

**FACULTY OF ARTS AND SOCIAL SCIENCES**

**SYLLABUS  
OF  
M.A PSYCHOLOGY  
(Semester: I -IV)**

**(Under Continuous Evaluation System)**

**Session: 2019-20**



**The Heritage Institution**

**KANYA MAHA VIDYALAYA  
JALANDHAR  
(Autonomous)**

## **M.A. PSYCHOLOGY**

**Session: 2019-20**

### **PROGRAM SPECIFIC OUTCOMES**

Upon successful completion of this course, students will be able to:

PSO1. develop deep rooted knowledge about the subject in which they will learn about the theory and practical

PSO2. develop global perceptive of nature and scope of psychology and to understand the interconnections of psychology with other disciplines.

PSO3. inculcate the ability to apply the skills of psychology in personal as well as professional life.

PSO4. develop an insight into ones' own and others' thoughts and activities and apply effective strategies for self-management and self-improvement.

PSO5. understand and appreciate the global diversity of cultures, values, belief systems and the common principles that guide all humanity and are expressed in biological, social and cognitive aspects of behavior.

PSO6. choose, administer, and interpret scores of tests commonly used in the practice of psychology and will also be able to demonstrate the use of therapeutic techniques.

PSO7. initiate research on psychological problems and issues and offer an advanced understanding of the subject matter

PSO8. prepare the students to work in the social service industry (NGOs) and to grant a firm foundation in the field as either a clinical, industrial or research practitioner.

PSO9. earn a higher degree or an advanced certification to become a professional psychologist.

PSO10. communicate complex psychological knowledge, both orally and in writing, with awareness of the latest field knowledge.

## Scheme of Studies and Examination

### M.A. PSYCHOLOGY

**Session: 2019-20**

Semester I							
Course Code	Course Name	Course Type	Marks				Examination on time (in Hours)
			Total	Ext.		CA	
				L	P		
MSYL-1441	Experimental Psychology-I (Learning and Memory)	C	100	80	-	20	3
MSYL- 1442	Social Psychology	C	100	80	-	20	3
MSYL- 1443	Statistical Techniques in Psychology	C	100	80	-	20	3
MSYL-1444	Perceptual Processes	C	100	80	-	20	3
MSYL-1445	Schools of Psychology	C	50	40	-	10	3
MSYL-1446	Group Dynamics	C	50	40	-	10	3
MSYP-1447	Practicals	C	50	-	40	10	3
Total			550				

**M.A. PSYCHOLOGY****Session: 2018-19**

Semester II							
Course Code	Course Name	Course Type	Marks				Examination time (in Hours)
			Total	Ext.		CA	
				L	P		
MSYL-2441	Experimental Psychology-II (Thinking, Problems Solving & Concept Formation)	C	100	80	-	20	3
MSYL-2442	Approaches to Personality	C	100	80	-	20	3
MSYL-2443	Motivation	C	100	80	-	20	3
MSYL-2444	Experimental Designs in Psychology	C	100	80	-	20	3
MSYL-2445	Nervous System	C	50	40	-	10	3
MSYL-2446	Abnormal Psychology	C	50	40	-	10	3
MSYP-2447	Practicals	C	50	-	40	10	3
Total			550				

**Scheme of Studies and Examination  
M.A. PSYCHOLOGY**

**Session: 2019-20**

Semester III							
Course Code	Course Name	Course Type	Marks				Examination on time (in Hours)
			Total	Ext.		CA	
				L	P		
MSYL-3441	Psychometrics	C	100	80	-	20	3
MSYL- 3442	Psychological Assessment (Personality and Interests)-I	C	50	40	-	10	3
MSYP- 3443	Practicals	C	50	-	40	10	3
MSYM- 3124	Computer Basics	C	100	50	30	20	3+3
Optional Subjects							
MSYL- 3445 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
MSYL-3446 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
MSYL-3447 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
	Total		500				

**Any three of the following options:**

<b>S.No.</b>	<b>Paper Title</b>
OPT – I	Organizational Psychology
OPT – II	Child Psychology
OPT – III	Counseling Psychology
OPT – IV	Clinical Psychology
OPT – V	Applied Social Psychology
OPT – VI	Cognitive Psychology
OPT – VII	Psychology of Exceptional Children
OPT - VIII	Emotions

**Note:** Papers MSYL 3441, MSYL 3442 & MSYP 3443 are Compulsory. MSYM – 3124 is an inter-disciplinary subject. In addition to the Compulsory Papers, the students will be required to select three optional papers each of 100 marks.

**C** Means Compulsory and **E** Means Elective

**Scheme of Studies and Examination  
M.A. PSYCHOLOGY**

**Session: 2019-20**

Semester IV							
Course Code	Course Name	Course Type	Marks				Examination time (in Hours)
			Total	Ext.		CA	
				L	P		
MSYL-4441	Research Methodology	C	100	80	-	20	3
MSYL- 4442	Psychological Assessment (Intelligence, Creativity and Aptitude)-II	C	50	40	-	10	3
MSYP- 4443	Practicals	C	50	-	40	10	3
MSYM- 4124	Applied Computer	C	100	50	30	20	3+3
Optional Subjects							
MSYL- 4445 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
MSYL-4446 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
MSYL-4447 (OPT - ____)	Option to be selected from Table below	E	100	80	-	20	3
	Total		500				

**Any three of the following options:**

S.No.	Paper Title
OPT - I	Industrial Psychology
OPT – II	Psychology of Adolescence
OPT – III	Health Psychology
OPT – IV	Positive Psychology
OPT – V	Intelligence and Creativity
OPT – VI	Developmental Psychopathology
OPT – VII	Environmental Psychology
OPT - VIII	Educational Psychology

**Note:** Papers MSYL 4441, MSYL 4442 & MSYP 4443 are Compulsory. MSYM – 4124 is an inter-disciplinary subject. In addition to the compulsory papers, the students will be required to select three optional papers each of 100 marks.

**C** Means Compulsory and **E** Means Elective

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Experimental Psychology-I (Learning and Memory)**

**Course Code: MSYL-1441**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: develop a deep understanding and broad knowledge of the general theoretical and scientific principles of experimental psychology.

CO2: acquire in-depth knowledge in the psychological concepts of learning and memory

CO3: apply the theoretical facts for enhancing one's learning and memory and use it in everyday issues of life

CO4: understand and analyze physiological basis of learning and memory.

## **M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

### **Experimental Psychology-I (Learning and Memory)**

**Course Code: MSYL-1441**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Theories of Learning:** Nature, Hull, Pavlov, Tolman & Skinner

#### **UNIT-II**

**Verbal Learning:** Methods, Materials and Organizational Processes  
Neurophysiology of Learning

#### **UNIT-III**

**Memory:** Nature, Types, Methods and Materials of Memory  
Physiological Basis of Memory

#### **UNIT-IV**

**Forgetting:** nature and Factors; Theories with experimental Evidences: Interference: Proactive and Retroactive interference; Decay Theory, Serial Position Effect.

#### **Readings:**

1. Carlson, N.R. (2007) Foundations of Physiological Psychology. Pearson Education, New York.
2. D. Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics & Learning New York: McGraw Hill Co.
3. Ellis, H.C. (1978) Fundamentals of Human Learning, Memory and Cognition, New York: Brown Publishers.
4. Hergenhahn, B.L. (1997) Theories of Learning. Prentice Hall.
5. Leukal, F.L. (1968) Introduction to Physiological Psychology, Japan: Toppan Company
6. Levinthal, C. F. (2003) Introduction to physiological Psychology. Prentice Hall, United States of America.
7. Pinel, J.P.J. (2007) Biopsychology. Pearson Education: New Delhi.
8. Woodworth, R. S. & Schlosberg, H. (1971) Experimental Psychology, New York: Holt, Rinehart & Winston International. Revised Indian Edition.
9. Liberman, D.A. (2000) Learning Behavior and Cognition. Stirling: Wadsworth.



**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Social Psychology**

**Course Code: MSYL-1442**

**(Theory)**

**COURSE OUTCOMES**

Upon completion of this course, the student should be able to:

CO1: understand and analyze the major theories, concepts, empirical findings, methods and techniques used in social psychology

CO2: apply psychological theories and empirical research in explaining behavior of individuals and groups.

CO3: create an awareness of the major problems and issues in the discipline of social psychology

CO4: understand the forces that create group differences in the patterns of social behavior and also to create respect for the behavior of other people

## **M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

### **Social Psychology** **Course Code: MSYL-1442** **(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Social Psychology:** Concept, Nature and Scope.

**Group Processes:** Conformity, compliance and obedience.

#### **UNIT-II**

**Pro Social Behaviour:** Concept, nature, determinants, Theoretical Explanations of Pro-Social Behaviour.

**Aggression:** Determinants, Theories, Prevention and Control of aggression

#### **UNIT-III**

**Interpersonal Attraction:** Nature and Factors

**Attitude:** Concept, Nature and formation, Measurement of Attitudes, Persuasion, Cognitive Dissonance

#### **UNIT-IV**

**Social Cognition:** Schemas and Prototypes; Heuristics

**Attribution:** Concept, cause Theories: Jones and Devis'; Kelley; Attribution errors.

**Stereotypes Prejudice and Discrimination**

#### **Readings:**

1. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012) Social Psychology Pearson Education, New Delhi.
2. Lindzey, G. & Aronsen E. (1975) The Handbook of Social Psychology, New Delhi, America Publishing Co.
3. Raven, B. H. & Rubin, H. L. (1983) Social Psychology, New York: John Willy Sons.
4. Shaver, K. G.(1987) Principles of Social Psychology, Lawrence Erlabanum Associates, Publisher, London.
5. Shaw, K. E. & Constanzo P. R. (1976) Theories of Social Psychology, New York Mc Hill & Co.
6. Sinha, D. (1981) Socialization of the Indian, New Delhi: Concept Publishing Co.
7. Worchel, S., Cooper, J. & Goethals, R. (2000) Social Psychology, Wadsworth: Thomson: USA.
8. Friedenberg, J. & Silverman, G. (2012) Cognition Science, Sage Publications, Inc.

