

**M. A. PSYCHOLOGY  
REVISED SYLLABUS  
(REGULAR STREAM)**

## M.A. PSYCHOLOGY

*Revised regulation to be implemented from 2013-14 academic year*

<b>Pattern</b>	: Semester system
<b>Duration</b>	: 4 Semesters in two academic years
<b>Course pattern</b>	:

- All the papers in the first three semesters are compulsory.
- Three papers in the semester-IV are compulsory and the student will select two out of four papers as optional papers.
- The student will study a total of twenty papers with five papers per semester.

### **Scheme of evaluation** :

- Double valuation by internal and external examiners
- Two Mid-term examinations will be conducted for 15 marks and average will be calculated
- Maximum marks for each paper – 100 (85 marks for semester end examinations + 15 marks for mid exams).
- Pass mark in theory papers – 30 marks
- Pass mark in Practical, practicum, project reports and case studies – 40 marks
- An aggregate of 40% in each semester is required for the student to be declared as passed in that semester.
- Grading system is followed which is given below:

A student will be given for each paper on the basis of the marks obtained in the respective papers. The grades will be given as follows

<b>S. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Points</b>
1.	> 85%	O	10.0
2.	75% - 85%	A	9.0
3.	67% - 74%	B	8.0
4.	58% - 66%	C	7.0
5.	50% - 57%	D	6.0
6.	40% - 49%	E	5.0
7.	< 39%	F (Fail)	0.0
8.	Incomplete (Subsequently changed into pass or E to O or F grade on subsequent appearance of the examination)	I	0.0

Calculation of SGPA as given by the Office. A copy is enclosed.

Semester Grade point Average (SGPA) will be calculated for each semester and the candidate has to secure a minimum of 5.0 SGPA for a pass in each semester.

The candidate will be declared to have passed in the course only if he/she secures 5.0 CGPA (Course Grade point Average)

**Classification of successful candidates is based on CGPA as follows.**

<b>Distinction</b>	CGPA	8.0 or more
<b>I Class</b>	CGPA	6.5 or more but less than 8.0
<b>II Class</b>	CGPA	5.5 or more but less than 6.5
<b>Pass</b>	CGPA	5.0 or more but less than 5.5

<b>Paper No.</b>	<b>Title</b>	<b>Credit</b>	<b>Max Marks</b>	<b>Double valuation (Internal &amp; External)</b>	<b>Internal Assessment</b>
<b>I Semester</b>					
101	Principles of Psychology	4	100	85	15
102	Psychology of Life Span Development	4	100	85	15
103	Physiological Psychology	4	100	85	15
104	Research Methodology	4	100	85	15
105	Personality	4	100	85	15
<b>Total</b>		20	500	425	75
<b>II Semester</b>					
201	Cognitive Psychology	4	100	85	15
202	Psychopathology	4	100	85	15
203	Psychological Testing	4	100	85	15

204	Psychological testing practicals	6	100	85	15
205	Cognitive Psychology practicals	6	100	85	15
<b>Total</b>		24	500	425	75

### III Semester

301	Social Psychology	4	100	85	15
302	Organizational Behavior	4	100	85	15
303	Counselling Psychology	4	100	85	15
304	Health Psychology	4	100	85	15
305	Psychological Assessment	4	100	85	15
<b>Total</b>		20	500	425	75

### IV Semester

401	Clinical Psychology	4	100	85	15
402	Project	6	100	85	15
403	Case studies	6	100	85	15

### Optional papers

**The student will select any two subjects from the following (404 to 407) A minimum of 6 students are necessary for a subject to be allotted.**

404	Educational Psychology	4	100	85	15
405	Rehabilitation Psychology	4	100	85	15
406	Indian Psychology	4	100	85	15
407	Parapsychology	4	100	85	15
<b>Total</b>		24	500	425	75

Note: Records/Case studies/Project reports have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

## **Semester I**

### **Paper - 101: PRINCIPLES OF PSYCHOLOGY**

- I. Historical origins of psychology as a science
  1. Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle); Continental Renaissance (Descartes); British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)
  
- II. Beginnings of experimental tradition and emergence of Schools in psychology
  1. Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling Techniques.
  2. Emergence of schools: Structuralism, functionalism, behaviorism, Gestalt, Psychoanalysis
  3. Development of psychology in India
  
- III. Emotion
  1. Theories of emotion: James-Lange, Cannon-Bard, Cognitive theories
  
- IV. Motivation
  1. Theories of motivation: Freud's unconscious motivation theory, Maslow's need hierarchy theory, McClelland's achievement motivation theory
  
- V. Personality
  1. Psychoanalytic theories : Freud, Jung, Adler
  2. Type and trait approaches : Eysenck and Cattell
  3. Developmental approach : Erik Erikson

Recommended Books:

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.

**PAPER 101 : PRINCIPLES OF PSYCHOLOGY  
MODEL QUESTION PAPER**

Time : 3 hours

Max. Marks: 85

**SECTION – A**

Answer any Three of the following: 3 x 20 = 60

1. Explain various theories of emotion.
2. Give a detailed account of philosophical antecedents of modern Psychology?
3. Critically evaluate Maslow's Hierarchy theory?
4. Explain in detail the psychophysical methods.
5. Write briefly about the schools of psychology you have studied, explaining how they contribute to the understanding of human behavior.

**SECTION – B**

Answer any Five of the following: 5 x 5 = 25

1. Explain the concept of Collective Unconsciousness.
2. Write briefly about scaling techniques.
3. Give an account of Erik Erikson's Theory.
4. Describe Pre-independence phase in the development of psychology.
5. Explain Freud's concept of Unconscious motivation.
6. Briefly describe McClelland's achievement motivation theory.
7. Discuss the trait approach to personality?
8. What is John Locke's concept of tabula rasa.

## **SEMESTER I**

### **PAPER - 102: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT**

- I. Definition, nature and evolution of the field  
Research Methods : Experimental and Non-experimental (Case Studies, Observation, Interviews)  
Factors influencing development : Heredity, Environment, Importance of critical periods in development
  
- II. Beginnings of Life : Important aspects of development in the pre-natal and post-natal period  
  
    Development in Infancy and Toddlerhood  
    Physical and motor skills  
    Learning and Maturation  
    Cognitive development : Piaget's theory  
    Language development : Learning and nativism theories (Chomsky)  
    Personality and social development : Contributions of Freud, Erikson, Bowlby  
  
    Development in Early Childhood  
    Physical and motor skills  
    Cognitive development : Piagets' theory  
    Language development : Development of social speech  
    Personality and Social Development : Contributions of Freud, Erikson, Bandura  
    Role of rearing practices : Gender roles and gender stereotyping  
    Gender schema theory of Bem
  
- III. Development in middle childhood  
    Physical and motor skills development  
    Cognitive development : Piaget's theory  
    Moral development : Piaget and Kohlberg  
    Personality and social development : Freud, Erikson and Bandura  
    Development of self-concept Influence of peer relationships  
  
    Development in Adolescence  
    Physical development and maturation  
    Cognitive development : Piaget  
    Adolescent Ego-centricism  
    Moral development : Kohlberg  
    Personality and social development : Contribution of Hall, Mead, Freud and Erikson  
    Identity formation
  
- IV. Development in young adulthood

Physical development  
Sensory and psychomotor functioning  
Cognitive development: Schaie's stages of cognitive development  
Sternberg's triarchic theory of intelligence  
Moral development : Kohlberg's theory  
Gilligan's levels of moral development in women  
Personality and social development: Normative crisis model and timing-of-events Model  
Intimate relationships of Marriage, Parenthood  
Vocational development

Development in middle adulthood  
Physical changes of Middle age  
Aspects of intellectual development  
Personality and social development: Jung, Erikson, Peck  
Psychological developments critical to adjustment  
Issues related to occupation

V. Late Adulthood : Old Age

Physical changes  
Issues related to intellectual functioning  
Personality and social development::Erikson,  
Peck's three adjustments of late adulthood; Vaillant's factors in emotional health  
Personal relationships in late life Attitudes towards death, dying and bereavement

**Recommended reading:**

Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.

Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill

Beck, L. ( 2003 ). Child Development. New Delhi: Pearson

PAPER - 102: PSYCHOLOGY OF LIFE SPAN  
DEVELOPMENT

**MODEL QUESTION PAPER**

Time : 3 hours  
Marks:85

Max.

**SECTION – A**

Answer any THREE of the following:

3 x 20 =60

1. Explain Piaget's theory of Cognitive Development?
2. Write in detail about Research Methods used to study issues related to Life span development?
3. Give a critical account of Kolberg's theory of Moral development?
4. Describe the role of child rearing practices in the formation of gender identity?
5. Elucidate issues related to family adjustment and occupation during middle adulthood?

