

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)



FACULTY OF ARTS

SYLLABI

FOR

**M.A. PSYCHOLOGY (SEMESTER SYSTEM)
EXAMINATIONS, 2023-24**

--:O:-

**APPLICABILITY OF REGULATIONS FOR THE TIME
BEING IN FORCE**

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all the students whether old or new.

Note:

A candidate for M.A. examination shall offer Psychology or Sociology or Statistics or Public Administration only if he/she has completed and passed the prescribed courses in an affiliated college or the Department concerned of this University.

GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT (20%) FOR REGULAR STUDENTS OF POST-GRADUATE COURSES in M.A. Psychology (Semester System)
(Effective from the First Year Admissions for the Academic Session 2009-2010)

1. The Syndicate has approved the following guidelines, mode of testing and evaluation including Continuous Internal Assessment of students:

- | | | | |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------|
| (i) | TerminalEvaluation | : | 80% |
| (ii) | ContinuousAssessment | : | 20% |
| (iii) | Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendanceetc. | | |
| (iv) | In order to incorporate an element of Continuous Internal Assessment of students, the Colleges/Departments will conduct one written test as qualified below: | | |
| (a) | WrittenTest | : | 25 (reduced to5) |
| (b) | SnapTest | : | 25 (reduced to5) |
| (c) | Participation inClassDiscussion | : | 15 (reduced to3) |
| (d) | TermPaper | : | 25 (reduced to5) |
| (e) | Attendance | : | 10 (reduced to2) |

Total:	<hr/>	100 reduced to20
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2. Weightage of 2 marks for attendance component out of 20 marks for ContinuousAssessment shall be available only to those students who attend 75% and more of classroom lectures/seminars/workshops. The break-up of marks for **attendance component** for theory papers shall be as under :

<i>AttendanceComponent</i>		<i>Mark/s for TheoryPapers</i>	
(a)	75 % and above upto85 %	:	1
(b)	Above85 %	:	2

3. It shall **not be compulsory** to pass in Continuous Internal Assessment. Thus, whatever marks are secured by a student out of 20% marks, will be carried forward and added to his/her score out of 80 %, i.e. the remaining marks allocated to the particular subject and, thus, he/she shall have to secure pass marks both in the University examinations as well as total of Internal Continuous Assessment and Universityexaminations.
4. Continuous Internal Assessment awards from the affiliated Colleges/Departments must be sent to the Controller of Examinations, by name, **two weeks before** the commencement of the particular examination on the *proforma* obtainable from the Examination Branch.

SPECIAL NOTE :

- (i) The theory paper will be of 80 marks and 20 marks will be for internalassessment.
- (ii) In the case of Postgraduate Courses in the Faculties of Arts, Science, Languages, Education, Design & Fine Arts, and Business Management & Commerce, (falling under the purview of Academic Council), where such a provision of Internal Assessment/Continuous Assessment already exists, the same will continue asbefore.

(ii)

**SCHEME OF EXAMINATION FOR M.A. PSYCHOLOGY (SEMESTER SYSTEM) FOR THE
EXAMINATION OF 2023-24**

SEMESTER-I

		<i>Theory</i>	<i>Internal Assessment</i>	<i>Total</i>
Paper-I :	Theories and Systems of Psychology-I	80	20	100
Paper-II :	Social Psychology-I	80	20	100
Paper-III:	Experimental and Cognitive Psychology-I	80	20	100
Paper-IV:	Research Methodology and Statistics-I	80	20	100
Paper-V :	Practicum-I	40	10	50

SEMESTER-II

Paper-I :	Theories and Systems of Psychology-II	80	20	100
Paper-II :	Social Psychology-II	80	20	100
Paper-III:	Experimental and Cognitive Psychology-II	80	20	100
Paper-IV:	Research Methodology- and Statistics-II	80	20	100
Paper-V :	Practicum-II	40	10	50

M.A. Semester III (Semester System)

Any three electives from Sr. No. (1) to (12) can be taken by the students, in addition to compulsory courses at Sr. No. (13) and (14), (M.A. Semester III & IV).

There shall be choice based credit system. The students shall have the option of taking up one four credit course in each of the semesters from other disciplines. Likewise the students from other disciplines shall have the option of taking up one four-credit course from among the optional papers, per semester. Each semester shall be of 18 credits (sixteen credits for theory and 2 credits for practicals).

Sr.No.	Name of the Paper	Marks			Credits
		Theory	Internal assessment	Total	
1.	Organizational Psychology-I	80	20	100	4
2.	Child Psychopathology -I	80	20	100	4
3.	Life Span Developmental Psychology-I	80	20	100	4
4.	Clinical Psychology: Psychodiagnostics	80	20	100	4
5.	Clinical Disorders	80	20	100	4
6.	Counselling Psychology: Professional Foundation	80	20	100	4
7.	Counselling Psychology: Approaches and Appraisal	80	20	100	4
8.	Sports Psychology-I	80	20	100	4
9.	Positive Psychology-I	80	20	100	4
10.	Health Psychology -I	80	20	100	4
11.	Media Psychology-I	80	20	100	4
12.	Behavioral Economics	80	20	100	4
13.	Research Methodology and Statistics – I (Compulsory)	80	20	100	4
14.	Practicum	-	-	50	2
Semester IV:		<i>Theory Internal assessment Total</i>			<i>Credits</i>
1.	Organizational Psychology -II	80	20	100	4
2.	Industrial Psychology	80	20	100	4
3.	Clinical Psychology: Prevention and Intervention	80	20	100	4
4.	Sports Psychology -II	80	20	100	4
5.	Applied Counselling: Specialties in Practice of Counselling	80	20	100	4
6.	Applied Counselling : Educational and Career Counselling	80	20	100	4
7.	Life Span Developmental Psychology–II	80	20	100	4
8.	Child Psychopathology-II	80	20	100	4
9.	Health Psychology-II	80	20	100	4
10.	Para Psychology	80	20	100	4
11.	Positive Psychology-II	80	20	100	4
12.	Media Psychology – II	80	20	100	4
13.	Research Methodology and Statistics -II(Compulsory)	80	20	100	4
14.	Dissertations (Compulsory)	-	-	50	2

Guidelines for Continuous Internal Assessment (20%) for Regular Students of Post-Graduate Courses (Semester System)
(Effective from the admissions for the Academic Session 2009-2010)

The Syndicate has approved the following guidelines, mode of testing and evaluation including Continuous Internal assessment of students:

- i) Terminalevaluation : 80%
- ii) ContinuousAssessment : 20%
- iii) Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendanceetc.

Continuous InternalAssessment: 20marks

1. Two writtentests 20 marks each
(reduced to 5 marks each)
2. It shall **not be compulsory** to pass in Continuous Internal Assessment. Thus, whatever marks are secured by a student out of 20% marks, will be carried forward and added to his/her score out of 80%, i.e. the remaining marks allocated to the particular subject and, thus, he/she shall have to secure pass marks both in the University examinations as well as total of Internal Continuous Assessment and Universityexaminations.
3. Continuous Internal Assessment awards from the affiliated Colleges/Departments must be sent to the C.O.E., by name, **two weeks** before the commencement of the particular examination on the proforma obtainable from the examinationbranch.

Special Note:

- i) The theory question paper will be of 80 marks and 20 marks will be for internal assessment.
- ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will be increased proportionately to maximum marks of the paper in lieu of internalassessment.
- iii) In the case of Post Graduate Courses in the Faculties of Arts, Science, Languages, Education, Design and Fine Arts, and Business Management and Commerce (falling under the purview of Academic Council), where such a provision of Internal Assessment/Continuous Assessment already exists, the same will continue asbefore.
- iv) The marks obtained by a candidate in Continuous Internal Assessment in Post graduate Classes will be shown separately in the Detailed Marks Card(D.M.C.).

**OUTLINES OF TESTS, SYLLABI AND COURSES OF READINGS IN THE SUBJECT OF
M.A. PSYCHOLOGY (SEMESTER SYSTEM) i.e. 1st & 3rd SEMESTER
NOVEMBER/DECEMBER 2023, 2nd & 4th SEMESTER APRIL/MAY 2024 EXAMINATIONS.**

SEMESTER-I

Paper-I : THEORIES AND SYSTEMS OF PSYCHOLOGY-I

Total	: 100 Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3 hours

(I) Objectives:

This course aims at helping the students to:

- (i) Appreciate basic assumptions, principles and historical roots of modern scientific psychology.
- (ii) Understand main theoretical perspectives in Psychology.
- (iii) Have an appraisal of the contemporary theoretical developments in modern psychology.

(II) Pedagogy of the Course Work:

70 % lectures; 30 % seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES :

- (III)**
- (i) There shall be 9 questions in all. Five questions have to be attempted.
 - (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
 - (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Nature, History and Status of Psychology as a Science.

UNIT-II

Schools of Psychology :

Structuralism, Functionalism, Behaviorism, Gestalt, Classical Psychoanalysis (Freud).

UNIT-III

Theoretical Perspectives in Psychology :

Psychodynamic (Neo Freudians – Adler, Jung), Behaviouristic (Pavlov and Skinner), Humanistic-Existential (Maslow, Rogers, Rollo May), Field Theory (Lewin).

Current Theoretical Developments :

Cognitive (Information processing), Neurocognitive Science, Developmental perspective (Piaget), Social Learning (Bandura), Indian Perspective.

Recommended Books :

1. Chaplin, J.P., &Krawiec, T.S. (1979). Systems and Theories of Psychology. New York: Rinehart Winston.
2. Corsini, R. (1994). Encyclopaedia of Psychology. New York: WileyInterscience.
3. Hall, C.S, &Lindzey, G. (1976). Theories of Personality. New York: John Wiley andSons.
4. London, H., &Exner, J.E. Jr. (1978). Dimensions of Personality. New York: A Wiley Inter SciencePublication.
5. Marks, M.H., &Cronan-Hillix, W.A. (1988).Systems and Theories in Psychology. New York: McGraw Hill, International Edition, PsychologySeries.
6. Mohanty,A.K., &Misra, G. (Eds.). (2002).Perspectives on Indigenous Psychology. New Delhi , India: Concept Publishing Company.
7. Pervin, L.S. (1979). Personality: Theory, Assessment and Research. New York: John Wiley and Sons.
8. Wolman, B.E. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
9. Woodworth, R.S., & Sheehan, M. (1963). Contemporary Schools of Psychology. New York: Methuen.

