



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, 2011-2012**

- : 0 :-

**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 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 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 COURSE 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) Terminal Evaluation : 80 %
- (ii) Continuous Assessment : 20 %
- (iii) Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendance etc.
- (iv) In order to incorporate an element of Continuous Internal Assessment of students, the Colleges/Departments will conduct **one** written test as quantified below :
 - (a) Written Test : 25 (reduced to 5)
 - (b) Snap Test : 25 (reduced to 5)
 - (c) Participation in Class discussion : 15 (reduced to 3)
 - (d) Term Paper : 25 (reduced to 5)
 - (e) Attendance : 10 (reduced to 02)

Total : 100 reduced to 20

2. Weightage of 2 marks for attendance component out of 20 marks for Continuous Assessment 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>Attendance Component</i>	<i>Mark/s for Theory Papers</i>
(a) 75 % and above upto 85 %	1
(b) Above 85 %	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 University examinations.

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 question paper will be of 80 marks and 20 marks will be for internal assessment.
- (ii) In the case of Postgraduate Course 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 as before.

**SCHEME OF EXAMINATION FOR M.A. PSYCHOLOGY (SEMESTER SYSTEM) FOR THE
EXAMINATION OF 2011-2012**

SEMESTER-I

		<i>Theory</i>	<i>Internal Assessment</i>	<i>Total</i>	<i>Credits</i>
Paper-I	: Theories and Systems of Psychology-I	80	20	100	4
Paper-II	: Social Psychology-I	80	20	100	4
Paper-III	: Experimental and Cognitive Psychology-I	80	20	100	4
Paper-IV	: Research Methodology-I	80	20	100	4
Paper-V	: Practicum-I	40	10	50	2

SEMESTER-II

Paper-I	: Theories and Systems of Psychology-II	80	20	100	4
Paper-II	: Social Psychology-II	80	20	100	4
Paper-III	: Experimental and Cognitive Psychology-II	80	20	100	4
Paper-IV	: Research Methodology-II	80	20	100	4
Paper-V	: Practicum-II	40	10	50	2

OUTLINES OF TESTS, SYLLABI AND COURSES OF READINGS IN THE SUBJECT OF PSYCHOLOGY FOR M.A. Semester III and Semester IV APRIL/MAY EXAMINATION, 2012

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)

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

- (i) Terminal evaluation : 80%
- (ii) Continuous Assessment : 20%
- (iii) Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendance etc.

Continuous Internal Assessment : 20 marks

- 1. Two written tests 20 marks each
(reduced to 5 marks each)
- 2. Project work 10 marks
(5 marks Data Collection, 5 marks Write up)
- 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 University examinations.
- 4. 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 examination branch.

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 internal assessment.
- (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 as before.
- (iv) The marks obtained by a candidate in Continuous Internal Assessment in Post graduate classes from the admissions of 2009 will be shown separately in the Detailed Marks Card (D.M.C.).

M.A. Semester-III

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).

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).

<i>Sr. No.</i>	<i>Name of the paper</i>	<i>Marks</i>			
		<i>Theory</i>	<i>Internal Assessment</i>	<i>Total</i>	<i>Credits</i>
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	80	20	100	4
10.	Health Psychology -I	80	20	100	4
11.	Media Psychology	80	20	100	4
12.	Behavioral Economics	80	20	100	4
13.	Research Methodology and Statistics – I	80	20	100	4
14.	Practicum	-	-	50	2

M.A. Semester-IV

	<i>Theory</i>	<i>Internal Assessment</i>	<i>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. Research Methodology and Statistics-II (Compulsory)	80	20	100	4
12. Practicum	-	-	50	2

PANJAB UNIVERSITY, CHANDIGARH

**OUTLINES OF TESTS, SYLLABI AND COURSES OF READINGS IN THE SUBJECT OF
M.A. PSYCHOLOGY (SEMESTER SYSTEM) i.e. 1ST & 3RD SEMESTER
NOVEMBER/DECEMBER 2011, 2ND & 4TH SEMESTERS APRIL/MAY 2012 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, Karen Horney), Behaviouristic (Pavlov and Skinner), Humanistic-Existential (Maslow, Rogers, Rollo May), Field Theory (Lewin).

UNIT-IV*Current Theoretical Developments :*

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

Recommended Books :

1. Anastasi, A. (1988), Psychological Testing, New York : Mac Millan.
2. Chaplin, J.P. and Krawiec, T.S. (1979), Systems and Theories of Psychology, New York : Rinehart Winston.
3. Corsini, R. (1994), Encyclopaedia of Psychology, New York : Wiley Interscience.
4. Hall, C.S. and Lindzey, G. (1976), Theories of Personality, New York : John Wiley and Sons.
5. London, H. and Exner, J.E. Jr. (1978), Dimensions of Personality, New York : A Wiley Inter Science Publication.
6. Marks, M.H. and Cronan-Hillix, W.A. (1988), Systems and Theories in Psychology, New York : McGraw Hill, International Edition, Psychology Series.
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. and 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
Time Allowed	:	3 hours

(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 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

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. and Byrne, D. (2003), Social Psychology, New Delhi : Prentice Hall.
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, Calif : 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, Calif : Brooks Cole.
7. Lindsmith, A.R., Strauss, A.Z., and Densin, N.K. (1988), Social Psychology, New Jersey : Prentice Hall.
8. Lindzey, G. and Aronsen, E. (1985), Handbook of Social Psychology (Volume 1 to 5), New York : Random House.
9. McDavid, J.W. and 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. and 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. and Costenzo, P.R. (1982), Theories of Social Psychology, Auckland : McGraw Hill.
14. Taylor, G.E., Peplau, L. A., and Sears, D.O. (2006), Social Psychology, Delhi : Pearson.
15. Triandis, H.C. (1994), Culture and Social Behaviour, New York : McGraw Hill.