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Session: 2019-20**

**Statistical Techniques in Psychology**  
**Course Code: MSYL-1443**  
**(Theory)**

**COURSE OUTCOMES**

Upon completion of this course, the student should be able to:

CO1: define and identify basic concepts in inferential and descriptive statistics.

CO2: develop the ability to apply the concepts and procedures of inferential and descriptive statistics.

CO3: develop the ability to think critically about data collection, analysis, and interpretation and demonstrate ability to calculate solutions to common statistical problems.

CO4: To understand the logic and application of hypothesis testing and interpretation of research results.

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Statistical Techniques in Psychology**

**Course Code: MSYL-1443**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**(Non-scientific calculators can be used for calculation by the students)**

**UNIT-I**

**Statistics:** Parametric Vs Non-Parametric, Scales of Measurement

**Tests of Significance:** t-test, z-test, chi-square test, Wilcoxon's T-test

**UNIT-II**

**Correlation:** Nature and Types, Pearson's Product Moment Method, Spearman's Rank Order Correlation

**Special Correlation:** Biserial, Point-biserial, Tetrachoric and Phi-coefficient Methods

**UNIT-III**

**Correlation:** Partial and Multiple Correlation (Three Variables)

**Regression:** Simple and Multiple Regression (Three Variables)

**UNIT-IV**

**Factor Analysis:** Nature and Basic Assumptions, Principal Axis, Principal Component and Centroid Methods, Problems of Factor Analysis, Rotation

**Readings:**

1. Guilford, J. P. & Fruchter: Fundamental Statistics in Psychology and Education (1978) New York McGraw Hill Series.
2. Garrett. H. E. (1973) Statistics in Psychology and Education, New York Denis Mckey Co.
3. Siegal S. (1971) Non Parametric Statistics. McGraw Hill  
Winer, B.J. Statistical Principles in Experimental Designs, N York:McGraw Hill Ltd.,
4. Fruchter, B. (1967) Introduction to Factor Analysis, New Delhi, East West Press
5. Guilford, J. P. (1954) Psychometric Methods New York Mc Graw Hill

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Session: 2019-20**

**Perceptual Processes**  
**Course Code: MSYL-1444**  
**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: learn the history and methods used in the science of sensation and perception.

CO2: distinguish between sensory input and perceptual experience, and explain the relationship that exists between the two.

CO3: analyze how sensory information is perceived and processed and how perceptual information helps us in our lives.

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Session: 2019-20**

**Perceptual Processes**  
**Course Code: MSYL-1444**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**  
**Theory Marks: 80**  
**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Psychophysics:** Concept and Nature

**Psychophysical Methods:** Method of Limits, Method of Constant Stimuli and Method of Average Error

Signal Detection Theory and its Applications

**UNIT-II**

**Eye:** Structure and Functions of Eye with Special Reference to Structure of Retina

**Fundamental Perceptual Phenomena:** Scotopic and Photopic Vision, Dark and Light Adaptation

**UNIT-III**

**Perception:** Perception of Form, Shape and Movement

**UNIT-IV**

**Perception:** Perception of Space, Spatial cues, Constancy Phenomena and Illusions

**Readings:**

1. D. Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics & Learning, New York: McGraw Hill Co.
2. Rajamanickam, M. (2002) Modern Psychophysical and Scaling Methods and Experimentation. New Delhi: Concept Publishing Company.
3. Schiffman, H.R. (1982) Sensation and Perception Wiley & Sons: USA.
4. Sekuler, R & Blake, R. (1994) Perception, New York. McGraw Hill Co.
5. Levin, H.W. (2000) Fundamentals of Sensation and Perception. Oxford University Press, New York.

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Schools of Psychology**

**Course Code: MSYL-1445**

**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: know about the historical development of Psychology.

CO2: gain knowledge about the origin of psychology as a science

CO3: expand insight about various schools and systems of psychology

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Schools of Psychology**

**Course Code: MSYL-1445**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

Emergence of Psychology as a Science, Structuralism

**UNIT-II**

Functionalism, Associationism

**UNIT-III**

Psychoanalysis and Behaviourism

**UNIT-IV**

Humanistic Psychology and Gestalt Psychology

**Readings:**

1. Chaplin, J.P. & Krawiec (1979) Systems and Theories of Psychology, New York, Rhinehart Winston.
2. Hergenhahn, B. R.(2001) An Introduction to the History of Psychology (4th Edition Wadsworth; a Division of Thompson Learning, USA
3. Marx, M. H. & Hilix C. (1988) Systems and Theories in Psychology. Mcgraw Hill International Editions, Psychology Series.
4. Shultz, D.P. (2003) History of Psychology (4th Edition) Pearson Education, Inc. York.
5. Singh, A.K. (1991) The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd., Delhi.
6. Sinha, J. (1986) Indian Psychology (Vol. 1), Moti lal Banarsidass Publishers Ltd., Delhi
7. Wolman, Benjamin, B. (1979) Contemporary Theories and Systems in Psychology Freeman Book Co., Delhi.



**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Group Dynamics**

**Course Code: MSYL-1446**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: explain the major theories of group development and describe the interpersonal and intrapersonal reactions within the context of the group.

CO2: describe methods for identifying group problems and develop appropriate strategies for their resolution

CO3: analyze different types of leadership styles and would understand the concept of power.

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Group Dynamics**

**Course Code: MSYL-1446**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Groups:** Concept, Formation and Development, Theoretical Approaches to the Study of Groups

**UNIT-II**

**Major Group Processes:** Social Facilitation, Social Loafing, individuation, Coordination and fairness in Groups, Decision Making Processes in Groups

**UNIT-III**

**Leadership:** Concept, Types and Theories of Leadership (Fiedler, Path-Good Leadership, Vroom and Yetton.)

**UNIT-IV**

**Power:** Concept, Sources of Power, Power Tactics, Power and Politics, Harassment at Work Places

**Readings:**

1. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012) Social Psychology Pearson Education, New Delhi.
2. Baron, R. A. & Byne, D. (2001) Social Psychology, Understanding Human Interaction, New Delhi: Prentice Hall of India,
3. Raven, B. H. & Rubin, H. L. (1983) Social Psychology, New York: John Willy Sons.
4. Shaw, K. E. & Constanzo P. (1976) Theories of Social Psychology, New York Mc Hill & Co.
5. Worchel, S., Cooper, J. (1984) Understanding Social Psychology, The Dorsey Press. Chicago
6. Shaw, M. E. (1976) Group Dynamics The Psychology of Small Group Behaviour McGraw-Hill Book Company, New Delhi.

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-1447**

**(Practical)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: update the students regarding the various tools used in psychological assessment.

CO2: administer psychological tools and apparatus for measuring perception, learning, memory and social issues.

CO3: write an elaborative report about the conduction and results of the experiment.

**M.A. PSYCHOLOGY (SEMESTER-I)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-1447**

**(Practical)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

**Instructions for the Practical Examination:**

Students are supposed to perform five practicals out of six as mentioned in the syllabus. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 40 marks. Evaluation of the practical would be done on the basis of

1. write-up of file book (15 Marks),
2. performance and viva-voce (25Marks) relating to the practicals.

In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

**Practicals**

1. Perception
2. Learning
3. Interpersonal Attraction
4. Memory
5. Intelligence
6. Attribution/ Prosocial behaviour

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Experimental Psychology-II (Thinking, Problems Solving & Concept Formation)**

**Course Code: MSYL-2441**

**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: develop a deep understanding and broad knowledge of the general theoretical and scientific principles of experimental psychology.

CO2: understand and analyze the major theories, concepts, methods and techniques used in thinking, problem solving and concept formation.

CO3: apply the theoretical facts for enhancing one's thinking, problem solving and concept formation and use it in everyday issues of life

## **M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

### **Experimental Psychology-II (Thinking, Problems Solving & Concept Formation)**

**Course Code: MSYL-2441**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Thinking:** Nature, Tools and Theories Thinking (Hypothesis Testing, Gestalt, Piaget and Information Processing)

#### **UNIT-II**

**Problem Solving:** Nature, Stages and Theories of Problem Solving: General Problem solver, Adaptive Control of Thought- Rational (ACT-R)

#### **UNIT-III**

**Concept formation:** Nature, Rules and Strategies, Factors affecting Concept Learning

#### **UNIT-IV**

**Reasoning:** Inductive and Deductive Reasoning along with its theories

#### **Readings:**

1. Bourne, J. E., Ekstrand, B.R. & Psychology of Thinking. Prentice Hall Inc. Dominowski, R.L. (1971).
2. Ellis, H.C. (1978) Fundamentals of Human Learning, Memory and Cognition, New York, Brown Publishers.
3. Mayer, R.E. (1981). The Promise of Cognitive Psychology Freeman and Co., New York.
4. Wessels, M.G. (1982). Cognitive Psychology, Harper & Raw publishers, New York.
5. Matlin, M.W. (2003) Cognition. Wiley & Sons, USA.

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Approaches to Personality**

**Course Code: MSYL-2442**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: develop understanding of the basic approaches towards personality developed by the major schools

CO2: demonstrate an understanding of the major theories in personality, including their basic concepts and principles, views of personality development, assessment techniques and treatment principles.

CO3: discuss how behavior problems are understood and modified according to the major theories of personality.

