

# **Chaudhary Bansi Lal University, Bhiwani**

(A State University established by Govt. of Haryana Act No. 25 of 2014)



**Scheme of Examination  
&  
Syllabi  
for  
M.Sc.- Psychology  
(SEMESTER- I to IV)  
(2019-2021)**

**w.e.f. 2019**



# Chaudhary Bansi Lal University, Bhiwani

(A State University established by Govt. of Haryana Act No. 25 of 2014)

## Study & Evaluation Scheme of M.Sc. Psychology

### Summary

<b>Programme:</b>	M.Sc. Psychology
<b>Duration:</b>	Two year full time (Four Semester)
<b>Medium:</b>	English/ Hindi
<b>Minimum Requirement of Attendance:</b>	75%
<b>Total Credits:</b>	106

### Assessment Evaluation

Internal Marks	Major Test (End Semester Exam) Marks	Total Marks
20	80	100

### Internal Evaluation

Minor Test	Attendance	Assignment	Total Marks
10	5	5	20

### Duration of Examination

Major Test(End Semester Exam)	Internal (Minor Test)
3 hrs.	1½ hrs.

*To qualify the course, a student is required to secure a minimum of 40% marks in aggregate including the Major test (End Semester Examination) and internal evaluation. A candidate who secures less than 40% of marks in a course shall be deemed to have failed in that course.*

*Note: From session 2019-20 students should be involved in extra-curricular activities through Hobbies Club (Non CGPA) such as Poetry, Science Club, Drama etc. and will be awarded a letter grade at the completion of M.Sc.*

### Question Paper Structure

*There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

# Chaudhary Bansi Lal University, Bhiwani

(A State University established by Govt. of Haryana Act No. 25 of 2014)

Session: 2019-21

## Scheme of Examination for Master of Science in Psychology

**Semester-I**

**Credits= 26**

**Total Marks = 650**

Course/ Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Theory	Internal Assessment	Practical	
19 PSY101	History of Psychology	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY102	Fundamentals of Psychology	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY103	Developmental Psychology	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY104	Research Methods & Statistics	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY105	Practicum:(i) Psychological Tests	C.C.-P	--	08	08	--	04	04	--	--	100	100
19 PSY106	Practicum:(ii) Psychological Experiments	C.C.-P	--	08	08	--	04	04	--	--	100	100
	Communication Skills I	A.E.C.C	02	--	02	02	--	02	40	10	--	50
<b>Total</b>			<b>18</b>	<b>16</b>	<b>34</b>	<b>18</b>	<b>08</b>	<b>26</b>	<b>360</b>	<b>90</b>	<b>200</b>	<b>650</b>

**C.C. = Core Course**

**A.E.C.C = Ability Enhancement Compulsory Course**

**C.C.-P= Core Course Practicum**

# Chaudhary Bansi Lal University, Bhiwani

(A State University established by Govt. of Haryana Act No. 25 of 2014)

Session: 2019-21

## Scheme of Examination for M. Sc.- Psychology

Semester-II

Credits= 26

Total Marks =  
650

Course/ Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Theory	Internal Assessment	Practical	
19 PSY 201	Cognitive Psychology	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY 202	Bio Psychology	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY 203	Research Designs & Statistical Analysis	C.C.	04	--	04	04	--	04	80	20	--	100
19 PSY 204	Practicum: (i) Cognitive , Bio Psychology	C.C.-P	--	08	08	--	04	04	--	--	100	100
19 PSY 205	Practicum: (ii) Research Designs & Statistical Analysis , Social Psychology/ Environmental Psychology	C.C.-P	--	08	08	--	04	04	--	--	100	100
19 PSY 206	*Social Psychology	D.S.E.	04	--	04	04	--	04	80	20	--	100
19 PSY 207	*Environmental Psychology											
	Information Technology I	S.E.C.	02	--	02	02	--	02	40	10	--	50
<b>Total</b>			<b>18</b>	<b>16</b>	<b>34</b>	<b>18</b>	<b>08</b>	<b>26</b>	<b>360</b>	<b>90</b>	<b>200</b>	<b>650</b>

