

Department of Psychology
M.D.University, Rohtak

Foundation Course Floated For PG Students

(As per Choice based Credit System with effect from the academic year 2016–2017)

PAPER- 16PSY21FE- (Sr.No. of course in the code is to be added)

Psychology for Everyday Living

Credits : 3 (2Credit Theory:2 hrs/week)+(1Credit Practical:2hrs/week) Total :100 (75 +25) marks

Theory

75marks

*Examination :
Time : 3 hours*

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four Units. Candidates would attempt one question from each Unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each*

Unit I

Science of Psychology: Nature, Historical origins of psychology: Biopsychological, Psychodynamic, Behavioural, Cognitive, Humanistic.

Methods of Psychology: Naturalistic observation, Survey, Correlation, Experimental method.

Unit II

Perception: Nature, Form perception: Figure and ground; Depth Perception: cues; Laws of perceptual organization; Illusions.

Learning: Concept; Classical conditioning; Operant conditioning; Social cognitive learning; Applications of learning.

Unit III

Memory: Processes and Types of Memory; Forgetting: Nature and causes; Applications: Improving memory.

Motivation and Emotions: Concept of Motivation, Maslow's Need Hierarchy; Concept of Emotion, Physiological expression of emotions; Applications: Managing emotions.

Unit IV

Personality and Intelligence: Nature of personality, Approaches: Trait and Type; Nature and Determinants of intelligence; Applications: Emotional intelligence.

Stress: Nature, Causes and consequences; Applications: Coping strategies.

Recommended Books:

Khatoon, N. (2012). General Psychology. Pearson: Delhi.

Baron, R.A. and Misra, G. (2016). Psychology. Pearson: Delhi.

Ciccarelli, S.K. and Meyer, G.E. (2006). Psychology. Pearson: Noida.

Practicals

Credits: 1 (2hrs/Week)

Maximum Marks : 25

ExamTime : 2 hours/group

Note:

Each student would perform three experiments / tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers in the beginning of each semester.

It would be mandatory for each student to submit a record file containing a report of all tests and experiments duly signed by the respective teachers. During examination one experiment/ test would be conducted. Evaluation would be based on performance in conduct, written and viva.

Areas for Experiments/Tests

1. Perception
2. Illusion
3. Conditioning
4. Memory
5. Motivation
6. Emotion
7. Intelligence
8. Personality

Scheme of Examination M.A. Applied Psychology

(As per Choice based Credit System w.e.f. the academic year 2016–2018)

The entire course will be of four semesters. Each student should earn a minimum of 99 credits over the entire course (Hard Core = 56; Soft Core = 15; Dissertation/field work= 20; Foundation elective = 2; Open Elective = 6).

Scheme of Examination M.A. Applied Psychology (Semester I & II)

(As per Choice based Credit System w.e.f. the academic year 2016–2017)

The entire course will be of four semesters. In Semester I, there would be five Hard core papers (four theory papers and a practical) and in Semester II there would be four Hard core (three theory papers and a practical) and one Soft core paper. Each Student with opt for at least one foundation course (minimum 2 credits) in either Semester I or II and an open elective course (minimum 3 credits) in Semester-II.

Sem.	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Exami nation (hrs)	Credits L+T+P
				Inter nal Asst.	Semest er end Exam.	Total		
I	16APY21HC1	Fundamentals of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21HC2	Applied Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21HC3	Fields of Applied Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY21HC4	Research Methods, Designs and Statistics	4+0+0	20	80	100	3hrs	4+0+0=4
	16APY21HC5	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5
Credits		HC=21; FE*=2-3			Total Credits:		21-23/24	
II	16APY22HC6	Psychology in Health	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22HC7	Psychology in Education	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22HC8	Psychological Testing	4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY22HC9	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5
	16APY22SA1	Psychology Across Lifespan	4+0+2	-	T=75 P=25	100	3 hrs	4+0+1=5
	16APY22SB1	Organizational Psychology	4+0+2	-	T=75 P=25	100	3 hrs	
	16APY22SC1	Personality	4+0+2	-	T=75 P=25	100	3 hrs	
Credits		HC=17; SC=5; FE*=2-3; OE=3			Total Credits:		25-27/28	

Note: i) Student to opt for one soft core of 5 credits; ii) Students can opt for FE in either Semester I or II

Scheme of Examination
M.A. Applied Psychology (Semester III & IV)

(As per Choice based Credit System w.e.f. the academic year 2017–2018)

In Semester III, there would be three Hard core papers (two theory papers and a practical) and two soft core papers. In Semester IV there would be one Hard core paper (one theory paper), Practical training and Dissertation. Each Student will opt for at least one open elective course (minimum 3 credits) in Semester III.

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Examination (hrs)	Credits L+T+P
				Internal Asst.	Semester end Exam.	Total		
III	16APY23HC10		4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY23HC11		4+0+0	20	80	100	3 hrs	4+0+0=4
	16APY23HC12	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
	16APY23SA2*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
	16APY23SA3*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
Credits		HC=13; SC=10 OE=3			Total Credits:			26
IV	16APY24HC13		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
		Dissertation/ Field based empirical report						10
		Practical Training						10
Credits		HC=5; Dissertation /Field work:20			Total Credits:			25

** Nomenclature of papers and number of options for the soft core papers will be decided when the syllabus of Semester III and IV is to be considered*

M.A. (Semester-I) Applied Psychology 2016-2017

Paper-16APY21HC1

FUNDAMENTALS OF PSYCHOLOGY

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- Nine questions would be set in all. Candidates would be required to attempt five questions.*
- There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

The Fields and Scope of Contemporary Psychology.

Schools of Psychology: Structuralism, Functionalism, Associationism, Psychoanalysis, Behaviourism, Gestalt.

Unit II

Genetic Influence on Behaviour: Chromosomes and Genes; Methods of Studying Genetic or Hereditary Determinants; Evolution, Culture and Behaviour.

Perception: The Constancies: Size, Shape, Brightness ; Perceptual Organization.