## **M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

### **Approaches to Personality**

**Course Code: MSYL-2442**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Psychodynamic Approach:** Psychoanalytic Theory (Sigmund Freud)

**Neo-Freudian Psychoanalysis:** Carl Jung, Alfred Adler and Karen Horney

**Life Span Approach:** Erik Erikson

#### **UNIT-II**

**Humanistic Approaches:** Abraham Maslow, Carl Rogers and Rollo May

#### **UNIT-III**

**Cognitive Approach:** George Kelly

**Social Learning Approaches:** Miller and Dollard, Bandura and Julian Rotter

#### **UNIT-IV**

**Trait Approaches:** Hans Eysenck, Raymond Cattell and Gordon Allport.

#### **Readings:**

- |    |                                     |                                                                                                                               |
|----|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. | Burger, J.M. (2000)                 | Personality (Fifth Edition) Wadsworth and Thompson Ltd., Belmont, U.S.A.                                                      |
| 2. | Hall, L.A. & Lindsey, G. (1978)     | Theories of Personality, Wiley Eastern Ltd., New Delhi.                                                                       |
| 3. | Hijelle D.A. & D.J. (1985)          | Ziegler Personality Theories Basic Assumptions, Research and Applications, McGraw Hill International Book Company, New Delhi. |
| 4. | Mischel, W. (1986)                  | Introduction to Personality. Holt, Rinehart and Winston Inc. London.                                                          |
| 5. | Pervin, L.A. & John, O.P. (1997)    | Personality Theory and Research, John Wiley & Sons, Inc.                                                                      |
| 6. | Phares, J. E. (1984)                | Introductions to Personality Charlis E. Merrill Publishing Company a Bell and Howell Company Columbus, Ohio.                  |
| 7. | Shultz, D.P. & Shultz, S.E. (2001)  | Theories of Personality Wadsworth Thompson Learning, Belmont, U.S.A.                                                          |
| 8. | Sigelman, C.K. & Rider, E.A. (2003) | Life Span: Human Development. Thomson Wadsworth, USA.                                                                         |



**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Motivation**

**Course Code: MSYL-2443**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: understand and analyze the major theories, concepts, empirical findings, methods and techniques used in motivation

CO2: appreciate different views of how people are motivated and apply different theories to an individual's motivation.

CO3: apply motivational theory and empirical research in explaining human behavior.

## M.A. PSYCHOLOGY (SEMESTER-II)

Session: 2019-20

### Motivation

Course Code: MSYL-2443

(Theory)

Time: 3 hours

Max. Marks: 100

Theory Marks: 80

CA: 20

#### Note: Instructions for the Paper Setters:

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### UNIT-I

**Motivation:** Concept, History, Characteristics, Classification and Measurement

**Need Reduction Theories:** Psychoanalytic (Freud) and Drive (Hull, Spence and Miller and Mowrer)

#### UNIT-II

**Expectancy Value:** Field Theory (Lewin), Achievement Motivation Theory (McClelland and Atkinson), Social Learning Theory (Rotter)

**Mastery and Growth:** Humanistic (Maslow, Herzberg), Vroom, Porter and Lawler

#### UNIT-III

**Hunger and Thirst:** Neuro-physiological Basis, Eating Disorders

#### UNIT-IV

**Sleep:** Physiological & Behavioral Description of Sleep & Waking

Biological Clocks and Disorders of Sleep

**Sexual Behavior:** Neuro-physiological Basis

#### Readings:

1. Atkinson, J. W. & D. Birch, (1978) An Introduction to Motivation Van Nostrand Company, New York.
2. Atkinson, R. C. (1999) Stevens Handbook of Experimental Psychology John Wiley & Sons, Canada.
3. Bolles, R. C. (1975) Theory of Motivation. Harper & Row
4. Cofer, C. N. & Appley, M.H. (1964) Motivation: Theory and Research John Wiley & Sons, Inc. New York
5. Geen, R. ; Beathy, W. Arkin, R. M. (1984) Human Motivation: Physiological Behavioural and Social Approaches. Allyn & Bacon, Inc .
6. Weiner, B. (1985) Motivation, Springer-Verlag New York.
7. Weiner, B. (1992) Human Motivation, Metaphors, Theories and Research Sage Publications, New Delhi.

**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Session: 2019-20**

**Experimental Designs in Psychology**  
**Course Code: MSYL-2444**  
**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: understand different types of research methodologies and will be able to use them in research projects.

CO2: understand various experimental designs, including selection and layout of plots, data analysis and data interpretation.

CO3: understand the basic principles for the analysis of experimental data, including identification of significant treatment effects.

**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Session: 2019-20**

**Experimental Designs in Psychology**  
**Course Code: MSYL-2444**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**  
**Theory Marks: 80**  
**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

(Non-scientific calculators can be used for calculation by the students)

**UNIT-I**

**Types of Research:** Naturalistic Observation, Field Studies, Survey Research, Ex-post Facto Research and Laboratory Experiments, Quasi-Experimental Designs and Single Subject Designs

**ANOVA:** Nature and Assumptions

**UNIT-II**

**Designs:** Randomized Group and Randomized Block Designs, Latin Square and Greco Latin Square Designs

**UNIT-III**

**Factorial Designs:** Two way and Three way ANOVA

**UNIT-IV**

**Multiple Comparison Tests:** Duncan and Newman-Keuls Tests

**ANCOVA:** ANCOVA of Randomized Group Design

**Readings:**

- |                                               |                                                                                                   |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1. Broota, K.D. (1990)                        | Experimental Designs in Behaviour Research, Willey Eastern Ltd., New Delhi.                       |
| 2. Edwards, A.L.(1972)                        | Experimental Designs in Psychological Research, Holt Rinehard and Winston Ltd., New York          |
| 3. Kerlinger, F.N.(1964)                      | Foundations of Behavioural Research Holt, Rinehart & Winston Ltd., New York                       |
| 4. Mc Guigan, F.J. (1990)                     | Experimental Psychology, Methods of Research Prentice- Hall Private Ltd. New Delhi.               |
| 5. Singh, A.K. (1986)                         | Tests, Measurements and Research Methods in Behaviour Sciences,. Tata McGraw Hill Co., New Delhi. |
| 6 Richardson, P., Goodwin, A& Vine, E. (2011) | Research Methods and Designs in Psychology. Learning Matters Ltd.                                 |
| 7. Coolican, H. (1995)                        | Introduction to Research Methods and Statistics in Psychology. Hodder & Stoughton.                |

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Nervous System**

**Course Code: MSYL-2445**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: acquire basic knowledge about the structure and function of nervous system.

CO2: describe and understand the interaction of different parts of the nervous system with higher cognitive functions

CO3: explain the influence of neurological disturbances and illnesses on sensory, motor, cognitive and executive functions

## **M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

### **Nervous System**

**Course Code: MSYL-2445**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Nervous System:** Classification, Structure, Types and Functions of Neurons

#### **UNIT-II**

**Synapse:** Structure, Types and Functions, Theories of Synaptic Transmission (Electrical and chemical)

#### **UNIT-III**

**Central Nervous System:** Structure and Functions (Limbic System, Hypothalamus, Cerebral Cortex Lobes, RAS)

#### **UNIT-IV**

**Autonomic Nervous System:** Structure and Functions

#### **Readings:**

1. Carlson, N.R. (2007). Foundations of Physiological Psychology, Pearson Education.
2. Leukal, F.L. (1968). Introduction to physiological psychology, Japan: Toppan Company Ltd.
3. Pinel, J.P.J. (2007). Biopsychology. Pearson Education: New Delhi.
4. Thompson, R. (1967). Foundations of Physiological Psychology. Harper & Row Publishers New York.

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Abnormal Psychology**

**Course Code: MSYL-2446**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: explain the issues and concepts of abnormal psychology and its place in historical and current society

CO2: acquaint students with multiple causes of abnormal behavior as viewed from a number of different theoretical perspectives

CO3: understand different types, classification and diagnosis of mental disorders.

CO4: describe and apply different strategies for the treatment of mental disorders.

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Abnormal Psychology**

**Course Code: MSYL-2446**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

**Note: Instruction for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

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**UNIT-I**

**Abnormal Psychology:** Concept and History, Myths and Misconceptions, Criteria of Abnormality, Classification of Mental Disorders (DSM 5 and ICD-10)

**UNIT-II**

**Generalized Anxiety Disorders:** Diagnostic Criteria, Etiology, Prognosis and Intervention.

**Phobias:** Diagnostic Criteria, Etiology, Prognosis and Intervention.

**Obsessive-compulsive Disorder:** Diagnostic Criteria, Etiology, Prognosis and Intervention.

**UNIT-III**

**Mood, Somatoform and Dissociative disorders:** Diagnostic Criteria, Etiology, Prognosis and Intervention.

**UNIT-IV**

**Schizophrenia:** Types, Diagnostic Criteria, Etiology, Prognosis and Intervention.

**Disorders of Childhood:** ADHD and Autism

**Readings:**

1. Carson, R. C., Butcher, J.N. and Mineka, S. (2003) Abnormal Psychology and Modern Life, New York: Harper Collins.
2. Davison, G.C. and Neale, J.M. (1998) Abnormal Psychology, New York: John Wiley and Sons.
3. Sarason, I.G. and Sarason, B. R. (1996) Abnormal Psychology, New Delhi: Prentice Hall of India.
4. Alloy, L. B., Riskind, J.H. & Manso, M.J. (2006) Abnormal Psychology Tata McGraw Hill Publishing Company, New Delhi.



**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Session: 2019-20**

**Practicals**  
**Course Code: MSYP-2447**  
**(Practical)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: update the students regarding the various tools used in psychological assessment.

CO2: administer psychological tools and apparatus for measuring thinking, problem solving and personality.

CO3: write an elaborative report about the conduction and results of the experiment.

**M.A. PSYCHOLOGY (SEMESTER-II)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-2447**

**(Practical)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory Marks: 40**

**CA: 10**

**Instructions for the Practical Examination:**

Students are supposed to perform five practicals out of five as mentioned in the syllabus. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 35 marks. Evaluation of the practical would be done on the basis of-

1. write-up of file book (15 Marks),
2. performance and viva-voce (25Marks) relating to the practicals.

In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

**Practicals**

1. Problem Solving
2. Thinking
3. Personality
4. Motivation
5. P.G.I. Battery of Brain Dysfunction
6. Thematic Apperception Test

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Psychometrics**

**Course Code: MSYL-3441**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: understand the theory and technique of psychological measurement.

CO2: focus on construction and validation of assessment instruments.

CO3: understand key features of standardization of psychological tests.

## **M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

### **Psychometrics**

**Course Code: MSYL-3441**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Tests:** Nature and types of Psychological tests: Classical Theory of test Scores; Item Response Theory.

#### **UNIT-II**

**Test Standardization and steps of test construction** - Item writing, Item Analysis - Item difficulty and Item Discrimination.

