

**FACULTY OF ARTS AND SOCIAL SCIENCES**

**SYLLABUS**  
**OF**  
**MASTER OF ARTS (PSYCHOLOGY)**  
**(Semester: I - IV)**

**(Under Continuous Evaluation System)**

**Session: 2021-22**



**The Heritage Institution**

**KANYA MAHA VIDYALAYA**  
**JALANDHAR**  
**(Autonomous)**

## **MASTER OF ARTS (PSYCHOLOGY)**

**Session: 2020-21**

### **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 perspective 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.

**Kanya Maha Vidyalaya, Jalandhar (Autonomous)**

**SCHEME AND CURRICULUM OF EXAMINATIONS OF TWO YEAR  
DEGREE PROGRAMME**

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER I**

**Session: 2021-22**

<b>MASTER OF ARTS (PSYCHOLOGY) SEMESTER I</b>							
<b>Course Code</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Marks</b>				<b>Examination time (in Hours)</b>
			<b>Total</b>	<b>Ext.</b>		<b>CA</b>	
				<b>L</b>	<b>P</b>		
MSYL-1441	Experimental Psychology	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	Theories and Systems of Psychology	C	100	80	-	20	3
MSYL-1446	Group Dynamics	C	50	40	-	10	3
MSYP-1447	Practicals	C	50	-	40	10	3
<b>Total</b>			<b>600</b>				

**C- Compulsory**

**Kanya Maha Vidyalaya, Jalandhar (Autonomous)**

**SCHEME AND CURRICULUM OF EXAMINATIONS OF TWO YEAR  
DEGREE PROGRAMME**

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER II**

**Session: 2021-2022**

<b>MASTER OF ARTS (PSYCHOLOGY) SEMESTER II</b>							
<b>Course Code</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Marks</b>				<b>Examination time (in Hours)</b>
			<b>Total</b>	<b>Ext.</b>		<b>CA</b>	
				<b>L</b>	<b>P</b>		
MSYL-2441	Approaches to Personality	C	100	80	-	20	3
MSYL-2442	Motivation	C	100	80	-	20	3
MSYL-2443	Experimental Designs in Psychology	C	100	80	-	20	3
MSYL-2444	Physiological Psychology	C	100	80	-	20	3
MSYL-2445	Abnormal Psychology	C	100	80	-	20	3
MSYL-2446	Practicals	C	50	-	40	10	3
<b>Total</b>			<b>550</b>				

**C- Compulsory**

**Kanya Maha Vidyalaya, Jalandhar (Autonomous)**

**SCHEME AND CURRICULUM OF EXAMINATIONS OF TWO YEAR  
DEGREE PROGRAMME**

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER III**

**Session: 2021-22**

<b>MASTER OF ARTS (PSYCHOLOGY) SEMESTER III</b>							
<b>Course Code</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Marks</b>				<b>Examination time (in Hours)</b>
			<b>Total</b>	<b>Ext.</b>		<b>CA</b>	
				<b>L</b>	<b>P</b>		
MSYL-3441	Psychometrics	C	100	80	-	20	3
MSYL- 3442	Psychological Assessment	C	100	80	-	20	3
MSYL- 3443 (OPT - III)	Counselling Psychology	E	100	80	-	20	3
MSYL-3444 (OPT - IV)	Clinical Psychology	E	100	80	-	20	3
MSYL-3445 (OPT -VII)	Psychology of Exceptional Children	E	100	80	-	20	3
MSYL-3446	Human Rights and Constitutional Duties ( Compulsory ID Paper)	C	50	40	-	10	3
MSYP-3447	Practicals	C	50	-	40	10	3
MSYF-3448	Field Work	C	50	-	-	-	3
	Total		600				

**Any three of the following options:**

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

**Note:** Papers MSYL 3441, MSYL 3442 & MSYP 3447 are Compulsory.

MSYL – 3446 is a compulsory 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

**Kanya Maha Vidyalaya, Jalandhar (Autonomous)**

**SCHEME AND CURRICULUM OF EXAMINATIONS OF TWO YEAR  
DEGREE PROGRAMME**

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER IV**

**Session: 2021-22**

<b>MASTER OF ARTS (PSYCHOLOGY)</b>							
<b>SEMESTER IV</b>							
<b>Course Code</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Marks</b>				<b>Examination time (in Hours)</b>
			<b>Total</b>	<b>Ext.</b>		<b>CA</b>	
				<b>L</b>	<b>P</b>		
MSYL-4441	Research Methodology	C	100	80	-	20	3
MSYL-4442	Applied Psychology	C	100	80	-	20	3
MSYL- 4443 (OPT -III)	Health Psychology	E	100	80	-	20	3
MSYL-4444 (OPT -IV)	Positive Psychology	E	100	80	-	20	3
MSYL-4445 (OPT -VI)	Developmental Psychopathology	E	100	80	-	20	3
MSYP- 4446	Practicals	C	50	-	40	10	3
	Total		550				

**Any three of the following options:**

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

**Note:** Papers MSYL 4441, MSYL 4442 & MSYP 4446 are Compulsory. 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



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I**

**Session: 2021-22**

**Experimental Psychology**

**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.

# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I

**Session: 2021-22**

**Experimental Psychology**

**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**

**Learning:** Nature and Theories (Hull, Pavlov, Tolman & Skinner)

**Introduction to Verbal Learning:** Methods, Materials and Organizational Processes

## **UNIT-II**

**Memory:** Nature, Methods and Materials of Memory, Serial Position Effect, Proactive and Retroactive interference with experimental evidences.