**SECTION – B**

Answer any FIVE of the following:

5 x 5 =25

1. Give a brief account of Freud's Psychosexual stages of development?
2. What are the important aspects of development in prenatal period?
3. Write briefly about Sternberg's triarchic theory of intelligence?
4. Describe Language development during infancy period?
5. Briefly discuss emotional health associated with late adulthood?
6. What are the contributions of Hall for the understanding of adolescent personality?
7. Discuss the aspects involved in learning?
8. Explain the physiological changes in the late adulthood?

## **SEMESTER-I**

### **PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY**

#### **Unit I.**

1. Introduction to physiological psychology
2. Neuron :
  - a. Anatomy
  - b. Excitatory postsynaptic influences
  - c. Inhibitory post synaptic influences
  - d. Chemical basis – neurotransmitters
  - e. Pre synaptic influences

#### Organization of Nervous system

1. Structure of Nervous system: Peripheral nervous system, spinal cord and brain.
2. Cerebral Hemispheres, capabilities of Right and Left hemispheres.

#### **Unit II.**

#### Hormones and Behavior

1. Major endocrine glands and their functions
2. Hormones of stress
3. Hormones of growth, Sexual behavior and reproduction.

#### **Unit III.**

#### Physiological basis of perception

1. Vision: Structure of the eye (retina, rods and cones), mechanisms for Pattern vision and color vision.
2. Audition: Structure of the ear, processing auditory information.

#### Physiological basis of Emotions and Learning and Amygdala

1. Role of hypothalamus, limbic system in emotionality
2.
  - a. Physiological changes during learning.
  - b. Role of hippocampus and cerebellum in learning.

**Reference:**

Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3<sup>rd</sup> edition, New Delhi, Prentice Hall.

Pinel, J.P.J. (2006). Biopsychology, 6<sup>th</sup> edition. New Delhi, Pearson Education.

Morgan, T.C and Stella, E . (1950). Physiological Psychology

Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.

Bridgeman, . (1994) The Biology of the Behavior and mind, New York, Prentice Hall.

**PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY  
MODEL QUESTION PAPER**

Time: 3 hours

Max.marks:85

**Section – A**

Answer any of three of the following.

$3 \times 20 = 60$

1. Explain in detail the pre and post synaptic influences on neural activity and functions?
2. Describe the structure and function of the brain?
3. Give an account of the major endocrine glands and explain their functions?
4. Discuss the relationship of Hormones with stress?
5. Write about the mechanisms for pattern and color vision?

**Section – B**

Answer any five of the following

$5 \times 5 = 25$

1. Give a brief account of the neurotransmitters.
2. State the functions of Right and Left hemispheres of the brain.
3. Explain the role of hormones in reproduction.
4. Function of thalamus
5. Describe the process of auditory information.
6. What is the role of hippocampus in learning.
7. Write the functions of spinal cord.
8. Discuss the hormones of stress.

## Semester I

### Paper - 104: Research Methodology

## I. Basic concepts of experimental method

### 1. Variable

Qualitative and quantitative variables

Independent variables

Dependent variables

Extraneous variables

### 2. Experimental control

Independent variable control

Extraneous variable control

### 3. Sampling

Probability sampling methods

Non probability sampling methods

### 4. Problem and hypothesis

## II. Methods of data collection

### 1. Qualitative methods

#### a) Observation

Purpose of observation

Types of observation

#### b) Interview

Types of interview

Major functions of interview

Factors affecting the uses of interviews

Advantages and disadvantages of interview

Important sources of errors in interview

#### c) Content analysis

Purposes of content analysis

Methods of content analysis

Evaluation of content analysis

### 2. Quantitative methods

#### a) Questionnaires

Types of questionnaires

Functions and applicability of questionnaires

#### b) Rating scales

Types of rating scales

(Numerical, graphical, standard, Q sort, Semantic differential, sociometry)

Errors in ratings

Methods of improving effectiveness of rating scales

### **3.Types of research**

#### **a) Experimental research**

Laboratory experiments  
Field experiments

#### **b) Non-experimental research**

Ex-post facto research  
Field study  
Survey research  
Case studies  
Ethnographic studies

### **III. Statistics**

- a) Types of scales (Ordinal, Nominal, Interval and ratio scales)
- b) Graphic representation of data
- c) Measures of central tendency and variability
- d) Characteristics, deviations and applications of normal probability curve
- e) Standard error for measures of central tendency and variability
- f) Correlations -
  - Pearson Product moment correlation
  - Rank order correlation
  - Biserial correlation
  - Point biserial correlation
  - Tetra choric correlation
  - Phi coefficient
  - Partial correlation
  - Multiple correlation
- g) Regression analysis
- h) Factor analysis
- i) Multivariate statistics
- j) Non parametric statistics
  - Chi-square
  - Sign test
  - Median test
  - Sign rank test
  - u test
  - Kruskal-Wallis H test
  - Friedman test

### **IV. Designs**

#### **Between subject designs**

Two randomized group designs  
More than two randomized group designs  
Factorial design  
Matched group designs  
Statistical analysis – t test, F test.

**Within subject designs**

Two conditions  
Several conditions  
Evaluation

Statistical analysis – t test, F test

**Single subject designs**

Paradigm of single subject experimental research  
With draw designs  
Reversal design  
Multiple base line designs  
Changing criterion designs  
Data analysis  
Evaluation

**Quasi-experimental designs****V. Writing a research report**

Structure and format  
Style of writing  
Evaluating a research report

**Recommended reading:**

1. D.Amto, M.R. (1979). *Experimental Psychology, Methodology Psychophysics and Learning*. New Delhi : Tata Mc-Graw Hill.
2. Garrett, H.E. (1966) *Statistics in Psychology and Education*. Bombay : Vakils Feefer & Simon Pvt. Ltd.
3. Guilford J.P. (1965). *Fundamental Statistics in Psychology and Education* (4<sup>th</sup> Edn.). New Delhi: Subject Publications.
4. Herson, M. & Barlow, D.H. (1980) *Single – Case Experimental Designs* NewDelhi : Prentice – Hall of India Limited.
5. Kerlinger, F.N. (1978) *Foundations of Behavioural Research*, New Delhi : Subject Publications.
6. Kurtz, A.K. & Mayo, S.T. (1980). *Statistical methods in Education and Psychology*. New Delhi : Narosa Publishing House.
7. Mc.Guigan, F.J. (1990) *Experimental Psychology* New Delhi: Prentice Hall of India Limited.

**PAPER 104 : RESEARCH METHODOLOGY  
MODEL QUESTION PAPER**

Time: 3 hours

Max.Marks:85

**Section - A**

Answer any Three of the following

3 x 20 = 60

1. State importance of control in behavioural research. Discuss different techniques for controlling experimental variables?
2. Compare and contrast laboratory experiment and field experiment with the help of suitable examples?
3. What are different types of correlations? Discuss any two correlations methods?
4. What is meant by Factorial design. Statistically analyze it with a hypothetical example?
5. Discuss the different important designs of single subject experimental research?

**Section-B**

Answer any Five of the following

5 x 5 = 25

1. What is an independent variable? Differentiate between type E and type S independent variables?
2. Describe cluster sampling.
3. What are type-1 and type-2 errors?
4. Differentiate parametric tests with nonparametric tests?
5. How is matching variable selected in a matched group design?
6. Explain the importance of sampling research.
7. State two important differences between single subject research and large N research?
8. Discuss the relative advantages and disadvantages of two probability sampling methods?

**SEMESTER I**  
**Paper 105: Personality**

**Unit – I**

**Psychoanalytic approach**

1. Scope and concept of the study of personality
2. Introduction to the psychoanalytic Theory – Freud’s Psychoanalytic theory
3. Neo-Freudian theories – Jung, Adler, Mahler’s Object Relations object relations theory
4. The organization of personality, ego psychology; liabilities of psychoanalytic approach

**Unit – II**

**A - Dispositional Approach**

1. Introduction to the dispositional strategy. Heritable aspects of personality: Type approaches to Personality – Eysenck’s type approach.
2. Trait theories – Allport and Cattell’s trait approach
3. The concept of motive, Murray’s need theory. The need for achievement – The McClelland – Atkinson Approach; Power
4. Recent trends in trait approach – the Big Five Factor theory. Limitations of dispositional approach.

**B – Phenomenological Approach**

1. Introduction to Phenomenology and Phenomenological approach
2. Maslow’s hierarchical theory of Human Motivation
3. Kelly’s theory of personal constructs
4. Carl Rogers’s theory. Liabilities of phenomenological approach

**Unit III**

**A – Behavioral and Cognitive Approach**

1. Radical and Methodological behaviorism
2. Social learning theories: Miller and Dollard, Rotter and Bandura
3. Mischel’s cognitive-behavioral theory
4. Liabilities of the behavioral and cognitive approach. Introduction to personality assessment and change.