#### **UNIT-III**

**Reliability:** - Nature and types. Factors influencing reliability of test. Reliability of speed tests.

**Validity:** - Nature and types. Factors influencing validity of test. Relationship between validity and reliability.

#### **UNIT-IV**

**Norms:** - Nature and types of Norms. Norm - referencing Vs criterion - referencing.

**Profiles:** - Nature and Construction of Profiles.

#### **Readings:**

- |   |                       |                                                                                              |
|---|-----------------------|----------------------------------------------------------------------------------------------|
| 1 | Singh, A.K. (2008)    | Tests, Measurements and Research Methods in Behavioural Sciences, New                        |
| 2 | Anastasi, A. (2002)   | Delhi : Bharti Bhawan. Tests, Measurements and Research Methods in Behavioural Sciences, New |
| 3 | Chadha, N. K. (2009)  | Applied Psychometry. Sage Publication, India Pvt.Ltd., New Delhi.                            |
| 4 | Cronbach, L.J. (1970) | Essentials of Psychological Testing. Harper & Row International Company, London.             |
| 5 | Freeman, F.S. (1971)  | Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi.      |
| 6 | Guilford J.P. (1971)  | Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.                            |
| 7 | Nunnally, J.C. (1978) | Psychometric Theory. Tata McGraw                                                             |
| 8 | Gregory, R.J. (2004)  | Psychological Testing. Pearson Education Ltd, New Delhi.                                     |

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Session: 2019-20**

**Psychological Assessment (Personality and Interests) - I**  
**Course Code: MSYL-3442**  
**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: have familiarity with various psychometric and projective tests for personality.

CO2: introduction, administration and understanding of various tests of personality and interest.

## **M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

### **Psychological Assessment (Personality and Interests) - I**

**Course Code: MSYL-3442**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory : 40**

**CA: 10**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Psychological Assessment:** Nature and Significance

**Psychometric Tests:** MMPI, CPI, EPI.

#### **UNIT-II**

**Psychometric Tests:** Cattell's 16PF, NEO Five factor Inventory, Myers – Briggs Type Indicator (MBTI).

#### **UNIT-III**

**Projective Tests:** Rorschach Inkblot technique, TAT, Word Association Test, Sentence Completion Test.

#### **UNIT-IV**

**Interest:** Strong Interest Inventories, Kuder Occupational Interest Survey

#### **Readings:**

- |                |                                                                          |
|----------------|--------------------------------------------------------------------------|
| Anastasi, A.   |                                                                          |
| 1 (2002)       | Psychological Testing. Pearson Education Ltd., New Delhi.                |
| Chadha, N. K.  |                                                                          |
| 2 (2009)       | Applied Psychometry. Sage Publication, India Pvt.Ltd., New Delhi.        |
| Cronbach, L.J. | Essentials of Psychological Testing. Harper & Row International Company, |
| 3 (1970)       | London.                                                                  |
| Freeman, F.S.  | Theory and Practice of Psychological testing. Oxford and IBH Publishing  |
| 4 (1971)       | Co., New Delhi.                                                          |
| Guilford J.P.  |                                                                          |
| 5 (1971)       | Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.        |
| Nunnally, J.C. |                                                                          |
| 6 (1978)       | Psychometric Theory. Tata McGraw Hill Publishing Co., New Delhi.         |
| Singh, A.K.    | Tests, Measurements and Research Methods in Behavioural Sciences,        |
| 7 (2008)       | New                                                                      |

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-3443**

**(Practical)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: update the students regarding the various tools used in psychological assessment.

CO2: administer psychological tools and apparatus for measuring personality, emotions and interest.

CO3: write an elaborative report about the conduction and results of the experiment.

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-3443**

**(Practical)**

**Time: 3hrs**

**Marks: 50**

**Practical Marks: 40**

**CA: 10**

**Instructions for the Practical Examination:**

Students are supposed to perform five practicals out of six as mentioned in the syllabus. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 35 marks. Evaluation of the practical would be done on the basis of-

1. write-up of file book (15 Marks),
2. performance and viva-voce (25Marks) relating to the practicals.

In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

**Practicals**

1. Rorschach Inkblot Test
2. Word Association Test
3. Interest
4. Emotions
5. Depression
6. Anxiety



**MA Psychology (Semester-III)**  
**Course Code: MSYM - 3124**  
**COMPUTER BASICS**  
**(Theory)**

**Course Outcomes:**

After passing this course the students will be able to:

CO1: understand the basics knowledge of Computer and its uses.

CO2: find and evaluate information on the Web effectively.

CO3: learn the basics of e-mail, such as sending, forwarding and receiving mail, attaching documents, creating mailboxes, filters, and address books.

CO4: learn basic word processing skills such as text input formatting, editing, cut, copy, paste, spell check, margin, tab controls, keyboard shortcuts, printing, clipart, charts etc.

**MA Psychology (Semester-III)**  
**Session 2019-20**

**Course Code: MSYM - 3124**  
**COMPUTER BASICS**  
**(Theory)**

**Time: 3Hrs**

**Max. Marks: 100**  
**Theory: 50**  
**Practical: 30**  
**CA: 20**

**Instructions for Paper Setter -**

Eight questions of equal marks are to set, two in each of the four sections (A-D). Each question will carry 10 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be divided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any section.

**Objective: -** To provide the Fundamental knowledge of Computer and its uses.

**UNIT -I**

**Contents**

**Introduction to computer and its characteristic:**

History of computers, Generations of Computers, Types of Computers, input devices, output devices, memory devices, software and its types, working with windows, features, desktop, using context menu, creating shortcut, working with dialog box, arranging windows, setting properties of desktop, transfer from CD,DVD. Pen Drive to Hard disk and vice versa, coping files.

Definition of Virus, Malware, Spyware and removal.

**UNIT -II**

**MS Word**

- How to open MS word document from file and to exit from a document.
- How to edit a document.
- Formatting the whole text in different fonts and sizes and colors.
- Inserting pictures from a file, inserting a Table or a chart.
- How to use Mail merge how to copy one document or Text from one document to another.
- How to put headers and footers on a document.

**UNIT- III**

**MS-Power Point**

Presentation & its features, components, viewing a slide show using blank presentation adding text, saving, closing, opening the presentation, viewing presentation, normal view, Outline view, slide sorter view, slide show, creating a wizard using presentation, editing presentations, adding new slide, changing the new slides, editing text type, deleting the text object, interesting text boxes, formatting text, modifying slides, working with slide outlines, moving objects , copying objects, searching text, replacing text, spell check, using clip art, word Art, auto shapes.

## **UNIT-IV**

### **Internet and E-mail:**

What Internet Provides, Internet terms, Internet requirements, getting started Internet, Surfing Net, moving about the Web, E-Mail, its features, creating and E-Mail message, Reading Mail, replying mail, draft message, sending mail. Phishing and SPAM mail.

### **Reference Books:-**

- “Computer Fundamentals” by P.K. Sinha
- “Introduction to Computer” by Peter Norton
- “Windows based computer courses” by Gurvinder Singh & Rachhpal Singh
- “MS office”- BPB Publications
- “ Introduction to information technology” by Anshuman Sharma

MA Psychology (Semester-III)  
Session 2019-20

**Course Code: MSYM - 3124**  
**COMPUTER BASICS (PRACTICAL)**

**Time: 3 Hrs.**  
**Time: 2 hrs/ week**

**Max. Marks: 30**

**Note: Paper will be set on the spot by the examiner.**

- Window Basics
- Internet Usage
- MS word
- MS Power Point

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Organizational Psychology**

**Course Code: MSYL – 3445 (OPT-I)  
(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: understanding various organizational designs and the communication techniques essential in the organizational settings.

CO2: practical implications of different models and theories of leadership and decision making in the organization.

CO3: in-depth understanding of numerous concepts like organizational climate, organizational change and the ways in which these changes can directed in the effectiveness of the organization.

CO4: learning practical implications of the organizational techniques which are important for organizational cohesiveness.

## M.A. PSYCHOLOGY (SEMESTER-III)

Session: 2019-20

### Organizational Psychology

Course Code: MSYL – 3445 (OPT-I)

(Theory)

Time: 3 hours

Max. Marks: 100

Theory: 80

CA: 20

#### Note: Instructions for the Paper Setters:

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### UNIT-I

Nature and Development of Industrial and Organizational Psychology

**Theories:** Classical, Neo-Classical and Modern

**Communication:** Process and Types; Barriers to effective communication, Overcoming communication Barriers.

#### UNIT-II

**Leadership:** Trait and competence Theory, Behavioural theories, Fielder's contingency model, Hersey Blanchard's situational model, Path Goal theory, Vroom Yetton's normative model, Transactional versus Transformational Leadership. Emotional Intelligence and Leadership.

#### UNIT-III

**Organizational Climate:** Nature, significance, antecedents and consequences.

**Decision Making:** Nature and Process; Models of decision making. Group decision making techniques.

#### UNIT-IV

**OD Techniques:** Characteristics and Techniques (Sensitivity Training, Grid Training, Team Building, Survey feedback and Transactional Analysis) Structural Techniques (Job Redesign, MBO & Supplemental organizational Processes

#### Readings:

- |   |                                                                        |                                                                                                          |
|---|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1 | Davis, K. (1981)                                                       | Human Behaviour at Work, Tata McGraw Hill, New Delhi                                                     |
| 2 | Dunnette, M.D. (Ed.) (1976)                                            | Handbook of Industrial and Organisational Psychology, Rand McNally, Chicago.                             |
| 3 | Gibson, J.L., Ivancevich, J.M. and Bohnally, J.H. Organisations (1976) | Structure, Processes, Behaviour, Dollas Business Pub.                                                    |
| 4 | Hersay, R.E. and Blanchard, T. (1977)                                  | The Management of Organisational Behaviour. Prentice Hall, New Delhi.                                    |
| 5 | Hodgetts, Pichard, M. (1990)                                           | Modern Human Relations at work The Dryden Press, Harcourt Brace Jovanovich College Publishers, New York. |
| 6 | Luthans, F. (1986)                                                     | Organisational Behaviour, McGraw Hill, New York.                                                         |

- 7     Mc Shane, S.L. & Von  
      Glinow, (2000)     M.A. Organisational Behaviour. Irwin McGraw Hill New York.
- 8     Robbins, S.P. (1992)     Organisational Behaviour, Prentice Hall, New Delhi.
- 9     Siegal, L. & Lane, I.M.  
      (1987)     Personnel & Organisational Psychology Richard, D. Irwin,  
                 Homewood, Illinois - 60430.
- 10    Spector, P. E. (2003)     Industrial and Organizational Psychology. John Wiley & Sons,  
                                 New York.
- 11    Vecchio, R. P. (1995)     Organizational Behaviour (3rd Edition) The Dryden Press  
                                 Fortworth.
- 12    Sinha, J.P.B. (2008)     Culture and Organizationa;l Behavior. Sage Publications: New  
                                 Delhi.