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

## **UNIT-III**

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

**Reasoning:** Inductive and Deductive Reasoning

## **UNIT-IV**

**Problem Solving:** Nature, Stages and Theories of Problem Solving (Gestalt, Theory of Associations and information processing approach.

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

## Readings:

1. Carlson, N. R. (2007). *Foundations of Physiological Psychology*. New Delhi: Pearson Education.
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*. United States of America: Prentice Hall.
5. Leukal, F. L. (1968). *Introduction to Physiological Psychology*. Japan: Toppan Company Ltd.
6. Levinthal, C. F. (2003). *Introduction to physiological Psychology*. United States of America: Prentice Hall.
7. Liberman, D. A. (2000). *Learning Behavior and Cognition*. Stirling: Wadsworth.
8. Mazur, J.E. (1986). *Learning and Behaviour*. Englewood Cliffs: PrenticeHall.
9. Pinel, J. P. J. (2007). *Biopsychology*. New Delhi: Pearson Education.
10. Terry, W.S. (2003). *Learning and Memory*. Boston: A andB.
11. Woodworth, R. S. & Schlosberg, H. (1971). *Experimental Psychology (Revised Indian Edition)*. New York: Holt, Rinehart & Winston INC.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I**

**Session: 2021-22**

**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

# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I

Session: 2021-22

## 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.

**Interpersonal Attraction:** Nature and Factors

### UNIT-II

**Pro-Social Behavior:** Concept, nature, determinants, Theoretical Explanations of Pro-Social Behavior (Evolutionary, Social Learning, Empathy-Altruism, Negative-State Relief).

**Aggression:** Determinants, Theories (Instinct Theory, Drive Theory, Anderson's Modern Theory), Prevention and Control of aggression.

### UNIT-III

**Attitude:** Concept, Nature and formation, Measurement of Attitudes (Scales-Thurston, Likert, Semantic and Differential), Theories (Cognitive Dissonance, Balance, Contiguity).

**Stereotypes, Prejudice and Discrimination.**

### UNIT-IV

**Self-Perception, Person Perception and Social Perception:** Concept and Nature, Non-verbal communication

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

**Attribution:** Concept, Causes, Theories: Jones and Devis; Kelley; Attribution biases and errors, Models of Information Integration.

**Readings:**

1. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012). *Social Psychology*. New Delhi: Pearson Education.
2. Friedenberg, J. & Silverman, G. (2012). *Cognition Science*. Los Angeles, CA: Sage Publications, Inc.
3. Lindzey, G. & Aronsen, E. (1975). *The Handbook of Social Psychology*. New Delhi: American Publishing Co.
4. Raven, B. H. & Rubin, H. L. (1983). *Social Psychology*. New York: John Willy Sons.
5. Shaver, K. G. (1987). *Principles of Social Psychology*. London: Lawrence Erlabanum Associates, Publisher.
6. Shaw, K. E. & Constanzo, P. R. (1976). *Theories of Social Psychology*. New York: Mc Hill & Co.
7. Sinha, D. (1981). *Socialization of the Indian*. New Delhi: Concept Publishing Co.
8. Taylor, G.E., Peplau, L.A., & Sears, D. O. (2006). *Social Psychology*. Delhi: Pearson.
9. Worchel, S., Cooper, J. & Goethals, R. (2000). *Social Psychology*. United States of America: Thomson.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I**

**Session: 2021-22**

**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.

# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I

Session: 2021-22

## 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:** Introduction to Parametric Vs Non-Parametric, Scales of Measurement

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

### **UNIT-II**

**Simple 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

(For Continuous Assessment only: - CP-I and CP-II will be based on SPSS)

### **Readings:**

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



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I**

**Session: 2021-22**

**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.

**Session: 2021-22**

**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:** Introduction to Scotopic and Photopic Vision, Dark and Light Adaptation

**UNIT-III**

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

**UNIT-IV**

**Perception II:** 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. Levin, H.W. (2000). Fundamentals of Sensation and Perception. New York: Oxford University.
3. Rajamanickam, M. (2002). Modern Psychophysical and Scaling Methods and Experimentation. New Delhi: Concept Publishing Company.
4. Schiffman, H. R. (1982). Sensation and Perception. United States of America: Wiley & Sons.
5. Sekuler, R & Blake, R. (1994). Perception. New York: McGraw Hill Co.