Note: \* Students will be required to opt one paper out of the 02 D.S.E. papers, i.e., 19 PSY-206 or 19 PSY-207 and the respective practicum

C.C. = Core Course

D.S.E.= Discipline Specific Elective

S.E.C. = Skill Enhancement Course

C.C.-P= Core Course Practicum

# Chaudhary Bansi Lal University, Bhiwani

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## Scheme of Examination for M.Sc. Psychology

Session 2019-21

Semester-III

Credit=28

Total Marks: 750

Course/ Paper Code	Subject	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total
			Theory	Practical	Total	Theory	Practical	Total	Theory	Internal Assessment	Practical	
19PSY 301	Advance Cognitive Processes	C.C	04	--	04	04	--	04	80	20	--	100
19PSY 302	Psychometrics	C.C	04	--	04	04	--	04	80	20	--	100
19PSY 303	Practicum: (i)Experiments (ii)Test Construction	C.C-P	--	8(3x2+2)	08	--	04	04	--	--	100	100
19PSY304*	Psychopathology	D.S.E.	04	--	04	04	--	04	80	20	--	100
G1												
19PSY305	Clinical Psychology	D.S.E.	04	--	04	04	--	04	80	20	--	100
G2												
19PSY306*	Basics of Guidance & Counselling	D.S.E.	04	--	04	04	--	04	80	20	--	100
19PSY307*	Techniques of Guidance & Counselling	D.S.E.	04	--	04	04	--	04	80	20	--	100
19PSY 308	Practicum: G1/G2	D.S.E.P.	-	08	08	--	04	04	--	--	100	100
19PSY 309	(II) Supervised Field Training	D.S.E.P.	--	04	04	--	02	02	--	--	50	50
	Generic/ Open Elective Course**	O.E.C.	02	--	02	02	--	02	40	10	--	50
	Communication Skills II	A.E.C.C.	02	--	02	02	--	02	40	10	--	50
<b>Total</b>			<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>400</b>	<b>100</b>	<b>250</b>	<b>750</b>

Note: \*G1 and G2\* Students will have choice to opt either Group1 (G1) or Group 2 (G2)

\*\* Students will opt anyone G.E.C / O.E.C. floated by other department

Note: Supervised Field Training will be relevant to the testing of the chosen group

**C.C. = Core Course    D.S.E.= Discipline Specific Elective    O.E.C. = Open Elective Course    C.C.- P= Core Course    Practicum**  
**A.E.C.C. = Ability Enhancement Compulsory Course    D.S.E.-P= Discipline Specific Elective Practicum**

# Chaudhary Bansi Lal University, Bhiwani

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## Scheme of Examination for M.Sc. Psychology

**Session 2019-21**

**Semester-IV**

**Credit=24**

**Total Marks: 600**

Course/ Paper Code	Subject	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	
			Theory	Practical	Total	Theory	Practical	Total	Theory	Internal Assessment	Practical		
19PSY401	* G1	Neuro Psychology	D.S.E	04	-----	04	04	-----	04	80	20	-----	100
19PSY402		Forensic & Criminal Psychology	D.S.E	04	-----	04	04	-----	04	80	20	-----	100
19PSY403		Positive Psychology	D.S.E	04	-----	04	04	-----	04	80	20	-----	100
19PSY404	G2	Health Psychology	D.S.E	04	-----	04	04	-----	04	80	20	-----	100
19PSY 405		Supervised Project	D.S.E	-----	16	16	-----	08	08	-----	-----	200	200
19PSY 406 (G1)/		Practicum: Forensic & Criminal Psychology, Neuro Psychology	C.C.-P	----	08	08	-----	04	04	-----	-----	100	100
19PSY407(G2)		Practicum: Positive Psychology, Health Psychology	C.C.-P	----	08	08	-----	04	04	----	----	100	100
		Generic/ Open Elective	G.E.C.	02	----	02	02	----	02	40	10	----	50
		Information Technology	S.E.C.	02	----	02	02	----	02	40	10	----	50
		<b>Total</b>		<b>12</b>	<b>24</b>	<b>36</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>240</b>	<b>60</b>	<b>300</b>	<b>600</b>

