

Scheme of Examination M.A. Applied Psychology

(As per Choice based Credit System w.e.f. the academic year 2016–2018)

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).

Scheme of Examination M.A. Applied Psychology (Semester I & II)

(As per Choice based Credit System w.e.f. the academic year 2016–2017)

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.	Semester end 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
Credits		C=21	Total Credits:			21		
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
Credits		C=17; D=4; F*=2; O=3	Total Credits:			26		

Scheme of Examination

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

(As per Choice based Credit System w.e.f. the academic year 2017–2018)

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. A: Clinical Psychology, B: Guidance & Counselling; C: 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.					3	
Credits		C=17; D=4 O=3	Total Credits:			24			
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						10	
	17APY24DD1 /DD2/DD3	Practical Training	Based on group opted by the student					10	
	Credits		C=2; D=8 Dissertation & Practical Training:20	Total Credits:			30		

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

Paper-16APY21C1

FUNDAMENTALS OF 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

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* (13thed.). 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

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.

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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

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* (9thed). U.S.A: Pearson Education.

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- 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*. (3rded). Washington D.C: CQPress.
- Levine, L. E. & Munsch, J. (2014). *Child Development: An Active Learning Approach* (2nded). New Delhi: Sage.
- Matsumoto, D. & Juang, L. (2004). *Culture and Psychology* (3rded). U.S.A: Wadsworth.
- Moran, A.P. (2012). *Sport and Exercise Psychology* (2nded). 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* (4thed). 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.
- Wrightsmann, L.S. (1987). *Psychology and Legal System*. Belmont, C.A: Wadsworth.

PAPER- 16APY21C4

RESEARCH METHODS, DESIGNS AND 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 II

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.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

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

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd 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.* (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H (2015) *Research Methodology: Principals Methods and Practices.* Delhi; Manglam.

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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 .

Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5th 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.

Paper-16APY21CL

PRACTICALS

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

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 (7th ed) Indian Edition. New Delhi: McGraw Hill Edu.
- Yadava, A., Hooda, D. & Sharma, N.R. (2012). New Delhi: Global Vision.

Paper-16APY22C2

PSYCHOLOGY IN EDUCATION

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* (7th 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.

PAPER-16APY22C3

PSYCHOLOGICAL TESTING

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* (12th ed) Delhi: Pearson.
- Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed) NY: Prentice- Hall.
- Gregory, R.J. (2004). *Psychological Testing: History, Principles, & Applications* (4th 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.

Paper: 16APY22D1

PSYCHOLOGY ACROSS LIFE SPAN

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 (Piaget's 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*. 3rd Edition. New Delhi: Pearson education.

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

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

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

Paper: 16APY22D2

ORGANISATIONAL PSYCHOLOGY

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

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.

Reckman, R.M. (2000). *Theories of Personality*. (7th Ed.). USA : Thomson Wadsworth.

Schultz, D. P. &, Schultz, S.E. (2013). *Theories of Personality* (10th ed.). Wadsworth: Cengage Learning.

Paper-16APY22CL

PRACTICALS

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 six 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

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

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

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

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

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- 1st 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 21st Century*. Canada: Thomson and Wadsworth

Paper: 17APY23DA1

ESSENTIALS OF CLINICAL 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

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.

Paper: 17APY23DA2 GUIDANCE: PRINCIPLES AND ASSESSMENT

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 McNally College.

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

Paper: 17APY23DA3

ESSENTIALS OF 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: 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

Credits: 5 (Hrs/ week 10)

Maximum Marks: 100

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

Section D:

GroupA (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.

M.A. Applied Psychology Semester IV

Paper: 17APY24DA1 UNDERSTANDING PSYCHOPATHOLOGY

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

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* (13th Ed.). New Delhi: Pearson.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Diagnostic and Statistical Manual of Mental Disorders DSM- 5TM (5TH Ed.) (2013). Washington: CBS Publishers & Distributors.

Paper: 17APY24DA2

COUNSELLING: PRINCIPLES AND SKILLS

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

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

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 (7th 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

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*. (9th 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* (2nd 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

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

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

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 (7th ed) Indian Edition*. New Delhi: McGraw Hill Edu.

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

Paper: 17APY24CL

PRACTICALS

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

Note:

3. 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).
4. Nature of field work will be decided by the DC.
5. Evaluation will be on the basis of report and viva-vice.

Paper: 17PSY24DD1/DD2/DD3 Practical Training

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)