**Session: 2021-22**

**Theories and Systems 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

**Session: 2021-22**

**Theories and Systems of Psychology**

**Course Code: MSYL-1445**

**(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 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**

**Psychoanalysis**

**UNIT-III**

**Behaviourism**

**Humanistic**

**UNIT-IV**

**Gestalt**

**Cognitive**

**Readings:**

1. Benjamin, B. W. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
2. Chaplin, J. P. & Krawiec, T. S. (1979). Systems and Theories of Psychology. New York: Rhinehart Winston.
3. Hergenhahn, B. R. (2001). An Introduction to the History of Psychology (4th Eds). Unites States of America: Wadsworth Thompson Learning.
4. Marx, M. H. & Hillix, C. (1988). Systems and Theories in Psychology. New York: Mcgraw Hill.
5. Mohanty, A. K., & Misra, G. (2002). Perspectives on Indigenous Psychology (Eds.). New Delhi: Concept Publishing Company.
6. Shultz, D.P. (2003). History of Psychology (4th Eds.). New York: Pearson Education.

7. Singh, A.K. (1991). The Comprehensive History of Psychology. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
8. Sinha, J. (1986). Indian Psychology (Vol. 1). Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

**Session: 2021-22**

**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.

**Session: 2021-22**

**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 (Lewin; Behavioral and Cognitive Approach)

**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, Vroom and Yetton, Trait and Behavioral Approach)

**UNIT-IV**

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

**Readings:**

1. Baron, R. A. & Byrne, D. (2006). Social Psychology: Understanding Human Interaction. New Delhi: Prentice Hall of India.
2. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012). Social Psychology. New Delhi: Pearson Education.
3. Raven, B. H. & Rubin, H. L. (1983). Social Psychology. New York: John Willy Sons.
4. Shaw, K. E. & Constanzo, P. R. (1976). Theories of Social Psychology. New York: Mc Hill & Co.
5. Shaw, M. E. (1976). Group Dynamics: The Psychology of Small Group Behaviour. New Delhi: McGraw-Hill Book Company.
6. Worchel, S. & Cooper, J. (1988). Understanding Social Psychology. Chicago: The Dosery Press.
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**Session: 2021-22**

**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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-I**

**Session: 2021-22**

**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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2020-21**

**Approaches to Personality**

**Course Code: MSYL-2441**

**(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.

# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II

Session: 2021-22

## Approaches to Personality

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

**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, Gordon Allport and Big Five.

### Readings:

1. Burger, J.M. (2000). Personality (5<sup>th</sup> Ed.). Belmont: Wadsworth and Thompson Ltd.
2. Hall, L.A. & Lindsey, G. (1978). Theories of Personality. New Delhi: Wiley Eastern Ltd.
3. Hijelle, D. A. & D. J. (1985). Personality Theories: Basic Assumptions, Research and Applications. New Delhi: McGraw Hill International Book Company.
4. Mischel, W. (1986). Introduction to Personality. London: Holt, Rinehart and Winston Inc.
5. Pervin, L. A. & John, O. P. (1997). Personality Theory and Research. New York: John Wiley & Sons.
6. Phares, J. E. (1984). Introductions to Personality. Ohio: Charlis E. Merrill Publishing Company.

7. Shultz, D. P. & Shultz, S. E. (2001). *Theories of Personality*. Belmont: Wadsworth Thompson Learning.
8. Sigelman, C. K. & Rider, E. A. (2003). *Life Span: Human Development*. USA: Thomson Wadsworth.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Motivation**

**Course Code: MSYL-2442  
(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.

## MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II

Session: 2021-22

### Motivation

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

**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:** Concept, Types, Behavioral and Neurophysiological Basis.

#### UNIT-IV

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

Biological Clocks and Disorders of Sleep

#### Readings:

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Experimental Designs in Psychology**

**Course Code: MSYL-2443**

**(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.



## MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II

Session: 2021-22

### Experimental Designs in Psychology

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.

(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 Newmankeuls Tests

**ANCOVA:** ANCOVA of Randomized Group Design

#### Readings:

1. Broota, K. D. (1990). Experimental Designs in Behaviour Research. New Delhi: Willey Eastern Ltd.
2. Coolican, H. (1995). Introduction to Research Methods and Statistics in Psychology. London: Hodder & Stoughton.
3. Edwards, A. L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehard and Winston Ltd.

4. Kerlinger, F. N. (1964). *Foundations of Behavioural Research*. New York: Holt, Rinehart & Winston Ltd.
5. McGuigan, F. J. (1990). *Experimental Psychology: Methods of Research*. New Delhi: Prentice Hall Private Ltd.
6. Richardson, P., Goodwin, A & Vine, E. (2011). *Research Methods and Designs in Psychology*. London: Learning Matters Ltd.
7. Singh, A. K. (1986). *Tests, Measurements and Research Methods in Behavior Sciences*. New Delhi: Tata McGraw Hill Co.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Physiological Psychology**  
**Course Code: MSYL-2444**  
**(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 research techniques used in Physiological Psychology.