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Child Psychology**

**Course Code: OPT-II**

**(Theory)**

**COURSE OUTCOMES**

Upon completion of this course, the student should be able to:

CO1: learn about how hereditary and developmental stages are essential and fundamental in the psychological wellbeing of the children.

CO2: apply psychological theories in the development of behavior of the child.

CO3: understand how different cognitive and socio-emotional forces can make an impact in regulating the behavior.

CO4: create an awareness of the eminent problems and issues in the discipline of child psychology



## M.A. PSYCHOLOGY (SEMESTER-III)

Session: 2019-20

### Child Psychology Course Code: OPT-II (Theory)

Time: 3 hours

Max. Marks: 100

Theory: 80

CA: 20

#### Note: Instructions for the Paper Setters:

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### UNIT-I

Nature and Principles of Development; Process of Heredity.

**Pre-natal Development:** Stages and Hazards. Physical Development in Children.

#### UNIT-II

**Theoretical Perspectives:** Freud, Erickson, Bandura, Bronfenbrenner, Piaget & Vygotsky.

#### UNIT-III

**Development of Cognitive Processes:** Attention, Perception, Memory and language

#### UNIT-IV

**Socio-emotional Development:** Attachment, Gender-Role Socialization, Moral Development.

#### Readings:

- |   |                                                       |                                                                                  |
|---|-------------------------------------------------------|----------------------------------------------------------------------------------|
| 1 | Bee, H. (1985)                                        | The Developing Child. Fourth Edition, Harper & Row Publishers, USA.              |
| 2 | Berk, L. E. (1993)                                    | Infants, Children and Adolescents. Allyn & Bacon, USA.                           |
| 3 | Berndt, T. J. (1997)                                  | Child Development. Second Edition, Brown and Benchmark Publishers, USA.          |
| 4 | Brophy, J. E. (1997)                                  | Child Development and Socialization. Science Research Associates, Chicago.       |
| 5 | Hurlock, E. B. (1972)                                 | Child Development, Fifth Edition, McGraw Hill, Tokyo.                            |
| 6 | Santrock, J. W. & Yusem, S. R. (1990)                 | Child Development-An Introduction, Third Edition, Dubuque, Iowa                  |
| 7 | Berk, L.E. (2004)                                     | Development through the Lifespan, Pearson Education, New Delhi.                  |
| 8 | Carson, R.C., Butcher, J.N. and Mineka, S. (2003).    | Abnormal Psychology and Modern Life. New Delhi: Pearson Education                |
| 9 | Garfinkel, B.O., Carson, G.A. and Weller, E.B. (1990) | Psychiatric Disorders in Children and Adolescents. London W.B.: Saunders Company |

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Counseling Psychology**

**Course Code: MSYL-3446 (OPT-III)**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: help students understand the concept, process, skills and ethical considerations essential to practice counseling settings

CO2: make students familiar with various therapeutic techniques involved in the counseling psychology

CO3: apply psychological theories and empirical research in explaining behavior of individuals.

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Counseling Psychology**

**Course Code: MSYL-3446 (OPT-III)**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory : 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

Introduction: Concept and Goals, Counselling Process, Ethical Issues in Counselling

**UNIT-II**

**Theoretical Approaches:** Psychoanalytic, Behaviouristic, Client Centered Therapy and Gestalt Therapy

**UNIT-III**

**Theoretical approaches:** Cognitive Therapy, Cognitive Behaviour Therapy, Rational Emotive Therapy, Transactional Analysis

**UNIT-IV**

**Counselling Special Problems:** Drug Abuse, Anti-social behavior, Sexual Deviance, Cyber Bullying and Internet Addiction

**Readings:**

- |   |                                         |                                                                                                     |
|---|-----------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1 | Brown, J.A. & Pate, R.H. (1983)         | Being a Counsellor: Directions and Challenges. Brooks/Cole Publishing Company, USA.                 |
| 2 | Corey, G. (2009)                        | Theory and Practice of Conselling and Psychotherapy, 8th Edition, Wadsworth, USA                    |
| 3 | Herr, E. L. & Crammer, S. H. (1988)     | Career Guidance & Counselling Through the life Sapn. Third Edition, Scott, Foresman & Company, USA. |
| 4 | Kotler, J. A. & Brown, R. W. (2000)     | Introduction to Therapeutic Counselling. Process. 4th Edition Brooks/Cole Publishing Company, USA.  |
| 5 | Patterson, L. E. & Welfel, E. R. (2000) | The Counselling Process, Wadsworth, USA                                                             |
| 6 | Shertzer, B. & Stone , C. (1976)        | Fundamentals of Guidance. Third Edition Houghton Mifflin Company, USA.                              |
| 7 | Woolfe, R. & Strawbridge, S. (2003)     | Dryden, W. & Hand Book of Counselling Psychology, Sage Publications, London.                        |
| 8 | Nystul, M.S. (2001).                    | Introduction to Counselling. New Mexico State University: Allyn and Bacon.                          |

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Clinical Psychology**

**Course Code: MSYL-3447 (OPT-IV)**

**COURSE OUTCOMES**

At the end of this course student will be able to:

CO1: understand history and emergence of clinical psychology and its interrelationship with other disciplines.

CO2: familiar with diagnostic techniques used in clinical settings.

CO3: in-depth understanding of the various assessment techniques and issues related with those assessment techniques.

CO4: apply psychological theories and empirical research in explaining behaviour of individuals

## **M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

### **Clinical Psychology**

**Course Code: MSYL-3447 (OPT-IV)**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

Nature, Scope and History of Clinical Psychology; Mental Healthcare Act, 2017.

#### **UNIT-II**

Classification of Mental disorders (DSM and ICD)

Cultural and Ethical issues in Clinical Psychology

Psycho-diagnosis: Concept, Objectives of Psycho-diagnosis, Relationship of diagnosis and therapy;

#### **UNIT-III**

Assessment: General Issues, Techniques of Assessment: Clinical Interviews, Personality Assessment; Brief Introduction to Objective and Projective Measures, Behavioural Assessment, Intellectual and Neuropsychological Assessment and Psychophysiological Measures

#### **UNIT-IV**

Therapies: Physical Therapies, Chemical Therapies, Psychotherapies, Behaviour Therapies, Cognitive Therapies, Humanistic Therapy, Existential Therapy, Group & Family Therapies

#### **Readings**

- |   |                                                           |                                                                                                                     |
|---|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 | Bellack, A.S. & Hersen, M. (1980)                         | Introduction to Clinical Psychology. Oxford University Press, New York.                                             |
| 2 | Carson, R.C., Butcher, Bacan, J. N. and Mineka, S. (2000) | Abnormal Psychology and Modern Life Allyn & Bacan, Boston USA.                                                      |
| 3 | Hecker, J. E. & Thorpe, G.L. (2005)                       | Introduction to Clinical Psychology, Science, Practice, and Ethics, Pearson Education, Delhi                        |
| 4 | Korchin, S.J. (1976)                                      | Modern Clinical Psychology: Principles of Intervention in the Clinic and Community Basic Books Publishers New York. |
| 5 | Mitteler, P. (1970)                                       | The Psychological Assessment of Mental and Physical Handicaps                                                       |
| 6 | Phares, E.J. (1981)                                       | Clinical Psychology: Concepts, Methods & Profession, Dorsey Press, USA.                                             |
| 7 | Wolman, B.F. (1965)                                       | Handbook of Clinical Psychology McGraw - Hill Book Company, New York.                                               |
| 8 | Pomerantz, A.M. (2008)                                    | Clinical Psychology. Sage Publication: New Delhi                                                                    |

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Applied Social Psychology**

**Course Code: OPT-V**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: understand various practical concepts and its relevance in the environment

CO2: helps to understand the forces behind emerging issues like violence, terrorism, corruption and strategies to deal with them.

CO3: information technology and communication on social behavior.

## **M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

### **Applied Social Psychology**

**Course Code: OPT-V**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

Increasing role of Social Psychology in Social problems, Applied Social Psychology and Social Policy.

Social Change: Approaches, Factors affecting change and Resistance to Social change.

Social Integration Concept and Measures to achieve Social Integration.

#### **UNIT-II**

Poverty and Deprivation: Social Psychological analysis of poverty, consequences and explanations of poverty. The concepts of disadvantaged, deprivation and Socially deprived.

Physical, Social, Cultural and Economic consequences of Disadvantaged and deprived

groups. Educating and motivating the disadvantaged towards development.

#### **UNIT-III**

Applying Social Psychology to the Interpersonal aspects of legal system.

Violence: Concept, Explanations, Violence in families. Terrorism and strategies to deal with terrorism.

#### **UNIT-IV**

Psychology of Corruption

Impact of Information Technology and Communication Technology on Social Behavior

#### **Readings:**

- |   |                                     |                                                                                         |
|---|-------------------------------------|-----------------------------------------------------------------------------------------|
| 1 | Baron, R. A. & Byne, D. (2006)      | Social Psychology, Understanding, Human Interaction, Prentice Hall of India, New Delhi. |
| 2 | Jain, U. (1987)                     | The Psychological Consequences of Crowding, Sage Publications Pvt. Ltd., New Delhi.     |
| 3 | Lindzey, G. & Aronsen E. (1975)     | The Handbook of Social Psychology, American Publishing Co., New Delhi.                  |
| 4 | Raven, B. H. & Rubin, H. L. (1983)  | Social Psychology, John Willy Sons, New York.                                           |
| 5 | Shaver, K. G. (1987)                | Principles of Social Psychology, Lawrence Erlbaum, Associates, Publisher, London.       |
| 6 | Shaw, M. E. & Costanzo P. R. (1976) | Theories of Social Psychology, McGraw Hill & Co., New York.                             |

- 7      Sinha, D. (1981)      Socialization of the Indian Child, Concept Publishing Co. , New Delhi.
- 8      Worchel, S.,  
Cooper, J. &  
Coethals, G. R.  
(1988)      Understanding Social Psychology. The Dorsey Press, Chicago.