Paper-III : EXPERIMENTAL AND COGNITIVE 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 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

Stimulus Control : Generalization gradients, absolute or relational stimulus control, behavioral contrast, errorless discrimination learning.

UNIT-IV

Stimulus Control and Concept Learning : Generalization gradients, absolute or relational stimulus control, behavioural contrast, errorless discrimination learning, concept formation.

Recommended Books :

1. Bridget, R.R. and 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 McGraw Hill.
3. Dodd, D.H. and 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. and Bower, G.H. (1975), Theories of Learning, Englewood Cliffs : Prentice Hall.
6. Hulse, S.H., Egeth, H. and Deese, J. (1980), The Psychology of Learning, Tokyo : McGraw Hill.
7. Kling, J.W. and Riggs, L.A. (1971), Experimental Psychology, New York : Holt, Rinehart and Winston.
8. Mazur, J.E. (1986), Learning and Behaviour, Englewood Cliffs : Prentice Hall.
9. Reynolds, A.G. and 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. Carson (2005), Foundations of Psychology, New Delhi : Pearson Education.

Paper-IV : RESEARCH METHODOLOGY-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 : Psychology as a science, Types of Variables; Review of literature; Research design : Selection and formulation of research problem and hypotheses.

UNIT-II

Research Techniques: Naturalistic Observation, Field studies; Survey Research : Feature, 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 One Way Analysis of Variance; Friedman Two Way Analysis of Variance.

Recommended Books :

1. Arthur, A. Elaine, W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi : Pearson Education.
2. Chadha, N.K. and Sehgal, P.R.L. (1984), Statistical Methods in Psychology, New Delhi : E.E.P.
3. D'Amato, M.R. (1979), Experimental Psychology : Methodology, Psychophysics and Learning, New Delhi : Tata McGraw Hill.
4. Fruchter, B. (1967), Introduction to Factor Analysis, New Delhi : East-West Press.
5. Garrett, H.E. (1986), Statistics in Psychology and Education, New York : David, McKay Co. Inc.
6. Guilford, J.P. and Fruchter, B. (1978), Fundamental Statistics in Psychology and Education, New York : McGraw Hill.
7. Kerlinger, F.N. (1964), Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.
8. Nunnally, J.C. (1967), Psychometric Theory, New York : McGraw Hill.
9. Siegel, S. (2000), Non-Parametric Statistics for Behavioral Sciences, London : McGraw Hill.
10. Singh, A.K. (2008), Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi : Bharti Bhawan.

Paper-V : PRACTICUM-I

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

1. Classical/Instrumental conditioning.
2. Thinking/Concept formation/Problem solving.
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.

SEMESTER-II**Paper-I : THEORIES AND SYSTEMS OF PSYCHOLOGY-II**

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

(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 Saloway 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. Anastasi, A. (1988), Psychological Testing, New York : Mac Millan.
2. Chaplin, J.P. and Krawiec, T.S. (1979), Systems and Theories of Psychology, New York : Rinehart Winston.
3. Corsini, R. (1994), Encyclopaedia of Psychology, New York : Wiley Interscience.
4. Hall, C.S. and Lindzey, G. (1976), Theories of Personality, New York : John Wiley and Sons.
5. London, H. and Exner, J.E. Jr. (1978), Dimensions of Personality, New York : A Wiley Inter Science Publication.
6. Marks, M.H. and Cronan-Hillix, W.A. (1988), Systems and Theories in Psychology, New York : McGraw Hill, International Editions, Psychology Series.
7. Pervin, L.S. (1979), Personality : Theory, Assessment and Research, New York : John Wiley and Sons.
8. Wolman, B.B. (1979), Contemporary Theories and Systems in Psychology, Delhi : Freeman Book Co.
9. Woodworth, R.S. and Sheehan, M. (1963), Contemporary Schools of Psychology, New York : Methuen.
10. Howe, J.A. (1997), IQ in Questions, New Delhi : Sage.
11. Friedman, H.S. and Schustack, M.W. (2003), Personality, New Delhi : Pearson.
12. Schultz, D. and Schultz, S.E. (2002), Psychology and Work Today, New Delhi : Pearson .
13. Vernon, P.E. (Ed.) (1970), Creativity : Selected Readings, Baltimore, M.D., Penguin Books.
14. Sternberg, R.J. and Dotterman, D.K. (1986), What is Intelligence?, N.J. Ablex.
15. Hilgard, E. and Bower, G.H. (1986), Theories of Learning, New York Ableton.

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 : Nature, causes, control.

Family Violence : Concept, intimate violence.

UNIT-III

Groups : Types, Group Cohesion.

Group Behaviour : Conformity, Obedience and Compliance.

Group Antagonism : Prejudice (Nature, cognitive bases, strategies of 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. and Byrne, D. (2003), *Social Psychology*, New Delhi : Prentice Hall.
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, Calif : Brooks Cole.
7. Lindsmith, A.R., Strauss, A.Z., and Densin, N.K. (1988), *Social Psychology*, New Jersey : Prentice Hall.
8. Lindzey, G. and Aronsen, E. (1985), *Handbook of Social Psychology (Volume 1 to 5)*, New York : Random House.
9. McDavid, J.W. and 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. and 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. and Costenzo, P.R. (1982), *Theories of Social Psychology*, Auckland : McGraw Hill.
14. Taylor, G.E.; Peplau, L.A., and Sears, D.O. (2006), *Social Psychology*, Delhi : Pearson.
15. Triandis, H.C. (1994), *Culture and Social Behaviour*, New York : McGraw Hill.