## **MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Physiological Psychology**  
**Course Code: MSYL-2444**  
**(Theory)**

**Time: 3 hours**

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

### **UNIT-I**

Classification of Nervous System, Structure and functions of Neurons and synapse. Theories of Synaptic transmission (Electrical and Chemical)

### **UNIT-II**

Structure and functions of central Nervous System- Limbic System, Hypothalamus, Cerebral Cortex and its lobes Structure and functions of Autonomic Nervous System

### **UNIT-III**

Research Techniques in Physiological Psychology— Histological Procedures, Study of Living Brain, Stereotaxic Surgery, Electrical Stimulation and Brain Activity Recording Techniques and Chemical Techniques

### **UNIT-IV**

Physiological Basis of Learning: Contributions of Lashley and Hebb, Split-Brain Approach, Physiological Basis of Memory: Biochemical basis of Memory, Two-phase Hypothesis of Memory.

#### **Readings:**

1. Carlson, N. R. (2007). Foundations of Physiological Psychology. New Delhi: Pearson Educ
2. Leukal, F. L. (1968). Introduction to physiological psychology, Japan: Toppan Company Lt
3. Levinthal, C. F. (2003). Introduction to physiological Psychology. United States of America: Prentice Hall
4. Pinel, J. P. J. (2007). Biopsychology. New Delhi: Pearson Education.
5. Thompson, R. (1967). Foundations of Physiological Psychology. New York: Harper & Row Publishers.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Abnormal Psychology**

**Course Code: MSYL-2445  
(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.

## MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II

Session: 2021-22

### Abnormal Psychology

Course Code: MSYL-2445  
(Theory)

Time: 3 hours

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

#### 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 11

**Causes of Mental Disorders:** Biological, Psycho-social and Socio-cultural

**Models or view points for abnormal behavior:** Biological, Psychodynamic, Behavioural, Interpersonal, Cognitive and Socio-cultural viewpoints

#### UNIT-II

**Generalized Anxiety Disorders:** Clinical picture, Causes and Treatment

**Phobias:** Clinical picture, Causes and Treatment

**Obsessive-compulsive Disorders:** Clinical picture, Causes and Treatment  
( Selfitis' and Cyberchondria)

**Mood, Somatoform and Dissociative disorders:** Clinical picture, Causes and Treatment

#### UNIT-III

**Personality Disorders:** Clinical picture, Causes and Treatment

**Categories – Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive compulsive & Provisional Category**

**Addiction-Substance and Alcohol, and behavioural addictions:** Clinical picture, Causes and Treatment

#### UNIT-IV

**Schizophrenia:** Types, Clinical picture, Causes and Treatment

**Disorders of Childhood:** ADHD, Autism, Conduct disorders, Oppositional Defiant Disorder,

Enuresis, Encopresis, Sleepwalking and Tics - Clinical picture, Causes and Treatment  
**Sexual Abuse:** Childhood sexual abuse, Pedophilic disorder, Incest, Rape. Treatment

**Readings:**

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

**Practicals**

**Course Code: MSYP-2446  
(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.



## **MASTER OF ARTS (PSYCHOLOGY) SEMESTER-II**

**Session: 2021-22**

### **Practicals**

**Course Code: MSYP-2446  
(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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**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.

## MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III

Session: 2021-22

### Psychometrics

Course Code: MSYL-3441

(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

**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

**Response set in test scores:** Meaning, Types and Methods to eliminate response sets.

**Norms:** - Meaning, Development and types of Norms.

#### Readings:

1. Anastasi, A. (2002). Psychological Testing. New York: MacMillan Publishing Company.
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 & IBH Publishing Co., Delhi.
5. Guilford,J.P (1971). Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.
6. Jackson,C. (2003). Understanding Psychological Testing. Mumbai: Jaicob Pub. House.
7. Kline,T.J.B.(2005). Psychological Testing. New Delhi: Vistaar Publication.

8. Nunnally, J.C. (1978). Psychometric Theory. Tata McGraw.
9. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Psychological Assessment**

**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.

## MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III

Session: 2021-22

Psychological Assessment

Course Code: MSYL-3442

(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 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

**Assessment of Personality:** Psychometric Tests (MMPI, CPI, EPI Cattell's 16PF, NEO Five Factor Inventory) Projective Tests: Rorschach, Holtzman and Cassell's Inkblot Technique, TAT.