**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Cognitive Psychology**

**Course Code: OPT-VI**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: understand and analyze the major theories, concepts, empirical findings under attention.

CO2: analyze the basic process and models which empirically validate the process involved in memorizing the information.

CO3: apply the theoretical facts for enhancing one's reasoning and decision making and use it in day to day life

## M.A. PSYCHOLOGY (SEMESTER-III)

Session: 2019-20

### Cognitive Psychology

Course Code: OPT-VI

(Theory)

Time: 3 hours

Max. Marks: 100

Theory: 80

CA: 20

#### Note: Instructions for the Paper Setters:

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### UNIT-I

**Cognitive Psychology:** Nature, paradigms and current status of cognitive psychology

#### UNIT-II

**Attention:** Information processing approach to attention.

Theories of Attention: bottleneck theory, attenuation and Late Selection Theories

Automaticity models (Automatic V/s Controlled Processing and Feature Integration Approaches).

#### UNIT-III

**Memory:** - Models of memory - Multistore, Working - memory, Levels of processing

and Network models.

Ways of organization of memory stores

#### UNIT-IV

**Decision Making**

**Reasoning:** Inductive and Deductive Reasoning

**Readings:**

- |   |                                        |                                                                                        |
|---|----------------------------------------|----------------------------------------------------------------------------------------|
| 1 | Atkinson, R.C. (1999)                  | Stevens Hand Book of Experimental Psychology, John Wiley & Sons, Canada.               |
| 2 | Ellis, H.C. (1978)                     | Fundamentals of Human Learning Memory and Cognition, New York, Brown Publishers.       |
| 3 | Galotti, K.M. (2005)                   | Cognitive Psychology. Thomson Asia Pvt.Ltd., Singapore.                                |
| 4 | Mayer, R.E. (1981)                     | The Promise of Cognitive Psychology Freeman and Co., New York.                         |
| 5 | Solso, R. L. (2004)                    | Cognitive Psychology. Pearson Education Pvt. Ltd., Delhi.                              |
| 6 | Taylor, I.(1999)                       | Active Psychology, Pearson Education Ltd., England.                                    |
| 7 | Wessels, M.G.( 1982)                   | Cognitive Psychology, Harper & Raw Publishers, New York.                               |
| 8 | Friedenberg, J. & Silverman, G. (2012) | Cognitive Science: An Introduction to the study of Mind. Sage Publications: New Delhi. |

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Session: 2019-20**

**Psychology of Exceptional Children**  
**Course Code: OPT-VII**  
**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: understand the concept of exception children and distinguish between impairment, disability and handicap.

CO2: analyze different sensory and motor disabilities.

CO3: apply the theoretical and practical understanding of the various cognitive, speech and learning disabilities among children.

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Session: 2019-20**

**Psychology of Exceptional Children**  
**Course Code: OPT-VII**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Exceptional Children:** Definition, Categorization, Impairment, Disability & Handicap (Meaning), Prevention.

**UNIT-II**

**Children with Sensory and Motor Disabilities:** Visual and Hearing Impairments, Degrees of Impairment, Developmental Characteristics; Educational and Vocational Implications: Orthopaedically Handicapped.

**UNIT-III**

**Children with Speech, Cognitive and learning Differences:**

**Mental Retardation:** Types, Causes, Objectives of Education

**Gifted Children:** Characteristics, Identification, Educational Intervention.

**UNIT - IV**

**Speech Defectives:** Types, Causes and Intervention.

**Learning Disorders:** Reading Disorders, Writing Disorders & Arithmetic Disorders.

**Readings:**

- |   |                                         |                                                                                                                                          |
|---|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Dennis and Dennis (1976)                | The Intellectually Gifted, Academic Press, Inc.                                                                                          |
| 2 | Kirk S. (1970)                          | Educating the Exceptional Child, Oxford and J B H Publishing, Co.                                                                        |
| 3 | Klykylo, W. M. and Jerald, K. (2005)    | Clinical Child Psychology. John Wiley and Sons.                                                                                          |
| 4 | Mash, E. J.(2002)                       | Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.                                                                        |
| 5 | Rothstein, J. H. (1971)                 | Mental Reardation, Readings and Resources, 2nd Edition, Holt, Rinehart & Winston, Ind.                                                   |
| 6 | Swanson, L. H. and Watson, B. L. (1982) | Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London. |
| 7 | Pfeiffer, S.I. (2008)                   | Handbook of Giftedness in Children. Psychoeducational Theory, Research and Best Practices. Springer:USA.                                 |

**M.A. PSYCHOLOGY (SEMESTER-III)**

**Session: 2019-20**

**Emotions**

**Course Code: OPT-VIII**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: develop understanding of the concept of emotions and its classification

CO2: demonstrate an understanding of the major theories of emotions, including their basic pattern of expression and bodily changes involved in it.

CO3: in-depth understanding of neuro-physiological basis of emotions

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Session: 2019-20**

**Emotions**  
**Course Code: OPT-VIII**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Emotions:** Concept, Classification, Facial Expressions and emotions

**Correlates of Emotions:** Bodily Changes during Emotions

**UNIT-II**

**Theories:** James Lange, Cannon- Bard, Schachter and Singer Two Factor Theory

**UNIT-III**

**Theories of Emotions:** Papez -Mc- Clean, Lindsley's Activation Theory, Lazarus & Arnold and Weiner's Attribution Theory

**UNIT-IV**

Neurophysiological basis of Emotions, Measurement of Emotions

**Readings:**

- |   |                              |                                                                                   |
|---|------------------------------|-----------------------------------------------------------------------------------|
| 1 | Arnold, M. B. (1968)         | The Nature of Emotion. Penguin Books Ltd, England                                 |
| 2 | Atkinson, R. C. (1999)       | Stevens Handbook of Experimental Psychology John Wiley & Sons, Canada.            |
| 3 | Izard, C. E. (1971)          | The Face of Emotion Meredith Corporation                                          |
| 4 | La Freniere, P. J. (2000)    | Emotional Development, A Bio-Social Respective Wadsowth /Thomson Learning CA USA. |
| 5 | Philippot, P. & R. S. (2004) | Feldman Regulation of Emotion, Lawrence Earlbaum Associates, Publishers           |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Research Methodology**

**Course Code: MSYL-4441**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: develop a deep understanding and broad knowledge of the research techniques used in the field of psychology.

CO2: acquire in-depth knowledge about various types of research methods

CO3: Thorough understanding of Cross-cultural research and Qualitative research.

## M.A. PSYCHOLOGY (SEMESTER-IV)

Session: 2019-20

### Research Methodology

Course Code: MSYL-4441

(Theory)

Time: 3 hours

Max. Marks: 100

Theory: 80

CA: 20

#### Note: Instructions for the Paper Setters:

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### UNIT-I

**Scientific Research:** Meaning, Stages in Research, Types of Research:

Experimental and Descriptive methods; Longitudinal, Cross Sectional Research and Cross sequential Research: Nature, Uses, Advantages and limitations.

#### UNIT-II

**Sampling:** Concept and Types. Problems of Sampling.

**Cross Cultural Research:** Types, Problems of Sampling and Measurement, Emic & Etic Strategies.

#### UNIT-III

**Qualitative Research:** Nature, Principles, and limitations of Qualitative Research, Comparison of Qualitative and Non Qualitative Research. Participant observation. Ethical Issues.

#### UNIT-IV

**Sociometry:** Concept, Method of analysis.

**Interview:** Nature and types of Interview.

#### Readings:

- |    |                                                      |                                                                                                               |
|----|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1  | Elines, D.G. Kantowitz, B.B. & Roediger, H.L. (1989) | Research Methods in Psychology, West Publishing Company, New York.                                            |
| 2  | Kerlinger, F.M.(1973)                                | Foundations of Behavioural Research, Holt, Rhinehart & Winston, Inc.                                          |
| 3  | Kopala, M. & Suzuki, L.A. (1999)                     | Using Qualitative Methods in Psychology, Sage Publications.                                                   |
| 4  | Myers, J.I. (1974)                                   | Fundamentals of Experimental Design, W.H. Freeman & Co.                                                       |
| 5  | Overall, J.E. & Klett, O.J. (1972)                   | Applied Multivariate Analysis, New York, McGraw Hill.                                                         |
| 6  | Shaugnessy, J.J. & Zechneister, E.B. (1997)          | Research Methods in Psychology, The McGraw Hill Companies, Inc., New York.                                    |
| 7  | Triandis, H.C. & Berry, J.W. Allyn (1980)            | Handbook of Cross - Cultural Psychology, Bacon Inc.                                                           |
| 8  | Williag, C. (2001)                                   | Introducing Qualitative Research in Psychology, Open University Press, Buckingham.                            |
| 9  | Mc Burney, D.H. & White T.L. (2004).                 | Research Methods. Thomson, Wadsworth, USA.                                                                    |
| 10 | Willig, C. (2001)                                    | Introducing Qualitative Research in Psychology. Adventures in Theory and Methods. Open University Press: USA. |



**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Psychological Assessment (Intelligence, Creativity and Aptitude) - II**

**Course Code: MSYL-4442**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: To train the students in various psychological assessment techniques.

CO2: To impart skills necessary for selecting and applying different tests for different purposes.

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Psychological Assessment (Intelligence, Creativity and Aptitude) - II**

**Course Code: MSYL-4442**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 50**

**Theory: 40**

**CA: 10**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Intelligence Testing:** Stanford-Binet Scales, Wechsler Scales, Bhatia's Battery of Intelligence, GDT, SFBT.