Note: \*G1 and G2\* Students will have choice to opt the two papers either from Group1 (G1) or from Group 2 (G2)

**C.C. = Core Course    D.S.E. = Disciplinary Specific Elective    G.E.C. = Generic/ Open Elective Course    S.E.C. = Skill Enhancement Course**

**Duration= 02 years (04 semesters)**

**Total Marks= 2650**

**Total Credits=106**

Semester	Core Course		DSE			GEC (Open Elective)	AE		Total	Non CGPA
	Theory	Practical	Theory	Case Study/ Supervised Field Training	Supervised Field Project		Compulsory			Elective
							AECC	SEC		
1	4x4= 16	8	-----	---	---	---	2	---	26	---
2	3 x4= 12	8	1 x 4 = 4	---	---	---	---	2	26	---
3	2x4= 8	6	2 x 4 = 8	4	---	2	2	----	30	2
4	-----	2 x 2 = 4	2 x 4 = 8	-----	8	2	---	2	24	2
Total	36	26	20	4	8	4	4	4	106	4

**M.Sc.- Psychology  
Semester- I**

**History of Psychology  
19 PSY-101**

***Credits: 4 (Hrs/week: 4)  
Maximum Marks: 100  
Theory Examination: 80  
Internal Assessment: 20  
Time: 3 hrs***

***Course Objectives:***

- To familiarize the students with historical developments in Psychology.
- To impart a fundamental knowledge of classical theories and approaches in Psychology.
- To acquaint the students with theoretical viewpoints in Learning and Intelligence.
- To provide knowledge of theoretical perspectives of Personality and issues in Psychology.

***Course Outcomes:***

- Students would gain theoretical knowledge of historical developments as well as working knowledge of different perspectives in Psychology.
- Students would gain theoretical knowledge of basics of Learning and Intelligence.
- Students would achieve the knowledge of applications of various intelligence theories.
- Students would gain theoretical knowledge of Personality and issues in psychology.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**Unit-I**

Pre –Scientific Psychology: Eastern and Western Thoughts

Schools of Psychology: Associationism (William James), Structuralism, Functionalism, Gestalt: Subject Matter, Methods and Contribution.

**Unit-II**

Psychoanalysis: Freudian (Freud, Jung, Alder) and Neo- Freudian (Karen Horney and Erich Fromm), Behaviorism (Watson), Humanistic-Existential Psychology (Carl Rogers, Abraham Maslow, Victor Frankl and Rollo May).

**Unit-III**

Classical theories of Learning: Hull, Miller Dollard, Tolman, Guthrie

Factorial Theories of Intelligence: Spearman, Thurston, Guilford and Cattell

**Unit-IV**

Theories of Personality: Type and Trait Approach (Sheldon, Kretschmer, Allport, Cattell, Eysenck)

Issues in Psychology: School-Unified Psychology, Nature-Nurture, Phenomenology, Constructivism, Positivism, Determinism- Freewill.

Paradigm Shifts in the history of Psychology: Rise of Behaviourism, Cognitive Revolution and Positive Psychology Paradigm Shift.

**Suggested Readings**



1. Brenman, J. F. (2004). History and Systems of Psychology (6<sup>th</sup> Ed). Delhi. Pearson Pub.
2. Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
3. Dalal, A.K. & Mishra, G (Ed). New Direction in Indian Psychology, vol-1, New Delhi: SAGE Publication.
4. Goleman, D. (1996) Emotional Intelligence, New York. Bantan Books.
5. Hall, C & Lindzey, G. (1978). Theories of Personality, New York: John Willey & Sons.
6. HillGard, E.R. & Bower, G.H. (1975). Theories of Learning. New Jersey; Prentice Hall
7. Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
8. Schultz, D. and Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
9. Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE Publication Ltd.
10. Singh, A.k. (2013). The comprehensive History of Psychology (6<sup>th</sup> ed) .New Delhi: MLBD.
11. Viney, W. and King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
12. Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
13. Chaplin, J.P. and Krawiec, T.S. (1968). Systems and theories of psychology. New York: Holt, Rinehart and Winston.

