

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

Learning Objectives:

- To impart conceptual and theoretical knowledge in fundamental areas of psychology.
- To familiarize the students with applications of psychological principles in different applied areas of Psychology.
- Prepare students for professional fields of psychology in general and, specifically, in the field of Clinical Psychology, Counselling and Health Psychology.

Learning Outcomes:

- Students would gain conceptual and theoretical knowledge of psychological principles and would be able to apply them in research and professional areas.
- Students would understand the application of psychological principles in applied areas of Psychology and would be able to apply them in professional areas.
- Students would gain competencies and professional skills for working and conducting research in the field of Clinical Psychology, Counselling and Health Psychology.

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

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

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

Sem.	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr	Marks			Exam.(hrs)	Credits L+T+P
				Int. Ass.	Sem. Exam.	Total		
I	16APY21C1	Fundamentals of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C2	Applied Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C3	Fields of Applied Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21C4	Research Methods, Designs and Statistics	4+0+0	20	80	100	3hrs	4+0+0=4
	16APY21CL	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5
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		

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

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

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/ Gr.	Marks			Exam. (hrs)	Credits L+T+P
				Int. Ass.	Sem end Exam.	Total		
III	17APY23C1	Theoretical Foundations of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17APY23C2	Applied Experimental Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17APY23C3	Self and Adjustment	4+0+0	20	80	100	3 hrs	4+0+0=4
	17APY23DA1 or 17APY23DA2 or 17APY23DA3	Essentials of Clinical Psychology Guidance: Principles and Assessment Essentials of Health Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17APY23CL	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
			Dissertation/ Field based empirical report	To be continued in Semester IV and code has been specified in that semester.				
		Open elective	To be chosen from the basket/pool provided by the University.					
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					
	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

Course Outcomes

Learning Objectives:

- Impart understanding of the basic assumption and features of schools of Psychology.
- Provide understanding of the basic principles of Genetics and Perception.
- Provide understanding of the basics of learning, conditioning and theories of emotions and motivation.
- To impart theoretical knowledge about Intelligence and Personality.

Learning Outcomes:

- Students would be acquainted with the various schools of Psychology.
- Students would become familiar with principles of Genetics and Perception.
- Students would understand the conceptual bases of learning, emotions and motivation.
- Students would have knowledge about the nature and theoretical background of Intelligence and Personality.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination :80 marks; Time : 3 hours

Note:

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

UNIT I

The Fields and Scope of Contemporary Psychology.

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

UNIT II

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

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

UNIT III

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

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

UNIT IV

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

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

Recommended Books:

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

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

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J. and Nolen-Hoek-sema, S. (2000). *Hilgard's Introduction to Psychology* (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

Course Outcomes

Learning Objectives:

- To impart knowledge about fields of applied social psychology and methods of data collection.
- Provide understanding of the applications of social psychology in organizations and legal settings.
- Provide knowledge about personal relationships and positive well-being from applied social psychology perspective.
- To understand media influences, sense of community and social change from applied social psychology perspective.

Learning Outcomes:

- Students would be acquainted with fields of applied social psychology and methods of data collection.
- Students would be familiarized with applications of social psychology in organizations and legal settings.
- Students would be able to understand positive social influences on personal relationships and Wellbeing.
- Students would understand the impact of social influences on consequences of media and social change.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT I

Introduction to Applied Social Psychology:

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

Research Methods in Applied Social Psychology:

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

UNIT II

Applying Social Psychology to Organisations:

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

Applying Social Psychology to Legal System/ Criminal Justice System:

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

UNIT III

Applying Social Psychology to Personal Relationships:

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

Applying Social Psychology to Positive Well-Being:

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

UNIT IV

Applying Social Psychology to Media:

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

Applying Social Psychology to Community:

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

Recommended Books:

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

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

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

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

PAPER- 16APY21C3

FIELDS OF APPLIED PSYCHOLOGY

Course Outcomes

Learning Objectives:

- To familiarize the students to nature and research methodology of applied psychology.
- To impart knowledge about the basics of Environmental, Clinical, Guidance and Counselling Psychology.
- To impart knowledge about the basics of Community, Cross-cultural, Sports and Exercise Psychology.
- To provide understanding of nature and processes in Media, Forensic and Legal Psychology.