**UNIT-II**

**Intelligence Testing:** Cattell's Culture Fair Intelligence Test, Ravens Progressive Matrices Test, Draw a Man Test, Jalota's Mental Ability Test, Chronometric Analysis.

**UNIT-III**

**Aptitude Testing:** Aptitudes-Differential Aptitude Test Battery, General Aptitude Tests Battery.

**UNIT-IV**

**Creativity Testing:** Torrance Test of Creative Thinking, Projective Tests of Creativity.

**Readings:**

- |                         |                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------|
| 1 Anastasi, A. (2002)   | Psychological Testing. Pearson Education Ltd., New Delhi.                               |
| 2 Chadha, N. K. (2009)  | Applied Psychometry. Sage Publication, India Pvt. Ltd., New Delhi.                      |
| 3 Cronbach, L.J. (1970) | Essentials of Psychological Testing. Harper & Row International Company, London.        |
| 4 Freeman, F.S. (1971)  | Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi. |
| 5 Guilford J.P. (1971)  | Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.                       |
| 6 Nunnally, J.C. (1978) | Psychometric Theory. Tata McGraw                                                        |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Practicals**

**Course Code: MSYP-4443**

**(Practical)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: update the students regarding the various tools used in psychological assessment.

CO2: administer psychological tools and apparatus for measuring creativity, intelligence and stress.

CO3: write an elaborative report about the conduction and results of the experiment.

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Practicals**  
**Course Code: MSYP-4443**  
**(Practical)**

**Time: 3 hrs**

**Marks: 50**  
**Practical Marks: 40**  
**CA: 10**

**Instructions for the Practical Examination:**

Students are supposed to perform five practicals out of six as mentioned in the syllabus. Practical

examination will be of 3 hours duration. Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 40 marks. Evaluation of the practical would be done on the basis of-

1. write-up of file book (15 Marks),
2. performance and viva-voce (25Marks) relating to the practicals.

In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

**Practicals**

1. Creativity
2. Differential Aptitude Test Battery
3. Leadership
4. Stress-Resilience
5. Intelligence
6. General Health Questionnaire

**MA Psychology (Semester-IV)**  
**Session 2019-20**

**Course Code: MSYM - 4124**  
**APPLIED COMPUTER**  
**(Theory)**

**Course Outcomes:**

After passing this course the students will be able to:

CO1: use a spreadsheet software for data manipulation and data entry. Student will also be able to use worksheet formatting, functions and formulae.

CO2 : understand the management of database and query handling.

CO3: learn internet basics its working and the use of email.

CO4: understand various multimedia devices and its usage.

**MA Psychology (Semester-IV)**  
**Session 2019-20**

**Course Code: MSYM - 4124**  
**APPLIED COMPUTER**  
**(Theory)**

**Time: 3 Hrs.**

**Max. Marks: 100**

**Theory: 50**

**Practical: 30**

**CA : 20**

**Pds- 3 pds/ week**

**Instructions for Paper Setter -**

Eight questions of equal marks are to set, two in each of the four sections (A-D). Each question will carry 10 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be divided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any section.

**OBJECTIVE**

- 1) To learn computer application for data manipulation
- 2) To explore information on internet

**CONTENTS**

**UNIT-I**

Microsoft Excel

Workbook worksheet spreadsheet working with Microsoft excel work book entering data editing cell contents Inserting and deleting rows column cell) using auto-fill, creating list formatting data in excel formulas in excel

**UNIT-II**

Microsoft Access

Meaning of data base crating table entering records in table detailing table, modifying table filed, linking table queries form reports adding graphs to report

**UNIT-III**

Internet

Introduction to internet, searching information on internet

**UNIT-IV**

Multimedia & its Applications

Introduction to Multimedia and its usage, CD player, record sound, using scanner, Fax, Web Camera.

**BOOKS**

- Window based computing HemantKapila Dinesh Publication
- Computer fundamental Rashpal Singh Kalayani Publication
- Computers fundamentals P.K SinhaPreetiSinha, B.P.B Publication

**MA Psychology (Semester-IV)**  
**Session 2019-20**  
**Course Code: MSYM - 4124**  
**APPLIED COMPUTER**  
**(Practical)**

**Time: 3 Hrs.**  
**Pds- 3 pds/ week**

**Max. Marks: 30**

**Note:** Paper will be set on the spot by the examiner.

- 1) Microsoft Excel
- 2) Microsoft Access
- 3) Searching on Internet
- 4) Multimedia Usage
- 5) Project to Create simple (10 design using coral draw)

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Industrial Psychology**

**Course Code: MSYL-4445 (OPT-I)**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: To understand the basic concepts and principles of Industrial psychology.

CO2: To have an overview of human resource planning.

CO3: To appreciate the major factors influencing industrial behavior, employee effectiveness and motivation



## M.A. PSYCHOLOGY (SEMESTER-IV)

Session: 2019-20

### **Industrial Psychology** **Course Code: MSYL-4445 (OPT-I)** **(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

#### **Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

#### **UNIT-I**

**Industrial Psychology:** Nature

**Personnel Selection and Placement:** Techniques and Psychological Tests in Personnel Selection; Biographical Information Blanks and Interviews.

#### **UNIT-II**

**Training and Development:** Needs, Principles and Methods of Training. Evaluation of Training Programmes.

**Performance Appraisal:** Determinants, Techniques and biases in performance appraisal.

#### **UNIT-III**

**Work Motivation:** Significance and Theories of Work Motivation (Need theories, Reinforcement Theories, Expectancy Theories, and Goal Setting Theory).

**Job Satisfaction :** Theories, Correlates and Measurement of Job Satisfaction.

#### **UNIT-IV**

**Human Engineering; Accidents and Safety**

**Human Engineering;** Nature, Scientific Researches and applications.

**Accidents and Safety:** Nature and Dynamics, Theories, Surrey's model, and Safety measures.

#### **Readings:**

- |   |                                       |                                                                                                |
|---|---------------------------------------|------------------------------------------------------------------------------------------------|
| 1 | Blum, M.L. and Naylor, J.C. (1968)    | Psychology in Industrial Relations, Harper & Row, New York.                                    |
| 2 | Dunnette, M.D. (Ed.) (1976)           | Handbook of Industrial and Organizational Psychology, Rand McNally, Chicago.                   |
| 3 | Ghiselli, E.E. and Brown, C.W. (1955) | Personnel and Industrial Psychology, McGraw Hill, New York.                                    |
| 4 | Jewell, L.N. & Siegal, M. (1990)      | Contemporary Industrial/ Organisational Psychology West Publishing Company, New York.          |
| 5 | Lawson, R.B. & Shen, Z. (1988)        | Organisational Psychology Foundations and Applications. Oxford University Press, Inc New York. |
| 6 | McCormick, E.J. and Ilgen, (1980)     | Industrial Psychology, Prentice Hall, New Delhi.                                               |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Psychology of Adolescence**

**Course Code: OPT-II**

**(Theory)**

**COURSE OUTCOMES**

Upon completion of this course, the student should be able to:

CO1: To develop an understanding of psychology within adolescent perspective.

CO2: apply psychological theories and empirical research in explaining behavior of adolescents.

CO3: create an awareness of the major problems and issues in the development of adolescents.

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Psychology of Adolescence**

**Course Code: OPT-II**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Adolescence:** Introduction; Significance of studying adolescents' development; contexts of development.

Characteristics and Developmental Issues: Genetic and Environmental influences.

**UNIT-II**

**Theories of Adolescence:** Havighurst, Freud, Sullivan, Erikson, Kohlberg, Werner, Kelly

**UNIT-III**

**Adolescent Development:** Physical and Cognitive Development

**Adolescent Development:** Social and Emotional

**UNIT-IV**

**Deviance in Adolescence:** Juvenile Delinquency, Eating Disorders; Drug abuse.

**Readings:**

- |   |                                                           |                                                                                            |
|---|-----------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1 | Dusek, J.B.(1987)                                         | Adolescent Development and Behaviour, Prentice- Hall<br>Englewood Cliffs, New Jersey.      |
| 2 | Jersild, A. T., Brook, J.<br>S. & Borook, D. W.<br>(1978) | The Psychology of Adolescence, Macmillan Publishing<br>Co. Inc. New York.                  |
| 3 | Newman,B.N.<br>&Newman, P.R. (1979)                       | An Introduction to the Psychology of Adolescence, The<br>Dorsey Press, Homewood, Illinois. |
| 4 | Berk, L.E. (2004).                                        | Development through The Lifespan. Pearson Education<br>Inc: USA                            |
| 5 | Kil, R.V & Cavanaugh,                                     | Human Development, A lifespan VIEW. Wordsworth,<br>USA.                                    |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Health Psychology**

**Course Code: MSYL-4446 (OPT-III)**

**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: To develop an understanding about the nature and significance of emerging areas of health psychology.

CO2: To introduce the students to types of stressors, their consequences, and ways for managing stress.

CO3: To impart knowledge about causes and intervention for some prevalent stress related disorders.

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Health Psychology**

**Course Code: MSYL-4446 (OPT-III)**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory : 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Introduction to Health Psychology:** Definition, Nature, Scope & History. Rights of Persons with Disabilities, 2016.

**Models of Health:** Health Belief Models, Bio-psychosocial, Lazarus and Folkman's Transactional Model, Eastern/ Oriental Approaches (Yoga and Meditation)

**UNIT-II**

**Stress & Coping:** Nature, Types of Stress, Causes & Consequences of stress; Coping: Nature and Types

**UNIT-III**

**Stress & Diseases:** Cardiovascular Diseases. AIDS/HIV, Diabetes, Smoking, Cancer, & Pain.

**UNIT-IV**

**Management of Stress:** Diaphragmatic Breathing, Progressive Muscular Relaxation, Biofeedback, Music therapy, Nutrition & Physical Exercise.