Paper-III : EXPERIMENTAL AND COGNITIVE PSYCHOLOGY-II

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

(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

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; Synapses and neural circuits, Formation and storage of memory, cerebral changes resulting from training, 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 McGraw Hill.
2. Dodd, D.H. and 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. Gazzaniga Ivry Mangun (2002), Cognitive Neuro Science (the Biology of the mind), W.W. Norton and Company Inc. (USA).
5. Hilgard, E.H. and Bower, G.H. (1975), Theories of Learning, Englewood Cliffs : Prentice Hall.
6. Matlin, M.W. (1994), Cognition, Bangalore : Prism Books Private Ltd.
7. Reynolds, A.G. and Flagg, P.W. (1978), Cognitive Psychology, Cambridge, Massachusetts : Winthrop Publications Inc.
8. Rosenzweig, M.R. Breed Love, S.M. Seiman, A.L. (2002), Biological Psychology, Sinaver Associates, Inc. (USA).
9. Terry, W.S. (2003), Learning and Memory, Boston : A and B.
10. Solso, R.L. (2001), Cognitive Psychology (6th edition), Allyn and Bacon, Indian Reprint, 2004, Bangalore : Pearson Education.

Paper-IV : RESEARCH METHODOLOGY-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 answer 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 history, Interview method; Sociometry.
Ex Post Facto Research Technique and its applications.
Sampling theory and its techniques.

UNIT-III

Advanced correlation methods, Multiple Correlation, Partial Correlation, Prediction and Simple Regression Equation.

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, W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi : Pearson Education.
2. Chadha, N.K. and Sehgal, P.R.L. (1984), Statistics Methods in Psychology, New Delhi : E.E.P.
3. D' Amato, M.R. (1979), Experimental Psychology : Methodology, Psychophysics and Learning, New Delhi : Tata McGraw Hill.
4. Fruchter, B. (1967), Introduction to Factor Analysis, New Delhi : East-West Press.
5. Garrett, H.E. (1986), Statistics in Psychology and Education, New York : David, McKay Co. Inc.
6. Guilford, J.P. and Fruchter, B. (1978), Fundamental Statistics in Psychology and Education, New York : McGraw Hill.
7. Kerlinger, F.N. (1964), Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.
8. Nunnally, J.C. (1967), Psychometric Theory, New York : McGraw Hill.
9. Siegel, S. (2000), Non-Parametric Statistics for Behavioral Sciences, London : McGraw Hill.
10. Singh, A.K. (2008), Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi : Bharti Bhawan.

Paper-V : PRACTICUM-II

(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 Biofeed-back Apparatus
 5. G.S.R. Biofeed-back Apparatus
 6. Electromyographic Recorder
 7. Rod and frame test
 8. Memory Drum
 9. Tachistoscope
 10. Kymograph, Chronoscope, Marker, Tambour, Sphygmomanometer, Induction coil, Stop watch.
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SEMESTER-III**Paper-I : ORGANIZATIONAL 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 -

- (i) To understand the basic concepts and principles of Organizational Psychology.
- (ii) To appreciate the major factors, which influence Organizational behaviour, Organizational effectiveness and productivity.
- (iii) To have an overview of the empirical researches in and applications of different aspects of Organizational Psychology.
- (iv) 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 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

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

Unit-II

Leadership Processes. Classical studies on leadership, Theories of leadership : Trait Theory, Group Exchange theories, Fiedler's contingency model, Path goal theory, Social learning approach.

Unit-III

Decision Making : Nature of decision making, Steps in decision process, Types of management decisions, Models of decision making : Social model, Simon's satisfying model; Decision making techniques.

Unit-IV

Organizational Development : Meaning and importance, Characteristics of Organizational Development, traditional and modern approaches of Organizational Development : Sensitivity training, grid training, survey feed back, team building, transactional analysis, MBO.

Recommended Books :

1. Davis, K. (1981), Human Behaviour at Work, New Delhi : Tata McGraw Hill.
2. Dunnette, M.D. and 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. and Bomnally, J.H. (1976), Organizations : Structure, Processes, Behaviour, Dollas : Business Publishing House.
5. Hersey, R.E. and 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. and Singh, K. (Eds.) (2009), Organizational Development, New Delhi : Sage Publications.
10. Sharma, N. and Yadava, A. (2010), Business Psychology, New Delhi : Global Vision Publishing House.

Paper-II : CHILD PSYCHOPATHOLOGY-I

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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, Diagnosis and Assessment of Child Psychopathology.

Unit-II

Causes of Child Psychopathology : Biological, Psychological, family and social influences.

Unit-III

Mental Retardation.

Behavioural Disorders : Attention Deficit Hyper Activity Disorders.

Unit-IV

Disruptive Behaviour Disorders : Oppositional Defiant Disorder, Conduct disorder.

Recommended Books :

1. Carson, R.C., Butcher, J.N. and Mineka, S. (2003), Abnormal Psychology and Modern Life, New Delhi : Pearson Education.
2. Garfinkel, B.O., Carson, G.A. and 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. Kronenberger, W.G. and 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. and 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., Van der Aalsvoort, 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-III : LIFE SPAN DEVELOPMENTAL PSYCHOLOGY-I

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

Introduction to the Life Span perspective in development.

Characteristics and Development 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 Books :

1. Bee, H. and 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. and Daehler, M.W. (2001), Child Development : A Thematic Approach, New York : Houghton Mifflin Company.

4. Birren, J.E. and Schai, K.W. (1990), Handbook of the Psychology of Aging, New York : Academic Press.
5. Cunningham, W.R. and 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. and Parke, R.D. (1993), Child Psychology : A Contemporary Viewpoint, New York : McGraw Hill.
8. Morgan, L. and Kunkel, S. (1998), Aging : The Social Context, London : Pine Forge Press.
9. Newman, B.M. and 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

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

(I) Objectives :

- (i) To train the students in various psychological assessment techniques.
- (ii) To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.
- (iii) 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 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 and scope of a psychodiagnostics.