Unit III

Learning and Conditioning: Classical Conditioning; Operant Conditioning; Cognitive Learning; Verbal Learning.

Emotion and Motivation: Meaning and Theories of Emotions: James-Lange, Canon-Bard, Schachter-Singer, Lindsley's Activation Theory; Meaning and Approaches of Understanding Motivation: Instinct Approach, Drive Reduction, Incentive Approach.

Unit IV

Intelligence: Nature, Theories: Spearman's Two Factor, Thurston's Group Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner).

Personality: Nature, Type And Trait Approach Theories, Psychosocial (Erik Erikson), Psychoanalysis (Freud), Social Learning (Bandura), Factor Analytic Theory (Cattell). Phenomenological Theory (Carl Rogers).

Recommended Books:

Ciccareli, S. K., & Meyer, G. E. (2009). *Psychology*. India: Pearson.

Cacioppo, J. T., & Freberg, L. A. (2013). *Discovering Psychology: The science of mind*. India: Cengage Learning.

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J. and Nolen-Hoek-sema, S. (2000). *Hilgard's Introduction to Psychology* (13thed.). New York: Harcourt College .

Kumar, A. (2014). *Advanced General Psychology*. Delhi: Motilal Banarsidass.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to Psychology*. New Delhi: McGraw Hill Education.

Passer, M. W., & Smith, R. E., (2011). *Psychology: The Science of Mind and Behaviour*. India: McGraw Hill.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Introduction to Applied Social Psychology:

Nature, Fields of applied social psychology, Theories in social psychology.

Research Methods in Applied Social Psychology:

Methods of data Collection: Self- Report methods, Observation, Experimental and Qualitative Research Methods.

Unit II

Applying Social Psychology to Organisations:

The individual in an organisation: Work related attitudes; Interpersonal processes in organization: Communication; Types and Techniques.

Applying Social Psychology to Legal System/ Criminal Justice System:

The Crime and Criminal: Social Psychology of Crime; Origins of Criminal Behaviour; Criminal Justice System: Role of Police Investigation, Court room, Prison setting; Eyewitness Testimony; Factors affecting eyewitness accuracy.

Unit III

Applying Social Psychology to Personal Relationships:

Positive Personal Relationships: Attraction: Cognitive, Reward and equity perspective; Attachment: styles and selection process.

Applying Social Psychology to Positive Well-Being:

Introduction to Positive Social Psychology; Optimism: Psychology of Optimism, Benefits and Positive Coaching Exercises.

Unit IV

Applying Social Psychology to Media:

Media violence and its consequences; Imitation of violence; Media violence and aggressive thoughts, Media violence and fear, Impact of media influence on thoughts.

Applying Social Psychology to Community:

Community Psychology: Nature and Origins; Values and approaches. Sense of community and social change.

Recommended Books:

Baron ,R.A., Byrne ,D., M & Johnson, B.T.(1998).*Exploring Social Psychology*. Boston : Allyn & Bacon.

Schneider, F.W.,Gruman,J.A.,& Coutts,L.M.(2012).*Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. Los Angeles: Sage.

Soroka,M.P.,& Bryjak ,G.J.(1995). *Social Problems:A World at Risk*.Boston :Allyn & Bacon.

Worchel,J.,Cooper J.,Goethals ,G.R., and Olsons,J.M.(2000). *Social Psychology*. USA: Wadsworth/Thomson.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit I

Introduction to Applied Psychology: Nature and Scope of Applied Psychology; Scientific approach to Behaviour: Advantages of scientific approach, Experimental and Correlational research.

Environmental Psychology: Nature and Scope; Current events influencing environmental psychology; Applying psychology to preserve environment.

Unit II

Guidance and Counselling Psychology: Nature, Goals and Steps; Basic skills of guidance and counselling.

Clinical Psychology: Nature, Scope and its development as a scientific discipline and profession.

Unit III

Sports and Exercise Psychology: Nature, Goals of sports psychologist, Benefits of regular physical activity, Difference between sports and exercise psychology.

Community and Cross-Cultural Psychology: Nature, Goals and Future of Community Psychology; Nature of Cross- Cultural Psychology, Concept of culture, Culture and Diversity.

Unit IV

Media Psychology: Nature; Physical, Cognitive and Social development through media; Interactive communication: Computers, Cell- phones and Internet strategies to regulate electronic media usage.

Forensic and Legal Psychology: Evolution of Forensic Psychology; Aspects of current Forensic Psychology and Role of Forensic Psychologist; Psychology and Judicial process; The Psychologists' relationship to law, Psychological factors in Antisocial Behaviour.

Recommended Books:

- Arun, I. (2011). Media Communication and Journalism. New Delhi: Maxford Books.
- Bayne, R. & Jinks, G. (2013). *Applied Psychology: Research, Training and Practice*. London: Sage.
- Bell, A., Green, T.C., Fisher, J.D. and Baum, A. (2001). *Environmental Psychology*. Orlando: Harcourt.
- Berk, L. E. (2013). *Child Development* (9thed). U.S.A: Pearson Education.
- Davey, G. (2011). *Applied Psychology*. U. K: Wiley –Blackwell.
- Goldstein, A.P. and Krasner, L.(1988). *Modern Applied Psychology*. New York: Pergamon Press.
- Hanson, R. E. (2011). *Mass Communication: Living in a Media World*. (3rded). Washington D.C: CQPress.
- Levine, L. E. & Munsch, J. (2014). *Child Development: An Active Learning Approach* (2nded). New Delhi: Sage.
- Matsumoto, D. & Juang, L. (2004). *Culture and Psychology* (3rded). U.S.A: Wadsworth.
- Moran, A.P. (2012). *Sport and Exercise Psychology* (2nded). New York: Routledge.
- Moritsugu, J., Vera, E., Wong, F.Y. & Duffy K.G. (2014). *Community Psychology*. U.S.A: Pearson.