#### UNIT-II

**Assessment of Intelligence:** Stanford-Binet Scales, Wechsler Scales, Cattell's Culture Fair Intelligence Test, Raven's Tests, Bhatia Battery of Intelligence, Jalota's Mental Ability Test and Chronometric Ana

#### UNIT-III

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

**Aptitude Testing:** Differential Aptitude Test Battery, General Aptitude Tests Battery

#### UNIT-IV

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

**Verbal Techniques:** Word Association Test, Sentence Completion Test,

**Figure Drawing Test**

**Readings:**

1. Anastasi,A.(2002). Psychological Testing. Pearson Education Ltd., New Delhi.
2. Chadha,N. (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 Hill Publishing Co., New Delhi.
7. Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Organizational Psychology**

**Course Code: (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.



# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III

Session: 2021-22

## Organizational Psychology

Course Code: (OPT-I)

(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

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. New Delhi: Tata McGraw Hill.
2. Dunnette, M. D. (1976). Handbook of Industrial and Organisational Psychology(Eds.). Chicago: Rand McNally.
3. Gibson, J. L., Ivancevich, J. M. and Bohnally, J.H. (1976). Organisations: Structure, Processes, Behaviour. Dollars Business Publications.

4. Hersey, R. E. and Blanchard, T. (1977). *The Management of Organisational Behaviour*. New Delhi: Prentice Hall.
5. Hodgetts, R. M. (1990). *Modern Human Relations at work*. New York: The Dryden Press.
6. Luthans, F. (1986). *Organisational Behaviour*. New York: McGraw Hill. McShane, S. L. and Von Glinco, M. A. (2000). *Organisational Behaviour*. New York: Irwin McGraw Hill.
7. Robbins, S.P. (1992). *Organisational Behaviour*. New Delhi: Prentice Hall.
8. Siegel, L. and Lane, I. M. (1987). *Personnel & Organisational Psychology*. Illionis: Irwin.
9. Sinha, J. P. B. (2008). *Culture and Organizational Behavior*. New Delhi: Sage Publications.
10. Spector, P. E. (2003). *Industrial and Organizational Psychology*. New York: John Wiley & Sons.
11. Vecchio, R. P. (1995). *Organizational Behaviour (3rd Ed.)*. Fortworth: The Dryden Press.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**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

# MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III

**Session: 2021-22**

**Child Psychology**

**Course Code: OPT-II**

**(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**

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Counselling Psychology**

**Course Code: MSYL-3443 (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 counselling settings

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

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Counselling Psychology**

**Course Code: MSYL-3443 (OPT-III)**

**(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**

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

**UNIT-II**

**Theoretical Approaches:** Psychoanalytic Approach, Behaviouristic Approach, Client Centered Approach and Gestalt Approach.

**UNIT-III**

**Theoretical Approaches:** Cognitive Approach, Cognitive Behavior Approach, Rational Emotive Approach, and Transactional Analysis.

**UNIT-IV**

**Eastern Approaches:** Yoga, Meditation, Mindfulness, Counseling in Indian Settings

**Readings:**

1. Adler, R.B., Rosenfeld, L., & Proctor, R.F. (2007). Interplay: The Process of Interpersonal Communication. New York: Oxford.
2. Brown, J.A. & Pate, R.H. (1983). Being a Counsellor: Directions and Challenges. Brooks/Cole Publishing Company, USA.
3. Barbara Douglas, Ray Woolfe, Sheelagh Strawbridge, & Victoria Galbraith (2016). Handbook of Counselling Psychology, 4<sup>th</sup> Edition, Sage Publication.
4. Corey, G.(2009). Theory and Practice of Counselling and Psychotherapy, 8<sup>th</sup> Edit Wadsworth, USA.
5. Douglass, R.G., & David, C. (2007). Counselling and Psychotherapy. New Delhi: Pearson Education.
6. Herr, E.L. & Crammer, S.H. (1998). Career Guidance & Counselling and

- Psychotherapy, 8<sup>th</sup> Edition, Wadsworth, USA.
7. Kotler, J.A. & Brown, R.W. (2000). Introduction to Therapeutic Counselling Process. 4<sup>th</sup> Edition Brooks/Cole Publishing Company, USA.
  8. Nystul, M.S. (2001). Introduction to Counselling. New Mexico State University: Allyn and Bacon.
  9. Orlans, V., & Scoyoc, S.V. (2009). Short Introduction to Counselling Psychology. New York: Sage Publishers Ltd.
  10. Patterson, L.E. & Welfel, E.R. (2000). The Counselling Process. Wadsworth, USA.
  11. Shertzer, B. & Stone, C. (1976). Fundamentals of Guidance. Third Edition Houghton Mifflin Company, USA.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Clinical Psychology**

**Course Code: MSYL-3444 (OPT-IV)**

**COURSE OUTCOMES**

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Applied Social Psychology**

**Course Code: OPT-V**

**(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**

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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Cognitive Psychology**

**Course Code: OPT-VI**

**(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**

**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. Friedenberg, J. & Silverman, G. (2012). Cognitive Science: An Introduction to the study of Mind. Sage Publications: New Delhi.
4. Galotti, K.M. (2005). Cognitive Psychology. Thomson Asia Pvt.Ltd., Singapore.
5. Mayer, R.E. (1981). The Promise of Cognitive Psychology Freeman and Co., New York.
6. Solso, R. L. (2004). Cognitive Psychology. Pearson Education Pvt. Ltd., Delhi.

