

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



FOR

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APPL CAB L Y OF E LA ON FO E ME
BE N NFO CE

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

Note:

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

1. The Syndicate has approved the following guidelines, mode of testing and evaluation including Continuous Internal Assessment of students:
 - (i) TerminalEvaluation : 80%
 - (ii) ContinuousAssessment : 20%
 - (iii) Continuous Assessment may include written assignment, snap tests, participation in discussions in the class, term papers, attendanceetc.
 - (iv)

S-CHEME OF EXAMINATION ON FOM-A-PSYCHOLOGY SEMESTER I
EXAMINATION ON OF

SEMESTER I

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

SEMESTER I

| | | | | | |
|------------|---------------------------------------|----|----|--|-----|
| Paper-I : | Theories and Systems of Psychology-II | 80 | 20 | | 100 |
| Paper-II : | Social Psychology-II | 80 | 20 | | 100 |
| Paper-III: | | | | | 100 |

M-A^{se} es_{er} s^e es_{er}ys^e

Any three electives from Sr. No. (1) to (12) can be taken by tystu1(y)6.02dbent(s)3.45915., (n)6.0241()-15.0602(a)-1.78252dbitic

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

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: 20marks

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

Spec. No.

- 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 will be shown separately in the Detailed Marks Card (D.M.C.).

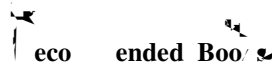
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M-A-P-YC OLO Y EME E EM EME E
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EME E

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

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

Current Theoretical Developments :

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



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

Per **SOCIAL PSYCHOLOGY**

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

Objectives

The course aims at enabling the students to :

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

Pedagogy of the Course

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

EXPERIMENTAL AND COGNITIVE PSYCHOLOGY

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

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.

Pedagogy of the Course

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

CONFOUR PAPER AND CANDIDATE

- (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.

N

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.

N

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,

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.
9. Singh, R.(2021). Research Methodology for Ph. D Course work. Kharar, Punjab : RT Publication

P- per P A C C M Co p sory P- per

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

1. Classical/Instrumental conditioning.
2. Thinking/Concept formation/Problemsolving.
3. Sensory Memory & Short TermMemory.
4. Verballarning.

(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.

SEMESTER

Department of Psychology

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

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.

Pedagogy of the Course

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

QUESTION PAPER

- (i) There shall be 9 questions in all. Five questions have to be attempted.

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

R- per **S-OC AL P-YC OLO Y**

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

Q-ec-ee

The course aims at enabling the student to:

(i)

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

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

N

Assessment Techniqu1618(n)-4.34432(a)-8.61602(l)659(i)-6.50227(d)-17Q2(a)-8.616Cea oc(a)-8.6164158(m)9361660287022349

S-EME- E

Per O AN ZA ONAL P-YC OLO Y

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

Q, ec, es

This course aims at helping the students

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

Ped-gogy of e co rse or

70 % lectures; 30% seminars, assignments and discussion

N C ON O PAPE S-E E AND E CAND DA 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

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

N

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

Leadership styles: Reddin's three dimensional model

Psychology (Vol. 1-4). Mumbai: Jaico Publishing House.

3. Ganguli, H.C. (1964). Structure and Processes of Organization. Bombay: Asia Publishing.
4. Gibson, J.L., Ivancevich, J.M., & Bommally, J.H. (1976). Organizations: Structure, Processes,

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

Prepared by: L. FEBIANDELOPMENTS ALPHACOLONY

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

Objectives

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

Pedagogy of the course

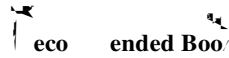
70 %lectures; 30% seminars, assignments and discussion

N

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

N

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



1. Bee, H., & Boyd, D. (2002). Life Span Development. Boston: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Birren, J.E., & Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
4. Bukatko, D., & Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
5. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
6. Cunningham, W.R., & Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row Publishers.
7. Hetherington, M.E., & Parke, R.D. (1993). Child Psy

N

Nature and scope of a Psychodiagnostics.