Paper -II : SOCIAL PSYCHOLOGY-I

Total	: 100 Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
TimeAllowed	: 3hours

(I) Objectives:

The course aims at enabling the students to :

- (i) Understand the interface between society and psychology.
- (ii) Appreciate how individual behavior is influenced by socio-cultural factors.
- (iii) Realize how social psychology can be applied to issues both at a personal level and a broader sociallevel.
- (iv) Understand how social behaviour can be analysed in terms of social psychological theories.

(II) Pedagogy of the Course Work:

70 % lectures; 30 % seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES:

- (III) (i) There shall be 9 questions in all. Five questions have to be attempted.
- (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
- (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Social Psychology as a Science: Nature and History.
 Social Learning Theories: Field, Role and Exchange.
 Developmental views of Self: Erikson, Sullivan and Rogers.

UNIT-II

Socialization Agents; Socialization in families with a Special child. Impact of culture on socialization.

UNIT-III

Social Learning. Impression formation,
 Theories of Attribution: Kelly, Weiner, Jones and Davis.

UNIT-IV

Interpersonal Attraction : Concept, determinants.
 Personal Relationships : Self disclosure, Relationship maintenance.

Recommended Books:

1. Baron, R.A., & Byrne, D. (2003). Social Psychology. New Delhi: PrenticeHall.
2. Crano, W.D., & Messe, L. A. (1982). Social Psychological Principles and Themes of Interpersonal Behaviour: Dorsey Press.
3. Forsyth, D. (1983). An Introduction to Group Dynamics. Monterey, California: Brooks Cole.
4. Kakkar, S. (1997). Culture and Psychology. Delhi: Oxford University Press.
5. Leary, M. R. (Ed). (1995). State of Social Psychology, Issues, Themes, Controversies. London: Sage Publication.
6. Lindgren, H.C. (1973). An Introduction to Group Dynamics. Monterey, California: Brooks Cole.
7. Lindsmith, A.R., Strauss, A.Z., & Densin, N.K. (1988). Social Psychology. New Jersey: Prentice Hall.
8. Lindzey, G., & Aronsen, E. (1985). Handbook of Social Psychology (Volume 1 to 5). New York : Random House.
9. McDavid, J.W., & Harari, H. (1968). Social Psychology. New Jersey : Prentice Hall.
10. Ridgeway, C. L. (1983). Dynamics of Small Groups. New York : St. Martin Press.
11. Saks, M.J., & Krupat, E. (1988). Social Psychology and Its Applications. New York : Harper and Row.
12. Shaver, K.G. (1975). Introduction to Attribution Process. Cambridge: Winthrop Publishers.
13. Shaw, M.E., & Costenzo, P.R. (1982). Theories of Social Psychology. Auckland : McGraw Hill.
14. Taylor, G.E., Peplau, L. A., & Sears, D.O. (2006). Social Psychology. Delhi : Pearson.
15. Triandis, H.C. (1994). Culture and Social Behaviour. New York : McGraw Hill.

Total	: 100Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3hours

(I) Objectives:

This course aims at helping the students to acquire an intensive knowledge about the experimental and cognitive researches and insights in the areas of Attention, Perception, Memory and different aspects of Learning.

(II) Pedagogy of the Course Work:

70 % lectures; 30% seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES :

- (III)** (i) There shall be 9 questions in all. Five questions have to be attempted.
- (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
- (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Classical Conditioning : Basic phenomena, Temporal relations, the Rescorla-Wagner model, Opponent Process theories and Classical conditioning.

Operant Conditioning : Basic phenomena, Reinforcement Schedules and their Experimental Analysis.

UNIT-II

Avoidance and Punishment : Two-factor theory and one-factor theory, Learned helplessness, punishment.

Problems of Reinforcement : A Re-evaluation of the Stop-Action Principle, the Role of the Reinforcer, Prediction of a Reinforcer.

UNIT-III

Biological Constraints on Learning : Attacks on the contiguity principle, Attacks on the equipotentiality premise, Heredity in Operant Conditioning, the General-Principle approach to learning.

UNIT-IV

Stimulus Control and Concept Learning : Generalization gradients, Absolute or Relational Stimulus Control, Errorless Discrimination Learning, Concept Formation.

Recommended Books :

1. Bridget, R.R., & Greg, L.R. (2008). Cognitive Psychology. New Delhi : Pearson Education.
2. D'Amato, M.R. (1970). Experimental Psychology: Methodology, Psychophysics and Learning. New Delhi : Tata McGrawHill.
3. Dodd, D.H., & White, R.M. (Jr.). (1980). Cognition: Mental Structures and Processes. Boston: Allyn and Bacon Inc.
4. Galotti, K.M. (1999). Cognitive Psychology In and Outside Laboratory. Mumbai : Thomson Asia.

5. Hilgard, E.H., & Bower, G.H. (1975). Theories of Learning. Englewood Cliffs : PrenticeHall.
6. Hulse, S.H., Egeth, H., & Deese, J. (1980). The Psychology of Learning. Tokyo : McGrawHill.
7. Kling, J.W., & Riggs, L.A. (1971). Experimental Psychology. New York : Holt, Rinehart and Winston.
8. Mazur, J.E. (1986). Learning and Behaviour. Englewood Cliffs : PrenticeHall.
9. Reynolds, A.G., & Flagg, P.W. (1978), Cognitive Psychology. Cambridge, Massachusetts : Winthrop Publications Inc.
10. Terry, W.S. (2003). Learning and Memory. Boston : A and B.
11. Weil, R. C. (2005). Foundations of Psychology. New Delhi : Pearson Education.

Paper-IV: RESEARCH METHODOLOGY AND STATISTICS-I

Total	: 100 Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3 hours

(I) Objectives:

1. This course introduces students to basic nature of Psychology – Psychology as a science and related concepts.
2. This course deals with various research techniques and assessment tools as used in the field and laboratory settings.
3. This course also aims at familiarizing students with correlational techniques and some multivariate techniques.
4. To give students a thorough understanding of non-parametric techniques.

(II) Pedagogy of the Course Work:

70% lectures; 30% seminars, assignments and discussion

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES:

- (III)**
- (i) There shall be 9 questions in all. Five questions have to be attempted.
 - (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
 - (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Nature of Research in Psychology : Types of Variables; Review of literature; Research design (Definition and Types); Selection and formulation of research problem and hypotheses ; Ex Post Facto technique and its applications

UNIT-II

Research Techniques: Naturalistic Observation: Field studies; Survey Research : Features, uses and limitations of surveys, steps in survey research and survey instruments.

UNIT-III

Special Correlation Methods : Biserial correlation; Point Biserial; Tetrachoric and Phi-Coefficient correlation.

UNIT-IV

Non Parametric Techniques: Sign test, Wilcoxon Test; Mann Whitney U test; Kruskal Wallis and Friedman Tests., Differences between Nonparametric and Parametric techniques

1. Arthur, A., Elaine, N. A., & Elliot, C. (2008). Statistics for Psychology. New Delhi : Pearson Education.
2. Chadha, N.K., & Sehgal, P.R.L. (1984). Statistical Methods in Psychology. New Delhi : E.E.P.
3. Garrett, H.E. (1986). Statistics in Psychology and Education. New York : David, McKay Co. Inc.
4. Guilford, J.P., & Fruchter, B. (1978). Fundamental Statistics in Psychology and Education. New York : McGrawHill.
5. Kerlinger, F.N. (1964). Foundations of Behavioural Research. New York : Holt, Rinehart and Winston.
6. Nunnally, J.C. (1967). Psychometric Theory. New York : McGrawHill.
7. Siegel, S. (2000). Non-Parametric Statistics for Behavioral Sciences. London : McGrawHill.
8. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi : Bharti Bhawan.
9. Singh, R. (2021). Research Methodology for Ph. D Course work. Kharar, Punjab : RT Publication

Paper-V: PRACTICUM-I (Compulsory Paper)

(A) *Four practicals, one in each of the following areas, have to be carried out:*

1. Classical/Instrumental conditioning.
2. Thinking/Concept formation/Problemsolving.
3. Sensory Memory & Short Term Memory.
4. Verbal learning.

(B) *Students should be familiar with the working of the following apparatus:*

1. Depth perception apparatus (Howard-Dolman).
2. Brightness Discrimination Apparatus.
3. Apparent Movement Apparatus.
4. Kinaesthetic Figural after Effect Apparatus.
5. Time Sense Apparatus.
6. Sound-Cage.
7. Audio Generator.
8. Skinner Box.
9. Shuttle Box.
10. Hand-withdrawal Conditioning Apparatus.

Paper-I : THEORIES AND SYSTEMS OF PSYCHOLOGY-II

Total	: 100Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3hours

(I) Objectives:

This course aims at helping the students to

1. Appreciate basic assumptions, principles and historical roots of modern scientific psychology.
2. Understand main theoretical perspectives in Psychology.
3. Have an appraisal of the contemporary theoretical developments in modern psychology.

(II) Pedagogy of the Course Work:

70% lectures; 30% seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES :

- (III)**
- (i) There shall be 9 questions in all. Five questions have to be attempted.
 - (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
 - (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Personality Theories : Erickson, Fromm, Murray, Eysenck, Cattell, Costa and McCrae, Kelly.

UNIT-II

Intelligence and Creativity : Intelligence; Guilford, Cattell, Sternberg, Emotional Intelligence (Meyer and Salovey and Goleman).

Creativity : Freudian, Psychometric, Humanistic-Existential and Associationistic view points.

UNIT-III

Learning : Pavlov, Skinner, Guthrie, Tolman, Hull, Bandura.

UNIT-IV

Motivation : Need theories (McClelland), Content theories (Maslow, Herzberg), Cognitive theories (Lewin, Vroom, Porter and Lawler).

Recommended Books

1. Chaplin, J.P., & Krawiec, T.S. (1979). Systems and Theories of Psychology. New York: Rinehart Winston.
2. Corsini, R. (1994). Encyclopaedia of Psychology. New York : Wiley Interscience.
3. Friedman, H.S., & Schustack, M.W. (2003). Personality. New Delhi : Pearson.
4. Hall, C.S., & Lindzey, G. (1976). Theories of Personality. New York : John Wiley and Sons.