- Neitzel, M.T., Bernstein, D. A. & Milich, R. (1994). *Introduction to Clinical Psychology* (4thed). New Jersey: Prentice Hall.
- Nelson- Jones, R. (1994). *The Theory & Practice of Counselling Psychology*. London: Cassell.
- Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In Pursuit of Liberation and Well-being*. New York: Palgrave MacMillan.
- Pietrofesa, J.J., Bernstein, B., Minor, J. & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Pietrofesa, J.J., Hoffman, A., Spelt, H.H. & Pinto, D.V. (1978). *Counselling Theory, Research & Practice*. Chicago: Rand McNally.
- Singh, A.P. (2013). *Vyavharik Manovigyan*. Delhi: Pearson.
- Veitch, R. & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. New Jersey: Prentice Hall.
- Wrightsman, L.S. (1987). *Psychology and Legal System*. Belmont, C.A: Wadsworth.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.
- d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.

Unit I

Research: Meaning and Types; Research Problem; Hypotheses and Variables.

Descriptive Statistics: Measures of Central Tendency and Variability.

Unit II

Sampling: Probability and Non- Probability Sampling Methods.

Normal Probability Curve (NPC) – Applications (Area under NPC) and Deviation (Skewness and Kurtosis)

Unit III

Experimental and Non-Experimental Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Self Report Methods.

Correlation Statistics: Product Moment; Rank Order; Biserial; Tetrachoric and Kendall Concordance.

Unit IV

Research Designs: Between subjects; Within Groups and Quasi Experimental Designs.

Inferential Statistics: t-test (Independent and Dependent Means); ANOVA (One way & two way for Separate Groups); Mann-Whitney U-test; Wilcoxon Matched Paired Test and Kruskal Wallis H-Test.

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach*.

(6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education*. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty, C. (2014). *Research Methods Statistics in Psychology*. (2nd Ed.) New Delhi;Sage .

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences*. Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences*. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology*. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .

Shaughnessy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994). *Non-Parametric Statistics*. New York: McGraw Hill.

Singh, A.K. (2011). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta, L. (2015). *Fundamental Statistics For Social Sciences*. Rohtak : Intellectual Foundation (India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Credits : 5(Hrs/ week 10)

Maximum Marks : 100

Time : 4 hours

Note:

Each student would perform six experiments and six tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments

(50 marks)

Any six experiments from following areas.

1. Perceptual Constancy
2. Depth Perception
3. Exercise and Arousal
4. Conditioning
5. Verbal Learning
6. Media Violence
7. Social conformity
8. Emotion

b) Tests

(35marks)

Any six tests from following areas.

1. Self
2. Intelligence
3. Motivation
4. Attachment Style
5. Communication Style
6. Personality (Objective)
7. Reliability/Validity

c) Computer Applications in Research

(25marks)

1. Graphical Representation
2. Central Tendencies & Variability.
3. Mean Comparison
4. Correlation

M.A. APPLIED PSYCHOLOGY (SEMESTER-II)

PAPER-16APY22HC6

PSYCHOLOGY IN HEALTH

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- Nine questions would be set in all. Candidates would be required to attempt five questions.*
- There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Health Psychology: Nature, Mind- body relationship, Models of health psychology: Biomedical, Biopsychosocial model, Need of health psychology, Role of psychologists in health.

Health Behaviours: Health enhancing behaviours, Health compromising behaviours.

Unit II

Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change.

Stress & Coping: Sources of stress, Transactional model of stress, Coping with stress, Coping interventions.

Unit III

Pain and its management: Nature, Types, Biopsychosocial aspects of pain, Managing and controlling pain.

Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension; Types of diabetes, Problems in self management of diabetes, Psychological management of diabetes.

Unit IV

Arthritis & AIDS: Types of arthritis, Psychological intervention; Psychosocial factors of AIDS, Coping with AIDS.

Cancer: Psychosocial factors, Coping with cancer; Trends in Health Psychology: Issues and future challenges.

Recommended Books:

- Fiest, J. & Brannon, L. (2000). Health Psychology: Introduction to Behaviour & Health. USA: Wadsworth.
- Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships. Boston: Allyn & Bacon.
- Malhotra, S.M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.
- Singh, R., Yadava, A. & Sharma, N.R. (2015). Health Psychology. New Delhi: Global Vision Publishing House.
- Straub, R.O. (2007). Health Psychology: A Biopsychosocial Approach. NY: Worth Publishers.
- Taylor, S.E. (2012). Health Psychology (7th ed) Indian Edition. New Delhi: McGraw Hill Edu.
- Yadava, A., Hooda, D. & Sharma, N.R. (2012). New Delhi: Global Vision.

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Aim of Education, Need of Psychology in Education.

Guidance: Meaning, Principles, Goals and Need.

Guidance and School Curriculum: Relationship with education and discipline, Meaning of curriculum, Role of psychologist in curriculum planning, Guidance functions through various educational subject matters.

Unit II

Psychological Education I: Appraisal: Stages, Psychometric Approach: Type of test and selection, Impressionistic approach.

Facilitating learning through Psychology: Influences on learning, Basic learning skills & debilities of the learner.

Unit III

Psychological Education II: Group Guidance Programs: Settings, Courses and Methods.

Educational Guidance: Nature, Pupil Personnel work, Pupil Appraisal information.

Vocational Guidance: Nature, Study of occupations- Collecting and Disseminating occupational information; Theories of occupational choice.

Unit IV

Self development in Education: Development of Self concept, assessment, composition and defense, Need satisfaction and Self esteem, Learning environment and Self enhancement, Improving self Image.

Values clarification and Moral development: Meaning and development, psychological growth, Guidance through values clarification, Impact of education on values, Moral development.