Ethical issues in testing. Nomothetic vs Idiographic,

Clinical vs Statistical prediction.

N

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

Training of a clinical psychologist.

N

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

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

N

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

eco ended Boo

1. Anastasi, A. (1988). Psychological Testing. New York: MacMillan Publishing Company.
2. Brown, F.G. (1976). Principles of Educational and Psychological Testing. New York: Holt, Rinehart and Winston.
3. Edwards, A.L. (1957). The Social Desirability Variable in Personality Assessment and Research. New York: Dryden.
4. Guilford, J.P. (1968). Psychometric Methods. New York: McGraw Hill.
5. Jensen, A.R. (1980). Bias in Mental Testing. New York: The Free Press.
6. Kerlinger, F.N. (1974). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.

- (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

10.

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

R-per **S-PO** **S-P-YC OLO Y**

Maximum Marks : 100
Theory

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

r Q,ec

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

ended Book

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

Per X EAL P-YC OLO Y

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

Q ec es

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

Ped-gogy of e co rse or

70 %lectures; 30% seminars, assignments and discussion

N C ON O PAPER SE E AND E CAND DA 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

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.

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

R-per X MED A P-YC OLO Y

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

Q ec e

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.

Ped-gogy of e co rse or

70 %lectures; 30% seminars, assignments and discussion

N^o C O N^o O P A P E^s E^s A N D E C A N D A E^s

| | | |
|---------------------------|---|---------|
| 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

QUESTION PAPER

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.

ended Book

1.

P-per X

E-EA C ME ODOLO Y AND A S E Co p sory

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

Q ue s

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

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

Ped- gogy of e co rse or

70 %lectures; 30% seminars, assignments and discussion

N C ON O PAPE S-E E S- AND E CAND DA 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 candidat

8. Ramnarayan, S., Rao, T.V., & Singh, K. (Eds.) (2009). Organizational Development. New Delhi: SagePublications.
9. Robbins, S.P. (1992). Organizational Behaviour. New Delhi: PrenticeHall.
10. Sharma, N., &Yadava, A. (2010). Business Psychology. New Delhi: Global Vision PublishingHouse.

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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 Organ*

1.

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

N

Rehabilitation and Mental Health Counselling

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

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.

Pedagogy of the course

70 % lectures; 30% seminars, assignments and discussion

QUESTION PAPER AND EVALUATION

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

- 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.
- 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 besides the compulsory question as mentioned in (a) above.

N

School Counselling.

Elementary School Counselling: Role, functions and activities.

Middle School Counselling: Roles, functions and activities.

Secondary School Counselling: Roles, functions and activities.

N

Career Counselling :

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

N

College Counselling and Student Services

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

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

N

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.

ended Book

- Arulmani, G., & Arulmani, S.N. (2004). Career Counselling: A Handbook. McGraw Hill Edu. Pvt. Ltd., India.
- Bell, B.R. (1975). Marriage and Family Interaction. London: Dorsey Press.
- Dryden, W. (1995). Key Issues for Counselling in Action. London: Sage Publications.
- Gelantny, E., & Harrie, B.B. (1982). Marriage and Family Life. Abington: Koughton Mifflin Cd.

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

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

Q^s ec^s es

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

Ped- gogy of t e co rse or/

70 % lectures; 30% seminars, assignments and discussion

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

- (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.

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

N

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

N

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

N

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

1. Carson, R.C., Butcher, J.N., & Mineka, S. (2003). *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
2. Garfinkel, B.O., Carson, G.A., & Weller, E.B. (1990). *Psychiatric Disorders in Children and Adolescents*. London W.B.: Saunders Company.
3. Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage Publication.
4. Kronenberger, W.G., & Mayer, R.G. (2001). *The Child Clinicians Handbook*. London: Allyn and Bacon.
5. Lewis, M. (1991). *Child and Adolescent Psychiatry*. London: Williams and Wilkins.
- 6.

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

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

Objectives

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

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.

- (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.
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