Learning Outcomes:

- Students would understand nature and research methodology of applied psychology.
- Students would be acquainted with basics of Environmental, Clinical, Guidance and Counselling Psychology.
- Students would be acquainted with basics of Community, Cross-cultural, Sports and Exercise Psychology.
- Students would understand the nature and processes in Media, Forensic and Legal Psychology.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination:80 marks ; Time:3 hours

Note:

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

UNIT I

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

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

UNIT II

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

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

UNIT III

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

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

UNIT IV

Media Psychology: Nature; Physical, Cognitive and Social development through media; Interactive communication: Computers, Cell- phones and Internet strategies to regulate electronic media usage. Forensic and Legal Psychology: Evolution of Forensic Psychology; Aspects of current Forensic Psychology and Role of Forensic Psychologist; Psychology and Judicial process; The Psychologists' relationship to law, Psychological factors in Antisocial Behaviour.

Recommended Books:

- Arun, I. (2011). *Media Communication and Journalism*. New Delhi: Maxford Books.
- Bayne, R. & Jinks, G. (2013). *Applied Psychology: Research, Training and Practice*. London: Sage.
- Bell, A., Green, T.C., Fisher, J.D. and Baum, A. (2001). *Environmental Psychology*. Orlando: Harcourt.
- Berk, L. E. (2013). *Child Development* (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 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.
- Wrightsman, L.S. (1987). *Psychology and Legal System*. Belmont, C.A: Wadsworth.

PAPER- 16APY21C4

RESEARCH METHODS, DESIGNS AND STATISTICS

Course Outcomes

Learning Objectives:

- To provide knowledge about research problems, hypotheses, variables and descriptive statistics.
- Acquaint the students with nature and application of Normal Probability Curve (NPC) and Sampling Procedures
- Impart knowledge about experimental and non-experimental methods and computation techniques of Correlation analysis.
- Impart knowledge of Between, Within and Quasi Experimental Designs and inferential Statistics

Learning Outcomes:

- Students would be acquainted with basics of research and descriptive statistics.
- Students would be able to apply their knowledge of applications of NPC and sampling procedures.
- Students would demonstrate knowledge of experimental and non-experimental methods and computation of correlation
- Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks ; Time : 3 hours

Note:

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

UNIT I

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

Descriptive Statistics: Measures of Central Tendency and Variability.

UNIT II

Sampling: Probability and Non- Probability Sampling Methods.

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

UNIT III

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

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

UNIT IV

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

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

Recommended Books:

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

Learning Objectives:

- To impart training regarding designing, execution and reporting of Laboratory experiments.
- To impart training regarding administration, interpretation and reporting of psychological tests.
- To familiarize the students with graphical representation and descriptive and inferential analysis by using statistical software.

Learning Outcomes:

- Students would be able to design, conduct and report experimental research.
- Students would acquire the ability to administer, interpret and report psychological tests.
- Students would gain proficiency in data analysis using statistical software.

Credits : 5(Hrs/ week 10)

Maximum Marks : 100; Time : 4 hours

Note:

Each student would perform six experiments and six tests from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments

(50 marks)

Any six experiments from following areas.

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

b) Tests

(35marks)

Any six tests from following areas.

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

c) Computer Applications in Research

(25marks)

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

M.A. APPLIED PSYCHOLOGY (SEMESTER-II)

PAPER-16APY22C1

PSYCHOLOGY IN HEALTH

Course Outcomes

Learning Objectives:

- To impart knowledge about nature and models of Health Psychology along with types of health behaviours.
- Familiarize the students with the theoretical basis of health beliefs, stress and its coping.
- To impart knowledge about the nature and psychological management of stress, pain, hypertension Diabetes, arthritis, AIDS and cancer
- To impart knowledge about current trends in Health Psychology.

