

APPL CAB L Y OF E LA ON FO E ME

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EXAM NA ON OF

S-EME E

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

S-EME E

Paper-I :	Theories and Systems of Psychology-II	80	20	100
Paper-II :	Social Psychology-II	80	20	100
Paper-III:	501.12 369.12 Tm ()Tj ET Q Q q 8.33333 0 0 8.33333 0 0 cm BT /R22 9 Tf 1 0 0 1 87.4795 346.2 Tm ()Tj /R9			

M.A. Semester I

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

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Guidelines for Continuous Internal Assessment for Regular Candidates of Post Graduate Courses
Effect from the Academic Session 2019-20

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

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

Continuous InternalAssessment: 20marks

1. Two writtentests 20 marks each
(reduced to 5 marks each)
2. Projectwork 10marks
(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 Universityexaminations.
4. Continuous Internal Assessment awards from the affiliated Colleges/Departments must be sent to the C.O.E., by name, **to be submitted** before the commencement of the particular examination on the proforma obtainable from the examinationbranch.

Spec. No.e

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

N

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

P- per P AC C M

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

1. Classical/Instrumentalconditioning.
2. Thinking/Concept formation/Problemsolving.
3. Sensory Memory & Short TermMemory.
4. Verballlearning.

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

1. Depth perception apparatus(Howard-Dolman).
2. Brightness DiscriminationApparatus.
3. Apparent MovementApparatus.
4. Kinaesthetic Figural after EffectApparatus.
5. Time SenseApparatus.
6. Sound-Cage.
7. Audio Generator.
8. Skinner Box.
9. ShuttleBox.
10. Hand-withdrawal ConditioningApparatus.

S-EME E

R-per EO E AND Y EM OF P YC OLO Y

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

Q,ec, es

5. Hilgard, E., & Bower, G.H. (1986). *Theories of Learning*. New York: Ableton.
6. Howe, J.A. (1997). *IQ in Questions*. New Delhi :Sage.
7. London, H., & Exner, J.E. Jr. (1978). *Dimensions of Personality*. New York : A Wiley Inter

N

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

N

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

N

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

N

- (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.

N

- (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.

N

10. Rao, S.N. (2001). *Counselling Psychology*. New Delhi: Tata McGraw Hill.
- 11.

Motivation: Concepts, Models and Applications. Goal Setting.

ended Book

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

per X PO E P-YC OLO Y

Maximum Marks

N

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

N

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

N

Happiness: Theories, measures and correlates.

N

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

eco ended Boo

1. Crompton, W.C. (2005). *An Introduction to Positive Psychology*. Singapore: Thomson Publishers.
2. Snyder, C.R., & Lopez, S.J. (2005). *Handbook of Positive Psychology*. New York:

N

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

N

- (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.

N

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

eco ended Boo

N C O N O P A P E S E E S A N D E C A N D D A E

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

- (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.

N

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

N

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

N

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

N

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

eco ended Boo

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

Objectives

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

Pedagogy of the course

70 %lectures; 30% seminars, assignments and discussion

Mode of Assessment

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

- (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.

N

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

N

Foundations of Behavioral Economics: Rationality, Values and Choices.

N

Decision Making: Risk and uncertainty.

N

Mental accounting: Concept and applications.

Recommended Books

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

R-per X **E-EA** C ME **ODOLO Y AND** A S C **Co p sory**

Maximum Marks : 100
Theory Marks : 80
Internal Assessment Marks : 20
Time

MaximumMarks	:	100
TheoryMarks	:	80
InternalAssessmentMarks	:	20
TimeAllowed	:	3 hours

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.

Pedagogy of the course

70 % lectures; 30% seminars, assignments and discussion

Notes

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

- (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.