5. Hilgard, E., & Bower, G.H. (1986). Theories of Learning. New York: Ableton.
6. Howe, J.A. (1997). IQ in Questions. New Delhi : Sage.
7. London, H., & Exner, J.E. Jr. (1978). Dimensions of Personality. New York : A Wiley Inter Science Publication.
8. Marks, M.H., & Cronan-Hillix, W.A. (1988), Systems and Theories in Psychology. New York : McGraw Hill, International Editions, Psychology Series.
9. Pervin, L.S. (1979). Personality: Theory, Assessment and Research. New York : John Wiley and Sons.
10. Schultz, D., & Schultz, S.E. (2002). Psychology and Work Today. New Delhi : Pearson.
11. Sternberg, R.J., & Dotterman, D.K. (1986). What is Intelligence? N.J. Ablex.
12. Vernon, P.E. (Ed.) (1970). Creativity: Selected Readings, Baltimore. M.D., Penguin Books.
13. Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
14. Woodworth, R.S., & Sheehan, M. (1963). Contemporary Schools of Psychology. New York: Methuen.

Paper-II : SOCIAL PSYCHOLOGY-II

Total	: 100 Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3 hours

(I) Objectives:

The course aims at enabling the student to:

- (i) Understand the interface between society and psychology.
- (ii) Appreciate how individual behaviour is influenced by socio-cultural factors.
- (iii) Realize how social psychology can be applied to issues both at a personal level and a broader social level.
- (iv) Understand how social behaviour can be analysed in terms of social psychological theories.

(II) Pedagogy of the Course Work:

70% lectures; 30% seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES :

- (III) (i) There shall be 9 questions in all. Five questions have to be attempted.
- (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
- (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Altruism and Prosocial Behaviour : Concept, Theoretical perspectives (Sociocultural and Learning).

Learning to help : Seeking and receiving help.

Factors affecting Helping Behaviour : Internal and Situational.

Caregiving : Concept, types and its impact on caregiver.

UNIT-II

Aggression : Nature, causes, control.

Violence; Family Violence; Intimate Partner Violence: Nature, Causes and Interventions.

Groups : Types, Group Cohesion.

Group Behaviour : Conformity, Obedience and Compliance.

Group Antagonism : Prejudice (Nature, cognitive biases, strategies to reduce prejudice).

UNIT-IV

Social Power.

Theories of Leadership: Situation approach, Trait approach, Functional approach and Fiedler's contingency model of leadership effectiveness.

Leadership Styles : Autocratic, Democratic, Task Oriented, People Oriented.

Recommended Books :

1. Baron, R.A., & Byrne, D. (2003). Social Psychology. New Delhi : PrenticeHall.
2. Forsyth, D. (1983). An Introduction to Group Dynamics. Monterey, California : BrooksCole.
3. Kakkar, S. (1997). Culture and Psychology. Delhi : Oxford UniversityPress.
4. Leary, M.R. (Ed). (1995), State of Social Psychology, Issues, Themes, Controversies. London : SagePublication.
5. Lindgren, H.C. (1973). An Introduction to Group Dynamics. Monterey, Calif : BrooksCole.
6. Lindsmith, A.R., Strauss, A.Z., & Densin, N.K. (1988). Social Psychology. New Jersey: PrenticeHall.
7. Lindzey, G., & Aronsen, E. (1985). Handbook of Social Psychology (Volume 1 to 5). New York : RandomHouse.
8. McDavid, J.W., & Harari, H. (1968). Social Psychology. New Jersey: PrenticeHall.
9. Ridgeway, C. L. (1983). Dynamics of Small Groups. New York: St. MartinPress.
10. Saks, M.J., & Krupat, E. (1988). Social Psychology and Its Applications. New York: Harper and Row.
11. Shaver, K.G. (1975). Introduction to Attribution Process. Cambridge: WinthropPublishers.
12. Shaw, M.E., & Costenzo, P.R. (1982). Theories of Social Psychology. Auckland: McGraw Hill.
13. Taylor, G.E., Peplau, L.A., & Sears, D.O. (2006). Social Psychology. Delhi: Pearson.
14. Triandis, H.C. (1994). Culture and Social Behaviour. New York: McGrawHill.

Paper-III : EXPERIMENTAL AND COGNITIVE PSYCHOLOGY-II

Total	: 100Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3hours

(I) Objectives:

This course aims at helping the students to acquire an intensive knowledge about the experimental and cognitive researches and insights in the areas of Attention, Perception, Memory and different aspects of Learning.

(II) Pedagogy of the CourseWork:

70 % lectures; 30% seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES:

- (III)**
- (i) There shall be 9 questions in all. Five questions have to be attempted.
 - (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.
 - (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Pattern Recognition : Theories of pattern recognition, Top-down processing and Pattern recognition.

UNIT-II

Attention : Divided and Selective attention, Feature Integration Theory, Neural Basis of attention.

UNIT-III

Neural mechanisms of memory; Synapse and neural circuits, Formation and storage of memory, Role of long term Potentiation.

UNIT-IV

Imagery : The Characteristics of Mental Images, Cognitive maps.

Recommended Books :

1. D' Amato, M. R. (1970). Experimental Psychology : Methodology, Psychophysics and Learning. Delhi : Tata McGrawHill
2. Dodd, D. H., & White, R.M. (Jr.) (1980). Cognition : Mental Structures and Processes. Boston : Allyn and Bacon Inc.
3. Galotti, K.M. (1999). Cognitive Psychology In and Outside Laboratory. Mumbai : Thomson Asia.
4. Hilgard, E.H., & Bower, G.H. (1975). Theories of Learning. Englewood Cliffs : Prentice Hall.
5. Matlin, M.W. (1994). Cognition. Bangalore : Prism Books Private Ltd.
6. Reynolds, A.G., & Flagg, P.W. (1978). Cognitive Psychology. Cambridge, Massachusetts : Winthrop Publications Inc.
7. Rosenzweig, M.R. Breed Love, S.M., & Seiman, A.L. (2002). Biological Psychology. Sinaver Associates, Inc.(USA).
8. Terry, W.S. (2003). Learning and Memory. Boston : A and B.
9. Solso, R.L. (2001). Cognitive Psychology. Bangalore : Pearson Education.

Paper-IV : RESEARCH METHODOLOGY AND STATISTICS-II

Total	: 100 Marks
Theory	: 80 Marks
Internal Assessment	: 20 Marks
Time Allowed	: 3 hours

(I) Objectives:

1. This course introduces students to basic nature of psychology – Psychology as a science and related concepts.
2. This course deals with various research techniques and assessment tools as used in the field and laboratory settings.
3. This course also aims at familiarizing students with correlational techniques and some multivariate techniques.
4. To give students a thorough understanding of non-parametric techniques.

(II) Pedagogy of the Course Work:

70% lectures; 30% seminars, assignments and discussion.

INSTRUCTIONS FOR THE PAPER-SETTERS AND THE CANDIDATES:

- (III)**
- (i) There shall be 9 questions in all. Five questions have to be attempted.
 - (ii) The first question shall be short answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words each, out of which 10 questions have to be attempted. It shall carry 20 marks and shall be a compulsory question.

- (iii) Rest of the paper shall contain 4 units. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit.

UNIT-I

Scales of Measurement : Nominal, Ordinal, Interval and Ratio; Experimental Method; Ethics of Psychological Research.

UNIT-II

Assessment Techniques : Case study, Interview method; Sociometry.
Sampling theory and its techniques.

UNIT-III

Advanced correlation methods; Multiple Correlation; Partial Correlation; Simple Regression, Equation, Multiple Regression and its types

UNIT-IV

Factor Analysis : Basic Assumptions; History and applications of Factor Analysis; Centroid method of factor Extraction; Rotation; Interpretation of factors.

Recommended Books:

1. Arthur, A., Elaine, N. A., & Elliot, C. (2008). Statistics for Psychology. New Delhi : Pearson Education.
2. Chadha, N.K., & Sehgal, P.R.L. (1984). Statistical Methods in Psychology. New Delhi : E.E.P.
3. Garrett, H.E. (1986). Statistics in Psychology and Education. New York : David, McKay Co.Inc.
4. Guilford, J.P., & Fruchter, B. (1978). Fundamental Statistics in Psychology and Education. New York : McGrawHill.
5. Kerlinger, F.N. (1964). Foundations of Behavioural Research. New York : Holt, Rinehart and Winston.
6. Nunnally, J.C. (1967). Psychometric Theory. New York : McGrawHill.
7. Siegel, S. (2000). Non-Parametric Statistics for Behavioral Sciences. London : McGrawHill.
8. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi : Bharti Bhawan.

Paper-V : PRACTICUM-II(Compulsory Paper)

(A) Four practicals, one in each of the following areas, have to be carried out:

1. Perceptual Processes
2. Psychophysics : Classical & Signal Detection Theory
3. Imagery
4. Sociometry

(B) Students should be familiar with the working of the following apparatuses:

1. Reaction Time Apparatus
2. Haufmann-Kasanin Test
3. Voice Key
4. Pulse Biofeedback Apparatus
5. G.S.R. Biofeedback Apparatus
6. Electromyographic Recorder
7. Rod and frame test
8. Memory Drum
9. Tachistoscope
10. Kymograph, Chronoscope, Marker, Tambour, Sphygmomanometer, Induction coil, Stopwatch.

SEMESTER III**Paper I: ORGANIZATIONAL PSYCHOLOGY- I**

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

This course aims at helping the students

1. To understand the basic concepts and principles of Organizational Psychology.
2. To appreciate the major factors, which influence Organizational behaviour, Organizational effectiveness and productivity.
3. To have an overview of the empirical researches in and applications of different aspects of Organizational Psychology.
4. To be familiar with the different techniques and strategies in Organizational Growth and Development.

(II) Pedagogy of the course work:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT I

Introduction: Nature, history and methodology; Extension of classical concepts of organization, Bureaucratic model. Introduction to the concept of Human Resource Development.

UNIT-II

Leadership: Concept. Classical studies, Trait Theory, Group Exchange theories, Fiedler's contingency model, Path goal theory, Social learning approach.