**B. Issues and ethics in assessment.**

**Suggested Readings:**

1. Liebert, R. M. & Spiegler, M.D. **Personality : Strategies and issues.** Pacific Grove California: Brooks/Cole Publishing Company.
2. Biscoff, L. J. (1970). **Interpreting Personality theories.** New York: Harper & Roe.
3. Hall, C. S. & Lindzey, G. (1978). **Theories of Personality**, 3<sup>rd</sup> Ed. New York: J. Wiley & Sons.

4. Hjelle, L. A. & Zeigler, D. J. (1991). **Personality Theories: Basic assumptions, research & applications.** 2<sup>nd</sup> Ed. International Student Edition. McGraw Hill, International Book Co.
5. Pervin, L.A. (1975). **Personality: Theory, assessment and research.** 2<sup>nd</sup> Ed. New York: Wiley International ed.
6. Sahakian, w. s. (1965). **Psychology of personality: Readings in theory.** Chicago: Rand Mc-Nally College Publication Co.
7. Magnusson, D., & Endler, N. S. (1977). **Personality at crossroads,** New Jersey, Hillsdale: Lawrence Erlbaum Associates.
8. Friedman, H. S. & Schstack, M.W. (2011)**Personality:Classic Theories and Modern Research** (5<sup>th</sup> Ed.). Needham Heights, M. A.:Allyn and Bacon.
9. John, O.P., Robins, R.W. & Perwin, L.A. (Eds.) (2008). **Handbook of personality theory and Research** (3<sup>rd</sup> ed) New York. Guilford Publications.
10. Schultz, D. P. & Schultz, S. E. (2009). **Theories of Personality** (9<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning
11. Mayer, J. D. (2007). **Personality: A Systems Approach.** Boston, M. A.: Allyn & Bacon

**PAPER 105 – PERSONALITY  
MODEL QUESTION PAPER**

Time: 3 Hours

Max Marks: 85

**SECTION – A**

Answer any Three of the following:

3x20= 60

1. Define personality. Explain the scope and concept of psychology.
2. Write a note on ego psychology and explain its limitations
3. What are the heritable aspects of personality and briefly discuss Eyesenck's type approach?
4. Explain recent trends in trait approach.
5. Critically examine the Phenomenological approach.

**SECTION – B**

Answer Any Five of the following

5x5=25

1. Explain Social Learning theories of Rotter and Bandura
2. Discuss the liabilities of behavioral and cognitive approach.
3. Describe Need for Achievement.
4. Explain Mahler's Object Relations
5. Write an essay on Murray's need theory
6. Explain Carl Roger's theory
7. Give a detailed description of Personality Assessment
8. Write an essay on recent trends in trait approach

## **Semester II**

### **Paper - 201: COGNITIVE PSYCHOLOGY**

- I. Definition and domain of cognitive psychology  
Perception, attention, memory, language, thinking, concept formation and creativity
- II. Perception
  1. Principles of perceptual organization : figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz
  2. Perceptual processes : Perceptual processes : Pattern Recognition, depth perception, colour, movement, illusions
  3. Perceptual constancies : colour, shape, size
  4. Plasticity of perception : Innate or learned?
  5. Attention and reaction time
  6. Extra sensory perception
- III. Learning
  1. Work of Ebbinghaus, Pavlov, Hull, Tolman, & Skinner
  2. Verbal learning – Meaningfulness of material distribution of practice, whole vs part method, active recitation and transfer of training
- IV. Memory and forgetting  
  
Long term and short term memory, Retroactive and Proactive Inhibition, Methods of measurement
- V. Thinking and Language
  1. Concept formation, problem solving, decision making, reasoning and Creativity.
  2. Language structure, Language development

Recommended Books:

1. Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.
2. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
3. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
4. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
5. Morgan, C.T. (1965). Physiological Psychology (3<sup>rd</sup> edition) Tokyo: McGraw Hill Kogakusha.
6. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
7. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
8. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.

**PAPER 201: COGNITIVE PSYCHOLOGY  
MODEL QUESTION PAPER**

Time: 3 hours

Max. Marks: 85

**SECTION - A**

Answer any Three of the following:

3 x 20 = 60

1. Discuss the pioneering work of Ebbinghaus in the area of learning.
2. Explain the perceptual processes with reference to depth perception and movement.
3. What is verbal learning? Suggest some methods for economy in learning.
4. Explain in detail the factors that affect attention and reaction time.
5. Discuss the causes for forgetting.

**SECTION - B**

Answer any Five of the following:

5 x 5 = 25

1. Write briefly about the steps involved in creativity.
2. Explain the concepts of thinking and reasoning.
3. Write briefly about the nature of short term memory.
4. Bring out the contributions made by Pavlov in terms of learning.
5. What is extrasensory perception
6. Write briefly about plasticity of perception.
7. What do you understand by figure and ground
8. Explain Concept formation.

## **SEMESTER II**

### **PAPER - 202: PSYCHOPATHOLOGY**

- I. Definition and criteria of psychological abnormality  
Historical views of abnormal behavior and current trends  
Theoretical perspectives : Psychodynamic, Behavioral, Cognitive, Humanistic, Classification systems : DSM and ICD
  
- II Causes of abnormal behavior  
Biogenic : genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology  
Psychosocial : parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress  
Socio-cultural : War and violence, group prejudice and discrimination, poverty and unemployment
  
- III Clinical picture of disorders  
A. Disorders of childhood and adolescence : Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and co-ordination disorders, Autism, mental retardation  
B. Common mental disorders : Generalized anxiety, phobias, obsessive-Compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative disorders, somatoform, psychophysiological disorders, personality disorders, nonorganic sleep disorders, impulse control disorders.
  
- IV. A. Disorders related to substance use : Depressants, stimulants, hallucinogens, cannabis  
B. Sexual disorders : Sexual dysfunctions, paraphilias
  
- IV A. Severe mental disorders:  
Schizophrenia  
Delusional disorders  
Mood disorders  
Organic mental disorders of dementia, delirium and due to brain damage  
B. Growth of mental hospitals in India  
Culture-bound syndromes in India  
Eastern and Western perspectives on mental health

Recommended Books:

1. Altrocchi, J. (1980) Abnormal Behaviour. New York: Hartcount brace Jovanovich
2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM IV). Washington, D.C. APA.
3. Bootzin, R.R. & Acocella, J.R. (1994). Abnormal Psychology: Current Perspectives. New York: McGraw Hill Publishing Company.
4. Carson, R.C., Butcher, J.N. & Mineka, S. (1996). Abnormal Psychology and Modern Life. New York: Harper Collins College Publishers.
5. Cokerham, W.C. (1996). Sociology of Mental Disorders. New York: McGraw Hill International.
6. Davison, G.C. & Neale, J.M. (1990). Abnormal Psychology. New York: John Wiley & Sons.
7. Duke, M.P. & Nowicki, S. (1986). Abnormal Psychology: A New Look. Tokyo: CES Publishing Japan Limited.
8. Kapoor, M.(1994). Mental Health of Indian Children. New Delhi: Sage.
9. Sharma, S. (1990) Mental Hospitals in India, New Delhi: Directorate General of Health Services.

**PAPER – 202: PSYCHOPATHOLOGY  
MODEL QUESTION PAPER**

**Time : 3 hours**

**Max. Marks : 85**

**SECTION – A**

Answer any THREE of the following: 3 x 20 = 60

1. Define abnormality and describe some criteria used for distinguishing normal and abnormal behavior.
2. What is the role of learning in the development of abnormal behavior.
3. Delineate some psychological factors which may lead to the development or exacerbation of a medical condition.
4. Describe characteristics associated with attention-deficit and descriptive behavior disorder.
5. What are mood disorders. Differentiate between major depression and bipolar disorders.

**SECTION – B**

Answer any FIVE of the following: 5 x 5 = 25

1. Give a brief account of the major landmarks in the history of abnormal psychology.
2. Discuss Sigmund Freud's contribution in understanding anxiety.
3. Trace the influence of psychogenic and sociocultural factors in the development of mental illness.
4. Examine the development of obsessive compulsive personality.
5. Describe the cognitive approach to understanding schizophrenic disorders.
6. Define mental health. Discuss the concept of mental health as understood from Eastern perspectives.
7. Describe the eating disorders evident in adolescence.
8. Explain culture bound syndromes in India.

## Semester II

### Paper - 203: Psychological Testing

#### I **Historical development of psychological testing**

Nineteenth Century to the present

#### **Nature and use of psychological tests**

Nature of a psychological test

Uses and varieties of psychological tests

Control in the use of a psychological test

Examiner and situational variables

Test-taker's perspective

#### **Psychometry**

##### **a) Theory of test scores**

True score, error score

Test score and factor theory

##### **b) Item writing**

Meaning and types of items

Difference between essay type tests and objective type tests

General guidelines for item writing

General methods of scoring objective test items

##### **c) Response sets in test scores**

Meaning and types of response sets.