Roles of clinical psychologists and 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

Theoretical issues, administration, scoring and interpretation of the following tests :

- (a) Weschsler's Adult Intelligence Scale.
- (b) Weschsler's Intelligence Scale for Children.
- (c) Cattell's Culture Fair Intelligence Tests.
- (d) Alexander's Pass Along Test.

Advantages and limitations of above tests.

Unit-IV

Theoretical issues, administration, scoring and interpretation of personality questionnaire and projective techniques.

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. Guilford, J.P. (1968), Psychometric Methods, New York : McGraw Hill.
4. Jensen, A.R. (1980), Bias in Mental Testing, New York : The Free Press.
5. Karlinger, F.N. (1974), Foundations of Behavioural Research, New York: Holt Rinehart and Winston.

6. Puhan, B.N. (1982), Issues in Psychological Measurement, National Psychological Corporation.
7. Sehafar, R. (1977), Projective Testing and Psychoanalysis, New York : International Universities Press.
8. Singh, A.K. (2001), Tests, Measurements and Research Methods, New Delhi : Tata McGraw Hill.
9. Wigelor, A.K. and Garner, W.R. (Eds.) (1982), Ability Testing : Uses, Consequences and Controversies, Washington, D.C. : National Academic Press.
10. Edwards, A.L. (1957), The Social Desirability Variable in Personality Assessment and Research, New York : Dryden.

Paper-V : CLINICAL DISORDERS

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

(I) Objectives :

- (i) To train the students in various psychological assessment techniques.
- (ii) 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 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 and scope of Clinical Disorders.

Diagnoses and its methods : Case study, interview and observation.

Unit-II

Anxiety disorder, psychosomatic disorder, psychopathic deviation, childhood disorder : Schizophrenia :

Nature, types, causes and treatment.

Unit-III

Sex aberration, mood disorder, suicide and loneliness : nature, types, causes and treatment.

Unit-IV

Mental retardation, speech disorders, aging and post-traumatic stress disorder.

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. Bourne, L.E. and Ekstrand, B.R. (1986), *Psychology : Its Principles and Meanings*, New York : Holt, Rinehart and Winston.
4. Climinero, A.R., Calhoun, K.S. and Adams, H.E. (1986), *Handbook of Behavioral Assessment*, New York : John Wiley.
5. Davison, G.C. and Neale, J.M. (1996), *Abnormal Psychology : The Experimental Clinical Approach*, New York : John Wiley.
6. Goldenberg, H. (1983), *Contemporary Clinical Psychology*, Monterey, C.A. : Brooks/Cole.
7. Hersen, M.; Kazdin, A.E. and Ballack, A.S. (Eds.) (1985), *The Clinical Psychology Handbook*, New York : Pergamon Press.
8. 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

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

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 : Stages of counselling; Process of 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; skills for conveying genuineness and positive regard – congruence, self-disclosure, immediacy and enhancing responses.

Unit-IV

Basic Techniques of Counselling : Sensitive training, application of transaction analysis, assertive training, relaxation training, socio drama, psycho drama.

Recommended Books :

1. Adler, R.B., Rosenfeld, L.B. and 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. and 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. and Bruce, R. (1995), *Counselling Psychology*, New York : Prentice Hall.
6. Gilliland, B., James, R.K. and Bowman, J.J. (1989), *Counselling*, New York : McGraw Hill.
7. Phares, E.J. and Timothy, T.J. (1997), *Clinical Psychology*, U.S.A. : Brooks/Cole Publishing Company.
8. Kottler, J.A. and Shepard, D.S. (2008), *Counselling : Theories and Practices*, New Delhi : Brooks/Cole Publishing Company.
9. Nystul, M.S. (2001), *Introduction to Counselling*, New Mexico State University : Allyn and Bacon.
10. Orlans, V. Scoyoc, S.V. (2009), *Short Introduction to Counselling Psychology*, New York : Sage Publishers Ltd. :
11. Rao, S.N. (2001), *Counselling Psychology*, New Delhi : Tata McGrawHill.
12. Shertzer, B. and Stone, S.C. (1971), *Fundamental of Counselling*, Second Edition, Boston : Houghton Mifflin.
13. Sodhi, T.S., Suri, S.P. (2006), *Guidance and Counselling*, New Delhi : Tata McGraw Hill.
14. Woolfe, R. and Dryden, W. (1996), *Handbook of Counselling*, London : Sage Publications.

Paper-VII : COUNSELLING PSYCHOLOGY : APPROACHES AND APPRAISAL

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

(I) Objectives :

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

(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

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

Counselee appraisal -

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

Recommended Books :

1. Anastasi, A. and Urbina, S. (1997), Psychological Testing, New York : Mac Millan Publishing Company.
2. Berne, E., 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. and Butcher, J.N. (1992), Abnormal Psychology and Modern Life, New York : Harper Colling Publishers.
5. Cormier, L.S. and Hackney, H. (1993), The Professional Counsellor, Englewood Cliffs; N.J. Prentice Hall.
6. Clarkson, P. (1998), Counselling Psychology, London : Routledge.
7. Crow, L.D. and Crow, A. (1961), An Introduction to Guidance, New Delhi : Eurasia.
8. Douglass, R.G. and David, C. (2007), Counselling and Psychotherapy, New Delhi : Pearson Education.
9. Gelso, C.J., Fretz, D.R., and Bruce, R. (1995), Counselling Psychology, New York : Prismo Harcourt Brace.
10. Gilliland, B. James, R.K. and Bowman, J.J. (1989), Counselling, New York : Allyn and Bacon.
11. Jerry Phares, E. and Trull Timothy, J. (1997), Clinical Psychology, U.S.A. Books : Cole Publishing Company.