Learning Outcomes:

- Students would understand the nature of Health psychology and become acquainted with behaviours that enhance and compromise health.
- Students would understand the relation between health beliefs and health behaviours.
- Students would gain knowledge about nature and psychological management of stress, pain, hypertension and diabetes, arthritis, AIDS and cancer
- Students would be acquainted with the current trends in Health Psychology

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks Time : 3 hours

Note:

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

UNIT I

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

Health Behaviours: Health enhancing behaviours, Health compromising behaviours.

UNIT II

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

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

UNIT III

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

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

UNIT IV

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

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

Recommended Books:

Fiest, J. & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. USA: Wadsworth.

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

Malhotra, S.M., Batra, P. & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.

Singh, R., Yadava, A. & Sharma, N.R. (2015). *Health Psychology*. New Delhi: Global Vision Publishing House.

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

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

Yadava, A., Hooda, D. & Sharma, N.R. (2012). *Biopsychosocial Issues in Positive Health*. New Delhi: Global Vision.

Paper-16APY22C2

PSYCHOLOGY IN EDUCATION

Course Outcomes

Learning Objectives:

- To provide knowledge about basics of guidance and school guidance programme.
- To acquaint the students to the appraisal process in educational setting and basic psychological skills required for learning.
- To impart knowledge regarding educational and vocational guidance.
- To acquaint the students with the psychological concepts related to self and moral development in educational settings.

Learning Outcomes:

- Students would understand the nature of guidance and the process of organizing the school guidance program.
- Students would understand the appraisal process in educational setting and basic psychological skills required for learning.
- Students would understand the nature and procedure in educational and vocational guidance.
- Students would be able to apply the theoretical knowledge for providing guidance for self and moral development in educational settings.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks ; Time : 3 hours

Note:

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

UNIT I

Aim of Education, Need of Psychology in Education.

Guidance: Meaning, Principles, Goals and Need.

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

UNIT II

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

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

UNIT III

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

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

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

UNIT IV

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

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

Recommended Books:

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

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

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

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

Gibson, R.L. & Mitchell, M.H. (2007). *Introduction to Counseling & Guidance* (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

Course Outcomes

Learning Objectives:

- To familiarize the students with nature of psychological tests and its applications.
- To impart a fundamental knowledge of test construction.
- To acquaint the students with various ability and personality tests.
- To provide fundamental knowledge of neuro-psychological tests as well as tests used for special population.

Learning Outcomes:

- Students would understand the nature and utility of psychological testing.
- Students would gain knowledge about test construction.
- Students would gain knowledge about the various ability and personality tests along with their applicability.
- Students would gain knowledge about neuro-psychological tests and tests for special population along with their applicability.

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

Course Outcomes

Learning Objectives:

- To familiarize the students with basic concepts of life span development, prenatal development and birth.
- To impart a fundamental knowledge of development in infancy and early childhood.
- To familiarize students with the developmental issues in middle childhood and adolescent stage.
- To acquaint the students with the developmental issues in early, middle and late adulthood years.

Learning Outcomes:

- Students would understand the basic concepts of life span development, prenatal development and birth.
- Students would understand the developmental issues which are crucial in the development of infants and preschool children.
- Students would be able to apply the knowledge of the major developmental changes occurring in middle childhood and adolescence in counselling.
- Knowledge of the predominant issues in development during adulthood would be applied in professional settings.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks;Time : 3 hours

Note:

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

UNIT I

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

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

UNIT II

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

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

UNIT III

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

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

UNIT IV

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

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

Recommended Books:

Berk, L. E. (2007). *Development through the Lifespan*. 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

Course Outcomes

Learning Objectives:

- To impart knowledge of historical developments in I/O Psychology along with recruitment and selection procedures.
- Provide understanding of the nature and processes related to productive and counterproductive behaviors in organization.
- To impart knowledge regarding theoretical bases of motivation and leadership.
- Impart knowledge about the conceptual bases of organizational theories and culture and their applications.