**M.Sc. Psychology**  
**Semester- I**

**Fundamentals of Psychology**  
**19 PSY-102**

*Credits: 4 (Hrs/week: 4)*  
*Maximum Marks: 100*  
*Theory Examination: 80*  
*Internal Assessment: 20*  
*Time: 3 hrs*

**Course Objectives:**

- To familiarize the students with different perspectives and approaches in psychology.
- Students should be able to understand experimental methods of Sensation, Psychophysics and Learning.
- To provide knowledge of theoretical perspectives of Motivation and Emotion.
- To acquaint the students with theoretical viewpoints of Intelligence and Personality.

**Course Outcomes:**

- Students would develop a working knowledge of different perspectives and approaches in psychology.
- Student would focus on the classical methods of sensation and psychophysics and its applications.
- Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.
- Students would gain theoretical knowledge of basics of Motivation and Emotion.
- Students would gain theoretical knowledge of basics of Intelligence and Personality.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Unit-I**

Psychology as Science: Field and Scope of Contemporary Psychology.

Perspectives and Approaches: Psychodynamic, Behavioral, Humanistic, Cognitive, Sociocultural, Biopsychological and Evolutionary

**Unit-II**

Sensation and Psychophysics: Thresholds and their measurements, Classical Methods (Weber, Fechner, Helson, Goals).

Learning: Classical Conditioning, Instrumental Conditioning and Verbal Learning.

**Unit-III**

Motivation: Meaning, Approaches: Instinct Approach, Drive Reduction Approach, Arousal and Incentive. Social Motives : Affiliation, Achievement, Power motives.

Emotion: Nature and meaning. Facial Expressions, Basic Emotions, Emotional Regulation, Cognitive Appraisal Theory of Emotion.

**Unit-IV**

Intelligence: Multiple Intelligence (Gardner), Triarchic Theory of Intelligence (Sternberg), Biological and Chronometric Basis of Intelligence, Emotional Intelligence: Dimensions, DAS-PASS, Zensation Level 1 and level 2 Abilities.

Personality: Big five – factor Model, Interactionism view of Personality (Walter Mischel).

Self as concept : Tridosh –Triguna (Indian View), Bandura (Western View)

**Suggested Readings:**

1. Atkinson & Hilgard's. Introduction to Psychology (16<sup>th</sup> ed). Cengage Learning EMEA.
2. Burger, J. M. (2004). Personality (6th Ed.). USA : Thomson Wadsworth.
3. Carver, C. S., & Scheier M.F. (1996). Perspectives on Personality. Boston : Allyn and Bacon.
4. Ciccarelli, S.K and White, N. Adopted Misra, G.(2019). Psychology. . Pearsons India Education services Pvt. Ltd.
5. Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
6. Dalal, A.K. & Mishra, G (Ed). New Direction in Indian Psychology, vol-1, New Delhi: SAGE Publication.
7. Goleman, D. (1996) Emotional Intelligence, New York. Bantan Books.
8. Hall, C & Lindzey, G. (1978). Theories of Personality, New York: John Willey & Sons.
9. HillGard, E.R. & Bower, G.H. (1975). Theories of Learning. New Jersey; Prentice Hall
10. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
11. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2004). Introduction to Psychology (7<sup>th</sup> ed), Mcgraw Hill.
12. Robert, A. Baron and Misra G (2017). Psychology Indian Subcontinent Edition. . Pearsons India Education services Pvt. Ltd.
13. Frager, R., & Fadiman, J. (1998). Personality and Personal Growth (4th Ed.). New York : Longman (Chapters -15, 16 & 17 only).
14. Friedman, H.S., & Schustack, W. (2003). Personality : Clasical Theories and Modern Research (2nd Ed.). New Delhi : Pearson Education.
15. Hall, C. S., Lindzey, G., & Campbell. (1998). Theories of Personality. New York: John Wiley and Sons.
16. Misra, G., & Mohanty, A.K. (2002). Personality on Indigenous Psychology. New Delhi: Concept Publishing Company.
17. D'Amato, M.R(1972). Methodology Psychophysics and Learning. New Dehli. Tata Mcgraw Hill