Leadership styles: Reddin's three dimensional model, Hersey and Blanchard's Life Cycle, Likert's four systems of management, Vroom - Yetton normative model.

UNIT-III

Decision Making: Nature, Types; Models (Social model, Simon's satisfying model); Techniques.

UNIT-IV

Organizational Development: Meaning, importance, Characteristics. Traditional and modern approaches (Sensitivity training, grid training, survey feedback, team building, transactional analysis, MBO).

Recommended Books :

1. Davis, K. (1981). Human Behaviour at Work. New Delhi: Tata McGraw Hill.
2. Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational

- Psychology (Vol. 1-4). Mumbai: Jaico Publishing House.
3. Ganguli, H.C. (1964). Structure and Processes of Organization. Bombay: Asia Publishing.
 4. Gibson, J.L., Ivancevich, J.M., & Bommally, J.H. (1976). Organizations: Structure, Processes, Behaviour. Dallas: Business Pub.
 5. Hersey, R., & Blanchard, T. (1977). The Management of Organizational Behaviour. New Delhi: Prentice Hall.
 6. Luthans, F. (1986). Organizational Behaviour. New York: McGraw Hill.
 7. Nilakant, V., & Ramnarayan, S. (2008). Managing Organizational Change. New Delhi: Sage Publications.
 8. Robbins, S.P. (1992). Organizational Behaviour. New Delhi: Prentice Hall.
 9. Ramnarayan, S., Rao, T.V., & Singh, K. (Eds.) (2009). Organizational Development. New Delhi: Sage Publications.
 10. Sharma, N., & Yadava, A. (2010). Business Psychology. New Delhi: Global Vision Publishing House.

Paper II: CHILD PSYCHOPATHOLOGY-I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To provide the students an insight into the nature, etiology, symptoms, and treatment of childhood disorders.

(II) Pedagogy of the course work:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature, Diagnosis and Assessment of Child Psychopathology.

UNIT- II

Causes of Child Psychopathology: Biological, Psychological, Family and Social influences.

UNIT- III

Intellectual Disabilities

Externalizing Disorders: Attention Deficit Hyperactivity Disorders.

UNIT- IV

Disruptive Behaviour Disorders: Oppositional Defiant Disorder, Conduct Disorder.

Recommended Books :

1. Carson, R.C., Butcher, J.N., & Mineka, S. (2003). Abnormal Psychology and Modern Life. New Delhi: Pearson Education.
2. Garfinkel, B.O., Carson, G.A., & Weller, E.B. (1990). Psychiatric Disorders in Children and Adolescents. London: Saunders Company.
3. Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage Publication.
4. Kronenberger, W.G., & Mayer, R.G. (2001). The Child Clinicians Handbook. London: Allyn and Bacon.
5. Lewis, M. (1991). Child and Adolescent Psychiatry. London: Williams and Wilkins.
6. Malhotra, S. (2002). Child Psychiatry in India. New Delhi: MacMillan.
7. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. Singapore: Thomson Wadsworth.
8. Sharma, N., Kalia, A.K., & Husain, A. (2008). Counselling: Theory, Research and Practice. New Delhi: Global Vision.
9. Sue, B., Sue, D.W., & Sue, S. (2003). Understanding Abnormal Behaviour. New York: Houghton Mifflin.
10. Thapa, K., Van, A., & Pandey, J. (Eds.). (2008). Perspectives on Learning Disabilities in India: Current Practices and Prospects. New Delhi: Sage. Publications.
11. Weis, R. (2008). Abnormal Child and Adolescent Psychology. London: Sage Publications.

Paper III: LIFE SPAN DEVELOPMENTAL PSYCHOLOGY-I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To develop an understanding of Psychology within a Life Span Perspective.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Introduction to the Life Span perspective in development.

Characteristics and Developmental Issues: Genetic and Environmental influences.

UNIT- II

Theories of Development: Psychoanalytic (Freud and Erikson), Cognitive (Piaget and Vygotsky) and Ecological (Bronfenbrenner).

Methods in Developmental Psychology: Observational, Cross-sectional, Longitudinal and Cross sequential designs.

UNIT- III

Conception: Stages and Hazards in Prenatal Development, Birth, Prematurity, Neonate.

UNIT- IV

Cognitive Processes in Development: Attention, Memory, Thinking and Metacognition.

Recommended Book :

1. Bee, H., & Boyd, D. (2002). Life Span Development. Boston: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Birren, J.E., & Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
4. Bukatko, D., & Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
5. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
6. Cunningham, W.R., & Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row Publishers.
7. Hetherington, M.E., & Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. New York: McGraw Hill.
8. Morgan, L., & Kunkel, S. (1998). Aging: The Social Context. London: Pine Forge Press.
9. Newman, B.M., & Newman, P.R. (1999). Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
10. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.

Paper IV : CLINICAL PSYCHOLOGY: PSYCHODIAGNOSTICS

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To train the students in various psychological assessment techniques.
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.
3. To impart knowledge and skills required for diagnosis of psychopathological conditions.

(II) Pedagogy of the course work:

70 %lectures, 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature and scope of a Psychodiagnostics.

Ethical issues in testing. Nomothetic vs Idiographic,

Clinical vs Statistical prediction.

UNIT- II

Diagnosis and its methods: Case study, Interview and Observation- Application, advantages and limitations.

Training of a clinical psychologist.

UNIT- III

Intelligence and Memory Tests: Administration, Scoring, Interpretation, Advantages and Limitations

- (a) Weschsler's Adult Intelligence Scale.
- (b) Wechsler's Intelligence Scale for Children.
- (c) Cattell's Culture Fair Intelligence Tests.
- (d) PGI Memory Scale

UNIT- IV

Theoretical issues, Administration, Scoring and Interpretation of Personality Tests (MMPI and 16 PF) and Projective Techniques (Rorschach Inkbot Test and Thematic Apperception Test)

Recommended Books:

1. Anastasi, A. (1988). Psychological Testing. New York: MacMillan Publishing Company.
2. Brown, F.G. (1976). Principles of Educational and Psychological Testing. New York: Holt, Rinehart and Winston.
3. Edwards, A.L. (1957). The Social Desirability Variable in Personality Assessment and Research. New York: Dryden.
4. Guilford, J.P. (1968). Psychometric Methods. New York: McGraw Hill.
5. Jensen, A.R. (1980). Bias in Mental Testing. New York: The Free Press.
6. Kerlinger, F.N. (1974). Foundations of Behavioural Research. New York: Holt Rinehart and Winston.
7. Puhon, B.N.(1982). Issues in Psychological Measurement. Agra: National Psychological Corporation.
8. Sehafar, R. (1977). Projective Testing and Psychoanalysis. New York: International Universities Press.
9. Wigelor, A.K., & Garner, W.R. (1982). Ability Testing: Uses, Consequences and Controversies. Washington, D.C.: National Academic Press.

Paper V: CLINICAL DISORDERS

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To train the students in various psychological assessment techniques.
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.

- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature and Scope of Clinical Disorders.

Diagnoses and its methods: Case History, Interview and Observation.

UNIT- II

Anxiety Disorders, Psychosomatic Disorders and Schizophrenia: Nature, types, causes and treatment.

UNIT- III

Sexual Dysfunctions, Mood Disorders, Suicide and Loneliness: Nature, types, causes and treatment.

UNIT- IV

Intellectual Disability, Post Traumatic Stress Disorder, Antisocial Personality Disorder, Alcohol-Related Disorders, Stimulant-Related Disorders.

Recommended Books

1. Achenbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.
2. Alpart, M. (Ed.) (1985). Controversies in Schizophrenia: Changes and Constancies. New York: The Guilford Press.
3. Bennett, P. (2006). Abnormal and Clinical Psychology: An Introductory Textbook. New York: Open University Press.
4. Bourne, L.E., & Ekstrand, B.R. (1986). Psychology: Its Principles and Meanings. New York: Holt, Rinehart and Winston.
5. Brewer, K. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers
6. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
7. Climinero, A.R., Calhoun, K.S., & Adams, H.E. (1986). Handbook of Behavioral Assessment. New York: John Wiley.
8. Davison, G.C., & Neale, J.M. (1996). Abnormal Psychology: The Experimental Clinical Approach. New York: John Wiley.
9. Goldenberg, H. (1983). Contemporary Clinical Psychology. Monterey, C.A.: Brooks/Cole.
10. Hersen, M., Kazdin, A.E., & Ballack, A.S. (1985). The Clinical Psychology Handbook. New York: Pergamon Press.
11. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning
12. Wolman, B.B. (1976). The Therapist's Handbook: Treatment Method of Mental Disorders. New York: Van Nostrand Reinhold Co.

Paper VI: COUNSELLING PSYCHOLOGY: PROFESSIONAL FOUNDATION

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

The present paper introduces fundamental features of counselling. It aims at acquainting students with essential skills, understanding and utilization of various counselling techniques for developing as an effective counsellor.

(II) Pedagogy of the course work:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Counselling Psychology: Nature, concept and history of counselling with special reference to Indian scene; Effective Counsellor – Self exploration and awareness, interpersonal self-awareness, personal qualities and professional training.

UNIT- II

Process and Ethics in Counselling: Preparation, Pre-counselling interview, Rapport and Relationship, Exploration and Identification of goals, Selection of counselling therapy, Termination and follow up; Guidelines and Issues of Counselling ethics.

UNIT- III

Counselling Skills: Pre-counselling skills - listening and attending; skills for building trust and empathy – paraphrasing, reflecting, pacing; skills for conveying genuineness and positive regard – congruence, self-disclosure, immediacy and enhancing responses.

UNIT- IV

Basic Techniques of Counselling: Sensitivity training, Transactional analysis, Assertiveness training, Relaxation training, Socio and Psycho drama. Ethics in the process of Counseling.