Learning Outcomes:

- Students would understand the significance of physical and psychological working condition in organizations along with recruitment and selection procedures.
- Students would become acquainted with productive and counterproductive behaviors in organization.
- Students would gain knowledge about theoretical bases of motivation and leadership.
- Students would become aware of recent innovations in organizational design and culture.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks Time : 3 hours

Note:

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

UNIT I

Nature of I/O Psychology:

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

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

UNIT II

Behaviour's in Organisation:

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

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

UNIT III

Employee Motivation:

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

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

UNIT IV

Organizational Theory and Designs:

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

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

Recommended Books:

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

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

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

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

Paper: 16APY22D3

PERSONALITY

Course Outcomes

Learning Objectives:

- To familiarize the students with the nature of and research methodology for studying personality.
- To provide knowledge about Psychoanalytic and life span approaches.
- To provide knowledge about Humanistic, Existential and Trait -Type approaches.
- To provide knowledge about Social learning and Cognitive approaches.

Learning Outcomes:

- Students would gain knowledge about nature of and research methodology for studying personality.
- Students would gain knowledge about Psychoanalytic and life span theories of personality .
- Students would gain knowledge about Humanistic, Existential and Trait -type theories of personality.
- Students would gain knowledge about Social learning and Cognitive theories of personality.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT I

Nature, History and Assessment of Personality

Personality Research Methods: Experimental, Correlational and Case study.

UNIT II

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

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

UNIT III

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

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

UNIT IV

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

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

Recommended Books :

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

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

Ellis, A., Abrams, M., & Abrams, L.D. (2009). *Personality Theories Critical Perspective*. New Delhi: Sage .

Engler, B. (2014). *Personality Theories: An Introduction* (9th Ed.). Wadsworth: Cengage Learning.

Friedman, H.S., & Schustack, W. (2003). *Personality : Clasical Theories and Modern Research* (2nd Ed.). New Delhi : Pearson Education.

Hall, C. S., Lindzey, G., & Campbell. (1998). *Theories of Personality*. New York : John Wiley and Sons.

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

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

Paper-16APY22CL

PRACTICALS

Course Outcomes

Learning Objectives:

- To impart training regarding designing, execution and reporting of Laboratory experiments.
- To impart training regarding administration, interpretation and reporting of psychological tests.
- To familiarize the students with use and applications of basic psychological tests and instruments.

Learning Outcomes:

- Students would be able to design, conduct and report experimental research.
- Students would acquire the ability to administer, interpret and report psychological tests.
- Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.

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 eigh tests/instruments. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination, two experiments /tests would be conducted and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.

Section A (i) :

(80 marks)

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

A (ii): Psychology across Life Span

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

Or

Organizational Psychology

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

Or

Personality

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

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

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

M.A. Applied Psychology Semester III

Paper: 17APY23C1

THEORETICAL FOUNDATIONS OF PSYCHOLOGY

Course Outcomes

Learning Objectives:

- To impart knowledge about nature of theory, philosophical issues in Psychology and theoretical bases of attention.
- Provide understanding about the theoretical perspectives of Early and Neo learning theories.
- Provide understanding about theoretical perspectives of Humanistic and Field theories.
- To acquaint students with cognitive perspectives and approach.

Learning Outcomes:

- Students will have an understanding of nature of theory, philosophical issues in Psychology and theoretical bases of attention.
- Students will understand the contribution and applications of Early and Neo learning theories.
- Students will gain theoretical knowledge of Humanistic and Field theories.
- Students will gain theoretical knowledge of cognitive theories and approaches to study cognition.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT-I

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

Attention: Filter theories, Resource theories

UNIT-II

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

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

UNIT-III

Humanistic theories: Maslow, Frankl, Fromm.

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

UNIT-IV

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

Information Processing approach, Connectionistic Approach

Recommended Books:

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

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

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

Leahey, T.H. (1987). *A History of Psychology*, U.S.A.: Prentice Hall International.

Marx, M.H., and Hillix, W.A. (1978). *Systems and Theories in Psychology*. New Delhi: Tata McGraw Hill.