**Readings:**

- |   |                                                                                    |                                                                                                                   |
|---|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1 | Brannon, L. & Feist, J. (2000)                                                     | Health Psychology: An introduction to Behaviour & Health. Brooks/cole, Wadsworth (Thomson Learning).              |
| 2 | Carson, R.C. & Butcher, J.N. (2000)                                                | Abnormal Psychology and Modern life. Harper Collins Publishers, USA.                                              |
| 3 | Friedman, D.M.N. (1989).                                                           | Health Psychology, Prentice Hall New-York.                                                                        |
| 4 | Marks, D. F. ,Murray, M. , Evans, B., Willig, C., Woodal, C. & Sykes, C. M. (2008) | Health Psychology, Theory, Research & Practice ,Sage Publications India, Pvt. Ltd., New Delhi.                    |
| 5 | Misra G. (1999).                                                                   | Psychological Perspectives on Stress and Health, Concept publishing co., New Delhi.                               |
| 6 | Seaward, B.L. (1999)                                                               | Managing Stress: Principles and Strategies for Health & Well being. Jones and Bartlett Publishers. Boston: U.S.A. |
| 7 | Snooks, M.K. (2009).                                                               | Health Psychology: Biological, Psychological, and Sociocultural Perspective. Jones and Bartlett Publishers: USA.  |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Positive Psychology**

**Course Code: MSYL-4447 (OPT-IV)**  
**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: To gain knowledge about trace the development of positive psychology as an independent discipline with its multidimensional perspective.

CO2: To study various positive emotional and cognitive states and processes

CO3: To understand what is mental health and its importance.

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Positive Psychology**  
**Course Code: MSYL-4447 (OPT-IV)**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**  
**Theory: 80**  
**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Positive Psychology:** Nature, and Scope.

Classification and measures of human strengths and positive outcomes.

**Resilience.**

**UNIT-II**

**Positive emotional states and processes:-** Positive Affect, Happiness and well being, Emotion-focused coping.

**UNIT-III**

**Positive cognitive states and processes:-** Self efficacy, optimism and hope, wisdom, Mindfulness, flow.

**UNIT-IV**

Empathy, Gratitude and Forgiveness.

**Complete mental health and its conceptualizations:-** Keyes's model and four front approach.

**Readings:**

- |   |                                     |                                                                                                  |
|---|-------------------------------------|--------------------------------------------------------------------------------------------------|
| 1 | Rajbir Singh (2007)                 | Psychology of Well Being, Global Vision Publishing House, New Delhi.                             |
| 2 | Snyder, C. R. & Lopez, S. J. (2008) | Positive Psychology, Sage Publications India Pvt. Ltd. New Delhi.                                |
| 3 | Crompton, W.C. (2005).              | An Introduction to Positive Psychology, Singapore: Thomson                                       |
| 4 | Carr, A. (2004).                    | Positive Psychology: The Science of Happiness and Human Strengths. New York: Brunner – Routledge |

**MA. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Intelligence and Creativity**  
**Course Code: OPT-V**  
**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: explain the major theories of intelligence and creativity.

CO2: To understand various correlates of creativity.

CO3: To understand main theoretical perspectives of intelligence and creativity.



**MA. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Intelligence and Creativity**

**Course Code: OPT-V**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory : 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Nature. Factor Analysis Based Theories of Intelligence:** Spearman, Thurstone, Cattell. and Guilford.

**UNIT-II**

**Theories of Intelligence:** Piaget, Sternberg, Jensen and Gardner. Emotional Intelligence

**UNIT-III**

**Creativity:** Nature, Views of Torrance, Getzels and Guilford.

**UNIT-IV**

**Correlates of Creativity:** Relationship with Intelligence and Personality. Social Psychology of Creativity

**Readings:**

- |   |                                        |                                                                                     |
|---|----------------------------------------|-------------------------------------------------------------------------------------|
| 1 | Barron, F. (1969)                      | Creative Person and Creative Process, Holt Rinehart and Winston, Inc., New York.    |
| 2 | Brody, E. B. and Brody, N. (1976)      | Intelligence: Nature Determinants and Consequences, Academic Press, Inc., New York. |
| 3 | Getzels, J.W. and Jackson, P.W. (1962) | Creativity and Intelligence, John Wiley & Sons, Inc. , London and New York.         |
| 4 | Sternberg, R. J. (1982)                | Handbook of Human Intelligence, Cambridge University Press, Cambridge               |
| 5 | Anderson, M. (1992)                    | Intelligence and Development. A Cognitive Theory. Blackwell Ltd, USA.               |

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Developmental Psychopathology**  
**Course Code: OPT-VI**  
**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: To provide an understanding about the concept of psychopathologies, their classification and assessment.

CO2: To gain an understanding of the causes of psychological disorders.

CO3: To train the students in providing interventions for the treatment of various pathologies. .

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Developmental Psychopathology**

**Course Code: OPT-VI**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory : 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).

Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Introduction:** Developmental Psychopathology in India. Concept, classification & Assessment

**UNIT-II**

**Internalizing Disorders:** Anxiety Disorders; Childhood depression conversion reaction;

Obsessive compulsive behavior (Causes & intervention)

**UNIT-III**

**Externalizing Disorders:** Conduct disorders; Attention deficit hyperactivity disorders (Causes & Intervention)

**UNIT-IV**

Intellectual Developmental Disorder

**Developmental Disorders:** Autism Spectrum Disorder; Childhood Onset Schizophrenia.

**Readings:**

- |   |                                         |                                                                                                                                          |
|---|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Klykylo, W. M. and Jerald, K. (2005)    | Clinical Child Psychology. John Wiley and Sons.                                                                                          |
| 2 | Mash, E. J.(2002)                       | Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.                                                                        |
| 3 | Swanson, L. H. and Watson, B. L. (1982) | Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London. |

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Environmental Psychology**

**Course Code: OPT-VII**

**(Theory)**

**COURSE OUTCOMES**

At the end of this course student will be able to

CO1: Develop a deep understanding and broad knowledge of the general theoretical and scientific principles of environmental psychology.

CO2: Understand and analyze the major theories and concepts of environmental psychology.

CO3: To create awareness among students regarding the various strategies to manage environment effectively.

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Environmental Psychology**  
**Course Code: OPT-VII**  
**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

Concept, characteristics and Research Methods in Environmental Psychology, types of environment.

**UNIT-II**

Theories of Environment- Behavior Relationship- Arousal, Environmental load model, under stimulation, Adaptation level, Behaviour. Constraint, Environment-Behaviour Environmental stress and Ecological Psychology Perspectives.

**UNIT-III**

Pollution (air, water, noise & chemical), personal space, Density and Crowding.

**UNIT-IV**

Intervention for Environmental management; Role of Psychologist in environmental Management.

**Readings:**

- |   |                                                                  |                                                                    |
|---|------------------------------------------------------------------|--------------------------------------------------------------------|
| 1 | Bell, P.A., Green, T. C.,<br>Fisher, J.D. and Baum,<br>A. (2001) | Environmental Psychology Harcourt College Publishers,<br>New York. |
| 2 | Holahan, C.J. (1978).                                            | Environment and Behavior, Plenum Press, New York.                  |
| 3 | Stokols, D. & Altmann,<br>I. (Eds.) (1987).                      | Handbook of Environmental Psychology, Wiley, New<br>York.          |

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Session: 2019-20**

**Educational Psychology**  
**Course Code: OPT-VIII**  
**(Theory)**

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

CO1: To develop understanding of the basic nature and objectives of educational psychology.

CO2: To demonstrate an understanding of the major theoretical perspectives in educational psychology.

CO3: To discuss how various theoretical concepts can be applied to improve learning

**M.A. PSYCHOLOGY (SEMESTER-IV)**

**Session: 2019-20**

**Educational Psychology**

**Course Code: OPT-VIII**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory: 80**

**CA: 20**

**Note: Instructions for the Paper Setters:**

Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 16 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each section. The fifth question may be attempted from any Section.

**UNIT-I**

**Introduction:** Nature and objectives of Educational Psychology.

**Conceptual and Theoretical Perspectives in Educational Psychology:** Behaviouristic Theories, Social Learning Theories (Modeling and Observational learning Self-efficacy, Classroom implications); Piaget and Neo-Piagetian Theories and their applications in teaching; Bruner, Vygotsky's Cognitive Psychology and Information Processing Models, Cognitive Styles and Learning Strategies; Learning Styles; Humanistic Approaches to Education.

Schooling and Cognition; Gender Differences/Issues in the classroom.

**UNIT-II**

**Motivation and Learning:** Relationship between motivation, Learning and Performance. Types: extrinsic and intrinsic motivation. Theories: Need Theories (Murray, Maslow & Need for Achievement).

**UNIT-III**

Expectancy Theories (Goal Setting, Self Efficacy, Attribution and Locus of Control)

**UNIT-IV**

**Educational Assessment:** Measurement and Evaluation (Norm-referenced and Criterion-referenced tests.)

Test Scores- Meaning, Types of Interpretation.

Standardized test – Meaning, Types and Interpretation; Reliability and Validity

**Readings:**

- |    |                                                       |                                                                                                        |
|----|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1  | Chintamanikar (1992)                                  | Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt., Ltd., New Delhi.        |
| 2  | Dececco, J.F. and Grawsford, W. (1977).               | The Psychology of Learning and Instruction., Prentice Hall India, New Delhi                            |
| 3  | Hilgard, B.R. (1948)                                  | Theories of Learning, Apple art., New York.                                                            |
| 4  | Kakkar, S. B. (2001)                                  | Educational Psychology, Prentice Hall of India, New Delhi.                                             |
| 5  | Kirk, S. A., Gallagher, J. and Nicholas, J. A. (1997) | Educating Exceptional Children. Houghton Mifflin Company, New York.                                    |
| 6  | Klausmeir, H.H. and Ripple, R.E.(1971)                | Learning and Human Liabilities, Harper and Row, New York.                                              |
| 7  | Mangal, S. K. (2002)                                  | Advanced Educational Psychology. Prentice Hall of India, New Delhi.                                    |
| 8  | Parson, R.D., Hinson, S. L., Brown, D.S. (2001)       | Educational Psychology. A Practitioner Researcher model of Teaching. Wadsworth, Thomson Learning, U.S. |
| 9  | Slavin, R.E.(1988).                                   | Educational Psychology: Theory into Practice,                                                          |
| 10 | Woolfolk, A.B. (1987).                                | Educational Psychology, Englewood Cliffs, Prentice Hall.                                               |