Recommended Books :

1. Adler, R.B., Rosenfeld, L., & Proctor, R.F. (2007). Interplay: The Process of Interpersonal Communication. New York: Oxford.
2. Clarkson, P. (1998). Counselling Psychology. London: Routledge.
3. Douglass, R.G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education.
4. Dryden, W. (1995). Key Issues for Counselling in Action. London: Sage Publications.
5. Gelso, C.J., Fretz, D.R., & Bruce, R. (1995). Counselling Psychology. New York: Prism Har Court Brace.
6. Gilliland, B., James, R.K., & Bowman, J.J. (1989). Counselling. New York: McGrawHill.
7. Kottler, J.A., & Shepard, D.S. (2008). Counselling: Theories and Practices. New Delhi: Brooks/Cole Publishing Company.
8. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
9. Orlans, V., & Scoyoc, S.V. (2009). Short Introduction to Counselling Psychology. New York: Sage Publishers Ltd.

10. Rao, S.N. (2001). Counselling Psychology. New Delhi: Tata McGraw Hill.
11. Shertzer, B., & Stone, S.C. (1971). Fundamental of Counselling. Second Edition. Boston: Houghton Mifflin.
12. Woolfe, R., & Dryden, W. (1996). Handbook of Counselling. London: Sage Publications.

Paper VII: COUNSELLING PSYCHOLOGY: APPROACHES AND APPRAISAL

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

The present paper introduces fundamental features of counselling approaches. It aims at acquainting students with psychotherapeutic and counselling appraisal techniques as utilized in the practice of counselling.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)**
 - (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
 - (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
 - (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Psychoanalytic and Adlerian approaches: Classical Psychoanalytic Theory – View of human nature, role of counsellor, goals, techniques.

UNIT- II

Person Centered, Existential and Gestalt Approaches: Carl Rogers – View of human nature, role of counsellor, goals, techniques.

Existential Counselling -

Rollo May, Victor Frankl – View of human nature, Role of counsellor, goals, techniques.

UNIT- III

Behavioral and Rational Emotive Therapies, Becks; Allbert Ellis – View of human nature, Role of Counsellor, Goals and techniques.

Behavioral approaches – Views of human nature, Role of Counsellor, goals, Techniques and Evaluation.

UNIT- IV

Counsee appraisal -

- (a) Autobiography, case study, interview, observation.
- (b) Psychological Testing – Personality, Intelligence, Aptitudes, Interests.

Recommended Books :

1. Anastasi, A., & Urbina, S. (1997). Psychological Testing. New York: Mac Millan Publishing Company.
2. Berne, E. (1964). Games People Play. London: Deutsch.
3. Brammer, L.M., & Shostrom, E.L. (1982). Therapeutic to Psychology: Fundamentals of Counselling and Psychotherapy. Englewood Cliffs: Prentice Hall Inc.
4. Carson, R.C., & Butcher, J.N. (1992). Abnormal Psychology and Modern Life. New York: Harper Colling Publishers.
5. Cormier, L.S., & Hackney, H. (1993). The Professional Counsellor. New Jersey: Prentice Hall.

6. Clarkson, P. (1998). Counselling Psychology. London: Routledge.
7. Crow, L.D., & Crow, A. (1961). An Introduction to Guidance. New Delhi: Eurasia.
8. Douglass, R.G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education.
9. Gelso, C.J., Fretz, D.R., & Bruce, R. (1995). Counselling Psychology. New York: Prismo Harcourt Brace.
10. Gilliland, B., James, R.K., & Bowman, J.J. (1989). Counselling. New York: Allyn and Bacon.
11. Nystul, M.S. (2001). Introduction to Counselling. Mexico: Allyn and Bacon.
12. Rao, S.N. (2001). Counselling Psychology. New Delhi: Tata McGraw Hill.

Paper VIII: SPORTS PSYCHOLOGY I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To trace the development of sports psychology as an independent discipline with its multidimensional perspective.
2. To identify the relationship of personality, motivation and situational factors with performance on individual and team events.
3. To discuss the role of training and other psychological interventions towards performance enhancement in sports.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT-I

Sports Psychology: Definition, Nature and Scope.
Brief history of Sports Psychology: International and Indian Perspectives
Role of Sport Psychologist.

UNIT-II

Behavioral Principles and their applications in sports
Individual differences and Sports Performance; Motor Skills Learning.
Attention, Focusing and concentration.

UNIT-III

Anxiety, Stress and Burnout; Coping Strategies and Interventions. Managing failures.

UNIT-IV

Motivation: Concepts, Models and Applications. Goal Setting.

Recommended Books :

1. Cox, R.H. (2002). Sports Psychology. New York: Palgrave Macmillan.
2. Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.
3. Lavalke, D., Krener, J., Moran, A.P., & Williams, M. (1994). Sports Psychology: Contemporary Themes. London : Red Globe Press
4. Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers.
5. Mohan, J., & Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.
6. Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.
7. Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.
8. Singer, R.N., Murphy, M., & Tennant, L.K. (Eds.) (1993). Handbook of Research on Sport Psychology. New York: MacMillan.
9. Stewart, J.H., Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London: Routledge.
10. Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics.

Paper IX: POSITIVE PSYCHOLOGY-I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To trace the development of positive psychology as an independent discipline with its multidimensional perspective.
2. To study the relationship of personality and situational variables with positive psychology.
3. To discuss strategies to enhance positive affect.

II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Positive Psychology: History, nature and scope.
Interpersonal Perspectives: Empathy, Love and Social relations.

UNIT- II

Positive Emotional States and Well Being with special emphasis on Forgiveness and Gratitude.

UNIT- III

Happiness: Theories, measures and correlates.

UNIT- IV

Positive Institutions: Families, Religion, Spirituality and Well being.
Specific issues: Aging Well

Recommended Books:

1. Crompton, W.C. (2005). An Introduction to Positive Psychology. Singapore: Thomson Publishers.
2. Snyder, C.R., & Lopez, S.J. (2005). Handbook of Positive Psychology. New York: Oxford University Press.
3. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge Press.
4. Linley, P.A., & Joseph, S. (2004). Positive Psychology in Practice. New York: John Wiley and Sons.
5. Peterson, C. (2006). Positive Psychology. New York: Oxford University Press.

Paper X: HEALTH PSYCHOLOGY-I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint the students with nature and significance of emerging areas of health psychology.
2. To highlight the role of social, psychological and behavioural risk factors in health promotion and disease prevention.
3. To introduce the students to types of stressors, their consequences, cognitive behavioural interventions for managing stress.
4. To impart knowledge about causes and intervention for some prevalent stress related disorders/addictions.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature and Scope of Health Psychology, Research Strategies used in Health Psychology, Health Protective and Health Compromising behaviour.

UNIT- II

Theories of Health Protective behaviour: Biopsychosocial Model, Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour.

UNIT- III

- (a) Stress: Biopsychosocial aspects of Stress.
Indian concept of Stress.
Physical, Psychological & Emotional Symptoms of Stress; Measuring Stress.
- (b) Stress and Illness: Pathways:
Psycho Neuro Immunology;
Stress and Brain.
Stress and Endocrinal System;
Stress and Immune System.

UNIT- IV

Stress and Chronic Illnesses: Cardiovascular Disorders viz. Coronary Artery Disease and Essential Hypertension.

Recommended Books :

1. Brannon, L., & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson – Wadsworth.
2. Cohen, L.M., McChargue, D.E., & Collins, F.J. (2003). The Health Psychology Handbook. New Delhi: Sage Publications.
3. Friedman-Di, M. (1989). Health Psychology. New York: Prentice Hall.
4. Kaplan, R.M., Sallis, J.E., & Patterson, T.L. (1993). Health and Human Behaviour. New York: McGraw Hill.
5. Karren, K.J., Hafen, B.Q., Smith, N. L., & Frandsen, K.J. (2001). Mind / Body Health. New York: Benjamin Cummings.
6. Marks, D.F., Murray, M., Evans, B., & Willig, C. (2000). Health Psychology: Theory, Research and Practice. New Delhi: Sage Publications.
7. Marks, F.D., Murray, M., Evans, B., Willing, C., Woodall, C., & Sykes, M.C. (2005). Health Psychology. New Delhi: Sage Publications.
8. Mohan, J. (2013) Psychosocial Correlates of Coronary Artery Disease: A Monograph. New Delhi: Friends Publishers.
9. Mohan, J., & Sehgal, M. (2006). Health Psychology. New Delhi: Abhijeet Publications.
10. Pestonjee, D.M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage Publications.
11. Sarafino, P. E. (1998). Health Psychology: Biopsychosocial Interaction. New Delhi: John Wiley and Sons.
12. Singh, R., & Shyam, R. (2007). Psychology of Well Being. New Delhi : Global Vision Publishing House.
13. Singh, R., Yadav, A., & Sharma, R.N. (2005). Health Psychology. New Delhi : Global Vision Publishing House
14. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw Hill.
15. White, P. (2005). Biopsychosocial Medicine: An Integrated Approach to Understanding Illness. New York: Oxford University Press.
16. Yadav, A., & Sharma, N. (2007). Positive Health Psychology. New Delhi : Global Vision Publishing House

Paper XI: MEDIA PSYCHOLOGY-I

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
2. To promote positive views of media for the betterment of society.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Media Psychology: Concept, Scope, Media as tool to promote well being and human rights.
 Research Methods in Media Psychology.
 Ethics of research in media psychology.

UNIT- II

Theories/Models of Media Psychology: Bandura, Jo and Berkowitz, McLuhan, Zillman, Catalyst model of Ferguson. Becker's Mosaic Model, Cognitive Processing Model.

UNIT- III

Media and Communication: Concept, process, models of communication.
 Introduction to crisis communication.
 Virtual Reality and media

UNIT- IV

Cyberspace: Concept, Use of cyberspace in promotion of mental health.
 Cybercrime: Concept, Factors, Strategies to Control.
 Media Violence; Concept, Causes and Strategies to Control.

Recommended Books :

1. Albarram, A.B. (2007). Management of Media. UK: Thomson.
2. Barak, A. (2008). Cyberspace. New York: Cambridge.
3. Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology. Mumbai: Jaico.
4. Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: University.
5. Kearney, M.C. (2017). The Gender and Media Reader. New York: Routledge.
6. Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
7. Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
8. Montgomery, K.C. (2007) Generation Digital. Cambridge: MIT Press.
9. Rodgers, S., & Thorson, E. (Eds.). (2012). Advertising Theory. New York : Routledge
10. Wilson, T. (2009). Understanding Media Users. UK: Wiley – Blackwell.
11. Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.