Recommended Books:

- Alam, S. (2014). *Basics of Guidance & Counselling*. New Delhi: Global Vision.
- Arther, J. J. (1971). *Principles of Guidance*. Delhi: Tata Mc Graw Hill.
- Bernard, H., & Fullmer, D.W. (1977). *Principles of Guidance*. New York: Harper & Row.
- Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: A Practical Approach (Vol. I & II)*. New Delhi: Vikas.
- Gibson, R.L. & Mitchell, M.H. (2007). *Introduction to Counseling & Guidance* (7th ed.) Pearson.
- Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Ranel Mc Nally College.
- Rao, S. N. (1977). *Counselling and Guidance*. New Delhi: Tata Mc Graw Hill.
- Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book.
- Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Introduction: Definition, Nature & Historical outline of psychological testing, Types of psychological tests, Applications of psychological tests.

Nature & Types: Reliability, Validity, Norms.

Unit II

Test Construction: Building blocks of a Psychological Test, Ethical and cultural issues in testing.

Item Analysis: Selection of items, Item difficulty, Item discrimination, Item response theory.

Unit III

Ability Testing: Individual tests: Stanford- Binet, Wechsler scales; Group tests: Multiple Aptitude battery: Differential Aptitude test; Multidimensional Aptitude battery: Cognitive Abilities test (CogAT).

Personality Testing: Projective and Self Reporting Inventories.

Unit IV

Neuropsychological Testing: Luria- Nebraska Neuropsychological battery, AIIMS Comprehensive Neuropsychological battery.

Tests for Special Population: Tests for Infant & Preschool children, Tests for Intellectually Disabled & Physically Challenged.

Recommended Books:

- Aiken, L.R. & Groth- Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed) Delhi: Pearson.
- Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed) NY: Prentice- Hall.
- Gregory, R.J. (2004). *Psychological Testing: History, Principles, & Applications* (4th ed) New Delhi: Pearson Education.
- Husain, A. (2012). *Psychological Testing*. Delhi: Pearson.
- Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). *Psychological Testing*. New Delhi: Sage.
- Singh, A.K. (2008). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan.

Credits: 5 (Hrs/ week :10)

Maximum Marks : 100

Time : 4 hours/Gr

Note:

Each student would perform eight experiments / tests from the areas mentioned below and prepare profiles of eight tests/instruments. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination, two experiments /tests would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Any Eight Experiments / tests from following areas. (75 marks)

1. Life Style & Health Habits
2. Stress
3. Coping
4. Assessment of Pain
5. Relaxation Technique
6. Health Assessment
7. Assessment of Self
8. Assessment of Values/Character Strength
9. Guidance Need Inventory
10. Sociometry/ Observation
11. Learning Disabilities
12. Vocational Interest
13. Learning Skill
14. Case Study
15. Personality Inventory
16. Internet Addiction
17. DAT
18. BMI
19. Lie Detection
20. Attribution

c) Profiling of Instruments/Tests (25 marks)

Eight profiles of Instruments/Tests (atleast four instruments) to be prepared. Details of instrument/test and its working/administration, scoring, interpretation, and application would be described.

Theory

hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit I

Life Span Development: Nature and Stages of life span development, Methods of study: Observation, Case study, Cross-sectional and Longitudinal.

Prenatal development and Birth: Genetics and Development, Fetal development, Birth process, The Mother and Psychosocial environment.

Unit II

Development in Infancy: Development of sensory-motor in newborns; Communications and attachment; Emotional development in Infancy.

Development in Pre-school years and Early Childhood: Language development; Fantasy development through Play; Self-regulation: Toilet training, Shame and Doubt; Imitation and Gender identification.

Unit III

Middle Childhood: Family influences on social competence, Role of friends in social development; Concrete operations in Middle Childhood (Piagetian approach); Skill learning; Psychological crises: Industry and inferiority.

Adolescence stage: Physical development in boys and girls; Sexual Orientation, Formal Operations (Piagets' Theory); Cognitive and Emotional Development; Group Identity, Threats to well-being and depression.

Unit IV

Early Adulthood: Physical, Social, Cognitive and Development of Personality; Marriage and adjustment in early years of marriage; Career phases in Early Adulthood.

Middle and Late Adulthood: Managing career, Expanding Interpersonal Skills and Relationships; Balancing work and family life; Caring for one's own aging parents; Psychology of Grand parenthood; Loneliness and Death Anxiety.

Recommended Books:

- Berk, L. E. (2007). *Development through the Lifespan*. 3rd Edition. New Delhi: Pearson education.
- Newman, B. M., & Newman, P. R. (2012). *Life-span development: A Psychosocial Approach*. 11th Edition. US: Wadsworth.
- Santrock, J. W. & Bartlett, J. C. (1986). *Developmental Psychology: A Life-Cycle Perspective*. 2nd Edition. US: Brown .
- Slater, A. & Bremner, G. (2011). *An Introduction to Developmental Psychology*. 2nd Edition. UK: BPS Blackwell.

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours/Gr

Note:

Each student would perform one experiment and two tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. Self Confidence
2. Family Relationship
3. Death Anxiety
4. Old Age Adjustment
5. Assessment of sensory/motor/cognitive capacities across developmental stages
6. Adjustment issues across developmental stages

Theory

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Nature of I/O Psychology:

Historical development: Traditional and Modern Approach; Working Conditions: Physical working conditions and psychological working conditions.

Recruitment and Selection: Organisation's and applicant's perspective; Job analysis and interview.

Unit II

Behaviour's in Organisation:

Productive behaviour: Nature and Process: Innovation, Organizational citizenship behaviour and Organisational commitment.

Counterproductive Behaviour : Nature and Processes: Absenteeism, Employee Turnover, Ineffective job performance.

Unit III

Employee Motivation:

Theories of Motivation: Content and Process theories; Behavioural approach of Motivation and Practical value of motivation, Integration of motivation theories.

Approaches of Leadership: General approaches of leadership; Theories of leadership: Trait theories, Behavioural and Modern; Power and Influence, Leadership through Vision and Persuasion.

Unit IV

Organizational Theory and Designs:

Organizational theory: Determinants of Organizational Designs; Recent innovations; Research on Organizational Designs.

Organizational Culture: Nature of Organizational culture; Manifestation of organizational culture; measurement and changing organizational culture.

Recommended Books:

Aamodt.M.G.(2012). *Industrial /Organizational Psychology*. USA: Wadsworth Cengage Learning.

