1. Depth perception / Anticipation time
2. Selective/Divided attention
3. Conditioning
4. STM
5. Mnemonic Technique
6. Problem Solving

**Section C: Self and Adjustment**

1. Self- Concept and Adjustment
2. Self and Well Being
3. Self and Quality of Life
4. Coping Skills and Adjustment
5. Self Esteem and Adjustment
6. Demographic variable and Adjustment
- 7.

**Section D:**

**Group A (Clinical Psychology)**

1. Case study
2. WAIS/ WISC
3. Memory test
4. Test for special population
5. Adaptive behavior/ Social Maturity Scale
6. Dysfunctional Analysis Questionnaire

**Or**

**Group B (Guidance & Counselling)**

1. Guidance Need Inventory
2. Vocational Interest Survey
3. Aptitude Test
4. Personality Test
5. Intelligence Test
6. Sociometry

**Or**

**Group C (Health Psychology)**

1. Relation Between Physical and Psychological Health
2. Relation between Spirituality/ Religiosity and Health
3. Relation between health and aging
4. Risk taking Behaviour in Adolescents
5. Diet pattern and Health
6. PPT /model of Structure and Function of one system

**Paper: Dissertation/ Field based Empirical Report (To continue in semester IV)**

**Note:**

1. Dissertation would be allowed only to students who have obtained 60% or more marks in semester I (with no re-appear). Dissertation will be in the area of specialization (domain specific area opted by the candidate).
2. Nature of field work will be decided by the DC.

**Course Outcomes:**

CO1 Students would be able to understand the conceptual perspectives of psychopathology and its classification.

CO2 Students would gain knowledge about the clinical picture, etiology, diagnosis and treatment modalities of population affecting from anxiety related disorders and dissociative disorders.

CO3 Students would be acquainted with the clinical picture, etiology, diagnosis and treatment modalities of population suffering from somatoform disorders and bipolar disorders.

CO4 Students would develop an understanding of clinical picture, etiology, diagnosis and treatment modalities of population suffering from schizophrenia and delusional disorders .

CO5 Students would be able to understand and implement various programs to intervene substance abuse, diagnose various disorders according to classifications and create awareness regarding their personality along with providing guidance to the patients and their caregivers in various settings.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination:80 marks;Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

*d)*

**UNIT-I**

Psychopathology: Nature, Historical background, Perspectives- Biological and Psychological.

Diagnosis and Classification: Meaning, Purpose, DSM system of classification, DSM- 5.

**UNIT-II**

Anxiety and Obsessive Disorders: GAD, Panic, Specific phobia, OCD.

Dissociative Disorders: Dissociative identity disorder, Dissociative amnesia, Dissociative depersonalization.

**UNIT-III**

Somatoform Disorders: Somatization disorder, Illness anxiety disorder, Body dysmorphic disorder, Conversion disorder.

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

**UNIT-IV**

Schizophrenia and Delusional Disorders: Clinical picture, Etiology and Treatment approaches.

Substance Use Disorders: Alcohol abuse and dependence, Drug abuse and dependence, Personality disorders.

**Recommended Books:**

- Bennett, P. (2003). *Abnormal and Clinical Psychology*. UK: Open University Press.
- Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.
- Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13<sup>th</sup> Ed.). New Delhi: Pearson.
- Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4<sup>th</sup> Ed). New Jersey: Prentice Hall.
- Diagnostic and Statistical Manual of Mental Disorders DSM- 5<sup>TM</sup> (5<sup>TH</sup> Ed.)* (2013). Washington: CBS Publishers & Distributors.

**Paper: 17APY24DA2**

**COUNSELLING: PRINCIPLES AND SKILLS**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would be able to learn principles and ethics in counselling.

CO2 Students would be able to understand counsellor counselee relationship.

CO3 Students would demonstrate knowledge of listening, understanding and problem solving skills in regard to counselling process. .

CO4 Students would gain knowledge of implementation of different intervention

CO5 Students would gain the knowledge regarding the counselling skills and its applications in everyday life.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20marks*

*Examination : 80 marks; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT-I**

Principles of Counselling: Fundamental precepts of Counselling; Goals of Counselling; Characteristics of Effective Counsellor; Stages of Counselling Process, Types of Counselling.

Ethics in counselling: Codes of Professional Ethics, Ethical Principles, Common Ethical Violations.

**UNIT-II**

Building Counselling Relationship: Core conditions of counselling: Empathy, Positive Regard, Genuineness, Concreteness; Counsellor Actions that impede communication: Counselling Predisposition, Premature Advise Giving, Excessive Lecturing and Excessive Questioning.

Listening skills: Defining active listening; Importance of Active Listening; Basic Skills of Active Listening: Respect and Acceptance, Client's Internal View Point, Voice Messages, Body Messages, Opening Remarks.