7. Taylor, I.(1999). Active Psychology, Pearson Education Ltd., England.
  8. Wessels, M.G.( 1982). Cognitive Psychology, Harper & Raw Publishers, New York.
- MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

## **Psychology of Exceptional Children**

**Course Code: MSYL-3445 (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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Psychology of Exceptional Children**

**Course Code: MSYL-3445 (OPT-VII)**

**(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**

**Exceptional Children:** Concept and introduction to Categorization, Impairment, Disability, Handicap and its Prevention.

**UNIT-II**

**Children with Sensory and Motor Disabilities:** Visual and Hearing Impairments, Degrees of Impairment, Developmental Characteristics; Educational and Vocational Implications. Orthopedically Handicapped (Cerebral Palsy, Deformity due to injury)

**UNIT-III**

**Children with Cognitive difference:** Mental Disability: 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. Sehafar, R. (1977). Projective Testing and Psychoanalysis. New York: International Universities Press.
8. Pfeiffer, S.I. (2008). Psycho-educational Theory, Research and Best Practices. Springer: USA.
9. Wigelor, A.K., & Garner, W.R. (1982). Ability Testing: Uses, Consequences and Controversies. Washington, D.C.: National Academic Press.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Emotions**

**Course Code: OPT-VIII**

**(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**

**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 Emotions. England: Penguin Books Ltd.
2. Atkinson, R. C. (1999). Stevens Handbook of Experimental Psychology. Canada: John Wiley & Sons.
3. Izard, C. E. (1971). The Face of Emotion. New York: Meredith Corporation.
4. La Freniere, P. J. (2000). Emotional Development: A Bio-Social Respective. California: Wadsworth /Thomson Learning.
5. Philippot, P. and Feldman, R. S. (2004). Regulation of Emotions (Eds.). New Jersey: Lawrence Erlbaum Associates Publishers.



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**HUMAN RIGHTS AND CONSTITUTIONAL DUTIES**

**Course Code: MSYL-3446**

**Course Outcomes**

At the end of this course student will be able to

After completion of Semester III, the students will be able to understand the concept of Human Rights and Constitutional Duties, which will enable:

CO 1: the students will learn about the basic characteristics and classification of Rights and Duties.

CO 2: the students will inculcate the knowledge about the international framework of Human Rights in the context of Universal Declaration of Human Rights as well as the national initiatives.

CO 3: this course will guide the students about the relationship between Human Rights and Constitutional Duties as well as the provisions under chapter III and IV of the Indian Constitution.

CO 4: the students will also learn about the relationship between Human Rights and Psychology, Human Rights Education and Human Duties for Psychologists and Their Social Responsibility in the society.

CO 5: This course outcome will help the students in their further higher education programs and competitive exams.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**HUMAN RIGHTS AND CONSTITUTIONAL DUTIES**

**Course Code: MSYL- 3446**

**(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**

**Introduction to Human Rights**

**Foundational Aspects:** Meaning, Nature, Characteristic, Classification.

**International Framework:** Constituents of the Universal Declaration of Human Rights (UDHR).

**Unit II**

**Constitutional Realisation in India:** Fundamental Rights (Part III, Constitution of India).

**Protective Mechanism in India:** The composition, Powers and Functions of the National Human Rights Commission of India (NHRC).

**Human Rights Education for Psychologists:** Human Rights Oriented Psychology

**Unit III**

**Introduction to Human Duties**

**Conceptual Perspective:** Meaning, Nature & Characteristics of Human Duties.

**Intellectual discourses:** Classification of Human Duties; Relevance of Human Duties.

**Unit IV**

**Constitutional Recognition in India:** Fundamental Duties in Indian

Constitution, Part IV A.

**Duties of Psychologists and Their Social Responsibility: An Ethical Perspective**

**Recommended Books:**

1. United Nations. *The United Nations and Human Rights 1945-1995*. Geneva: United Nations Blue Books Series, Vol. VII, 1996.
2. Sastry, S. N. *Introduction to Human Rights and Duties*. Pune: University of Pune Press, 2011.
3. Mertus, Julie. *The United Nations and Human Rights-A Guide for a New Era*. London: Routledge, 2009.
4. Donnelly, Jack. *Universal Human Rights in Theory and Practice*. New York: Cornell University Press, 2013.
5. Hammarberg, Thomas. *Taking Duties Seriously- Individual Duties in International Humanitarian Law*. Versoix: International Council on Human Policy, 1999.
6. Miller P. Frederic, *et al.* *Fundamental Rights, Directive Principles and Fundamental Duties in India*. New York: VDM Publishing, 2009.
7. Cinganelli, Davis Louis. *Human Rights- Theory and Measurements*. London: Macmillan Press, 1988.
8. Ishay, M. R. *The History of Human Rights*. New Delhi: Orient Longman, 2004.
9. Mohapatra, Arun Ray. *National Human Rights Commission of India: Formation, Functioning and Future Perspectives*. New Delhi: Atlantic, 2004.
10. Deol, Satnam Singh. *Human Rights in India-Theory and Practice*. New Delhi: Serials Publications, 2011.
11. Rubin, Neal S. and Flores, Roseanne L. (eds.), *The Cambridge Handbook of Psychology and Human Rights (Cambridge Handbooks in Psychology)*, Cambridge University Press, 2020.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Practicals**