Paper XII: BEHAVIORAL ECONOMICS

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To understand the fundamental principles of Behavioral economics.
2. To enable the learners for applying these principles in practice.
3. To equip the learners with an insight for analyzing economic transactions from the angle of Psychology.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature of Behavioral Economics, Relation between Psychology and Economics. Behavioral Economics and ethical foundations of capitalization. Future of Behavioral Economics.

UNIT- II

Foundations of Behavioral Economics: Rationality, Values and Choices.

UNIT- III

Decision Making: Risk and uncertainty.

UNIT- IV

Mental accounting: Concept and applications.

Recommended Books :

1. Altman, M. (2007). Handbook of Contemporary Behavioral Economics: Foundation and developments. New Delhi: Prentice Hall of India.
2. Wilkinson, N. (2007). An Introduction to Behavioral Economics. London: Palgrave Macmillan.
3. Camerer, C. F. (2003). Behavioral Game Theory: Experiments in Strategic Interaction. New Jersey: Princeton University Press.
4. Camerer, C.F., Loewenstein, G., & Rabin, M. (Eds.) (2004). Advances in Behavioral Economics (The Roundtable Series in Behavioral Economics). New Jersey: Princeton University Press.
5. Diamond, P., & Vartiainen, H. (Eds.) (2007). Behavioral Economics and its applications. New Jersey: Princeton University Press.
6. Kahneman, D., & Tversky, A. (Eds.) (2000). Choices, Values and Frames. UK :Cambridge University Press.

Paper XIII: RESEARCH METHODOLOGY AND STATISTICS – I (Compulsory)

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To provide the students the knowledge, understanding, and applications of

- (i) Standardization of Psychological Tests
- (ii) Experimental designs, and

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

ANOVA: Assumptions and applications. Randomized group design and randomized block design (equal cell frequency, with single and n subjects in each cell).

UNIT- II

Two way ANOVA (Equal cell frequency) – Basic Model
Three way ANOVA (Equal cell frequency) – Basic Model
ANCOVA in Randomized group Design (Single Subject in each cell)

UNIT- III

Latin Square Design (Single observation in each cell); Latin Square design with repeated measures (Replications with same square; single observation in each cell); and Greco Latin Square Design(Single observation in each cell); Multiple Comparisons (CD, Duncan's, Scheffé's Test) – Introduction.

UNIT- IV

Mixed factorial design (Single observation in each cell).
Single subject research.

Recommended Books :

1. Arthur, A., Elaine, W.A., & Elliot, J.C. (2006). Statistics for Psychology. New Delhi: Pearson Education.
2. Broota, K.D. (1990). Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern.
3. Campbell, D.T., & Standlay, J.G. (1996). Experimental and Quasi Experimental Design for Research. Chicago: Rand McNally.
4. Edwards, A.L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehart and Winston.
5. Freeman, F.S. (1965). Theory and Practice of Psychological Testing. New York: Cor University, Ithaca.
6. Guilford, J.P. (1963). Psychometric Methods. New York: McGraw Hill.

7. Lindqvist, E.F. (1953). Design and Analysis of Experiments in Psychology. Boston: Houghton Mifflin.
8. Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill.
9. Richardson, P., Goodwin, A., & Vine, E. (2011). Research Methods and Designs in Psychology. UK : Sage Publications.
10. Winer, B.J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill

XIV: PRACTICUM-III (Compulsory Paper)

UNIT-A

Familiarization with tests and techniques Performance of any two tests from each of the following category.

1. Intelligence and Memory: Culture fair/matrices, WAIS/WISC/MISIC/Bhatia's Battery and PGI Memory Scale.
2. Aptitudes: Motor and Manual, Mechanical, the DAT, Creativity, Art Judgement Test.
3. Rating Scales, Situational tests, Interview.

UNIT-B

Introduction to SPSS: Measurement Scales- Nature of Variables: Types of Data. Entering variables, Labelling variables, Labelling values, Entering String variables, Transformation of variables, Exporting and Importing data files from other packages, Selecting cases, Recoding data, computing functions (Creating new variables). Importing data from other files and generating output.

Suggested Readings

1. Brace N. (2012) .SPSS for Psychologists. UK: Routledge.
2. Cronk, B. (2014).How to use SPSS: A Step by Step guide to Analysis and Interpretation.UK: Routledge.
3. Field, A. (2009).Discovering Statistics using SPSS. U.S.A: Sage Publications.
4. Pallant, J. (2011).SPSS Survival Manual. U.S.A: McGraw Hill.

SEMESTER IV

Paper I : ORGANIZATIONAL PSYCHOLOGY-II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

This course aims at helping the students to

1. Understand the basic concepts and principles of Organizational Psychology.
2. Appreciate the major factors which influence Organizational behaviour, Organizational effectiveness and productivity.
3. Have an overview of the empirical researches in and applications of different aspects of Organizational Psychology.
4. Be familiar with the different techniques and strategies in Organizational Growth and Development.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Communication: Nature, models, types and methods to improve communication.

UNIT- II

Organizational Power and Politics: Concept, Sources of Power, Politics, Functioning of organizations.

UNIT- III

Stress Management.

Time Management.

UNIT- IV

Organizational

Climate. Organizational

Change.

Recommended Books :

1. Davis, K. (1981). Human Behaviour at Work. New Delhi: Tata McGrawHill.
2. Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology. (Vol. 1-4). Mumbai: Jaico Publishing House.
3. Ganguli, H.C. (1964). Structure and Processes of Organization. Bombay: Asia Publishing.
4. Gibson, J.L., Ivancevich, J.M., & Bohnnally, J.H. (1976). Organizations: Structure, Processes, Behaviour. Dallas: Business Pub.
5. Hersey, R.E., & Blanchard, T. (1977). The Management of Organizational Behaviour. New Delhi: Prentice Hall.
6. Luthans, F. (1986). Organizational Behaviour. New York: McGrawHill.
7. Nilakant, V., & Ramnarayan, S. (2008). Managing Organizational Change. New Delhi: Sage Publications.

8. Ramnarayan, S., Rao, T.V., & Singh, K. (Eds.) (2009). Organizational Development. New Delhi: Sage Publications.
9. Robbins, S.P. (1992). Organizational Behaviour. New Delhi: Prentice Hall.
10. Sharma, N., & Yadava, A. (2010). Business Psychology. New Delhi: Global Vision Publishing House.

Paper II : INDUSTRIAL PSYCHOLOGY

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To understand the basic concepts and principles of Industrial Psychology.
2. To appreciate the major factors which influence the human performance and productivity in industry.
3. To study the principles of psychology of effective selling and marketing.
4. To have over view of the empirical researches in different areas of Industrial Psychology.

(II) Pedagogy of the coursework:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Job satisfaction: Theories measurement and research.

UNIT- II

Personnel Selection and

Placement. Performance Appraisal.

Training of Personnel: Principles and methods of training, evaluation of training programmes.

UNIT- III

Motivation: Work Motivation. Determinants of work motivation; Concept and scoring of motives: Achievement motive, Affiliation motive, Power motive, Avoidance motive, Motivational Training.

UNIT- IV

Accidents and Safety: Nature and Dynamics, Surry's Model of accident proneness, Safety measures.

Consumer Psychology: Advertising and Salesmanship, brief introduction to marketing research.

Recommended Books :

1. Blum, M.L., & Naylor, J.C. (1968). Psychology in Industrial Relations. New York: Harper and Row.
2. Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology (Vol. 1-4). Mumbai: Jaico Publishing House.
3. Engel, J.F., Kollat, D.T., & Blackwell, R.D. (1968). Consumer Behaviour. Hinsdale, III: Dryden Press.
4. Ghiselli, E.E., & Brown, C.W. (1955). Personnel and Industrial Psychology. New York: McGraw Hill.
5. Ghosh, P.K. (2008). Industrial Psychology. Mumbai: Himalaya Publishing House.

6. Miner, J.B. (1992). Industrial-Organizational Psychology. New York: McGraw Hill Inc.
7. Mohan, J. (1984). Motivational Determinants of Fatigue. Agra: National Psychological Corporation.
8. Schultz, D.P. (1978). Psychology and Industry Today: An Introduction to Industrial and Organization Psychology. New York: MacMillan.
9. Stephen, R.P. (2008). Essential of Organizational Behavior. New Delhi: Pearson Education.
13. Stewart, C., & Tyrone, K.M. (2008). Managing and Organizations: An Introduction to Theory and Practice, New Delhi: Sage Publications.

Paper III: CLINICAL PSYCHOLOGY: PREVENTION AND INTERVENTION

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint students with various manifestations of Psychopathology.
2. To impart knowledge and skills required for diagnosis of Psychopathological conditions.
3. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

(II) Pedagogy of the coursework:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Nature and scope of clinical psychology. Goals and limitations of Psychotherapy.
Role of psychotherapist, Therapeutic relation

UNIT- II

Psychoanalysis as a therapeutic technique.
Applications of Behaviour modification Therapy : Systematic desensitization, Aversion therapy, Overt and covert sensitization, Assertive training, Modelling.

UNIT- III

Phenomenological models: Rogers therapy, Gestalt therapy, Existential analysis.
Psychodrama.
Physio-chemical therapies and Electroconvulsive Therapy

UNIT- IV

Cognitive-behaviour therapy (CBT)
Yoga and meditation.
Community psychiatry.

Recommended Books :

1. Achanbach, T.M. (1992). Developmental Psychopathology. New York: JohnWiley.
2. Garfield, S.L. (1984). Clinical Psychology: The Study of Personality and Behaviour. Chicago: Aldine.
3. Garfield,S.L., &Bergin,A.E.(Eds.)(1986)HandbookofPsychotherapyandBehaviourChange. New York: JohnWiley.
4. O'Leary, K.D., & Wilson, G.T. (1985) Behaviour Therapy: Application and Outcome. Englewood Cliffs, N.J.: PrenticeHall.
5. Rappaport, J. (1987). Community Psychology: Values, Research and Action. New York: Halt, Rinehart andWinston.
6. Rosenhan, D.L., & Seligman, M.C.P. (1994). Abnormal Psychology. New York: W.W.E. Norton.
7. Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGrawHill.
8. Yalom,I.D.(1985).TheTheoryandPracticeofGroupPsychotherapy.NewYork:BasicBooks.