Implications and elimination of response sets.

##### **d) Item analysis**

Meaning and purpose of item analysis

Item difficulty

Index of discrimination

Effectiveness of distracters or foils

Factors influencing the index of difficulty and the index of discrimination

Speed and power tests

Problems of item analysis

#### **II. Psychometry continued**

##### **e) Reliability**

Meaning of reliability

Types of reliability

Factors influencing reliability of test scores

How to improve reliability of test scores

Index of reliability

##### **f) Validity**

Meaning of validity

Types of validity

Statistical methods for calculating validity

Factors influencing validity  
Relation of validity to reliability

**g) Norms and test scales**

Meaning of Norm-referencing and criterion referencing  
Steps in developing norms  
Types of norms and test scales

**Attitude scale construction**

- a) Method of equal-appearing intervals
- b) Method of summated ratings
- c) Method of cumulative scaling

**III. Psychological Testing**

**a) Measurement of Intelligence**

Definition, types and theories of intelligence  
Seguin Form Board, Binet scales, Weschler's scales,  
Culture Fair Tests, Progressive Matrices  
Psychological issues in ability testing

**b) Measurement of Aptitude, Achievement and Interest**

Aptitude and achievement  
Distinction between aptitude tests and achievement tests  
Types of aptitude tests: Differential Aptitude Test (DAT),  
David's Battery of Differential Aptitude Test (DBDA)  
Types of achievement tests: The Strong Interest Inventory  
(SII)  
Thurston Interest Schedule

**c) Measurement of personality**

Meaning and purpose of personality measurement  
Some representative personality inventories (16 PF, MMPI,  
BAI, EPQ, STAI, BDI, ASEBA, GHQ, etc)  
Evaluation of personality inventories

**d) Projective techniques**

Nature of projective techniques  
Inkblot technique  
Pictorial technique  
Verbal technique  
Performance techniques  
Evaluation of projective techniques

**e) Applications of testing**

**Major contexts of current test use**

Educational testing  
Occupational testing  
Test use in clinical and counseling psychology

**Ethical and social consideration in testing**

Ethical issues in psychological testing and assessment  
User qualifications and professional competence  
Protection of privacy  
Confidentiality  
Communicating tests results  
Testing diverse populations

#### RECOMMENDED READING

1. Anastasi, A & Urbina S. (1997) Psychological Testing. New Jersey : Prentice Hall International.
2. D.Amato, M.R.(1979) Experimental Psychology, Methodology, Psychophysics and Learning. New Delhi:Tata Mc Graw-Hill.
3. Freeman, F.B. (1971) Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH publishing Company.
4. Gronbach, I.J. (1960) Essentials of Psychological Testing. New York: Harper.
5. Guilford J.P. (1954). Psychometric methods. New Delhi: Tata Mc Graw-Hill Publishing company Ltd.
6. Gulliksen, H (1965) Theory Mental tests. New York: John Wiley.
7. Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
8. Kerlinger, H (1978) Foundations of Behavioural Research New Delhi: Subject Publications.
9. Nunnally, J. (1967) Psychological Measurement. New York: Mc Graw Hill.
10. Singh A.K. (2004) Tests measurements and Research Methods in Behavioural science Patna: Bharati Bhavan Publishers and Distributors.

**SEMESTER - II**  
**PAPER 203; PSYCHOLOGICAL TESTING**  
MODEL QUESTION PAPER

Time: 3 hours.

Max. Marks: 85

**SECTION – A**

Answer any THREE of the following:

3x 20= 60

1. Describe the different types of item analysis
2. Describe the major types and uses of psychological tests
3. What is reliability? Describe the different types of reliability
4. What are norms? Why are they important? Describe any two types of norms
5. Discuss the psychological issues involved in ability testing

**SECTION – B**

Answer any FIVE of the following:

5 x 5 = 25

1. What is construct validity?
2. What are Speed and Power tests?
3. Method of summated ratings.
4. Confidentiality in revealing test results
5. Types of Weschler Intelligence tests
6. ASEBA
7. What is the meaning of I.Q?
8. What are the contributions of Esquirol and Seguin?

## **Semester II**

### **Paper - 204: Psychological testing practicals**

Part-A: **At least 10 tests have to be conducted and written with a minimum of two from each unit.**

#### **I. Ability tests :**

1. Ravens progressive matrices tests
2. Weschler's Adult Intelligence test
3. Weschler's Intelligence scale for children
4. Seguire Form Board

#### **II. Aptitude and Interest tests :**

1. Differential Aptitude tests
2. Thurstone Interest schedule
3. David's Battery of Differential aptitude test

#### **III. Personality and adjustment scales :**

##### **1. MBTI**

2. Cattell's 16 Personality Factor Questionnaire (16PF)
3. Bell's Adjustment Inventory.
4. State and Trait Anxiety Inventory
5. Minnesota Multiphase Personality Inventory (MMPI).
6. **ASEBA** Problem checklist.

#### **IV. Projective tests :**

1. Thematic Apperception Test (TAT).
2. Rorschach Ink Blot test.
3. Rosenweig Picture Frustration test.
4. Rotter incomplete sentence blank.

Part-B: **At least two practicals have to be conducted and written.**

##### **1. Educational guidance.**

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

##### **2. Estimation of Deterioration Quotient.**

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

##### **3. Assessing abilities of a child.**

Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

##### **4. Assessing the personality of a child.**

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

**5. Assessing the personality of an adult.**

Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

**6. Assessing the adjustment and problems of an adolescent.**

Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

**Scheme of examination:**

Mid Semester examinations	: 15 Marks
Record	: 50 Marks
Administration of test and Interpretation of test results	: 15 Marks *
Viva voce	: 20 Marks
Total	: 100 Marks

Note:

\*: The student is required to administer a test on a subject.

The student is given an answered test which he/she has to score and interpret.

**RECOMMENDED READING:**

1. Anastasi, A. & Urbina, S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International Inc.
2. Freeman, G.B. (1971) *Theory and Practice of Psychological testing*. New Delhi : Oxford and IBH Publishing Co.
3. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
4. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

## SEMESTER II

### PAPER – 205 : COGNITIVE PSYCHOLOGY PRACTICALS

#### **PART-A: Experimental Psychology Practicals**

At least 8 experiments have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.
2. Effect of practice on space perception using Wiggly Blocks.
3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.
4. Comparison of speed for discriminative and choice reaction time.
5. Effect of muscular tension on mental work.
6. Fluctuation in efficiency of continuous work.
7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.
8. Span of attention for unconnected letters and words vs connected letters and words
9. Retention for completed and interrupted tasks
10. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning
11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
12. Verbal concept formation using geometrical designs.
13. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.
14. Effect of set in solving verbal and numerical problems
15. Trial and error vs insightful learning

\* Experiment 3 is compulsory

## **PART B : CASE REPORTS**

The student has to choose at least three cases with different psychological problems, study them and write a comprehensive report of the same.

Case – study includes (a) collecting personal information. (b) Conducting interviews (c) gathering the background factors leading to the present problem (d) making valid observations with respect to grooming, speech, non-verbal communication etc. (e) inference based on the verbal reports and behavioral manifestation. The above information is integrated and written in the form of a report.

Marks:

Mid Semester examination	15 Marks
Record (Experimental Psychology Practicals)	30 Marks
Case Reports	15 Marks
Practical conduction and writing the report (Experimental Psychology)	20 Marks
Viva voce on Experimental Psychology/ Record and case reports	20 Marks
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Total:	100 Marks
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## **Semester III**

### **Paper - 301: Social Psychology**

- I. Definition and focus of Social Psychology.  
History of Social Psychology in India.  
Research Methods in Social Psychology: Systematic observation, correlation Method and Experimental Method.
- II. Social Perception – Non verbal communication.  
Attribution Theories – Heider, Jones, Kelley & Davis  
Impression formation – Asch's experiments  
Social cognition – Effect of schemas and stereotypes  
Interpersonal attraction – Friendship, Love and relationships  
Social learning theories – Bandura & Rotter  
Social Reinforcement theory – Newcomb
- III. Attitudes – Definition, formation and change  
Theories of Attitude change  
Prejudice, discrimination and deprivation  
Discrimination against women and other social groups with specific reference to India  
Social Influence – Conformity, Influence, Compliance, Ingratiation, Multiple requests and Obedience
- IV. Pro-social Behaviour – Helping and Intervening  
Aggression – Nature, causes and control  
Groups – Effect on individual performance and decision making
- V. Social Psychology in action  
Leadership, job satisfaction and achievement orientation in world of work  
Population Psychology – personal space, crowding and territoriality  
Environmental Psychology – poverty, violence and environmental health hazards  
Ethnic diversity and gender diversity

Recommended Books:

1. Baron, R.A., & Byrne, D. Social Psychology. Pearson Prentice Hall. India.
2. Berkowitz, L. (1986). A Survey of Social Psychology (3<sup>rd</sup> Edition). New York: Holt, Rinehart and Winston.
3. Brown, R. (1965). Social Psychology. New York. The Free Press.
4. Desai, N. & Krishnaraj, M. (1987). Women and Society in India. Delhi: Ajantha Publications.
5. Lindgren, H.C. (1973). An Introduction to Social Psychology. New Delhi: Wiley Eastern Limited.
6. Matim, T. Social Psychology.
7. Mishra, G. Applied Social Psychology in India.
8. Sinha, D. (1981). Socialization of the Indian Child. New Delhi: Concept Publishers.
9. Sinha, D. (1986). Psychology in a Third World Country. New Delhi: Sage.