12. Nystul, M.S. (2001), Introduction to Counselling, New Mexico State University : Allyn and Bacon.
13. Orlans, Vanja; Scoyoc, S.V. (2009), Short Introduction to Counselling Psychology, Sage Publishers Ltd. : New York.
14. Rao, S.N. (2001), Counselling Psychology, New Delhi : Tata McGraw Hill.
15. Shertzer, N. and Stone, S.C. (1971), Fundamentals of Counselling, IInd Edition, Boston : Houghton Mifflin.
16. Sodhi, T.S., Suri, S.P. (2006), Guidance and Counselling, New Delhi : Tata McGraw Hill.

Paper-VIII : SPORTS PSYCHOLOGY-I

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

(I) Objectives :

- (i) To trace the development of sports psychology as an independent discipline with its multidimensional perspective.
- (ii) To identify the relationship of personality, motivation and situational factors with performance on individual and team events.
- (iii) 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 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

What is Sports Psychology : Definition, Nature, Scope and Research Methods.

Brief history of Sports Psychology : International and Indian Perspectives.

Role of Sport Psychologist.

Unit-II

Individual differences and Sports Performance : Motor Skills Learning.

Attention, Arousal, Focusing and concentration.

Unit-III

Anxiety, Stress and Burnout.

Techniques of coping & stress management.

Unit-IV

Motivation : Concepts, Theories and Applications. Goal Setting and Efficacy.

Recommended Books :

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

Paper-IX : POSITIVE PSYCHOLOGY

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

(I) Objectives :

- (i) To trace the development of positive psychology as an independent discipline with its multidimensional perspective.
- (ii) To study the relationship of personality and situational variables with positive psychology.
- (iii) To discuss strategies to enhance positive affect.

(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

Positive Psychology : History, Nature and Scope.

Interpersonal Perspectives : Empathy Compassion, Love, 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.
2. Snyder, C.R. and 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. and 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

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

(I) Objectives :

- (1) To acquaint the students with nature and significance of emerging areas of health psychology.
- (ii) To highlight the role of social, psychological and behavioural risk factors in health promotion and disease prevention.
- (iii) To introduce the students to types of stressors, their consequences, cognitive behavioural interventions for managing stress.
- (iv) 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 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 and Scope of Health Psychology, Research Strategies used in Health Psychology, Health Protective and Health Compromising Behaviour.

Unit-II

Theories of Health Protective Behavior : Biopsychosocial Model, Health Belief Model, Theories of Health Protective Behaviour, 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. and Feist, J. (2007), Introduction to Health Psychology, New Delhi : Thomson – Wadsworth.
2. Cohen, L.M., McChargue, D.E. and Collins, F.J. (2003), The Health Psychology Handbook, New Delhi : Sage Publications.

3. Friedman-Di, Mateo (1989), Health Psychology, New York : Prentice Hall.
4. Karren, K.J.; Hafen, B.Q.; Smith, N. Lee and Frandsen, K.J. (2001), Mind/Body Health, New York : Benjamin Cummings.
5. Kaplan, R.M.; Sallis, J.E. and Patterson, T./L. (1993), Health and Human Behaviour, New York : McGraw Hill.
6. Marks, F.D.; Murray, M.; Evans, B.; Willing, C. Woodall, C.; and Sykes, M.C. (2005), Health Psychology, New Delhi : Sage Publications.
7. Marks, D.F., Murray, M. Evans, B. and Willing, C. (2000), Health Psychology : New 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. and Sehgal, M. (2006), Health Psychology, New Delhi : Abhijeet Publications.
10. Ojha, S., Shrivastava, U., Joshi, S. (Eds.), Emerging Trends : Health and Well Being.
11. Pestonjee, D.M. (1999), Stress and Coping : The Indian Experience, New Delhi : Sage Publications.
12. Singh, R., Shyam, R. (2007), Psychology of Well Being.
13. Sarafino, P. E. (1998), Health Psychology : Biopsychosocial Interaction, New Delhi : John Wiley and Sons.
14. Singh, R., Yadav, A. and Sharma, R.N. (2005), Health Psychology.
15. Taylor, S.E. (2006), Health Psychology, New Delhi : Tata McGraw Hill.
16. White, P. (2005), Biopsychosocial Medicine : An Integrated Approach to Understanding Illness, New York : Oxford University Press.
17. Yadav, A., Sharma, N. (2007), Positive Health Psychology.

Paper-XI : MEDIA PSYCHOLOGY

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

(I) Objectives :

- (i) To acquaint the students with the merging area of media psychology as an interdisciplinary course.
- (ii) To promote positive views of media for the betterment of society.
- (iii) To impart knowledge about media management through advertising and public relations.

(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

Positive Media : Concept; A tool to promote well being and human rights.

Ethics of research in media psychology.

Unit-II

Media and Communication : Concept, process, models of communication.

Introduction to crisis communication.

Unit-III

Media Violence : Concept, causes and control.

Introduction to Cyber Crime; Internet addiction.

Unit-IV

Media Management : Advertising : Concept and Models, Factors

Public Relations : Concept and Models, Factors.

Recommended Books :

1. Albarram, A.B. (2007), Management of Media, U.K. Thomson.
2. Dunnette, M.D. and 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.
5. Misra, G. (1990), Applied Social Psychology, New Delhi : Sage.
6. Montgomery, K.C. (2007), Generation Digital, MIT Press.
7. Wood, R.N. (1983), Mass Media and Individual, Minnesota : Woods.

Paper-XII : BEHAVIORAL ECONOMICS

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

(I) Objectives :

- (i) To understand the fundamental principles of Behavioral economics.
- (ii) To enable the learners for applying these principles in practice.
- (iii) 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 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 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, Attitudes, Preferences, and Choices.

Unit-III

Decision Making : Risk and uncertainty, Mental accounting.

Unit-IV

Strategic Interaction : Fairness and Social Preferences, Behavioral Game Theory.