Paper IV : SPORTS PSYCHOLOGY- II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To trace the development of sports psychology as an independent discipline with its multidimensional perspective.
2. To identify the relationship of personality, motivation and situational factors with performance on individual and teamevents.
3. To discuss the role of training and otherpsychological interventions towards performance enhancement insports.

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation isexternal.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shallbeShortAnswertypecontaining15shortquestionsspreadoverthewholesyllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) EachUnitshallhavetwoquestionsandthecandidateshallbegivenInternalChoice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Personality: Theories, Measurement and relevance to Sports Performance. Developing Self Efficacy.

UNIT- II

Leadership in sports.Team Cohesion and Team Building.Dynamics of Coaching.Elite athletes, Women Athletes and Disabled Players.

UNIT- III

Major Problems and Solutions: Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports. Culture of health exercise and sports.Sports and Media.

UNIT- IV

Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sports persons.

Recommended Books :

1. Cox, R.H. (2002). Sports Psychology (8th edition). New York: Palgrave Macmillan.
2. India International Congress in Sport Psychology. (Proceedings)2009. Gwalior: LNUPE.
3. Lavalke, D., Krener, J., Moran, A.P., & Williams, M. (1994). Sports Psychology: Contemporary Themes.
4. Mohan, J. (2010) Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.
5. Mohan, J., & Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.
6. Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.
7. Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.
8. Singer, R.N., Murphy, M., & Tennant, L.K. (eds.) (1993). Handbook of Research on Sport Psychology. New York: MacMillan.
9. Stewart, J.H.; Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London Routledge.
10. Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics

Paper V: APPLIED COUNSELLING: SPECIALTIES IN PRACTICE OF COUNSELLING

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

The present paper introduces fundamental features, problems and therapeutic techniques for adolescent, marriage and family counselling. It also acquaints the students with various types and processes of group counseling. It aims at acquainting students with understanding and utilization of various rehabilitation and mental health counselling techniques.

(II) Pedagogy of the coursework:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Adolescent Counselling: Adolescent development and related problems; Preventive and Remediation services for special adolescent problems - Depression and Anxiety, Drug abuse, Delinquency, Sex abuse, Teenage – pregnancy.

UNIT- II

Marriage and Family Counselling

Theoretical Foundations – System theory, Family life cycle; Counselling for special family and marriage problems – Inter-parental conflict, Interpersonal communication. Parenting skills, Crisis intervention. Special Counselling Approaches – Conflict Resolution and Play Therapy.

UNIT- III

Group Counselling:

Types of Groups – Guidance/Psycho/educational groups; Counselling/Interpersonal problem solving

groups, Personality Development/Reconstruction groups.
 Process of Group counselling.
 Issues and qualities of an effective group counsellor.

UNIT- IV

Rehabilitation and Mental Health Counselling

Rehabilitation Counselling – Theories and techniques, roles and functions.
 Mental Health Counselling – Theories and functions, special techniques of stress management and anger management.

Recommended Books :

1. Bell, B.R. (1975). Marriage and Family Interaction. London: DorseyPress.
2. Burn, S.M. (2004). Groups: Theory and Practice. Canada:Wadsworth.
3. Chatterjee, P., & Deb, S. (2008). Styles of Parenting Adolescents: The Indian Scenario. New Delhi: Akansha.
4. Dryden, W. (1995). Key Issues for Counselling in Action. London: SagePublications.
5. Forsyth, D.R. (2007). Group Dynamics. Delhi: ThomsonLearning.
6. Gelanty, E., &Harrie, B.B. (1982). Marriage and Family Life. Boston: HoughtonMifflin Co.
7. Gelso, C, J., Fretz, B.M., & Bruce, R. (1995). Counselling Psychology. New York: PrisomHar CourtBrace.
8. Gilliland, B., James, R.K., & Bowman, J.J. (1989). Counselling. New York: McGrawHill.
9. Jacobs, E.E., Masson, R.L., &Harvill, R.L. (2009). Group Counselling: Strategies and Skills. Belmont: Thomson Brooks, Cole PublishingCompany.
10. Jones, A.J. (1951). Principles of Guidance and Pupil Personnel Work. New York: McGrawHill.
11. Kaila, H.L. (2006). Counselling Psychology. AmbalaCantt: AssociatedPublishers.
12. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
13. Phares, E.J., & Timothy, T. J. (1997). Clinical Psychology. U.S.A. Books: Cole Publishing Company.
14. Rao, S.N. (2001). Counselling Psychology. New Delhi: TataMcGrawHill.
15. Selye, H. (1974). Stress without Distress. Philadelphia: Lippincott.
16. Sharry, J. (2006). Counselling Children, Adolescents and Families: A Strength Based Approach. Sage Publishers: NewYork.
17. Shertzer, B., & Stone, S.C. (1971). Fundamental of Counselling (2ndedition). Boston: HoughtonMifflin.
18. Woolfe, R., & Dryden, W. (1996). Handbook of Counselling. London: SagePublications.

Paper VI: APPLIED COUNSELING: EDUCATIONAL AND CAREER COUNSELLING

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

The present paper introduces fundamental features of counselling. It aims at acquainting students with essential skills, understanding and utilization of various assessment procedures, psychotherapeutic techniques in areas of educational and vocational counselling.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

School Counselling.

Elementary School Counselling: Role, functions and activities.

Middle School Counselling: Roles, functions and activities.

Secondary School Counselling: Roles, functions and activities.

UNIT- II

Career Counselling :

Importance of Career Counselling; Major theories of Career Development and decision making; Process of career counselling – Assessment, Occupational Information, Decision making.

UNIT- III

College Counselling and Student Services

Beginning of student services and college counselling, theoretical basis, professional preparation and roles of college counsellor.

Counselling Special Problems: Drug Abuse, Anti-social behavior, Sexual Deviance.

UNIT- IV

Consultation

Definition, Consultation vs. Counselling, Consultation models, stages and levels of consultation – Individual, group, organization, community.

Specific Areas of consultation – Schools, colleges and work-setting.

Recommended Books :

1. Arulmani, G., & Arulmani, S.N. (2004). Career Counselling: A Handbook. McGraw Hill Edu. Pvt. Ltd., India.
2. Bell, B.R. (1975). Marriage and Family Interaction. London: Dorsey Press.
3. Dryden, W. (1995). Key Issues for Counselling in Action. London: Sage Publications.
4. Gelanty, E., & Harrie, B.B. (1982). Marriage and Family Life. Boston: Houghton Mifflin Co.

5. Geldard, K. (2004). Counselling Adolescents. Sage Publishers: NewDelhi.
6. Gelso, C.J., Fretz, B.M., & Bruce, R. (1995). Counselling Psychology. New York: PrismHar CourtBrace.
7. Gilliland, B., James, R.K., & Bowman, J.J. (1989). Counselling. New York: McGrawHill.
8. Jones, A.J. (1951). Principles of Guidance and Pupil Personnel Work. New York: McGraw Hill.
9. Lines, D. (2000). Brief Counselling in Schools Working with Young Children from 11 to 18. Sage Publishers:London.
10. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
11. Phares, E.J., & Timothy, T. J. (1997). Clinical Psychology. U.S.A: Books: Cole Publishing Company.
12. Rao, S.N. (2001). Counselling Psychology. New Delhi: TataMcGrawHill.
13. Selye, H. (1974). Stress without Distress. Philadelphia: Lippincott.
14. Sharma, R.N., Kalia, A.K., & Husain, A. (2008). Counselling: Theory, Research andPractice. New Delhi : Global Vision Publishing House
15. Shertzer, B., & Stone, S.C. (1971). Fundamental of Counselling (2ndedition). Boston: HoughtonMifflin.
16. Woolfe, R., & Dryden, W. (1996). Handbook of Counselling. London: SagePublications.

Paper VII: LIFE SPAN DEVELOPMENTAL PSYCHOLOGY II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To develop an understanding of Psychology within a Life Span Perspective.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation isexternal.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shallbeShortAnswertypecontaining15shortquestionsspreadoverthewholesyllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) EachUnitshallhavetwoquestionsandthecandidateshallbegivenInternalChoice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Emotional Development: Development of Emotions (Infancy to Adulthood).
Social Development: Family and Peer Influences.

UNIT- II

Language Development.
Moral Development: Values, Prosocial and Antisocial behaviour.

UNIT- III

Development of Self: Self concept and Self esteem. The Self, Identity and Personality.

UNIT- IV

Aging: Characteristics, Socioemotional aspects of Aging, Aging and Mental health.

Recommended Books:

1. Bee, H., & Boyd, D. (2002). Life Span Development. Boston, M.A.: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Bukatko, D., & Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
4. Birren, J.E., & Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
5. Cunningham, W.R., & Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row Publishers.
6. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
7. Hetherington, M.E., & Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. New York: McGraw Hill.
8. Morgan, L., & Kunkel, S. (1998). Aging: The Social Context. London: Harper and Row Publishers.
9. Newman, B.M., & Newman, P.R. (1999). Development through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
10. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.

Paper VIII: CHILD PSYCHOPATHOLOGY II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To provide the students an insight into the nature, etiology, symptoms, and treatment of childhood disorders.

(II) Pedagogy of the coursework:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

(III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.

- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Developmental Disorders: Autism, Childhood Onset Schizophrenia.

UNIT- II

Communication and Learning disorders.

UNIT- III

Feeding and Eating disorders. Elimination Disorders

UNIT- IV

Motor Disorders.

Recommended Books:

1. Carson, R.C., Butcher, J.N., & Mineka, S. (2003). Abnormal Psychology and Modern Life. New Delhi: Pearson Education.
2. Garfinkel, B.O., Carson, G.A., & Weller, E.B. (1990). Psychiatric Disorders in Children and Adolescents. London W.B.: Saunders Company.
3. Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage Publication.
4. Kronenberg, W.G., & Mayer, R.G. (2001). The Child Clinicians Handbook. London: Allyn and Bacon.
5. Lewis, M. (1991). Child and Adolescent Psychiatry. London: Williams and Wilkins.
6. Malhotra, S. (2002). Child Psychiatry in India. New Delhi: MacMillan.
7. Mash, E.J., & Wolfe, D.A. (2005). Abnormal Child Psychology. Singapore: Thomson Wadsworth.
8. Sadock, B.J., & Sadock, V.A. (2008). Kaplan and Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychology. New York: Wolters Kluwer/Lippincott Williams and Wilkins.
9. Sharma, N., Kalia, A.K., & Husain, A. (2008). Counselling: Theory, Research and Practice. New Delhi: Global Vision.
10. Sue, B., Sue, D.W., & Sue, S. (2003). Understanding Abnormal Behaviour. New York: Houghton Mifflin.
11. Thapa, K., Aalsvoort, V.D., & Pandey, J. (Eds.) (2008). Perspectives on Learning Disabilities in India: Current Practices and Prospects. New Delhi: Sage.
12. Weis, R. (2008). Abnormal Child and Adolescent Psychology. London: Sage Publications.