**PAPER 301 ; SOCIAL PSYCHOLOGY  
MODEL QUESTION PAPER**

Time : 3 hours

Max. Marks:85

SECTION – A

Answer any Three of the following:

3 x 20 = 60

1. Write a brief account of causes of women's subordination.
2. Explain Newcomb's balance theory.
3. What are the aids in making decisions. Give examples.
4. Explain briefly the terms cognitive structures and cognitive processing.
5. Define socialization in the Indian context.

SECTION – B

Answer any Five of the following:

5 x 5 = 25

1. Give a detailed account of the social influence on the individual.
2. Discuss the role of decision making in the development and personal growth of the individual.
3. Examine the various determinants of interpersonal attraction.
4. Explain in detail the consequences of deprivation in the Indian socio-cultural context.
5. Highlight the current social problems in our country.
6. Explain how the environment affects human behaviour with appropriate examples.
7. Explain role theory and its impact on social psychology
8. Explain achievement orientation in world of work

## **Semester III**

### **Paper- 302: Organizational Behaviour**

#### **Description and History of I/O Psychology**

Definition, Nature and scope of Organisational behavior. The role and functions of an Organisational psychologist. Perspectives on the nature of human work. Historical observations. Hawthorne Studies. Indian concept of work. Emerging perspectives on human work.

#### **Group Dynamics**

Nature and importance of groups. Group structure (Norms, roles, status, size, composition and cohesiveness). Group decision making.

#### **Performance Appraisal**

Developing job criteria (job analysis, determining performance criteria).

Measurement and evaluation of criteria (purpose, varieties of job performance data). Employee comparison procedures. Rating procedures. 360 degree assessment and feedback.

#### **Selection, Placement and Training**

Principles and methods of selection. PIE model. Theory of placement. Nature and significance of training. Training methods and techniques. Testing in industries.

#### **Leadership and Motivation**

Theories of leadership (Trait, Behavioral or Style, Contingency theories, Functional Approach). Recent perspectives. Leadership in the Indian context. Content theories of motivation ( Maslow, Adlerfer, Herzberg and McClelland) and Process theories of motivation (Equity, Experience and Goal theory).

#### **Organizational Change, Development and Effectiveness**

Significance of change. Resistance to change: individual and organizational resistance. Overcoming resistance to change. Approaches to managing organizational change. Contemporary change issues for today's managers.

#### **Personnel Effectiveness**

Interpersonal and Organizational Communications  
Coping with conflict and stress  
Alcoholism and Absenteeism  
Time Management  
Leadership Training  
Decision making and Team building  
Employee Counselling

## References

- Berry, L.M. Psychology at Work. (2<sup>nd</sup> ed.) 1998, McGraw Hill, Boston.
- Lawley F.J. The Psychology of Work Behavior. 1989, Books/Cole Publishing Company, California.
- Rollinson, D., Broadfield, A., and Edwards, D.J. Organizational Behavior and Analysis (An Integrated Approach). 1998, Addison-Wesley, Harlow, England.
- Bernardin, H.J. and Russell, J.E. Human Resources management-An Experiential Approach. 1998. Irwin-McGraw hill, Boston.
- Saal, F.E., Knight, P.A. Industrial and Organizational Psychology-Sciences and Practices. 1999, Brooks Publishing Company, California.
- Marvin, B., Dunnette, T. and Leatter, M.H., Handbook of I/O Psychology (4 vols.). 1999, Jayco Publishing House, Calcutta.
- Moorhead, G., and Griffin, R.W. Organizational Behavior. 1989, Houghton Mifflin Company, Boston.
- Luthans, F. Organizational Behavior. 1992, Mcgraw-Hill Inc. New York.
- Davis, k. Human Behavior at work. 1994. Tata McGraw Hill Publishing Co. New Delhi.
- Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice Hall India Pvt. Ltd. New Delhi.
- Robbins, S.P. Organizational Behavior-Concepts, Controversies and Applications. 2004, Prentice Hall of India, New Delhi.
- Lewis, J.A., and Lewis, M.D. Counselling Programmes for Employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.
- Gordon, J.R. A Diagnostic approach to Organizational Behavior. 1991. Allyn and Bacon, Boston.

# **Paper - 302: Organizational Behaviour**

## **Model Question Paper**

**Time: 3 hours**

**Max.Marks:85**

### Section – A

Answer any Three of the following:

3 X 20 = 60

1. What are the historical observations about work?
2. Describe the characteristics of organizations.
3. What is the role of Psychologist in industry?
4. What is Job Analysis? How do you determine various performance criteria?
5. What are the organizational challenges present in Indian scenario?

### Section – B

Answer any Five of the following:

5 X 5 = 25

1. What are the different approaches to study of behavior at work? Discuss.
2. Explain about the ethics of manager in work situation.
3. What is scientific management? How Hawthorne studies helps to understand work behavior?
4. Explain about the emergence of international management by giving more emphasis on cross cultural aspects.
5. Discuss about the contemporary organizational challenges in Indian industrial scenario.
6. Describe the applications of models in Organisational Behavior.
7. Write a short note on personnel effectiveness.
8. Explain the importance of groups.

## **SEMESTER III**

### **PAPER – 303 : COUNSELLING PSYCHOLOGY**

- I. Definition and nature of Counselling Psychology
  - Roots of Counselling Psychology
  - Goals of Counselling
  - Roles and functions of counsellor: Characteristics of an effective Counsellor
  - Confidentiality and Ethics in Counselling
  - Theoretical perspectives : Psychodynamic, Cognitive-Behavioral and Humanistic
  
- II. Methods of securing client information; Case History, Psycho diagnosis Use of Tests
  - Process of Counselling
  - Nature and Characteristics of the Counselling Process
  - Steps in Counselling Process
  - Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy
  - Special Relationship problems: Transference, Counter transference, Resistance
  - Interpretation Techniques: Nature and Types of Interpretation
  
- III. Counselling for Special Groups
  - Counselling children with leaning and behavior problems
  - Counselling for the mentally retarded
  - Counselling adolescents for better adjustment
  - Counselling women
  - Counselling the Elderly
  
- IV. Counselling for Anxiety problems
  - Counselling for Depression
  - Counselling the alcoholic and drug abuse groups
  - Counselling those with chronic mental disorders
  - Counselling patients with chronic medical illness: (terminally ill and HIV/AIDS)
  
- V. Career Counselling
  - Counselling for Stress and burnout
  - Marital and family counseling
  - Group counseling
  - Issues related to process and outcome

**Recommended reading:**

Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). *Therapeutic Counselling and Psychotherapy*. London: Prentice Hall.

Woolfe, R & Dryden, W. (1996). *Handbook of Counselling Psychology*. New Delhi: SAGE

Geldard, K. & Geldard, D. (1997) *Counselling Children: A Practical Introduction*. London: SAGE.

Bergin, A.E. & Garfield, S.L. (Eds.) (1994). *Handbook of Psychotherapy and Behaviour Change*. New York: John Wiley & Sons.

Bhatnagar, A. & Gupta, N. (1999). *Guidance and Counselling: A Theoretical Perspective*. New Delhi: Vikas Publishing House.

Gilbert, P. (1992). *Counselling for Depression*. London: SAGE.

Hallam, R. (1992). *Counselling for Anxiety Problems*. London: SAGE.

Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). *Behavioral Counselling: Cases and Techniques*. New York: Holt, Rinehart and Winston.

Lee, C. (1998). *Women's Health*. London: Sage.

Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). *Instructional Methods for Adolescents with Learning and Behavior Problems*. Boston: Allyn and Bacon.

**Paper 303: Counselling Psychology**

**Model Question Paper**

**Time: 3 hours**

**Max.Marks:85**

**Section – A**

Answer any three of the following:  
60

3 X 20 =

1. Trace the roots of counseling psychology?
2. Describe the various steps in the counseling process?
3. What are the transference and counter transference feelings?
4. Describe the nature of interpretation and the various types of interpretation techniques in counseling?
5. What is career counseling?