Hellriegel.D,Slocum.J.W.(2004).*Organizational Behaviour*. Singapore:Thomson Asia Pvt Ltd.

Jex,S. M.(2002).*Organizational Psychology*.New York: John Wiley & Sons .

Robboins.P.S.(2003).*Organizational Behaviour*.New Delhi: Prentice Hall of India Private Limited.

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours

Note:

Each student would perform one experiment and two tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. Organizational Commitment
2. Leadership
3. Organizational Climate
4. Effect of Physical conditions on Performance
5. Job Analysis
6. Motivation

Theory**Note:**

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.

Unit I

Nature, History and Assessment of Personality

Personality Research Methods: Experimental, Correlational and Case study.

Unit II

Psychoanalytic Approach : Freud (Psychoanalysis), Jung (Analytical Psychology) and Adler (Individual Psychology)

Life-span Approach: Erikson (Identity theory); McClelland's Achievement theory

Unit III

Humanistic and Existential theories: Rogers (Self-actualization theory), Rollo May (Existential Psychoanalysis)

Trait-Type approach: Eysenck (Biological Trait Theory); Big five- Contemporary Trait Theory

Unit IV

Social-Learning Approach: Bandura (Social Learning Theory); Rotter (Cognitive-social learning Theory)

Cognitive theories: Kelly (Personal Construct Theory); Mischel (Cognitive-Affective Theory)

Recommended Books :

Burger, J. M. (2004). *Personality* (6th Ed.). USA : Thomson Wadsworth.

Carver, C. S., & Scheier M.F. (1996). *Perspectives on Personality*. Boston : Allyn and Bacon.

Ellis, A., Abrams, M., & Abrams, L.D. (2009). *Personality Theories Critical Perspective*. New Delhi: Sage .

Engler, B. (2014). *Personality Theories: An Introduction* (9th Ed.). Wadsworth: Cengage Learning.

Friedman, H.S., & Schustack, W. (2003). *Personality : Clasical Theories and Modern Research* (2nd Ed.). New Delhi : Pearson Education.

Hall, C. S., Lindzey, G., & Campbell. (1998). *Theories of Personality*. New York : John Wiley and Sons.

Rckman, R.M. (2000). *Theories of Personality*. (7th Ed.). USA : Thomson Wadsworth.

[Schultz](#), D. P. & [Schultz](#), S.E. (2013). *Theories of Personality* (10th ed.). Wadsworth: Cengage Learning.

Credits: 1(Hrs /week: 2)

Maximum Marks : 25

Examination Time : 2hours/Gr

Note:

Each student would perform one experiment and two tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of tests and experiment, duly signed by the respective teachers. During examination one experiment/ test and would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. State- Trait Anxiety
2. 16 P.F
3. Neo- FFI
4. Type A/B Behaviour Pattern
5. WAT
6. SCT

Scheme of Examination M.A. Psychology

(As per Choice based Credit System w.e.f. the academic year 2016–2018)

The entire course will be of four semesters. Each student should earn a minimum of 102 credits over the entire course (Hard Core = 60; Soft Core = 30; Field work= 4; Foundation elective = 2; Open Elective = 6).

M.A. Psychology (Semester I & II)

(Session 2016-2017)

In Semester I, there would be five Hard core papers (four theory papers and a practical) and in Semester II there would be four Hard core (three theory papers and a practical) and one Soft core paper. Each Student will opt for at least one foundation elective (minimum 2 credits) in either Semester I or II and an open elective course (minimum 3 credits) in Semester II .

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Exami nation (hrs)	Credits L+T+P	
				Inter nal Asst.	Semest er end Exam.	Total			
I	16PSY21HC1	Historical and Theoretical Foundations of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21HC2	Experimental Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21HC3	Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21HC4	Research Methods and Statistics in Psychology	4+0+0	20	80	100	3hrs	4+0+0=4	
	16PSY21HC5	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5	
Credits		HC=21; FE*=2-3			Total Credits:			21-23/24	
II	16PSY22HC6	Biological Bases of Behaviour	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22HC7	Cognitive Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22HC8	Research Designs and Statistics in Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22HC9	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5	
	16PSY22SA1	<i>Environmental Psychology</i>	4+0+2	-	T=75 P=25	100	3 hrs	4+0+1=5	
	16PSY22SB1	<i>Positive Psychology</i>	4+0+2	-	T=75 P=25	100	3 hrs		
	16PSY22SC1	<i>Health Psychology</i>	4+0+2	-	T=75 P=25	100	3 hrs		
Credits		HC=17; SC=5; FE*=2-3; OE=3			Total Credits:			25-27/28	

Note: i) Student to opt for one soft core of 5 credits; ii) Students can opt for FE in either Semester I or II

Scheme of Examination M.A. Psychology (Semester III & IV)

(As per Choice based Credit System w.e.f. the academic year 2017–2018)

In Semester III, there would be three Hard core papers (two theory papers and a practical) and two soft core papers. In Semester IV there would be two Hard core papers (one theory paper, one practical), field work and three soft core papers. Each Student will opt for at least one open elective course (minimum 3 credits) in Semester III.

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Examination (hrs)	Credits L+T+P
				Internal Asst.	Semester end Exam.	Total		
III	16PSY23HC10		4+0+0	20	80	100	3 hrs	4+0+0=4
	16PSY23HC11		4+0+0	20	80	100	3 hrs	4+0+0=4
	16PSY23HC12	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
	16PSY23SA2*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
	16PSY23SA3*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
Credits		HC=13; SC=10 OE=3			Total Credits:			26
IV	16PSY24HC13		4+0+0	20	80	100	3 hrs	4+0+0=4
	16PSY24HC14	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
		Field work	-	-	100(viva-voce)	100	2hrs/Gr	0+0+4=4
	16PSY24SA4*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
	16PSY24SA5*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
	16PSY24S6*		4+0+2	-	T=75 P=25	100	T=3 hrs P=2 hrs/Gr	4+0+1=5
Credits		HC=9; SC= 15; Field work:4			Total Credits:			28

** Nomenclature of papers and number of options for the soft core papers will be decided when the syllabus of Semester III and IV is to be considered*

M.A. (Semester-I) Psychology (2016-2017)

Paper-16PSY21HC1 Historical and Theoretical Foundations of Psychology

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Need for study of History in Psychology; Problems in Historiography; Philosophical Issues: Mind-Body Problem, Free Will vs. Determinism.