Solo, R.L. (2004). *Cognitive Psychology*. Delhi: Pearson

Viney,W.and King,B.(2009). *A History of Psychology*. London: Allyn and Bacon.

Wolman, B.B. (1979). *Contemporary Theories and Systems in Psychology*. New Delhi: Freeman.

Paper: 17APY23C2 APPLIED EXPERIMENTAL PSYCHOLOGY

Course Outcomes

Learning Objectives:

- To impart theoretical and experimental knowledge of Perceptual processes.
- To familiarize the students with basic experimental issues in conditioning and its applications.
- To impart a fundamental knowledge of processes of memory and forgetting.
- To provide a conceptual clarity in the area of problem solving and bio rhythms.

Learning Outcomes:

- Students would be able to understand depth and movement perception along with theoretical basis of attention.
- Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.
- Students would be able to use the experimental knowledge of memory for its enhancement.
- Students would demonstrate knowledge about problem solving and bio-rhythms, along with their applications in everyday situations.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80; Time : 3 hours

Note:

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

UNIT I

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

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

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

Applications: Driving ;Traffic Accidents.

UNIT II

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

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

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

UNIT- III

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

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

Forgetting: Incidental and Motivated Forgetting.

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

UNIT- IV

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

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

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

Recommended Books:

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

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

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

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

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

Paper: 17APY23C3

SELF AND ADJUSTMENT

Course Outcomes

Learning Objectives:

- To impart knowledge about self development, impression management and self- monitoring.
- Provide understanding of the principles of self perception, self regulation and techniques of self management.
- Provide understanding of effective adjustment and its challenges along with assessment techniques.
- To impart knowledge about personal adjustment during life span and various life span adjustments.

Learning Outcomes:

- Students would be able to understand theories of self development, self identity and presentation.
- Students would be able to understand in depth about self regulation, self esteem and personal growth.
- Students would have knowledge about psychological approaches to adjustment and various assessment techniques.
- Students would be benefitted to learn about adjustment during various phases of life and also overcoming anxiety problems.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

NOTE:

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

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

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

UNIT I

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

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

UNIT II

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

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

UNIT -III

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

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

UNIT- IV

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

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

Recommended Books :

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

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

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

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

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

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

Stangor, C., Jhangiani, R., and Tarry, H. (2014). *Principles of Social Psychology- 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

Course Outcomes

Learning Objectives:

- Provide understanding of Clinical psychology as a profession and related issues.
- To impart knowledge about methods of Clinical psychology and assessment techniques.
- Impart knowledge and understanding of psychotherapy, shock and pharmacotherapy.
- Impart knowledge and understanding of process and applications of Psychoanalytical, Behaviour and Cognitive-Behaviour therapy.

Learning Outcomes:

- Students would gain knowledge about role and responsibilities of Clinical psychologist along with related issues.
- Students would demonstrate knowledge about various methods along with different Clinical assessment techniques.
- Students would gain knowledge about nature and principles of psychotherapy, shock and pharmacological therapies.
- Students would understand the process and applications of specific psychotherapies.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks;Time : 3 hours

Note:

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

UNIT-I

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

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

UNIT-II

Methods of Clinical Psychology: Epidemiological, Correlational and Experimental.

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

UNIT-III

Psychotherapy: Meaning, nature, general principles and types.

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

UNIT-IV

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

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

Recommended Books:

Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.

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

Trull, T. J. & Phares, E. J. (2001). *Clinical Psychology: Concepts, Methods and Problems*. US: Wadsworth.

Nevid, J.S., Rathus, S.A. & Greene, B. (2014). *Abnormal Psychology in a Changing World*. New York: Pearson.

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

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology*. New Delhi: Pearson.

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture*. New Delhi: Sage .

Singh, A. K. (2005). *Advanced Clinical Psychology*. Delhi: Moti Lal Banarsi Das.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). *The Clinical Psychology Handbook*. New York: Pergamon.

Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.