**UNIT-III**

Understanding Skills: Showing Understanding, Paraphrase, Reflect Feelings, Understanding of Context and Difference, Manage Initial Resistance, Avoid Listening Blocks.

Clarifying Problem Skills: Structuring Skills, Questioning Skills, Focusing Skills, Challenging Skills, Self Disclosing Skills, Summarizing Skills, Referral Skills, Thinking Skills.

**UNIT IV**

Delivering Interventions Skills: Establishing session agenda skills, Speaking skills, Coaching skills, Demonstrating skills, Take away assignments and ending skills.

Interventions for actions: Intervention to develop action skills, Development of Monitoring skills in client, Rehearsal and Role Play, Generation and evaluation of alternative actions, Usage of self reward, Maintenance and development of counselling skills.

**Books Recommended**

Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. New Jersey: Prentice-Hall.

Nelson – Jones, R. (2003). *Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model*. London: Sage.

Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). *Counselling Theory, Research & Practice*. Chicago: Ranel Mc Nally College.

Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

**Paper: 17APY24DA3**

**MANAGEMENT OF ILLNESS**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would demonstrate understanding of CHD and Diabetes and their psychological

management.

CO2 Students would demonstrate understanding of AIDS and Cancer and their psychological management.

CO3 Students would demonstrate understanding of Asthma, Musculoskeletal and Gastrointestinal Disorders and their psychological management.

CO4 Students would demonstrate understanding of Substance Abuse and Obesity and their psychological management.

CO5 Students would achieve and understanding regarding the role of psychological interventions in the treatment of various physical diseases.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 mark; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT – I**

*Cardiovascular Diseases: CHD, Hypertension and Stroke, Measures of Cardiovascular function, Risk factors, Management and Prevention of CVD.*

*Diabetes : Physiology of Diabetes, Types, Causes, Treatment and Coping with Diabetes.*

**UNIT-II**

*HIV & AIDS : Brief history, Epidemiology of AIDS, Causes, Symptoms and Stages, Primary Prevention, Treatment & Coping with HIV and AIDS.*

*Cancer: Pathology of Cancer, Causes & Risk factors, Prevention & Treatment, Coping with Cancer.*

**UNIT – III**

*Asthma: Physiology of Asthma, Risk factors, Management of Asthma.*

*Musculoskeletal Disorders: Arthritis, Types, Causes, Management of Arthritis.*

*Gastrointestinal Disorders: Peptic ulcers & Irritable bowel syndrome; Causes, Psychological Interventions.*

**UNIT – IV**

*Substance Abuse: Demography Substance Dependence, Tobacco Smoking, Alcohol & other drugs. Demography, Treatment, Prevention & Control. Obesity: Obesity, Demography, Risk Factors, Prevention and Treatment.*

**Recommended Books**

- Fiest, J. & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. California :Wadsworth
- Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). *Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships*. Boston: Allyn & Bacon.
- Marks, D.F. et al.(2008). *Health psychology: Theory,Research and Practice*. New Delhi: Sage
- Snyder,J.J. (1989). *Health Psychology and Behaviour Medicine*. New Jersey: Prentice Hall
- Taylor, S.E. (2012). *Health Psychology (7<sup>th</sup> ed)* Indian Edition. New Delhi: McGraw Hill Edu.
- Sarafino, E. P. (2002). *Health psychology: Biopsychosocial interactions*. New York: Wiley.
- Straub, R.O. (2007). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publishers.
- Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publishers.

**Paper: 17APY24DB1**

**THERAPEUTIC INTERVENTIONS**

**Course Outcomes**

**Course Outcomes:**

- CO1 Students would be able to know about nature, goals, approaches and process of Intervention.
- CO2 Students would gain knowledge regarding various issues related to therapist, client and

therapeutic intervention process.

CO3 Students would demonstrate knowledge of specific intervention techniques such as biofeedback, assertion training, psychodrama and placebo effect.

CO4 Students would demonstrate understanding of social skill training for mentally challenged, women and aged along with basic elements and applications.

CO5 Students would be able to gain the knowledge regarding the life skills training programs and their applications.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks; Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT-I**

Therapeutic Intervention: Nature, Goals, Approaches: Biological, Psychodynamic, Behavioural, Humanistic, and Existential.

Process of Intervention: Therapist- client relationship, Skills and competencies of a therapist, Process of intervention.

**UNIT-II**

Issues in Therapeutic Intervention: Problems encountered by therapist- Transference, Counter-transference; Establishing realistic goals, Silence.

Clinical Intervention: Group therapy, Family therapy, Creative art therapy, Role playing.

**UNIT-III**

Clinical Intervention: Biofeedback, Assertion training, Self instructional training.

Psychodrama, Yoga, Meditation, Placebo effect.

**UNIT-IV**

Skill Training: Social skill training for mentally retarded, women and elderly people.