Schools: Structuralism- Contributions of Wundt and Titchener, Methodology and Tenets; Functionalism- Antecedents, Pioneers, Methodology and Tenets.

Unit II

Classical Psychoanalysis: Freud; Neo-Freudians: Fromm, Sullivan, Horney. Analytic Psychology: Jung; Behaviorism: Watson; Gestalt psychology.

Unit III

Learning Theories: Guthrie, Tolman, Hull, Bandura.

Personality Theories: Adler, Erikson, Eysenck, Rogers.

Unit IV

Motivational and Emotion Theories: Lewin, Maslow, James-Lange Theory, Cannon-Bard Theory, Schachter & Singer Theory.

Intelligence Theories: Cattell, Guilford, Goleman.

Recommended Books:

Chaplin, T., & Kraweic, T.S. (1979). *Systems and Theories of Psychology*. NY: Thompson Learning.

Hergenhahn, B.R. (1997). *An Introduction to the History of Psychology*. U.S.A. : Brooks.

Leahey, T.H. (1987). *A History of Modern Psychology*. U.S.A.: Prentice Hall International

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology* U.S.A.: Harcourt Brace

Viney, W. & King, D.B. (1998). *A History of Psychology*. Boston: Allyn and Bacon.

Weiner, B.B. (1985). *Human Motivation*. Tokyo: Springer.

Paper-16PSY21HC2**EXPERIMENTAL PSYCHOLOGY**

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Perceptual Processes:

Perception of Size and Movement: Depth Cues, Size Constancy and Illusions; Perception of Real movement, Types of Apparent Movement.

Pattern Recognition: Prototype, Feature and Structural approach.

Unit II

Psychophysics:

Estimating Sensory Threshold: Classical Methods.

Signal Detection Theory: Assumptions, Procedures and Applications.

Subliminal Perception: Nature and Empirical Evidence.

Unit III

Conditioning:

Classical Conditioning: Measurement of Conditioned Response; Variables affecting Classical Conditioning; Applications: Conditioned Emotional Response, Taste Aversion.

Instrumental and Operant Conditioning: Appetitive and Aversive; Schedules of Reinforcement; Applications: Shaping and Superstitious Behaviour.

Unit IV

Verbal Learning: Methods, Organizational Processes; Improving Memory: Imagery and verbal mnemonics, Preparing for Examination.

Memory: Memory Codes and Attributes; Factors affecting forgetting.

Recommended Books:

Anderson, D.C., & Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). *Memory*. New York: Psychology Press.

Bartoshuk,L.M., Herz, R.S., Klatzky, R., Lederman, S. J., &Merfeld, D.M. (2012). *Sensation and Perception*. U.S.A.: Sinauer.

Chance,P.(1988). *Learning and Behaviour*. California: Wadsworth.

D'Amato, M.R. (1979). *Experimental Psychology: Methodology Psychophysics and Learning*. New Delhi: Tata McGraw Hill.

Domjan, M. (2003). *The Principles of Learning and Behaviour*. California: Wadsworth / Thomson.

- Goldstein, B.E. (2002). *Sensation and Perception*. USA: Wadsworth.
- Kling, J.W., & Riggs, L.A. (1984). *Woodworth & Schlosberg's Experimental Psychology*. New Delhi: Khosla.
- Leahey, T.H., & Harries, R.J. (1989). *Human Learning*. New Jersey: Prentice Hall.
- Lieberman, D.A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth Schwartz, B.L., & Krantz, J. H. (2016). *Sensation & Perception*. Los Angeles, CA: Sage.

Paper-16PSY21HC3**SOCIAL PSYCHOLOGY**

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Introducing Social Psychology:

Social Psychology: Nature, Origins and Development; Subject matter: Social Psychology yesterday and today.

Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross-Cultural, Sociometry

Unit II

Understanding Social World:

Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases.

Social Cognition: Social Schema & its impact; Heuristics, Prototypes and Social Representations.

Unit III

Influencing others:

Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance.

Social Influence:

Unintended Social Influence, Conformity: Asch and Sherif's approach; Compliance: Principles and Tactics; Obedience and Disobedience.

Unit IV

Social Processes:

Co-operation and Conflict: Social exchange theory; Factors affecting conflict, Inter group Conflict and Resolution techniques.

Aggression: Nature and Theories: Biological, Social learning and cognitive; Causes of aggression: Social and personal; Techniques and Prevention to control aggression.

Recommended Books:

Alcock,J., & Sadava,S.(2014).*An Introduction to School Psychology:Global Perspectives*. New Delhi:Sage Publication.

Baron,R.A.,& Byrne,D.(2004).*Social Psychology*. Singapore: Pearson Education.

Baron,R.A.,Byrne,D.& Johnson,B.T.(1998).*Exploring Social Psychology*. USA:Allyn and Bacon.

Myers,D.G.,Sahajpal,P.& Behera,P.(2012).*Social Psychology*. New Delhi:Tata McGraw-Hill.

Worchel,S.,Cooper,J.,Goethals,G.R.,& Olsons,J.M.(2000).*Social Psychology*. USA: Wadsworth/Thomson.

Paper-16PSY21HC4 RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY

Credits: 4 (Hrs/week: 4)

*Total :100 marks
Internal*

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
- d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

Unit I

Methods of Enquiry; Scientific Approach; Research: Nature and Types.

Research Questions; Hypotheses and Variables.

Unit II

Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Questionnaire.

Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis)

Unit III

Sampling Procedures: Probability and Non-Probability Techniques.