Paper: 17APY23DA2 GUIDANCE: PRINCIPLES AND ASSESSMENT

Course Outcomes

Learning Objectives:

- To familiarize the students with basic concepts of guidance and organization of guidance programme.
- To impart a fundamental knowledge of career planning and development.
- To provide awareness regarding psychological tests.
- To acquaint the students with the various techniques of assessment at individual and group level.

Learning Outcomes:

- Students would learn to organize guidance programme at different levels.
- Students would be able to provide guidance for career choices.
- Students would learn effectively the application of psychological tests.
- Students would gain knowledge regarding the assessment techniques at individual as well as group level.

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Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT-I

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

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

UNIT-II

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

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

UNIT- III

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

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

UNIT-IV

Assessment in Natural setting

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

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

Recommended Books:

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

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

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

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

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

Paper: 17APY23DA3

ESSENTIALS OF HEALTH PSYCHOLOGY

Course Outcomes

Learning Objectives:

- To impart knowledge of nature, scope and research methodology of Health Psychology.
- Provide knowledge about the structure & functions of Nervous System & Endocrine system.
- Acquaint the students with the laws of Genetics, structure and functions of Immune system, Cardiovascular system & Respiratory system.
- Sensitize the students about health issues across life-span and future challenges of Health Psychology.

Learning Outcomes:

- Students will be able to understand the nature of Health Psychology and plan research in this area.
- Students will be acquainted with the structure & functions of Nervous System & Endocrine system.
- Students will be acquainted with laws of Genetics, structure and functions of Immune system, Cardiovascular system & Respiratory system.
- Students will become sensitive to health issues across life-span and professional areas of Health Psychology.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3

hour Note:

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

Health Psychology Across Life Span: Early Health patterns and Childhood Nutrition; Adolescence and Risk taking; Theories of aging; Adulthood and aging.
Present Status and Future Challenges: Goals of Health Psychology; Profession of Health Psychology; Future Challenges

Recommended Books

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

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

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

Paper: 17APY23CL

PRACTICALS

Course Outcomes

Learning Objectives:

- To impart experimental knowledge in different areas of Applied Experimental Psychology, Self and Adjustment, Clinical, Guidance and Health.
- Equipping students with tests in the areas of Self Development, Memory, Learning, Guidance, Aptitude and Adjustment.
- To provide field exposure in domain specific areas.

Learning Outcomes:

- Students would gain empirical knowledge in the areas of Applied Experimental Psychology, Self and Adjustment, Clinical, Guidance and Health.
- Students would learn efficiently about the administration and interpretation of tests in the related areas.
- Students would be exposed and trained in the respective domain specific areas.

Credits: 5 (Hrs/ week 10)

Maximum Marks:Time: 4 hours

Note:

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

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

Section A: Theoretical Foundations of Psychology

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

Section B: Applied Experimental Psychology

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

Section C: Self and Adjustment

1. Self- Concept and Adjustment
2. Self and Well Being

3. Self and Quality of Life
4. Coping Skills and Adjustment
5. Self Esteem and Adjustment
6. Demographic variable and Adjustment

Section D:

Group A (Clinical Psychology)

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

Or

Group B (Guidance & Counselling)

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

Or

Group C (Health Psychology)

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

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

Note:

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

M.A. Applied Psychology Semester IV

Paper: 17APY24DA1 UNDERSTANDING PSYCHOPATHOLOGY

Course Outcomes

Learning Objectives:

- To familiarize the students with nature of psychopathology and its classification.
- To provide a fundamental knowledge of symptomatology and causes of anxiety and dissociative disorders.
- To acquaint the students with the nature of somatoform and bipolar disorders.
- To help students understand the clinical picture of schizophrenia, substance abuse and disorders of personality.

Learning Outcomes:

- Students would develop understanding of the importance to study psychopathology and its classification.
- Students would be able to diagnose and treat the population affecting from anxiety related disorders.
- Students would understand the various symptoms and treatment modalities of somatoform and bipolar disorders.
- Students would be able to implement various programs to intervene substance abuse, diagnose various disorders according to classifications and create awareness regarding their personality along with providing guidance to the patients and their caregivers in various settings.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination:80 marks;Time : 3 hours

Note:

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

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

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

UNIT-IV

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

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

Recommended Books:

Bennett, P. (2003). *Abnormal and Clinical Psychology*. UK: Open University Press.

Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.

Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (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

Course Outcomes

Learning Objectives:

- Provide knowledge about different types of counselling along with the emphasis on codes of professional ethics.
- Acquainting the students to the importance and processes in building counselling relationship and developing listening skills.
- Provide knowledge about understanding and clarifying problem skills.
- Provide conceptual and practical knowledge about intervention processes and skills.
- **Learning Outcomes:**
- Students would be able to learn principles and ethics in counselling.
- Students would be able to understand counsellor counselee relationship.
- Students would demonstrate knowledge of understanding and problem solving skills.
- Students would gain knowledge of implementation of different intervention

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

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

UNIT IV

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

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

Books Recommended

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

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

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

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

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

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

Paper: 17APY24DA3

MANAGEMENT OF ILLNESS

Course Outcomes

Learning Objectives:

- Provide knowledge of the nature, causes and management of Cardiovascular Diseases and Diabetes
- Impart knowledge about the nature, causes and management of AIDS and Cancer.
- Impart knowledge about the nature, causes and management of Asthma, Musculoskeletal and Gastrointestinal Disorders.
- Impart knowledge about the nature, causes and management of Substance Abuse and Obesity.

Learning Outcomes:

- Students will demonstrate understanding of CHD and Diabetes and their psychological management.
- Students will demonstrate understanding of AIDS and Cancer and their psychological management.
- Students will demonstrate understanding of Asthma, Musculoskeletal and Gastrointestinal Disorders and their psychological management.
- Students will demonstrate understanding of Substance Abuse and Obesity and their psychological management.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 mark; Time : 3 hours

Note:

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

UNIT – I

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

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

UNIT-II

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

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

UNIT – III

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

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

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

UNIT – IV

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

Recommended Books

- Fiest, J. & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. California :Wadsworth
- Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). *Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships*. Boston: Allyn & Bacon.
- Marks, D.F. et al.(2008). *Health psychology: Theory,Research and Practice*. New Delhi: Sage
- Snyder,J.J. (1989). *Health Psychology and Behaviour Medicine*. New Jersey: Prentice Hall
- Taylor, S.E. (2012). *Health Psychology* (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

Course Outcomes

Learning Objectives:

- Impart knowledge of Therapeutic Interventions and their processes.
- Focus on various issues in Therapeutic Intervention with emphasis on Clinical Intervention.
- Provide knowledge of specific Intervention techniques.
- Provide knowledge and understanding of social and life skill training programs.

Learning Outcomes:

- Students would be able to know about nature, goals, approaches and process of Intervention.
- Students would gain knowledge regarding various issues related to therapist, client and therapeutic intervention process.
- Students would demonstrate knowledge of specific intervention techniques such as biofeedback, assertion training, psychodrama and placebo effect.
- Students would demonstrate understanding of social and life skill training for mentally challenged, women and aged along with basic elements and applications.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

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

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

Psychodrama, Yoga, Meditation, Placebo effect.

UNIT-IV

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

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

Recommended Books:

- Baruth, L.G. & Huber, C.H. (1985). *Counseling and Psychotherapy*. New York: Pergamum Press.
- Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. (9rd 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

Course Outcomes

Learning Objectives:

- To familiarize the students with the concept of counselling approaches.
- To impart fundamental knowledge of Humanistic-Existential and Transactional analysis approaches.
- To acquaint the students with techniques of Behaviour Therapy and Rational Emotive Behaviour Therapy.
- To provide conceptual clarity of Reality and Family Therapy.