Life Skill Training Programs: Meaning, Basic elements, Process, Applications.

**Recommended Books:**

Baruth, L.G. & Huber, C.H. (1985). *Counseling and Psychotherapy*. New York: Pergamum Press.

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. (9<sup>rd</sup> Ed.). California: Brooks/ Cole.

Korchin, S. J. (1975). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers & Distributors.

L'Abate, L. & Milan, M.A. (1985). *Handbook of Social Skills Training and Research*. New York: John Wiley & Sons.

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2<sup>nd</sup> Ed.). New Delhi: Sage Publications.

Hecker, J.E. & Thorpe, G.L. (2005). *Introduction to Clinical Psychology: Science, Practice and Ethics*. Delhi: Pearson.

**Paper: 17APY24DB2      INTERVENTIONS IN GUIDANCE AND COUNSELLING**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would acquire adequate theoretical knowledge of basics of counselling approaches.

CO2 Students would demonstrate knowledge of Humanistic-Existential and Transactional analysis approaches and their applications in professional situations.

CO3 Students would demonstrate knowledge of techniques of Behaviour Therapy and Rational Emotive Behaviour Therapy and their applications.

CO4 Students would acquire the in depth knowledge of Rational Emotive Behaviour therapy and its applications.

CO5 Students would gain conceptual knowledge of Reality and Family Therapy and understand their applications.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks*

*Time : 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

**UNIT-I**

Counselling Approaches: Counselling and Psychotherapy: Overview, Functions of Counselling and Psychotherapy Theories, Limitations, Origins of Counselling and Psychotherapy Approaches.

Psychoanalysis: Basic concepts; Therapy: Goals, Process and Therapeutic Interventions.

**UNIT –II**

Humanistic-Existential Approaches: Person-Centred Therapy: Goals, Process and Interventions; Gestalt Therapy: Goals, Process and Interventions.

Transactional Analysis: Goals, Process and Intervention; Existential Therapy: Goals, Process and Interventions.

**UNIT-III**

Behaviour Therapy: Therapeutic Goals, Process of Therapy and Interventions.

Rational Emotive Behaviour Therapy: Therapeutic Goals, Process of Therapy, Therapeutic Interventions. Beck's Cognitive Therapy: Process and Interventions.

**UNIT-IV**

Reality Therapy: Theory of Reality Therapy: Goals, Assessment and Process. Reality Therapy Strategies.

Family Systems Therapy: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy, Experiential and Humanistic Family Therapies.

Evaluation, Eclecticism and Integration: Evaluation Issues; Eclecticism; Integration: Reasons for Integration, Reasons Slowing Integration.

**Books Recommended:**

- Baruth,L.G., & Huber, C.H. (1998). *Counselling and Psychotherapy*. NJ. : Prentice Hall.
- Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counselling and Psychotherapy: A Multicultural Perspective*. Thousand Oaks: Sage.
- Nelson-Jones, R.(2015).*Theory and Practice of Counselling and Psychotherapy*. London: Sage.
- Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.
- Sharf, R. S. (2000). *Theories of Psychotherapy and Counseling: Cases and Concept*. Belmont,CA: Wadsworth/Thomson Learning.

**Paper: 17APY24DB3**

**HEALTH PROMOTION**

**Course Outcomes**

**Course Outcomes:**

- CO1 Students would be able to apply health behaviour models for health promotion and plan research in this area.
- CO2 Students would become sensitive to Psychosocial influences on health.
- CO3 Students would be able to apply the knowledge of health enhancing behaviours and seeking

health care in promoting health.

CO4 Students would develop skills for providing health promotion and designing of community intervention programs.

CO5 Students would be able to design the community intervention programs for Health Promotion in regard to general masses.

*Credits : 4 ( hrs/week:4)*

*Total :100 marks*

*Internal Assessment: 20 marks*

*Examination : 80 marks;Time: 3 hours*

**Note:**

*a) Nine questions would be set in all. Candidates would be required to attempt five questions.*

*b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

*c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

*d)*

**UNIT –I**

Conceptualising Health Behaviour : Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Transtheoretical Theory of Behaviour Change.

**UNIT- II**

Mind – Body Connection: Disease Connection Between Disease and Personality;

Social Support & Health: Nature of Social Support & Protective Effect on Health, Spirituality and Health: Health Benefits of Altruism, Faith & Hope.

Influences of Locus of Control, Self-Esteem, Optimism & Humour on Health.

**UNIT-III**

Health Enhancing Behaviour: Exercise, Accident Prevention, Maintaining Healthy Diet.

Seeking Health Care: Seeking Medical Attention, Patient – Provider Relationship: Nature, Communication and Improving; Hospitalization.

**UNIT-IV**

Health Promotion : Behaviour Change Approach: Social Cognition Model and Behaviour change. Biofeedback & Relaxation Training.