**Section – B**

Answer any five of the following:  
25

5 X 5 =

1. Examine various relationship techniques used for the establishment and progress of a counseling relationship?
2. What types of adjustment problems do adolescents typically face? How would you counsel them?
3. Describe cognitive behavioral techniques and their application with regard to any three specific psychological problems of your choice?
4. What are the various aspects to be considered by a counselor while planning an educational programme for the mentally retarded?
5. Explain how cognitive behavioral techniques can be applied to alleviate depression?
6. Write an account about the nature of human's problems and how they can be counseled?
7. Write a short note on family counseling.
8. Write a short note on counseling for depression.

## **SEMESTER III**

### **PAPER – 304 : HEALTH PSYCHOLOGY**

- I. The Mind-Body Relationship:
  - A historical review
  - Concept of Psychological health in India.
  - The development of changed outlook in nature of health and illness.
  - Methodological Developments.
  - Emergence of Behavioral Medicine
  - Scope of Health Psychology.
  
- II. Stress:
  - The modern concept
  - Stressors: Environmental, social, Psychosocial, Developmental and extreme stressors.
  - Mediating variables: Physiological, Psychological responses.
  - Stress and illness
  - Control and Learned Helplessness.
  - Control and Stress.
  
- III. Psychophysiological Disorders major forms:
  - Asthma
  - Headaches
  - Neurodermititis
  - Peptic Ulcer.
  - Insomnia.
  - Cardio-vascular Disorders.
  - Coronary Heart disease.
  - Hypertension.
  
- IV. Immune System defective disorders:
  - Cancer
  - Aids.
  - Appetitive Behaviours:
    - Obesity
    - Alcoholism
    - Smoking
  - Behavioral explanations.
  - Other stress related disorders:
    - Diabetes
    - Arthritis
    - Sexual dysfunctions
    - Infertility.
    - Speech disorders.

- V. Pain and Pain Management Techniques:  
Physiology of Pain.  
Gate – control theory.  
Psychological influences on pain perception.  
Specific pain treatment methods.  
Medical Settings and Patient Behaviour:  
Compliance with medical treatments.  
Hospitalization  
Coping with chronic illness  
Complementary Health-Care systems in India.

Recommended Books:

1. Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
2. Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
3. Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Lifestyles. New York. Brunner/Mazel.
4. Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
5. Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
6. Pomerlau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

**Paper - 304 : Health Psychology**

**Model Question Paper**

**Time: 3 hours**

**Max.Marks:85**

**Section – A**

Answer any Three of the following:

3 X 20 =

60

1. Write briefly about the psychosocial and developmental stressors.
2. Explain insomnia with reference to adult psychiatric problems.
3. Explain the etiological criteria for alcoholism and smoking behavior.
4. Briefly outline the salient features of Gate-Control Theory.
5. What are the methods of coping with chronic illness?

**Section – B**

Answer any five of the following:

5 X 5 =

25

1. Trace the emergence of behavioural medicine and elucidate its scope.
2. What are the different forms of psychophysiological disorders?
3. Explain the major immune defective disorders with reference to etiology.
4. 'Learned helplessness is associated with reduced motivation, emotional disturbances and cognitive impairment'. Explain.
5. Elaborate and analyze the pain treatment methods.
6. Analyze the relationship between loss of control and stress.
7. Analyze the status of psychological health in India.
8. Explain complementary health-care systems in India.

## **Semester III**

### **Paper – 305: Psychological Assessment**

#### **I. Psychological Assessment**

##### **a) Nature of Psychological Assessment**

##### **b) Components of Psychological Assessment**

Observation

Interview

Psychological Testing

##### **c) Significance of Psychological Assessment**

#### **Behavioral observation**

##### **a) Introduction to Behavioral Observation**

Assumptions underlying the Emphasis on Observation in  
Preintervention

Behavioral Assessment

##### **b) Types of Sampling in Behavioral Observation**

Time Sampling

Event Sampling

##### **c) Methods of Recording Observation Data**

Interaction Data

Behavior Coding

Frequency Tallies

##### **d) Reliability and Interobserver Agreement in Behavioral Observation**

Reliability and Internal Consistency

Observer Accuracy and Interobserver Agreement

#### **II. Behavioral Interview**

##### **a) The Behavioral Interview**

Functions and Characteristics of the Behavioral Interview

The Interview structure

Tactics of Behavioral Interviewing

Handling Obstructionistic Client Behaviors

Common Errors in Interviewing

Validity of the Interview

##### **b) Interviewing Skills**

Attending Behavior

Nonverbal Behavior

Open-ended and Closed-ended questions

Listening

Empathy

Summarizing

#### **Behavioral Assessment**

##### **a) Self-Monitoring in Behavioral Assessment**

Applicability  
Methods of Recording Self-Monitored Data  
Reactive Effects of Self-Monitoring

**b) Psychophysiological Measurement in Behavioral Assessment**

Applicability and Functions of Psychophysiological Measurement

**III. Psychological testing:**

**Assessment of Cognitive functions:**  
**Assessment of neuropsychological functioning**  
**Assessment of developmental and adjustment problems**  
**Assessment of personality**  
**Assessment of special populations**  
**Classification of mental disorders**  
DSM IV R  
ICD 10

**Issues in psychodiagnosis**

Approach - Nomothetic vs. idiographic, clinical vs. statistical prediction

Methodology - Standardization procedures, reliability and validity sensitivity and specificity of tests.

Ethics & Biases- faking, social desirability, acquiescence, halo, leniency errors etc.

Other factors – Attention, concentration, motivation, anxiety, impulsivity etc.

RECOMMENDED READING

11. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International.
12. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.
13. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

**SEMESTER - III**  
**PAPER 305; PSYCHOLOGICAL ASSESSMENT**  
MODEL QUESTION PAPER

Time: 3 hours.

Max. Marks: 85

**SECTION – A**

Answer any THREE of the following:

3x 20= 60

1. Describe the types of sampling in behavioral observation
2. What is Psychological assessment? Discuss its significance.
3. Describe the functions and characteristics of the Behavioral interview.
4. Describe the different types of interview skills
5. Describe the assessment of learning disability

SECTION – B

Answer any FIVE of the following:

5 x 5 = 25

9. Behavior Coding
10. Self Monitoring
11. Common errors in interviewing
12. Empathy
13. ICD 10
14. Any one neuropsychological test
15. MMPI
16. Vineland Adaptive Behavior Scale

**SEMESTER IV**  
**Paper 401: CLINICAL PSYCHOLOGY**

**Basic Concepts**

Nature and scope of clinical psychology  
Body-mind relationship  
Psycho-neuro-immunology  
New directions in clinical psychology – spirituality, etc.  
Research strategies.

**Diagnostic Process**

Cultural and social aspects of mental illness  
Differential diagnosis using decision trees  
Problem identification, definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination.  
Behavioural assessment, analysis and formulations.

**Intervention Techniques**

Behaviour therapy – systematic desensitization, modelling, assertiveness training, contingency management, operant methods in self-control, extinction procedure, aversive conditioning, cognitive methods, novel uses and applications.  
Client-centred therapy  
Rational-emotive therapy

**Other Techniques**

Hypnosis- clinical behaviour and hypnotisability, hypnotisability as related to physical symptoms, as unrelated to physical symptoms, therapeutic failures.  
Family therapy – conceptual frame, the clinical home visit, space and action in family therapy, the family crisis.  
Marriage therapy for couples  
Social skills training  
Occupational therapy, Group therapy and Psychodrama

**Treatment Methods for Childhood and Adolescent disorders**

Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation.  
Mental retardation – behavioural and emotional problems  
Communication disorders – articulation, phonation, language, prosodic

Pervasive developmental disorder – Autism  
Attention deficit and disruptive disorders – hyperkinetic children  
Elimination disorders – enuresis and encopresis  
Conduct disorders – noncompliant, coercive behaviour, aggression  
and violence, non-attendance. Psychopathic behaviour.

### **Stress-related Disorders and Treatment Methods**

Cardiovascular, gastrointestinal and urino-genital  
Somatoform disorders – conversion, pain and hypochondriasis  
Sexual and gender identity disorders  
Eating disorders – anorexia nervosa, bulimia nervosa, obesity  
Substance use related disorder

### **Ethical Issues**

Perspectives, decision making, incompetent and unethical behaviour,  
marketing therapeutic services, ethics in group work, issues in  
deviance, diagnosis and assessment, value problems, individual  
conduct.

Problems in psychotherapy – the suspicious patient, the suicidal  
patient, the patient with somatic symptoms, the patient not ready for  
behaviour therapy, the distressed parent of the disabled child, the  
silent patient in the group.