Recommended Books :

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

Paper-XIII : RESEARCH METHODOLOGY AND STATISTICS-I

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

ANOVA : Assumptions and applications.

Randomized group design and randomized block design (equal cells).

Unit-II

Two way ANOVA (Equal cell frequency).

Three way ANOVA (Equal cell frequency).

Unit-III

Latin Square Design and Greco Latin Square Design.

Multiple Comparisons (CD, Duncan's, Scheffé's Test) – Introduction.

Unit-IV

Mixed factorial design.

Single subject research designs.

Recommended Books :

1. Anastasi, A. (1988), Psychological Testing, New York : McMillan.
2. Broota, K.D. (1990), Experimental Designs in Behaviour Research, N.D. : Wiley Eastern.
3. Campbell, D.T. and 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. Silverman, D. (2001), Interpreting Qualitative Data : Methods for Analyzing Talk, Text and Interaction, New Delhi : Sage Publications.
10. Singh, A.K. (1986), Tests, Measurements and Research Methods, N.D. : Tata McGraw Hill.
11. Winer, B.J. (1971), Statistical Principles in Experimental Design, New York : McGraw Hill.

Paper-XIV : Practicals

Familiarization with tests and techniques.

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

SEMESTER-IV**Paper-I : ORGANIZATIONAL PSYCHOLOGY-II**

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) Understand the basic concepts and principles of Organizational Psychology.
- (ii) Appreciate the major factors which influence organizational behaviour, Organizational effectiveness and productivity.
- (iii) Have an overview of the empirical researches in and applications of different aspects of Organizational Psychology.
- (iv) 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 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

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

Unit-II

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

Stress Management.

Time Management.

Unit-IV

Organizational Climate : Nature, importance, measurement, empirical studies.

Organizational Commitment : Nature, importance, measurement, empirical studies.

Recommended Books :

1. Davis, K. (1981), Human Behaviour at Work, New Delhi : Tata McGraw Hill.
2. Dunnette, M.D. and 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. and Bohnally, J.H. (1976), Organizations : Structure, Processes, Behaviour, Dallas : Business Pub.
5. Hersey, R.E. and 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. (1982), Organizational Behaviour, New Delhi : Prentice Hall.
9. Ramnarayan, S., Rao, T.V. and Singh, K. (Eds.) (2009), Organizational Development, New Delhi : Sage Publications.
10. Sharma, N. and Yadava, A. (2010), Business Psychology, New Delhi : Global Vision Publishing House.

Paper-II : INDUSTRIAL PSYCHOLOGY

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

(I) Objectives :

- (i) To understand the basic concepts and principles of Industrial Psychology.
- (ii) To appreciate the major factors which influence the human performance and productivity in industry.
- (iii) To study the principles of psychology of effective selling and marketing.
- (iv) To have over view of the empirical researches in different areas of Industrial 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

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. and Naylor, J.C. (1968), Psychology in Industrial Relations, New York : Harper and Row.
2. Dunnette, M.D. and Hough, L.M. (1998), Handbook of Industrial and Organizational Psychology (Vol. 1-4), Mumbai : Jaico Publishing House.
3. Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968), Consumer Behaviour, III Dryden Press.
4. Ghiselli, E.E. and Brown, C.W. (1955), Personnel and Industrial Psychology, New York : McGraw Hill.
5. Ghosh, P.K. (2008), Industrial Psychology, Himalaya Publishing House, Mumbai.
6. McCormick, E.J. and Iigen (1980), Industrial Psychology, New Delhi : Prentice Hall.
7. Miner, J.B. (1992), Industrial-Organizational Psychology, New York : McGraw Hill Inc.
8. Mirzas, S. (2008), Organizational Behavior, New Delhi.
9. Mohan, J. (1984), Motivational Determinants of Fatigue, Agra : National Psychological Corporation.
10. Schultz, D.P. (1978), Psychology and Industry Today : An Introduction to Industrial and Organizational Psychology, New York : MacMillan.
11. Stephen, R.P. (2008), Essential of Organizational Behavior, Pearson Education.
12. Stewart, C., Tyrone, K.M. (2008), Managing and Organizations : An Introduction to Theory and Practice, Sage Publications Limited.

Paper-III : CLINICAL PSYCHOLOGY : PREVENTION AND INTERVENTION

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

(I) Objectives :

- (i) To acquaint students with various manifestations of Psychopathology.
- (ii) To impart knowledge and skills required for diagnosis of Psychopathological conditions.
- (iii) 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 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 and scope of clinical psychology.

Goals and limitations of Psychotherapy.

Role of psychotherapist, Therapeutic relation.

Unit-II

Psychoanalysis as a therapeutic technique.

Behaviour Modification : Systematic desensitization, Aversion therapy, assertive training, modelling.

Application of these therapies for different maladaptive behaviour.

Unit-III

Phenomenological Models : Rogers therapy, Gestalt therapy, Existential analysis.

Role playing and psychodrama.

Overt and covert sensitization.

Physio-chemical therapies.

Unit-IV

Cognitive-behaviour therapy (CBT)

Yoga and meditation.

Community psychiatry.

Hospital care.

Recommended Books :

1. Achanbach, T.M. (1992), Developmental Psychopathology, New York : John Wiley.
2. Garfield, S.L. (1984), Clinical Psychology : The Study of Personality and Behaviour, Chicago : Aldine.
3. Garfield, S.L. and Bergin, A.E. (Eds.) (1986), Handbook of Psychotherapy and Behaviour Change, New York : John Wiley.
4. O'Leary, K.D. and Wilson, G.T. (1985), Behaviour Therapy : Application and Outcome, Englewood Cliffs, N.J. : Prentice Hall.
5. Rappaport, J. (1987), Community Psychology : Values, Research and Action, New York : Halt, Rinehart and Winston.
6. Rosenhan, D.L. and Seligman, M.C.P. (1994), Abnormal Psychology, New York : W.WE. Norton.
7. Wolman, B.B. (1965), Handbook of Clinical Psychology, New York : McGraw Hill.
8. Yalom, I.D. (1985), The Theory and Practice of Group Psychotherapy, New York : Basic Books.