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

P- per CL N CAL P- YC OLO Y P E EN ON AND N E EN ON

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

Q. ec, ez

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

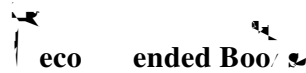
1. Achanbach, T.M. (1992). *Developmental Psychopathology*. New York: JohnWiley.
2. Garfield, S.L. (1984). *Clinical Psychology: The Study of Personality and Behaviour*. Chicago: Aldine.
3. Garfield,S.L., &Bergin,A.E.(Eds.)(1986)*HandbookofPsychotherapyandBehaviourChange*. New York: JohnWiley.
4. O'Leary,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

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

N

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.



1. Bell, B.R. (1975). *Marriage and Family Interaction*. London: DorseyPress.
2. Burn, S.M. (2004). *Groups: Theory and Practice*. Canada:Wadsworth.
3. Chatterjee, P., & Deb, S. (2008). *Styles of Parenting Adolescents: The Indian Scenario*. New Delhi: Akansha.
4. Dryden, W. (1995). *Key Issues for Counselling in Action*. London: SagePublications.
5. Forsyth, D.R. (2007). *Group Dynamics*. Delhi: ThomsonLearning.
6. Gelanty, E., & Harrie, B.B. (1982). *Marriage and Family Life*. Boston: HoughtonMifflin Co.
7. Gelso, C, J., Fretz, B.M., & Bruce, R. (1995). *Counselling Psychology*. New York: PrisoMHar CourtBrace.
8. Gilliland, B., James, R.K., & Bowman, J.J. (1989). *Counselling*. New York: McGrawHill.
9. Jacobs, E.E., Masson, R.L., & Harvill, R.L. (2009). *Group Counselling: Strategies and Skills*. Belmont: Thomson Brooks, Cole PublishingCompany.
10. Jones, A.J. (1951). *Principles of Guidance and Pupil Personnel Work*. New York: McGrawHill.
11. Kaila, H.L. (2006). *Counselling Psychology*. AmbalaCantt: AssociatedPublishers.
12. Nystul, M.S. (2001). *Introduction to Counselling*. New Mexico State University: Allyn and Bacon.
13. Phares, E.J., & Timothy, T. J. (1997). *Clinical Psychology*. U.S.A. Books: Cole Publishing Company.
14. Rao, S.N. (2001). *Counselling Psychology*. New Delhi: TataMcGrawHill.
15. Selye, H. (1974). *Stress without Distress*. Philadelphia: F-5.46039(a)-8.6176(o)-17.2778(,)4.2938()-8.22982(.)-88.63812(M)-

R-per APPL ED CO N-EL N ED CA ONAL AND CA EE CO N-ELL N

MaximumMarks : 100
TheoryMarks : 80
InternalAssessmentMarks :

5.

1. Bee, H., & Boyd, D. (2002). Life Span Development. Boston, M.A.: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Bukatko, D., & Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
4. Birren, J.E., & Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
5. Cunningham, W.R., & Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row Publishers.
6. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- 7.

N

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

N

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

N

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.

N

Health Enhancing Behaviours: Exercise, Diet and Weight Control.

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

eco ended Boo

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

Report X PA AP YC OLO Y

39

MaximumMarks : 100
TheoryMarks : 80
InternalAssessmentMarks : 20
TimeAllowed : 3 hours

Q. ec. ez

Per X PO EPYC OLO Y

MaximumMarks : 100
TheoryMarks : 80
InternalAssessmentMarks : 20
TimeAllowed : 3 hours

Objectives

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

Pedagogy of the course

70% lectures; 30% seminars, assignments and discussion

CONCEPTS AND EVALUATION

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

Part X MED A PSYCHOLOGY

MaximumMarks	:	100
TheoryMarks	:	80
InternalAssessmentMarks	:	20
TimeAllowed	:	3 hours

Objectives

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

Pedagogy of the course

70 % lectures; 30% seminars, assignments and discussion

NOTE ON PAPER SETS AND CANDIDATE

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

- (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

SECTION A

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

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

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 thesessions 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.
- PartII : (30%) Viva-Voce test on the work done during thesession.
- PartIII : (30%) One of the tests, assigned by the examiner, would be administered, scored and interpreted. The report will be written in the answerbook.
-