### **Recommended Reading**

1. Achenbach, T.M. (1974) *Developmental psychopathology*. New York: John Wiley and Sons.
2. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). *International Handbook of Behaviour Modification and Therapy*. New York: Plenum Press.
3. Bergin, a.E., & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioural Change*.
4. Bloch, D.A. (1973) *Techniques of family psychotherapy: A primer*. New York: Grune and Stratton.
5. Bychowski, G & Despert , J.L. *Specialized techniques in psychotherapy*. New York: Basic Books.
6. Carkhuff, R.R. & Berenson, B.G. (1967). *Beyond counseling and psychotherapy*. New York: Holt, Rinehart and Winston.
7. Davidson, P.O. & Davidson, S.N. (1980). *Behavioural medicine: Changing health lifestyles*.
8. Foulkes, S.H. & Anthony, E.J. (1973) *Group psychotherapy training*. Middlesex: Penguin Books.
9. Goleman, D. & Gurin, J. (1993). *Mind-body medicine*. New York: Consumer Reports Books.
10. Haworth, M.R. *Child psychotherapy*. New York: Basic Books Inc.
11. Klopfer, W.G & Reed, M.R. (1974) *Problems in psychotherapy*. New York: John Wiley
12. Korchin, S.J. (1986). *Clinical psychology*. New York: Basic Books.

13. Lachman, S.J. *Psychosomatic disorders*. New York: John Wiley and sons.
14. Lazarus, A.A., Rubin, R.D. & Frank, C.M. (1969) *Advances in behaviour therapy*.
15. Liberman, R.P. (1972) *A guide to behavioural analysis and therapy*. New York: Pergamon Press.
16. Masters, W.H., Hohnson, V.E. & Kolody, R.C. (1992) *Masters and Johnson: On sex and human loving*. Bombay: Jaico Publishing House.
17. Moustkas, C.E. *Psychotherapy with children*. New York: Harper and Row.
18. Phillips, E.L. (1977) *Counseling and psychotherapy: A behavioural approach*. New York: John Wiley and Sons.
19. Pommerlau, O.V and Brady, J.P. (1990) *Behavioural medicine: Theory and practice*. Baltimore: Williams & Wilkins Co.
20. Rimm, D.C & Masters, J.C. (1963) *Behaviour therapy: Techniques and empirical findings*. New York: Academic Press.
21. Rubin, J.A. *Child art therapy*. New York: Van Nostrand.
22. Stewart, L. (1992). *Eric Berne*. Thousand Oaks: Sage.
23. Thompson, T & Dockers III, W.S. (1975) *Application of behavioural modification*. New York: Academic Press.
24. Thorne, B. (1992). *Carl Rogers*. Thousand Oaks: Sage.
25. Van Hoose, W.H. & Kottler, J.A. (1977) *Ethical and legal issues in counselling and psychotherapy*. San Francisco: Jossey-Bass.
26. Weishaar, M.E. (1992). *Aaron T. Beck*. Thousand Oaks. Sage
27. West, J. & Spike, P. (1988). *Clinical psychology in action: A collection of case studies*. London: Butterworth Co.

**Paper 401: Clinical Psychology  
Model Question Paper**

Time: 3 hours  
85

Max. Marks:

Section – A

Answer any Three of the following.

3 x 20 = 60

1. Explain the process of using decision trees in making a diagnosis.
2. Why would you consider a pain disorder as related to stress and how would you treat such a disorder?
3. Critically evaluate the use of hypnosis in the treatment of disorders. Where are they likely to be more useful?
4. What are some ethical issues confronting the practitioner in a therapeutic setup in our country?
5. Discuss what is meant by psycho-neuro- immunology in the light of recent research.

Section – B

Answer any Five of the following.

5 x 5 = 25

1. Discuss the new direction in clinical psychology.
2. What is aversive conditioning?
3. What are some of the behavioural problems of mental retardedness?
4. What are some of the techniques employed in group therapy?
5. How is obesity related to stress?
6. What kind of treatment package would be suitable for autistic children?
7. Discuss eating disorders?
8. What are the common substance use disorders in our country?

## **Semester IV**

### **Paper – 402 : Project**

The student shall have to undertake a research project with a sample of at least 50 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

Internal assessment	15 marks
Project report	60 marks
Viva-voce	25 marks
Total	100 marks

## **Semester IV**

### **Paper- 403 : Case studies**

**Individual case studies.** Five clients with problems (children, adolescents or adults) have to be diagnosed and the necessary counseling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatims and psychological test results are also to be included in the report.

### **Scheme of evaluation**

Internal Assessment	: 15 marks
Record	: 60 Marks
Viva voce	: 25 Marks
Total	:100 Marks

## **Semester IV**

### **Paper - 404: Educational Psychology**

#### **1. Nature and scope of Educational Psychology**

Contributions of Psychology to education

#### **2. Cognitive development**

Piaget's theory of Cognitive development. Vygotsky's sociocultural Perspective. Language development in the school years. Dialects, bilingualism. Intelligence tests (WISC III and WPPSI-R)

#### **3. Personal, social and emotional development**

Erikson's theory. Understanding ourselves and others. Self-concept and Self-esteem. Kohlberg's stages of moral development. Moral behavior.

Socialization. Family, peers and teachers

#### **4. Learner differences, learning needs and disorders**

Cognitive and learning styles.

Mild and severe leaning disabilities. Students with health impairments. Deaf and hard of hearing, Low vision and blindness.

Hyperactive and Attention disorders. Gifted and talented children

Communication disorders Speech and language disorders

Oppositional-Defiant and Conduct disorders

School phobia

#### **5. Culture and community**

Socioeconomic status. Low expectations. Low self-esteem. Learned helplessness. Peer and home environment influences

Gender-role identity. Gender differences in the classroom

#### **6. Interventions to improve Academic problems**

Academic productivity

Homework completion

Reading performance

Mathematics performance

Written language

Social studies and science performance

#### **7. Interventions to modify behavior and enhance social competence**

Inappropriate behaviour in classroom

Special classes and less structured situations

Verbal and physical aggression

Cooperative behaviour

### **Recommended reading**

Woolfolk, A. (2004). Educational Psychology (9<sup>th</sup> Ed.). Pearson Education, Delhi

Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut

Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York

Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R Assessment. John Wiley and Sons, New York

PAPER –404 : EDUCATIONAL PSYCHOLOGY  
**MODEL QUESTION PAPER**

Time : 3 hours

Max. Marks : 85

**SECTION – A**

Answer any Three of the following:

3 x 20=60

1. Write the effects of bilingualism on language development.
2. Describe the role of peers on socialization.
3. What are the factors that contribute to school phobia.
4. What is learned helplessness.
5. Examine the relationship between socio-economic status and academic performance.

**SECTION – B**

Answer any Five of the following:

5X5=25

1. Describe the role of Psychology in Education.
2. Describe the nature of language development in schools with special reference to India.
3. Evaluate Kohlberg's theory of moral development.
4. What are oppositional defiant and conduct disorders. Discuss the interrelation strategies.
5. Describe interventions to improve written language and mathematical performance.
6. Describe intervention to modify inappropriate behaviour in class rooms.
7. What is Dyslexic disorder?
8. Describe verbal and physical aggression.

Semester IV

Paper – 405 : REHABILITATION PSYCHOLOGY

## **I. Nature and Scope of Rehabilitation psychology**

Definition, historical perspective, scope and methods  
Functions of Rehabilitation Psychology: General functions and special functions  
History and Philosophy of Disability Rehabilitation  
Goals and objectives of rehabilitation  
Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

## **II. Disabilities**

Disability - Concept and definitions  
Classification of various disabilities, Incidence and prevalence  
Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability,  
Mental retardation, Cerebral palsy, Autism , Mental illness  
Learning disabilities, Multiple handicaps  
Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors  
Prevention of disabilities

## **III Personality Development of Disabled Persons**

Factors influencing personality development of disabled individuals  
Life span development of people with disabilities  
Assessment of personality of disabled individuals

## **IV Intervention**

Screening and early identification of people with developmental disabilities.  
Social, Psychological Perspective in Rehabilitation Psychology.  
Early intervention: definition, assessment and strategies for intervention.  
Intervention packages for various disabilities.  
Services and programmes for disabled individuals and their families in India  
Special education: – aims, objectives and functions, Emerging trends in special education

Educational assessment and evaluation for persons with disabilities  
Educational technology for disabled

## **V. Psychological Intervention**

Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.

Therapeutic services and Restorative techniques.

Designing Training Programmes for Professionals: Training Need

Analysis, Implementation of Training Programmes

Monitory and Impact Studies.

## **VI. Organization & Management**

Evolution of Non-Government Organizations

Background Characteristics of Organization

Capacity Building of Non-Government Organizations

### **Recommended Readings:**

Bolton B., 1987. Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.