Paper-IV : SPORTS PSYCHOLOGY-II

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

(I) Objectives :

- (i) To trace the development of sports psychology as an independent discipline with its multidimensional perspective.
- (ii) To identify the relationship of personality, motivation and situational factors with performance on individual and team events.
- (iii) 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 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 & Measurement Personality and Sports Performance.

Personality of elite and women sportspersons.

Unit-II

Dynamics of Coaching.

Team cohesion and team building.

Unit-III

Major Problems and Solutions : Sports Injury and Rehabilitation, Drug Abuse, Values and Ethics in Sports. Sports and Media.

Unit-IV

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

Yoga & Meditation for sportspersons.

Recommended Books :

1. David, L., John Krener, Aidan, P. Moran and Mark Williams (1994), Sports Psychology : Contemporary Themes.
2. Mohan, J. (2010), Sports Psychology : Emerging Horizons, New Delhi : Friends Publishers.

3. Mohan, J. and Sehgal, M. (2005), Readings in Sports Psychology, New Delhi : Friends.
4. Moran, A.P. (1998), The Psychology of Concentration, East Sussex : Psychology Press.
5. Murphy, S.M. (1995), Sports Psychological Interventions, Champaign : Human Kinetics.
6. Nicholas T. Gallucci (2008), Sports Psychology, New York : The Psychology Press.
7. Richard, H. Cox (2002), Sports Psychology, New York : Palgrave Macmillan, (eighth edition).
8. Thelma, S. H. (1992), Advances in Sports Psychology, Illinois : Human Kinetics.
9. Stewart, J.H. ; Biddle, A. and Nanette, M. (2008), Psychology of Physical Activity, London, Routledge.
10. India International Congress in Sport Psychology, (Proceedings) 2009, Gwalior : LNUPE.
11. Singer, R.N., Murphy, M. and Tennant, L.K. (eds.) 1993, Handbook of Research on Sport Psychology, New York : MacMillan.

Paper-V : APPLIED COUNSELLING : SPECIALTIES IN PRACTICE OF COUNSELLING

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 counselling. It aims at acquainting students with understanding and utilization of various rehabilitation and mental health counselling 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

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, eating disorders.

Special Counselling Approaches – Conflict Resolution and Play Therapy.

Unit-II

Marriage and Family Counselling :

Theoretical Foundations – System theory, family life cycle counselling for special family and marriage problems – Inter-parental conflict, Pre-marital, Interpersonal communication. Child/Adolescent Parenting skills, crisis intervention.

Unit-III

Group Counselling :

Types of Groups – Guidance/Psycho-educational groups; Counselling/Interpersonal problem solving groups, Personality Development/Reconstruction groups.

Stages in conducting group approaches.

Issues and qualities of effective group leader.

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 : Dorsey Press.
2. Burn, S.M. (2004), *Groups : Theory and Practice*, Canada : Wadsworth.
3. Chatterjee, P. and Deb, S. (2008), *Styles of Parenting Adolescents : The Indian Scenario*, New Delhi : Akansha.
4. Dryden, W. (1995), *Key Issues for Counselling in Action*, London : Sage Publications.
5. Forsyth, D.R. (2007), *Group Dynamics*, Delhi : Thomson Learning.
6. Gelanty, E. and Harrie, B.B. (1982), *Marriage and Family Life*, Boston : Houghton Mifflin Co.
7. Gelso, C. J., Fretz, B.M. and Bruce, R. (1995), *Counselling Psychology*, New York : Prisoim Har Court Brace.
8. Gilliland, B., James, R.K. and Bowman, J.J. (1989), *Counselling*, New York : McGraw Hill.
9. Jacobs, E.E., Masson, R.L. and Harvill, R.L. (2009), *Group Counselling : Strategies and Skills*, Belmont : Thomson Brooks : Cole Publishing Company.
10. Phares, E.J. and Timothy, T. J. (1997), *Clinical Psychology*, U.S.A. Books : Cole Publishing Company.
11. Jones, A.J. (1951), *Principles of Guidance and Pupil Personnel Work*, New York : McGraw Hill.
12. Kaila, H.L. (2006), *Counselling Psychology*, Ambala Cantt, Associated Publishers.
13. Nystul, M.S. (2001), *Introduction to Counselling*, New Mexico State University : Allyn and Bacon.
14. Rao, S.N. (2001), *Counselling Psychology*, New Delhi : Tata McGrawHill.
15. Selye, H. (1974), *Stress without Distress*, Lippin Colt.
16. Sharry, J. (2006), *Counselling Children, Adolescents and Families : A Strength Based Approach*. Sage Publishers : New York.
17. Shertzer, B. and Stone, S.C. (1971), *Fundamental of Counselling*, Second Edition, Boston : Houghton Mifflin.
18. Woolfe, R. and Dryden, W. (1996), *Handbook of Counselling*, London : Sage Publications.