Correlation Methods: Pearson Product Moment; Spearman Rank-order; Kendall Rank Correlation; Biserial and Tetrachoric.

Unit IV

Research Ethics and Report Writing Styles.

Special Correlation Methods: Partial Correlation (First order); Multiple Correlation (Three Variables) and Kendall Method of concordance.

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd Ed.) New Delhi; Sage.

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences.* Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences.* Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology.* (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid, H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .

Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994)_*Non-Parametric Statistics*. New York: McGraw Hill.

Singh, A.K. (2011). *Tests, Measurements and Research Methods ion Behavioural Sciences*. New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta,L. (2015)._*Fundamental Statistics For Social Sciences*. Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Paper-16PSY21HC5

PRACTICALS

Credits : 5(Hrs / week: 10/group)

Maximum Marks : 100

Examination Time : 4 hrs

Note:

Each student would perform six experiments and six tests from the areas mentioned below. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments

(50 marks)

Any six experiments from following areas.

9. Perception
10. Conditioning
11. Memory
12. Forgetting
13. Social Conformity
14. Psychophysics
15. Ethological observation

b) Tests

(35marks)

Any six tests from following areas.

8. Self
9. Intelligence
10. Sociometry
11. Attitude
12. Aggression
13. Personality (objective)

c) Computer Applications in Research

(15marks)

5. Graphical Representation

6. Central Tendencies & Variability.
7. Mean Comparison
8. Correlation

M.A. (Semester-II) Psychology 2017-2018

Paper-16PSY22HC6

Biological Bases of Behaviour

Credits: 4 (Hrs/week: 4)

*Total :100 marks
Internal*

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Nature of Biopsychology: Meaning and approach; Major divisions of Biopsychology; Methods of study and research.

Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages

Unit II

Nervous System: Central Nervous System: Structure and Function of Brain and Spinal cord.

Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.

Unit III

Behavioural Genetics: Medalian Genetics, chromosomes, sex-linked and sex-limited genes.

Biological basis of Affector and Effector : Visual system, Auditory system; Motor system and Endocrine glands

Unit IV

Biological basis of Ingestive Behaviour: Hunger and Thirst

Biological basis of Sleep: Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep

Recommended Books:

Carlson, N. R. (2013). *Physiological of Behaviour*. USA: Pearson.

Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. New Jersey: Prentice Hall

Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education

Paper-16PSY22HC7

Cognitive Psychology

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Introduction: Emergence of Cognitive Psychology, Information Processing Approach.

Attention: Filter (Broadbent and Treisman) and Resource (Kahnman) Theories; Factors affecting Division of Attention.

Unit II

Memory:

Working Memory: Nature, Theories, Educational Applications.

Semantic and Episodic Memory: Semantic vs Episodic Memory; Level of Processing and Hierarchical Network model.

Prospective Memory: Types and Common Failures of Prospective Memory in Everyday life.

Unit III

Imagery : Empirical Investigations: Mental Rotation and Scanning; Analogical and Propositional Theory.

Language: Speech Recognition: Phonology, Morphology, Syntax and Parsing.

Speech Production: Theories:Garrett and Dell ; Speech Errors.

Unit IV

Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving; Finding Creative Solutions.

Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization.

Recommended Books:

- Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London : Lawrence Erlbaum.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.
- Riegler, B.R., & Riegler, G.L.R. (2008). *Cognitive Psychology: Applying the Science of the Mind*. India: Pearson Education.
- Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognitive Psychology*. New Jersey: Prentice Hall.
- Matlin, M. W. (1995). *Cognition*. Bangalore: Prism Book.
- Reed, K.S. (2000). *Cognition: Theory and Applications*. California: Wadsworth.

**Paper-16PSY22HC8
PSYCHOLOGY**

RESEARCH DESIGNS AND STATISTICS IN

Credits: 4 (Hrs/week: 4)

*Total :100 marks
Internal*

Assessment: 20 marks

Examination : 80 marks

Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
- d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

Unit I

Measurement: Nature, History, Functions and Levels. General Problems and Sources of Errors in Measurement.

Research Designs: Nature, Characteristics, Types and Functions.

Unit II

Experimental Designs: Between Subjects Designs; Within Groups Designs and Mixed Designs.

Significance of Mean Difference: Independent and Dependent Groups.

Analysis of Variance: One way and Two way ANOVA for Separate Groups.

Unit III

Quasi Experimental Designs: One Group Designs; Non-Equivalent Groups Designs and Time Series Designs.

Non-Parametric Statistics: Mann-Whitney U-Test; Wilcoxon Matched Paired Test; Chi-Square; A-Test and Kruskal Wallis H-Test.

Unit IV

Qualitative Research: Qualitative versus Quantitative Research. Qualitative Data: Nature and Types. Approaches for Qualitative Data Analysis.

Mixing Methods: Quantitative and Qualitative Combined; Qualitative and Mixed-Methods Data Collection and Analysis; Benefits and Challenges of Mixed-Methods Research.

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd Ed.) New Delhi;Sage .

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences.* Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences*. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology*. (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .

Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994)_*Non-Parametric Statistics*. New York: McGraw Hill.

Singh, A.K.(2011). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharaqti Bhawan (Publishers & Distributors)

Singh, R. and Radheshyam & Gupta,L. (2015)._*Fundamental Statistics For Social Sciences*. Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Paper-16PSY22HC9

PRACTICALS

Credits:5 (Hrs/week: 10)

Maximum Marks : 100

Examination Time : 4 hours

Note:

Each student would perform four experiments and four tests from the areas mentioned below and prepare profiles of eight tests/instruments. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests and experiments duly signed by the respective teachers. During examination one experiment, one test would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments

(40 marks)

Any four experiments from following areas.

1. Attention
2. Language
3. Semantic Memory
4. Problem Solving
5. Physiological Arousal

b) Tests

(35 marks)

Any four tests from following areas.

1. Motivation
2. Anger
3. Problem Solving Ability
4. Personality (Subjective)
5. Memory

c) Profiling of Instruments/Tests

(25 marks)

Eight profiles of Instruments/Tests (atleast four instruments) to be prepared. Details of instrument/test and its working/administration, scoring, interpretation, and application would be described.