**Course Code: MSYP-3447**

**(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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-III**

**Session: 2021-22**

**Practicals**

**Course Code: MSYP-3447  
(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 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. Projective Test- I
2. Projective Test- II
3. Interest
4. Emotions
5. Depression
6. Anxiety

**MASTER OF ARTS (PSYCHOOGY) SEMESTER -III**

**Session: 2021-22**

**Field Work**

**Course Code: MSYF-3448**

**COURSE OUTCOMES**

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

CO1: develop understanding of the concepts, principles, and overarching themes in psychology.

CO2: demonstrate an understanding of the working knowledge of psychology's content domains.

CO3: describe applications of psychology.

**MASTER OF ARTS (PSYCHOOGY) SEMESTER -III**

**Session: 2021-22**

**Field Work**

**Course Code: MSYF-3448**

**Total Marks: 50**

**Instructions for evaluation:**

All the Students will prepare a report based on their field work and will submit the report 10 days before the start of the End Semester Examination of the 3rd Semester. Faculty of Department will evaluate the field work report and assign the marks out of 50.

All the Students are required to complete 3 weeks field work in Industry/Medical Colleges/ Hospitals/Psychiatric Nursing Homes/De-addiction Centres/Orphanage Homes/ Pingalwara / Old Age Homes etc. during Summer Vacation.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**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.



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Research Methodology**

**Course Code: MSYL-4441**

**(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**

**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.

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

10. Willig, C. (2001). *Introducing Qualitative Research in Psychology. Adventures in Theory and Methods.* USA: Open University Press.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Applied Psychology**

**Course Code: MSYL-4442**

**(Theory)**

**COURSE OUTCOMES**

After passing this course the student will be able to:

CO1: To provide an understanding about the application of psychological principles to solve problems of the human experience

CO2: To gain an understanding about the concept of Social influence and Legal system.

CO3: To train the students in Teamwork abilities, Flexibility, and Self-management.

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**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Applied Psychology**

**Course Code: MSYL-4442**

**(Theory)**

**Time: 3 hours**

**Max. Marks: 100**

**Theory Marks: 80**

**CA: 20**

**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**

**Psychology and Legal system:** Social Influence and Legal system (Police Interrogation, Line ups & Media Coverage) Social Cognition (Eyewitness Testimony, Emotions, Time and Intervening Information, Memory), Role of Stereotypes and Prejudice in Legal System

**Unit II**

**Psychology and Environment:** Concept and Types of environment, Pollution (Air, Water, Noise, Chemical) Personal Space, Density and Crowding, Psychological Interventions for Environmental Management

**Unit III**

**Psychology and Organizations:** Concept and Nature, Work Environment, Job Satisfaction (Antecedents & Consequences, Interpersonal Processes in Organizations, Communication and Group Decision making

**Unit IV**

**Community Psychology:** Concept, Origin, Values and Approaches, Sense of Community (Life in the city and Internet as a community & source of help, Diversity vs Prejudice and Stigmatization, Change in community

**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. Worchel, S., Cooper, J. & Coethals, G. R. (1988) *Understanding Social Psychology*. The Dorsey Press, Chicago.
4. Raven, B. H. & Rubin, H. L (1983) *Social Psychology*, John Wiley Sons, New York.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Industrial Psychology**

**(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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Industrial Psychology**

**(OPT-I)**

**(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**

**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. New York: Harper & Row.
2. Dunnette, M.D. (Ed.) (1976). Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally.
3. Ghiselli, E.E. and Brown, C.W. (1955). Personnel and Industrial Psychology. New York: McGraw Hill.
4. Jewell, L.N. & Siegall, M. (1990). Personnel and Industrial Psychology. New York: McGraw Hill.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Psychology of Adolescence**

**(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.



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Psychology of Adolescence**

**(OPT-II)**

**(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**

**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. Berk, L. E. (2004). Development through the Lifespan. USA: Pearson Education Inc.
2. Dusek, J. B. (1987). Adolescent Development and Behaviour. New Jersey: Prentice- Hall Englewood Cliffs.
3. Jersild, A. T., Brook, J. S. & Borook, D. W. (1978). The Psychology of Adolescence. New York: Macmillan Publishing Co.
4. Kil, R.V & Cavanaugh, J. C. (2000). Human Development: A lifespan view. USA: Wordsworth.
5. Newman, B. N. & Newman, P. R. (1979). An Introduction to the Psychology of Adolescence. Illionis: The Dorsey Press.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Health Psychology**

**Course Code: MSYL-4443 (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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Health Psychology**