Paper IX: HEALTH PSYCHOLOGY-II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint the students with nature and significance of emerging areas of health psychology.
2. To highlight the role of social, psychological and behavioural risk factors in health promotion and disease prevention.
3. To introduce the students to types of stressors, their consequences, cognitive behavioural interventions for managing stress.
4. To impart knowledge about causes and intervention for some prevalent stress related disorders/addictions.

(II) Pedagogy of the coursework:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Moderators of Stress and Illness: Coping styles, Social support, Life style, Attitude to life with special reference to disease prone and disease resistant personalities.

UNIT- II

Western and Indian perspectives of Stress Management:

Physical Relaxation techniques.

Autogenic training

Biofeedback method

Behavioral and Cognitive methods

Life Style Management

Buddhistic way of stress management

Yoga and Meditation

Healing power of Spirituality

UNIT- III

Health Compromising Behaviours: Smoking, Causes and maintenance of smoking Behavior, Theories of smoking, Smoking and cessation programmes.

Alcohol and Problem Drinking, Causes and Maintenance of Drinking Behaviour, Theories of Alcoholism and Intervention Programmes.

UNIT- IV

Health Enhancing Behaviours: Exercise, Diet and Weight Control.

Challenges for Health Psychology in the Future: Health Promotion, Management for Serious Illness, Adherence.

Recommended Books:

1. Brannon, L., & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson – Wadsworth.
2. Cohen, L.M., McChargue, D.E., & Collins, F.J. (2003). The Health Psychology Handbook. New Delhi: Sage Publications.
3. Friedman-Di, M. (1989). Health Psychology. New York: Prentice Hall.
4. Karren, K.J., Hafen, B.Q., Smith, L., & Frandsen, K.J. (2001). Mind/Body Health. New York: Benjamin Cummings.
5. Kaplan, R.M., Sallis, J.E., & Patterson, T.L. (1993). Health and Human Behaviour. New York: McGraw Hill.
6. Marks, F.D., Murray, M., Evans, B., Wiiling, C., Woodall, C., & Sykes, M.C. (2005). Health Psychology. New Delhi: Sage Publications.
7. Marks, D.F., Murray, M. Evans, B. & Willig, C. (2000). Health Psychology: Theory, Research and Practice. New Delhi: Sage Publications.
8. Mohan, J. (2003). Psychosocial Correlates of Coronary Artery Disease: A Monograph. New Delhi: Friends Publishers.
9. Mohan, J., & Sehgal, M. (2006). Health Psychology. New Delhi: Abhijeet Publications.
10. Pestonjee, D.M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage Publications.
11. Sarafino, P. E. (1998). Health Psychology: Biopsychosocial Interaction. New Delhi: John Wiley and Sons.
12. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw Hill.
13. White, P. (2005). Biopsychosocial Medicine: An Integrated Approach to Understanding Illness. New York: Oxford University Press.

Paper X: PARA PSYCHOLOGY

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint the students with nature and significance of emerging areas of ParaPsychology.
2. To introduce the students to research methods in the field of ParaPsychology.
3. To impart knowledge to the students about subject variables influencing Psiexperiences.
4. To acquaint the students about applications of Psi.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation isexternal.
- (IV)** (a) There shall be 9 questions in all.Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsoryquestion.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into fourunits.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Para Psychology: Introduction of the field and concepts, History of Para Psychology.

UNIT- II

Research Methods: Spontaneous Phenomena – Case Studies, Experimental Methods in ESP and PK research.

UNIT – III

Subject variables affecting Psi test performance: Gender, Personality and attitudes.

UNIT- IV

Implications and Applications of Psi.

Out of Body Experiences and Near Death Experiences.

Recommended Books :

1. Beloff, J. (2000).New Directions in Para Psychology. London: FlakScience.
2. Irwin, H.J. (1994). An Introduction to Para Psychology. New York:McFarland.
3. Krippner, S. (Ed.) (1979). Advances in Parapsychological Research. Vols.1-4, New York: PlenumPress.
4. Murphy, G. (1961). Challenge of Psychological Research. New York: Harper and Row Publishers.
5. Rhine, J.B.,& Pratt, J.G. (1957). Parapsychology: Frontier Science of the Mind. Springfield: Charles C.Thomas.
6. Rhine, J.B. (1964). Extrasensory Perception. Boston: BrunceHumphries.
7. Rhine, L.R. (1970). Mind Over Matter: Psychokinesis. London: The MacMillanCompany.
8. Wolman, B.J. (Ed.) (1977). Handbook of Parapsychology. New York: VanNostrand.

Paper XI: POSITIVE PSYCHOLOGY-II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To trace the development of positive psychology as an independent discipline with its multidimensional perspective.
2. To study the relationship of personality and situational variables with positive psychology.
3. To discuss strategies to enhance positive affect.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT I

Identifying and measuring Human Strengths; Positive Traits and Well Being.

UNIT II

Cognitive approaches to Positive Psychology: Self Efficacy and Well Being; Wisdom: its structure, theories and relationship with Well Being.

UNIT III

Positive States and their development: Resilience; Concept of Flow and Creativity; Emotional Intelligence and its positive impact.

UNIT IV

Applied Perspectives of Positive Psychology: Positive Psychology at Work; Positive Therapy; Well-Being Therapy and its applications in different domains.

Recommended Books :

1. Crompton, W.C. (2005). An Introduction to Positive Psychology. Singapore: Thomson.
2. Snyder, C.R., & Lopez, S.J. (2005). Handbook of Positive Psychology. New York: Oxford University Press.
3. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. New York: Brunner –Routledge.
4. Linley, P.A., & Joseph, S. (2004). Positive Psychology in Practice. New York: John Wiley and Sons.
5. Peterson, C. (2006). Positive Psychology. New York: Oxford University Press.
6. Selyman, E.P.M. (2007). Authentic Happiness. London: Nicholas Publishing House.

Paper XII: MEDIA PSYCHOLOGY-II

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

1. To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
2. To promote positive use of media for the betterment of organizations and society.
3. To impart knowledge about media management.

(II) Pedagogy of the coursework:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Media Management: Concept, Levels of Management, Management Skills.
Management Functions and roles.

Schools of Media Management – Classical School (Scientific, Administrative, Bureaucratic Management);
Human Relation School (Hawthorne, Maslow, Herzberg, Modern School of Thought (MBO)

UNIT- II

Media and Globalization: Concept, Causes, Impact. Role of Media in Globalization.
Information Resource Management: Global Challenges.

UNIT III

Media management II: Advertising: Concept, Models, Factors, Importance in organization.
Public Relations: Concept, Models, Factors, Importance in organization.

UNIT- IV

Media Marketing: Concept, Strategies, Promotion as a form of marketing.
Sales Management: Concept, Strategies.

Recommended Books :

1. Albarram, A.B. (2007). Management of Media. U.K.: Thomson.
2. Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology. (Vol. 1-4) Mumbai: Jaico.
3. Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: University.
4. Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage Publications.
5. Misra, G. (1990). Applied Social Psychology. New Delhi: Sage Publications.
6. Montgomery, K.C. (2007). Generation Digital. US: MIT Press.
7. Rodgers, S., & Thorson, E. (Eds.). (2012). Advertising Theory. New York : Routledge
8. Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.

Paper XIII: RESEARCH METHODOLOGY AND STATISTICS – II (Compulsory)

Maximum Marks	:	100
Theory Marks	:	80
Internal Assessment Marks	:	20
Time Allowed	:	3 hours

(I) Objectives:

To provide the students the knowledge, understanding, and applications of

- i) Standardization of Psychological Tests
- ii) Experimental designs, and
- iii) Qualitative methods

(II) Pedagogy of the course work:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES:

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.
- (b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.
- (c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

Item writing and Item analysis.

Norms: Age and Educational Norms, Introduction to Standard Scores.

UNIT- II

Theory of test measures: Rationale of reliability and validity; item statistics and its effect on reliability and validity; Introduction to speed and power tests

UNIT- III

Types of reliability; Factors affecting reliability. Types of validity; Factors affecting validity.

UNIT- IV

Qualitative Research: Introduction to observation, interview, questionnaire, diary, discourse analysis, and focus group design.

Recommended Books:

1. Anastasi, A. (1988). Psychological Testing. New York: McMillan.
2. Arthur, A., Elaine, W. A., & Elliot, J. C. (2006). Statistics for Psychology, New Delhi: Pearson Education.
3. Broota, K. D. (1990). Experimental Designs in Behavioural Research. N.D.: Wiley Eastern.
4. Campbell, D. T., & Standley, J. G. (1996). Experimental and Quasi Experimental Design for Research. Chicago: Rand McNally.
5. Edwards, A. L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehart and Winston.
6. Freeman, F. S. (1965). Theory and Practice of Psychological Testing. New York: Cornell University, Ithaca.
7. Guilford, J. P. (1963). Psychometric Methods. New York: McGraw Hill.
8. Lindqvist, E. F. (1953). Design and Analysis of Experiments in Psychology. Boston: Houghton Mifflin.
9. Nunnally, J. C. (1967). Psychometric Theory. New York: McGraw Hill.
10. Richardson, P., Goodwin, A., & Vine, E. (2011). Research Methods and Designs in Psychology. UK: Sage Publications.
11. Silverman, D. (2001). Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. New Delhi: Sage Publications.
12. Winer, B. J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill.

Paper XIV : Dissertations (Compulsory Paper)

Dissertations shall be evaluated by external examiner for 50 marks . Dissertations shall be assigned to respective faculty members to respective students.
