

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 95 credits over the entire course (Core = 56; Discipline specific course = 15; Dissertation/field work= 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 with opt for at least one foundation course (minimum 2 credits) in either Semester I or II and an open elective course (minimum 3 credits) in Semester-II.

Sem.	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Exami nation (hrs)	Credits L+T+P
				Inter nal Asst.	Semest er 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
	16APY21C5	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5
		Foundation Course*	To be chosen from the basket/pool provided by the University.					2-4
Credits		C=21; FE*=2-3	Total Credits:			21-23/24		
II	16APY22C6	Psychology in Health	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22C7	Psychology in Education	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22C8	Psychological Testing	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22C9	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5
	16APY22DA1	<i>Psychology Across Lifespan</i>	4+0+2	-	T=75 P=25	100	3 hrs	4+0+1=5
	16APY22DB1	<i>Organizational Psychology</i>	4+0+2	-	T=75 P=25	100	3 hrs	
		Foundation Course*	To be chosen from the basket/pool provided by the University.					2-4
		Open elective	To be chosen from the basket/pool provided by the University.					3
Credits		C=17; D=5; F*=2-3; O=3	Total Credits:			25-27/28		

* Students can opt for foundation course in either semester I or II.

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 three core papers (two theory papers and a practical) and two discipline specific courses. In Semester IV there would be one core paper (one theory paper), Practical training and Dissertation. 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			Examination (hrs)	Credits L+T+P
				Internal Asst.	Semester end Exam.	Total		
III	16APY23C10		4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY23C11		4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY23C12	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
	16APY23DA2*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
	16APY23DA3*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
		Open elective	To be chosen from the basket/pool provided by the University.					3
Credits		C=13; D=10 O=3			Total Credits:		26	
IV	16APY24C13		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
		Dissertation/ Field based empirical report						10
		Practical Training						10
Credits		C=5; Dissertation /Field work:20			Total Credits:		25	

** Nomenclature of papers and number of options for the discipline specific course core papers will be decided when the syllabus of Semester III and IV is to be considered*

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.

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.

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 Commnication: Living in a Media World*. (3rded). Washington D.C: CQPress.

M.A. Applied Psychology (Semester I & II) 2016-17

- 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.
- Wrightsman, 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.

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 .

M.A. Applied Psychology (Semester I & II) 2016-17

- Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). *Research Methods in Psychology*. (5th Ed.) New Delhi: McGraw Hill.
- Siegel, S. (1994). *Non-Parametric Statistics*. New York: McGraw Hill.
- Singh, A.K. (2011). *Tests, Measurements and Research Methods in 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-16APY21C5

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. 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
4. Correlation

M.A. APPLIED PSYCHOLOGY (SEMESTER-II)

PAPER-16APY22C6

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-16APY22C7

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-16APY22C8

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-16APY22C9

PRACTICALS

Credits: 5 (Hrs/ week :10)

Maximum Marks : 100

Time : 4 hours/Gr

Note:

Each student would perform eight experiments / tests from the areas mentioned below 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. Evaluation would be based on performance in conduct, written and viva.

a) Any Eight Experiments / tests from following areas. (75 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

c) Profiling of Instruments/Tests (25 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.

Paper: 16APY22DA1

PSYCHOLOGY ACROSS LIFE SPAN

Credits: 5

Total :100 marks

Theory

Credits: 4 (Hrs/week: 4)

Theory Exam. : 75 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*. 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-16APY22DA1

PRACTICALS

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours/Gr

Note:

Each student would perform one experiment and two tests from the areas mentioned below. 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 tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

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

Paper: 16APY22DB1

ORGANISATIONAL PSYCHOLOGY

Credits: 5

Total :100 marks

Theory

Credits: 4 (Hrs/week: 4)

Theory Exam. : 75 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-16APY22DB1

PRACTICALS

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours

Note:

Each student would perform one experiment and two tests from the areas mentioned below. 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 tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

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

Paper: 16APY22DC1

PERSONALITY

Credits: 5

Total :100 marks

Theory

Credits: 4 (Hrs/week: 4)

Theory Exam. : 75 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* (10th ed.). Wadsworth: Cengage Learning.

Paper-16APY22DC1

PRACTICALS

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours/Gr

Note:

Each student would perform one experiment and two tests from the areas mentioned below. 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 tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

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