**Course Code: MSYL-4443 (OPT-III)**

**(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**

**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. Wadsworth: Thomson Learning.
2. Carson, R.C. & Butcher, J.N. (2000). Abnormal Psychology and Modern life. USA: Harper Collins Publishers.
3. Friedman, D.M.N. (1989). Health Psychology. New York: Prentice Hall.
4. Marks, D. F. ,Murray, M. , Evans, B., Willig, C., Woodal, C. & Sykes, C. M. (2008). Health Psychology, Theory, Research & Practice. New Delhi: Sage Publications.
5. Misra G. (1999). Psychological Perspectives on Stress and Health. Delhi: Concept Publishing.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Positive Psychology**

**Course Code: MSYL-4444 (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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Positive Psychology**

**Course Code: MSYL-4444 (OPT-IV)**

**(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**

**Positive Psychology:** Nature, Classification and measures of human strengths (Gallup's Clifton Strength Finder, The VIA Classification of Strengths, The Search Institute's 40 Developmental Assets).

Resilience (Concept, Sources and Strategies).

**UNIT-II**

**Positive emotional states and processes:** Positive Affect (Broaden and Build Theory, Effect of Positive Emotions on Health, Psychological and Social Resources), Happiness and well-being (Relationship, Determinants of Subjective Well-Being), Emotional Intelligence (Concept Goleman, Salovey and Mayer Theory, and Strategies).

**UNIT-III**

**Positive cognitive states and processes:** Self efficacy (Concept, Bandura's Model, Development, Effect and Strategies), Optimism (Concept, Theories: Martin Seligman, and Michael Scheier and Charles Carver, Strategies) and Hope (Concept, Effect, Strategies), Mindfulness (Concept, Effect and Strategies), Flow (Concept, Csikszentmihalyi's Flow State Model, Strategies).

**UNIT-IV**

Empathy, Gratitude and Forgiveness (Concept and Strategies).

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

**Readings:**

1. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. New York: Brunner – Routledge.
2. Crompton, W. C. (2005). An Introduction to Positive Psychology Singapore: Thomson

Publications.

3. Singh, R. (2007). Psychology of Well Being. New Delhi: Global Vision Publishing House.
4. Snyder, C. R. & Lopez, S. J. (2008). Positive Psychology New Delhi: Sage Publications.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Intelligence and Creativity**

**(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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Intelligence and Creativity**

**(OPT-V)**

**(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**

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



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Developmental Psychopathology**

**Course Code: MSYL-4445 (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. .

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Developmental Psychopathology**

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

**(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**

**Developmental Psychopathology: Concept, Principles, Classification & Assessment**

**UNIT-II**

**Internalizing Disorders: Anxiety Disorders; Childhood Depression, Conversion Reaction, Elimination Disorders (Causes & intervention)**

**UNIT-III**

**Externalizing Disorders: Conduct disorders; Attention deficit hyperactivity disorders, Oppositional Defiant Disorder (Causes & Intervention)**

**UNIT-IV**

**Developmental Disorders: Autism Spectrum Disorder; Childhood Onset Schizophrenia, Tic Disorders**

**Readings:**

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

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Environmental Psychology**

**(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.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Environmental Psychology**

**(OPT-VII)**

**(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**

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., Fisher, J.D. and Baum, A. (2001). Environmental Psychology. New York: Harcourt College Publishers.
2. Holahan, C.J. (1978). Environment and Behavior. New York: Plenum Press.
3. Stokols, D. & Altmann, I. (Eds.) (1987). Handbook of Environmental Psychology (Eds.). New York: Wiley.

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Educational Psychology**

**(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

MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV

Session: 2021-22

**Educational Psychology**

(OPT-VIII)

(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**

**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. New Delhi: Sterling Publishers.

2. Dececco, J.F. and Grawsford, W. (1977). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.
3. Hilgard, B.R. (1948). *Theories of Learning*. New York: Apple art.
4. Kakkar, S. B. (2001). *Educational Psychology*. New Delhi: Prentice Hall of India.
5. Kirk, S. A., Gallagher, J. and Nicholas, J. A. (1997). *Educating Exceptional Children*. New York: Houghton Mifflin Company.
6. Klausmeir, H.H. and Ripple, R.E. (1971). *Learning and Human Liabilities*. New York: Harper and Row.
7. Mangal, S. K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
8. Parson, R.D., Hinson, S. L., Brown, D.S. (2001). *Educational Psychology: A Practitioner Researcher model of Teaching*. Wadsworth: Thomson Learning.
9. Slavin, R.E. (2018). *Educational Psychology: Theory and Practice (12<sup>th</sup> Ed.)*. Chicago: Pearson
10. Woolfolk, A.B. (1987). *Educational Psychology*. Englewood Cliffs: Prentice Hall

**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Practicals**

**Course Code: MSYP-4446**

**(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.



**MASTER OF ARTS (PSYCHOLOGY) SEMESTER-IV**

**Session: 2021-22**

**Practicals**

**Course Code: MSYP-4446  
(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. Aptitude
3. Leadership
4. Stress-Resilience
5. Intelligence
6. Mental Health