Community Development Approach : Promoting Health & Wellbeing in Communities.

**Recommended Books**

Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships. Boston: Allyn & Bacon.

Marks, D.F. et al.(2008). *Health psychology: Theory,Research and Practice*. New Delhi: Sage

Snyder,J.J. (1989). Health Psychology and Behaviour Medicine. New Jersey: Prentice Hall

Taylor, S.E. (2012). Health Psychology (7<sup>th</sup> ed) Indian Edition. New Delhi: McGraw Hill Edu.

Anisman, H. (2016). Health Psychology. New Delhi: Sage

**Paper: 17APY24CL**

**PRACTICALS**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would gain knowledge of tests in the area of Guidance and Counselling, Clinical and Health Psychology .

CO2 Students would be able to administer and interpret tests used in Guidance and Counselling, Clinical and Health Psychology .

CO3 Students would gain the proficiency to conduct the tests in everyday life.

CO4 Students would be able to conduct the research work in the areas of clinical psychology, guidance and counselling and health psychology.

*Credits : 2(Hrs/ week 4)*

*Maximum Marks : 50; Time : 3hours.*

**Note:**

*Each student would conduct twelve experiments/ test administrations by selecting three from each of the areas mentioned below. The concerned teachers, would frame the exact problem where twin variables would be taken for each practical.*

*It would be mandatory for each student to submit a record file containing a report of all experiments/ tests duly signed by the respective teachers. During examination, each student will be assigned two problems, where one will be from section A and one from sections B. Evaluation would be based on report file, practical conducted and viva.*

**Section A: Group A (Clinical Psychology)**

1. BDI/ Hamilton Depression Inventory
2. State- Trait Anxiety
3. Eight State Questionnaire
4. Bhatia Battery of Intelligence
5. Rorschach/Holtzman
6. Sentence Completion Test

**Or**

**Group B (Guidance & Counselling)**

1. Observation
2. Case study of Educational/ Vocational/ Career Guidance
3. Case Study of Counselling
4. Listening Skills
5. Questioning Skills
6. Coping Skills

**Or**

**Group C (Health Psychology)**

1. Personality and Disease
2. Locus of control and disease
3. Stress/Anxiety and Disease
4. Self efficacy and Disease
5. Health quality of Life
6. Learned helplessness and Disease

**Section B:           Group A (Clinical Psychology)**

1. Life stressors
2. Attribution Style
3. Rational/Irrational Beliefs
4. Projective test
5. MMPI/ CAQ
6. Assertiveness

*Or*

**Group B (Guidance & Counselling)**

1. Relaxation
2. Systematic Desensitization
3. Locus of Control
4. Self-Disclosure
5. Cognitive Restructuring
6. Emotional Competence

**Or**

**Group C (Health Psychology)**

1. Psycho-education for changing Health related beliefs and behaviours
2. Adherence to Medical Regime
3. Biofeedback / Relaxation
4. Exercise/Yoga and Health
5. Humor and Health
6. Social support and Health

**Paper: 17APY24DC1**

**Dissertation**

**OR**

**17APY24DC2**

**Field based Empirical Report**

**Course Outcomes**

**Course Outcomes:**

- CO1 Students would attain the knowledge regarding the planning of research project.  
CO2 Students would be able to conduct the research project adequately.  
CO3 Students would acquire an understanding of interpreting the data.

CO4 Students would be able to write dissertation/ field based empirical report as per the prescribed standardized norms.

CO5 Students would be able to write dissertation as per the prescribed standardized norms.

CO6 Students would be able to carry out his/her field based empirical report.

*Total :100 marks*

**Note:**

1. Dissertation would be allowed only to students who have obtained 60% or more marks in semester I (with no re-appear). Dissertation will be in the area of specialization (domain specific area opted by the candidate).
2. Nature of field work will be decided by the DC.
3. Evaluation will be on the basis of report and viva-vice.

**Paper: 17PSY24DD1/DD2/DD3**

**Practical Training**

**Course Outcomes**

**Course Outcomes:**

CO1 Students would attain in-depth knowledge of the training institute.

CO2 Students would achieve an understanding of training program undertaken.

CO3 Students would acquire the knowledge regarding case reporting.

CO4 Students would gain the requisite competencies and skills for providing psychological services in their field of specialization.

*Total :100 marks*

*Total :150 marks*

**Note:**

*Each student would undergo supervised training for a period of 4 weeks in an institution related to the opted discipline specific area. A detailed report of the training would be submitted to the institute concerned, at the end of the training, and to the Department before the examination. Evaluation would be based on Report and viva-voce.*

The report will be prepared as per the following module:

About the institution: Mission, goals and objectives of the institution where training is undertaken.

Topic of training program: Introduction

Case history, Identification of problem, goals and achievement

Conclusion (Experience of the student)

(Minimum 3 cases to be reported)