Paper: 16PSY22SA1

Environmental Psychology

*Credits: 5
marks*

Total :100

Theory

*Credits: 4 (Hrs/week: 4)
: 75 marks
3 hours*

*Theory Exam.
Time :*

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Environment: Nature and Scope of Environmental Psychology.

Theories of Environment-Behaviour Relationship: Arousal, Stimulus-Load, Behaviour-Constraint, Ecological, Environmental–Stress Theory. Environmental Attitudes and Appraisals.

Unit II

Personality and Environment: Traditional and Environmental Personality Dimensions. Some uses of Personality in Environment.

Crowding and Privacy: Crowding, Density and Population, Influences on Crowding. Crowding and Environmental Design. Privacy and Human Behaviour, Privacy and Environmental Design.

Unit III

Natural Disasters: Characteristics of Natural Disasters, Perception and Psychological Effects of Natural Disasters.

Noise and Air Pollution: Source and effects of Noise in the Work Place, Noise and Social Behaviour. Perception, Health, Performance, Social Behaviour and Air Pollution.

Unit IV

Changing Behaviour to save the Environment: The Commons Dilemma as an Environment-Behaviour Problem, Strategies to Encourage Environmentally Responsible Behavior.

Contemporary Values and Environmental Attitudes. Economic, Political and Legal Implications of Environmental Issues.

Recommended Books:

Bechtel, R. B. (1997). *Environment and Behaviour: An Introduction*. New Delhi: Sage

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* Orlando (US): Harcourt.

Gifford, R. (1991). *Environmental Psychology; principles and practice*. USA: Allyn. Bacon.

Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. USA: Practice-Hall.

Paper-16PSY22SA1**PRACTICALS**

Credits: 1 (Hrs/ week: 2)

Maximum Marks : 25

Examination Time : 2

hours/Gr

Note:

Each student would perform one experiment and two tests. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination one experiment, one test would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. Noise Sensitivity/ Air Pollution
2. Environmental Attitude/ Awareness
3. Personal Space
4. Crowding
5. Environmental Perception
6. Environmental Education

Paper : 16PSY22SB1

Positive Psychology

*Credits: 5
marks*

Total :100

Theory

*Credits: 4 (Hrs/week: 4)
: 75 marks
3 hours*

*Theory Exam.
Time :*

Note:

- a) a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.

Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.

Unit II

Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social.

Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.

Unit III

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being.

Unit IV

Close relationships: Characteristics of close relationships; Love and Flourishing relationships
Pro- Social Behaviour: Gratitude and Forgiveness.

Recommended Books :

Baumgardner, S.T., & Crothers, M, K. (2009). *Positive Psychology*. New Delhi:Pearson.
Bryant, F.B., & Veroff (2007). *Savoring: A new model of positive experience*. Mahwah, New Jersey:Lawrence Erlbaum.
Carr, A. (2005). *Positive Psychology:The Science of Happiness and Human Strengths*. New York: Routledge.

Snyder, C.R., & Lopez, S.J. (2008). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage.

Paper-16PSY22SB1

Practicals

Credits: 1 (Hrs/ week: 2)

Maximum Marks : 25

Examination Time : 2 hours/Gr

Note:

Each student would perform one experiment and two tests. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination one experiment, one test would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. Happiness
2. Hope/Optimism
3. Self Efficacy
4. Fostering positive Emotions
5. Resilience
6. Character Strengths

Paper: 16PSY22SC1**Health Psychology**

*Credits: 5
marks*

Total :100

Theory

*Credits: 4 (Hrs/week: 4)
: 75 marks
3 hours*

*Theory Exam.
Time :*

Note:

- a) a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory.*
- d)*
- e) It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

Unit I

Health Psychology: Psychology's involvement in Health. Emergence of Health Psychology; Health Psychology's position/status and rationale in Health. Research methods of Health Psychology: Correlational, Cross-sectional & Longitudinal Studies, Observational, and Experimental Method.

Unit II

The Macro-socio Environment and Health: Global Health trends, Population Growth, Increasing Life Expectancy, Inequalities, Gender & Ethnicity.

Culture & Health: Health belief systems, Western: Bio-medicine & Bio-psychosocial Model, Non-Western belief systems: Indian, Chinese, & African.

Unit III

Cardiovascular System & Diabetes: Coronary Artery Disease (CAD), Stroke, Blood Pressure. Measurement & Prevention of Cardiovascular System: ECG, Angiography, Mortality. Risk factors: Behavioural, Physiological, Psychosocial. Diabetes: Type I & II diabetes, Impact & Management. Health behaviour: Smoking and Alcohol, cultural variations in Smoking and Alcohol, psychological causes of Addiction. Biological and Psychological consequences of Smoking and Alcohol.

Unit IV

Pain and Managing Pain: Typology and Biology of pain. Measurement of pain. Factors affecting Pain: Physical and Psychological Factors. Treatment of Pain.

Future Challenges: Healthier People, Increasing Life Span, Health Care in West and India.
Future of Health Psychology.

Recommended Books

Brannon & Fiest, (2007). *Introduction to Health Psychology*. New Delhi, ASkash Press.

Gurung, (2010). *Health Psychology A Cultural Approach* (2nd Ed). USA, Wadsworth.

Marks, et al., (2011). *Health Psychology Theory, Research & Practice* (3rd Ed.). India, Sage
Publication

Straub, R. O. (2014). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publishers

Paper-16PSY22SC1

Practicals

Credits: 1 (Hrs/ week: 2)

Maximum Marks : 25

Examination Time : 2

hours

Note:

Each student would perform one experiment and two tests. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests and experiments, duly signed by the respective teachers. During examination one experiment, one test would be conducted. Evaluation would be based on performance in conduct, written and viva.

1. Assessment of Adolescent Health
2. Resilience
3. BMI
4. Biofeedback
5. Assessment of Pain
6. Well- Being