Brown Roy I., & E. Anne Hughson, 1987. Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.

Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.

Gokhale S.D., 1987. Rehabilitation: Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.

Golden C.J., 1984. Current Topics in Rehabilitation Psychology. Grune & Stratton, London.

Nirbhay N. Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.

- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.
- Mark L. Batshaw, M.D., 2000. Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co.
- Michael Floyd, 1993. Information Technology Training for People with Disabilities, Disability and Rehabilitation Series 4. Jessica Kingsley Publishers, London.
- Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
- Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
- Evans, P. & Verma V. (Eds), 1990. Special Education: Past, Present and Future. The Falmer Press.
- Evans, R.C. & MC Laughlin P.J., 1993. Recent Advances in Special Education and Rehabilitation. Andover Medical Publishers, Boston.
- Robert A. Paton & James McCalman, 2000. Change Management: A Guide to Effective Implementation. Response Books, New Delhi.
- Edward Zigler & Dianne Bennett-Gates, 1999. Personality Development in Individuals with Mental Retardation. Cambridge University Press.
- Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.

PAPER 405: REHABILITATION PSYCHOLOGY

**MODEL QUESTION PAPER**

Time : 3 hours

Max. Marks:85

SECTION – A

Answer any Three of the following:

3 x 20 = 60

1. Describe the functions of rehabilitation psychology.
2. Define the concept of disability.
3. Identify the major factors influencing the personality of disabled individuals.
4. What are the aims and objectives of special education.
5. What is meant by training need analysis?

SECTION – B

Answer any Five of the following:

5 x 5 = 25

1. Discuss the multidisciplinary approach to rehabilitation.
2. Prevention of disabilities is better than management of disabilities. Discuss.
3. Describe the life-span development of person with one type of disability.
4. Discuss social, Psychological perspectives of Rehabilitation Psychology.
5. Discuss the counselling strategies appropriate a rehabilitation of person with hearing and speech impairment.
6. Discuss the role of Psychologists in a non-government organization.
7. What is capacity building.
8. Discuss Training Need Analysis.

## Semester IV

### Paper - 406 - INDIAN PSYCHOLOGY

1. a. Introduction to Indian Psychology: Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of study, Psychological thought in Ancient India.

b. Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, origins of sruti and smriti, content of Vedas, systems and schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.

2. a. Yoga psychology: Theory and applications

b. Patanjali yoga sutras and sidhis – Basic concepts

c. Yoga psychology and Samkhya Metaphysic

3. Transpersonal Psychology in Bhagavat Gita. Identity and existence, self knowledge, conflict and wisdom, ksetra, Ksetrajna and Ego, Karma and Sanyasa, work, renunciation and yoga, work as meditation, three definitions of yoga (i. sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness).

4. Psychology in the advaita Vedanta: concept of manas, ahamkara, buddhi and citta, person and personality, self realization.

5. a. Jain Psychology: Jain Conscious reality, consciousness and conscious attentiveness, concept of self, cognition, concept of mind, body mind interaction.

b. Buddhist Psychology: Thought (citta), mind (mano), consciousness (vinnana), varieties of knowing – sensory knowing (sanna), extraordinary knowing (abhinna), holistic knowing (parinna), and Insight knowing (panna).

#### **Recommended Readings:**

Tart C. T. (1992). *Transpersonal psychologies.*(2<sup>nd</sup> Ed.). New York ; Harper Collins.

Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology.* New Delhi: Cambridge University Press India Pvt. Ltd.

Kuppuswamy, B. (1985). *Elements of Ancient Indian Psychology,* New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)

Vyas R. N. (1984). *From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology,* New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)

Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Vrinte, J. (1996). *The quest for the inner man – Transpersonal psychotherapy and integral sadhana*. Pondicherry, India: Sri Mira Trust.

## **REFERENCE BOOKS**

Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception*. New Delhi: Motilal Banarasidas.

Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.

Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology*. New Delhi: Sage.

Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.

Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy*. Albany, NY: State University of New York Press.

Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.

Paranjpe A.C.(1994). *Theoretical psychology. Meeting of east and west*. New York: Plenum Press.

Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Chaudhury, H. (1992). *Yoga Psychology*. In C.T. Tart (Ed.). *Transpersonal psychologies*. (2<sup>nd</sup> Ed.). New York: Harper Collins.

Akhilananda, Swami. *Hindu Psychology*. London, Routledge, 1947.

**Paper - 406 - Indian Psychology  
Model Question Paper**

Time: 3 hours  
Max.Marks : 85

**Section - A**

**Answer any Three of the following:  
3 X 20 = 60**

- 1. Discuss Indian thought and tradition of Indian Psychology.**
- 2. Describe Psychology in the advaita Vedanta.**
- 3. Write in detail about Buddhist psychology**
- 4. Give an account of Patanjali's yoga sutras.**
- 5. Expound the concept of Bhagavat Gita**

**Section - B**

**Answer any Five of the following:  
5 X 5 = 25**

- 1. Briefly describe the theory of yoga psychology.**
- 2. Give an account of the content of Vedas.**
- 3. Write about the advaita psychology**
- 4. Discuss the Jain concept of consciousness**
- 5. Define yoga with reference to work.**
- 6. What is holistic knowing from Buddhist perspective?**
- 7. Explain the concept of Budhhi and citta in Buddhist psychology.**
- 8. Describe the systems and schools of Indian Psychology.**

**Semester – IV**  
**Paper - 407 : Parapsychology**

- I. Introduction and Evidence of Psi.  
Historical background and the beginnings of scientific research.  
Spontaneous phenomena.  
Problems of method.  
Some basic test procedures  
Some crucial laboratory experiments.
- II. Variables in Psi.  
Subject variables  
Target variables  
Experimental variables.
- III. The psychology of Psi  
The unconscious nature of Psi  
The bidirectionality of Psi  
The position effects.
- IV. Explaining Psi  
“Physical” theories  
Field theories  
Projection Hypothesis  
Theories of precognition
- V. Parapsychology and the nature of man  
The nature of Psi  
The mind body problem  
Freedom of will  
The problem of survival
- VI. Application of Psi

**Recommended Reading**

1. Beloff, J(1974). New directions in parapsychology. London: Elek Science.
2. Krippner, S. (1979) Advances in Para psychological research. Vols, 1&2. Plenum press.
3. Murphy, G (1961) Challenge of psychical research. New york: Harper & Row.
4. Pratt, J.G. (1973) ESP research today: A study of developments in parapsychology since 1960. New Jersey: The Scarecrow Press.
5. Rao, K.R.(1966). Experimental parapsychology: A review and interpretations. Springfield: Charles C. Thomas.
6. Rhine, J.B. & Pratt, J.G. (1957) Parapsychology : Frontier science of the mind. Springfield: Charles C. Thomas.
7. Rhine, J.B. (1964) New world of the mind. New York: Sloane and Associates.

8. ----- (1964) Extrasensory perceptions. Boston: Bruce Humphries.
9. Rhine, Louisa, E. (1961) Hidden channels of the mind. New York: Sloane and Associates.
10. ----- (1967) ESP in life and lab: Training hidden channels. New York: Macmillan company.
11. ----- (1970) Mind over matter: Psychokinesis. London: Macmillan.
12. ----- (1975) Psi: What is it? New York: Harper & Row
13. Rogo, S. (1975) Parapsychology: A century of enquiry. Taplinger Publishing company.
14. Roll, W.G. (1972) The poltergeist. New York: Signet Classics.
15. Schmeidler, Gertrude, R. (1969) Extrasensory perception. New York: Atherton Press.
16. Ullman, M. & Krippner, S. (1973). Dream telepathy: Experiments in nocturnal ESP. New York: Macmillan Publishing Company.
17. Wolman, B.J. (1977). Handbook of parapsychology. New York: Van Nostrand.

Model question paper

**Paper- 407 : Parapsychology**

**Time: 3 Hours**

**Max. Marks: 85**

Section – A

**3 x 20 = 60**

**Answer any Three of the following.**

1. Why is parapsychology a scientific discipline?
2. Briefly write about the basic test procedure in parapsychology?
3. What are the physical and psychological aspects of target variables in Psi tests?
4. Write a short note on the unconscious nature of Psi?
5. Explain briefly the PMIR model?

**Section – B**

**5 x 5 = 25**

**Answer any Five of the following.**

1. Describe the ganzfeld technique.
2. Critically examine the nature of spontaneous phenomena as evidence of paranormal events?
3. What are the chief methodological problems in parapsychology?
4. Elucidate the characteristics of Psi?
5. Evaluate the status of experimenter variables in Psi tests?
6. 'Freedom of will' is an essential element of the nature of man as of parapsychology. Substantiate.
7. Explain the relationship between personality variables and ESP with research findings?
8. Explain position effects.