Learning Outcomes:

- Students would acquire adequate theoretical knowledge of basics of counselling approaches.
- Students would demonstrate knowledge of Humanistic-Existential and Transactional analysis approaches and their applications in professional situations.
- Students would demonstrate knowledge of techniques of Behaviour Therapy and Rational Emotive Behaviour Therapy and their applications in professional situations.
- Students would gain conceptual knowledge of Reality and Family Therapy and understand their applications.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

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

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

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

UNIT-I

Counselling Approaches: Counselling and Psychotherapy: Overview, Functions of Counselling and Psychotherapy Theories, Limitations, Origins of Counselling and Psychotherapy Approaches.
Psychoanalysis: Basic concepts; Therapy: Goals, Process and Therapeutic Interventions.

UNIT –II

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

UNIT-III

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

UNIT-IV

Reality Therapy: Theory of Reality Therapy: Goals, Assessment and Process. Reality Therapy Strategies.
Family Systems Therapy: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy, Experiential and Humanistic Family Therapies.
Evaluation, Eclecticism and Integration: Evaluation Issues; Eclecticism; Integration: Reasons for Integration, Reasons Slowing Integration.

Books Recommended:

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

Paper: 17APY24DB3

HEALTH PROMOTION

Course Outcomes

Learning Objectives:

- Impart knowledge of the theoretical models of Health Behaviour.
- Provide understanding of the Psychosocial influences on Health.
- Impart knowledge about health enhancing behaviours and seeking health care.
- To familiarize the students with health promotion and community development approaches to wellbeing.

Learning Outcomes:

- Students would be able to apply health behaviour models for health promotion and plan research in this area.
- Students would become sensitive to Psychosocial influences on health.
- Students would be able to apply the knowledge of health enhancing behaviours and seeking health care in promoting health.
- Students would develop skills for providing health promotion and designing community intervention programs.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks;Time: 3 hours

Note:

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

UNIT –I

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

UNIT- II

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

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

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

UNIT-III

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

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

UNIT-IV

Health Promotion : Behaviour Change Approach: Social Cognition Model and Behaviour change.
Biofeedback & Relaxation Training.
Community Development Approach : Promoting Health & Wellbeing in Communities.

Recommended Books

Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). *Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships*. Boston: Allyn & Bacon.
Marks, D.F. et al.(2008). *Health psychology: Theory, Research and Practice*. New Delhi: Sage
Snyder, J.J. (1989). *Health Psychology and Behaviour Medicine*. New Jersey: Prentice Hall
Taylor, S.E. (2012). *Health Psychology (7th ed) Indian Edition*. New Delhi: McGraw Hill Edu.
Anisman, H. (2016). *Health Psychology*. New Delhi: Sage

Paper: 17APY24CL

PRACTICALS

Course Outcomes

Learning Objectives:

- Equipping students with the knowledge of tests in the area of Guidance and Counselling, Clinical and Health Psychology.
- To impart the knowledge regarding administration, scoring and interpretation of significant tests used in Guidance and Counselling, Clinical and Health Psychology.

Learning Outcomes:

- Students would gain knowledge of tests in the area of Guidance and Counselling, Clinical and Health Psychology .
- Students would be able to administer and interpret tests used in Guidance and Counselling, Clinical and Health Psychology .

Credits : 2(Hrs/ week 4)

Maximum Marks : 50; Time : 3hours.

Note:

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

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

Section A: Group A (Clinical Psychology)

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

Or

Group B (Guidance & Counselling)

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

Or

Group C (Health Psychology)

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

Section B: Group A (Clinical Psychology)

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

Or

Group B (Guidance & Counselling)

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

Or

Group C (Health Psychology)

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

Paper: 17APY24DC1 Dissertation
OR
17APY24DC2 Field based Empirical Report

Course Outcomes

Learning Objectives:

- To familiarize students with planning, reporting, conducting and interpreting data in the domain specific areas.
- Equipping students with the field based empirical knowledge.

Learning Outcomes:

- Students would be able to write dissertation as per the prescribed standardized norms.
- Students would be able to carry out his/her field based empirical report.

Note:

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

**Paper: 17PSY24DD1/DD2/DD3 Practical Training
Course Outcomes**

Learning Objectives:

- The students would undergo supervised professional training in an institute related to their field of specialization and receive hands on training in work settings.

Learning Outcomes:

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

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)