Paper-VI : APPLIED COUNSELLING : EDUCATIONAL AND CAREER COUNSELLING

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

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 : Anxiety and Depression, 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., Nag Arulmani, S. (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. and Harrie, B.B. (1982), Marriage and Family Life, Boston : Houghton Mifflin Co.
5. Geldard, K. (2004), Counselling Adolescents, Sage Publishers : New Delhi.
6. Gelso; C.J.; Fretz; B.M. and Bruce, R. (1995), Counselling Psychology, New York : Prismo Har Court Brace.
7. Gilliland, B., James, R.K. and Bowman, J.J. (1989), Counselling, New York : McGraw Hill.
8. Phares, E.J. and Timothy, T. J. (1997), Clinical Psychology, U.S.A. : Books : Cole Publishing Company.
9. Jones, A.J. (1951), Principles of Guidance and Pupil Personnel Work, New York : McGraw Hill.
10. Lines, D. (2000), Brief Counselling in Schools Working with Young Children from 11 to 18, Sage Publishers : London.
11. Nystul, M.S. (2001), Introduction to Counselling, New Mexico State University : Allyn and Bacon.
12. Rao, S.N. (2001), Counselling Psychology, New Delhi : Tata McGraw Hill.
13. Selye, H. (1974), Stress without Distress, Lippin Colt.
14. Sharma, R.N., Kalia, A.K., Husain, A. (2008), Counselling : Theory, Research and Practice.
15. Shertzer, B. and Stone, S.C. (1971), Fundamental of Counselling, Second edition, Boston : Houghton Mifflin.
16. Woolfe, R. and Dryden, W. (1996), Handbook of Counselling, London : Sage Publications.

Paper-VII : LIFE SPAN DEVELOPMENTAL PSYCHOLOGY-II

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

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. and 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. and Daehler, M.W. (2001), Child Development : A Thematic Approach, New York : Houghton Mifflin Company.
4. Birren, J.E. and Schai, K.W. (1990), Handbook of the Psychology of Aging, New York : Academic Press.
5. Cunningham, W.R. and 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. and Parke, R.D. (1993), Child Psychology : A Contemporary Viewpoint, New York: McGraw Hill.
8. Morgan, L. and Kunkel, S. (1998), Aging : The Social Context, London : Pine Forge Press.
9. Newman, B.M. and 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

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

Developmental Disorders : Autism, Childhood Onset Schizophrenia.

Unit-II

Communication and Learning disorders.

Unit-III

Feeding and Eating disorders.

Unit-IV

Elimination Disorders.

Recommended Books :

1. Carson, R.C., Butcher, J.N. and Mineka, S. (2003), Abnormal Psychology and Modern Life, New Delhi : Pearson Education.
2. Garfinkel, B.O., Carson, G.A. and 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. Kronenberger, W.G. and 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. and 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., Van der Aalsvoort, 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

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

(I) Objectives :

- (i) To acquaint the students with nature and significance of emerging areas of health psychology.
- (ii) To highlight the role of social, psychological and behavioural risk factors in health promotion and disease prevention.
- (iii) To introduce the students to types of stressors, their consequences, cognitive behavioural interventions for managing stress.
- (iv) 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 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

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, Sleep and Health.

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

Recommended Books :

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

Paper-X : PARA PSYCHOLOGY

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

(I) Objectives :

- (i) To acquaint the students with nature and significance of emerging areas of Para Psychology.
- (ii) To introduce the students to research methods in the field of Para Psychology.
- (iii) To impart knowledge to the students about subject variables influencing Psi experiences.
- (iv) To acquaint the students about applications of Psi.

(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

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. (Ed.), New Directions in Para Psychology, London Flak Science.
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 : Plenum Press.
4. Murphy, G. (1961), Challenge of Psychological Research, New York : Harper and Row Publishers.
5. Rao, K. R., Experimental Parapsychology : A Review and Interpretation, Springfield Charles C. Thomas.
6. Rhine, J.B. & Pratt, J.G. (1957), Parapsychology : Frontier Science of the Mind. Springfield : Charles C. Thomas.
7. Rhine, J.B. (1964), Extrasensory Perception. Boston : Bruce Humphries.
8. Rhine, L.R. (1970), Mind Over Matter : Psychokinesis. London : The MacMillan Company.
9. Wolman, B.J. (Ed.) (1977), Handbook of Parapsychology, New York : Van Nostrand.

Paper XI : RESEARCH METHODOLOGY AND STATISTICS-II (COMPULSORY)

Total	:	100 Marks
Theory	:	80 Marks
Internal Assessment	:	20 Marks
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 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

Theory of test measures : Rationale of reliability and validity.
Item statistics and its effect on reliability and validity.
Speed and power tests.

Unit-II

Types of reliability; factors affecting reliability
Types of validity; factors affecting validity.
Analysis of Covariance in Randomized Group Design.

Unit-III

Item writing and Item analysis.
Norms : Age and Educational Norms, Standard Scores.

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. Broota, K.D. (1990), Experimental Designs in Behaviour Research, N.D.: Wiley Eastern.
3. Campbell, D.T. and 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. Silverman, D. (2001), *Interpreting Qualitative Data : Methods for Analyzing Talk, Text and Interaction*, New Delhi : Sage Publications.
10. Singh, A.K. (1986), *Tests, Measurements and Research Methods*, N.D. : Tata McGraw Hill.
11. Winer, B.J. (1971), *Statistical Principles in Experimental Design*, New York : McGraw Hill.

Paper-XII : PRACTICALS :

SECTION-A

Familiarization with tests and techniques.

1. Personality Inventories : The 16PF test, the EPQ-R, The Myer-Briggs Type Indicator, The Bell Adjustment Inventory, The MMPI.
2. Projective Techniques : The Rorschach, The TAT/CAT, The Word Association Test.
3. Interests and Motives : The SVIB, The Kuder Interest Inventory, The Study of values, The MAT, Semantic differential and occupational choice.

SECTION-B

Administration and write up of two tests from each of the three areas given above under Section (A). The examination of the practicum will be held as follows :

- Part I : (40%) The work done during the sessions under both the Sections A and B will be evaluated. The report regarding the completion of the work by each student will be considered by the examiner.

Part II : (30%) Viva-Voce test on the work done during the session.

Part III : 30%) One of the tests, assigned by the examiner, would be administered, scored and interpreted. The report will be written in the answer book.
