



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, 2013-2014

--: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 the students whether old or new.

Note:

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

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

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

- (i) 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 qualified 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 2)

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

1 of studentsk-up tebk-up atsk5607e5642742(by3035.71(-)-3307)8.03a2321.43(-)-33207e

**SCHEME OF EXAMINATION FOR M.A. PSYCHOLOGY (SEMESTER SYSTEM) FOR THE
EXAMINATION OF 2013-2014**

SEMESTER-I

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

SEMESTER-II

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

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

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

- i) Terminal evaluation : 80%
- ii) Continuous Assessment : 20%
- iii) Continuous Assessment may include written assignment, sn

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 2013, 2nd & 4th SEMESTER APRIL/MAY 2014 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).

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

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 inte

UNIT-III

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

UNIT-IV

Stimulus Control and Concept Learning : Generalization gradients, Absolute or Relational Stimulus Control, 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, Rineh58(i)-7.71368(v)23g84(h58(6

(II) Pedagogy of the Course Work :

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

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 a9)Tas238((6.09(l)-7.71368(e)-8.30951(ng)11.9048(:)-0.636()7.57z5t)24.

UNIT

Groups : Types, Group Cohesion.

Group Behaviour : Conformity, Obedience and Compli

Group Antagonism : Prejudice (Nature, cognitive bases and prejudice).

UNIT

Social Power.

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

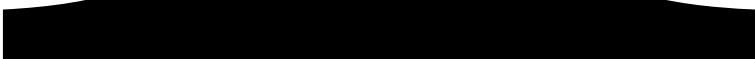
Leadership Styles : Autocratic, Democratic, Task Oriented

Recommend

1. Baron, R.A. and Byrne, D. (2003), Social Psychology, Prentice Hall.

2. Crano, W.D., Messe, L. A. (1982), Social Psychology: Themes of Interpersonal Behaviour : Dorsey Press.

3. Forsyth, D. (1983), An I48(c)15.4071... (h)-23.8098.38071(r)-24.1423(e)5.4274(a)



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.

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

UNIT I

Paper II: CHILD PSYCHOPATHOLOGY-I

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 % lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

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

UNIT- I

Nature, Diagnosis and Assessment of Child Psychopathology.

UNIT- II

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

UNIT- III

Mental Retardation.

Behavioural Disorders: Attention Deficit Hyper activity Disorders.

UNIT- IV Uas m961(t)24.68(i)-2944(o)44.038167.22.k65299(i)-26(p)-6347)-0.6

Recommended Books :

1. Anastasi, A. (1988). Psychological Testing. Newyork: 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 DISN38.24234(8)9.03228(i13(V)-12.65(:)647)-0.6315(*)2f1257(a)-11.96(t)-0 25)234-26N)12.24()TJ /R8 3.834-1324 1

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

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

(I) Objectives:

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT- IV

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

Recommended Books :

1. Adler, R.B., Rosenfeld, L.B. a(a)eni k9()-48(l)-25.9744(e)13.3691(c)38..3706(t)-25.9744()-28.6429(I)9.nc

Paper VII: COUNSELLING PSYCHOLOGY: APPROACHES AND APPRAISAL

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

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

(IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question

UNIT- IV

Counsellor 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. (1964). Games People Play. London: Deutsch.
3. Brammer, L.M. Shostrom, E.L. (1982). Therapeutic to Psychology: Fundamentals of Counselling and Psychotherapy. Englewood Cliffs: Prentice Hall Inc.
4. Carson, R.C. 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 McGrawhill.
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

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

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

UNIT-I

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

UNIT-II

Behavioral Principles and their applications in sports
Individual differences and Sports Performance; Motor Skills Learning.
Attention, Focusing and concentration(i)24.688(n)-6.6234j2

UNIT- I

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

UNIT- II

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

UNIT- III

Happiness: Theories, measures and correlates.

UNIT- IV

Positive Institutions: Families, Religion, Spiritua

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.; Wiiling, C. Woodall, C.; and Sykes, M.C. (2005). Health Psychology. New Delhi: Sage Publications.
7. Marks, D.F., Murray, M. Evans, B. and Willig,C.(2000). Health Psychology: Theory, Research and Practice. New Delhi: Sage Publications.
8. Mohan, J. (2013) 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. and 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. Global Vision Publishing House
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

Paper XI: MEDIA PSYCHOLOGY-I

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

(I) Objectives:

1. To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
2. To promote positive views of media for the betterment of society.
3. 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 TO PAPER SETTERS AND THE CANDIDATES :

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

UNIT- I

Positive Media: Concept; Media as 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 :

UNIT- I

Nature of Behavioral

INSTRUCTIONS TO

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. Lindqvist, E.F. (1953). Design and Analysis of Experiments in Psychology. Boston Houghton Mifflin.
7. Guilford, J.P. (1963). Psychometric Methods. New York: McGraw Hill.
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

XIV:29(I)9.012073(C)-16T/R8 13.0848 Tf 1 0 0 1 4824 63 Tf 1 0 0 1 110.4 181 0 0 1 110.63470)-(63471)18.07)3.03629713.30

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

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

(I) Objectives:

This course aims at helping the students to

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions h

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III) Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.

6. McCormick, E.J. and Igen. (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.

Paper IV : SPORTS PSYCHOLOGY- II

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

(I) Objectives:

UNIT- III

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

UNIT- IV

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

Recommended Books :

1. David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.
2. Mohan, J. (2012). Sports Psychology: Emerging Ho

(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 TO PAPER SETTERS AND THE CANDIDATES :

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

(IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.

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 McGrawHill.
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

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

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

(IV) (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered each in about 25 to 30 words. 10 questions out of the short answer questions have to be attempted. It shall carry 20 Marks and shall be compulsory question.

(b) Rest of the paper shall contain 4 Units. The entire syllabus has been divided into four units.

(c) Each Unit shall have two questions and the candidates shall be given Internal Choice i.e. the candidates shall attempt one question from each Unit besides the compulsory question as mentioned in (a) above.

UNIT- I

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

UNIT- II

o so Lb

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: Harper and Row Publishers.
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

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

- (III)** Eight Essay type questions and one objective type question will be set and method of evaluation is external.
- (IV)** (a) There shall be 9 questions in all. Five questions have to be attempted. The first question shall be Short Answer type containing 15 short questions spread over the whole syllabus to

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

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 X: PARA PSYCHOLOGY

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

(I) Objectives:

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

(II) Pedagogy of the course work:

70 %lectures; 30% seminars, assignments and discussion

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

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

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.

5. Peterson, C. (2006). *Positive Psychology*. New York: Oxford University Press.
6. Selyman, E.P.M. (2007). *Authentic Happiness*. London: Nicholas Publishing House.

UNIT III

Theories of Media: Theories (Bandura, Jo and Berkowitz, Zillman), Catalyst Model of Ferguson, Becker's Mosaic Model, Cognitive Processing Model.

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

UNIT- IV

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

Recommended Books :

INSTRUCTIONS TO PAPER SETTERS AND THE CANDIDATES :

(III)SS

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: PRACTICUM D :

SECTION A

Familiarization with tests and techniques