**M.Sc. - Psychology**  
**Semester- I**

**Developmental Psychology**  
**19 PSY-103**

*Credits: 4 (Hrs/week: 4)*  
*Maximum Marks: 100*  
*Theory Examination: 80*  
*Internal Assessment: 20*  
*Time: 3 hrs*

**Course Objectives:**

- To familiarize the students with conceptual and theoretical perspectives as well as methods of developmental psychology.
- Students should be able to understand about prenatal, neonate and infancy development.
- To provide knowledge of physical, emotional, cognitive and language development across the developmental stages.
- To acquaint the students with the knowledge of psychosocial aspects of Adulthood and problems of Aging.

**Course Outcomes:**

- Students would understand the conceptual and theoretical perspectives as well as methods of developmental psychology.
- Students would gain knowledge about prenatal, neonate and infancy development.
- Students would gain knowledge of physical, emotional, cognitive and language development across the developmental stages.
- Students would gain knowledge of psychosocial aspects of Adulthood and problems of Aging.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Unit-I**

Human Development- Concept and Principles. Factors affecting development: biological, social and cultural.

Theories and approaches of Development- Freud, Erikson, Piaget (Cognitive), Bronfenbrenner (Ecological System), Kohlberg (Moral Development).

**Unit-II**

Prenatal Development-Development from Conception to Birth, Factors and Risks

Neonate- Characteristics, Reflex and capacities of a neonate.

Infancy- Sensory-motor development, Cognitive-development and Psychosocial development.

**Unit-III**

Childhood- Emotional, Cognitive and Language & Psychosocial development: Role of Family, Sibling, Peers and School.

Adolescence- Physical changes, Relationships with peers and family. Identity formation.

Problems during adolescence.

**Unit-IV**

Adulthood- Intimate relationship, Vocational adjustment, Parenthood.

Aging- Physical conditions, Personal relationships, Financial and Emotional problems. Healthy Aging, Death Anxiety, Bereavement.

### **Suggested Readings:**

1. Bee, H. and Boyd, D. (2002). Life Span Development. Boston, M.A: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Bukatko, D. and Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
4. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
5. Cunningham, W.R. and Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row, Publishers.
6. Hetherington, M.E. and Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. New York: McGraw Hill.
7. Morgan, L. and Kunkel, S. (1998). Aging: The Social Context. London: Pine Forge Press.
8. Newman, B.M. and Newman, P.R. (1999). Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
9. Papalia, D.E, Olds, S.W and Feldman (2007). Human Development. Tata McGraw-Hill Publishing Company Limited New Delhi.
10. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
11. Birren, J.E. and Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
12. Hurlock, E. (1997). *Child Development*. New Delhi: Tata McGraw-Hill.

**M.Sc. - Psychology**  
**Semester- I**

**Research Methods and Statistics**  
**19 PSY-104**

*Credits: 4 (Hrs/week: 4)*  
*Maximum Marks: 100*  
*Theory Examination: 80*  
*Internal Assessment: 20*  
*Max. Time: 3 hrs.*

**Course Objectives:**

- Students should be able to understand the nature, type and methodology of research in Psychology.
- To impart the knowledge of sampling techniques and Parametric and non-parametric tests.
- Acquaint the students with nature and application of Normal Probability Curve(NPC) sampling procedures.
- Teaching computation techniques of Correlation analysis.

**Course Outcomes:**

- Students would be acquainted with basics of research in Psychology.
- Students would gain the potential knowledge of sampling techniques and Parametric and non-parametric tests.
- Students would be able to apply their knowledge of applications of NPC and sampling procedures.
- Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilised in analysing various information with the help of statistical methods.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks. For each unit there shall be at least one numerical question. Use of non programmable calculator shall be allowed.*

**Unit-I**

Research: Nature and Approach, Univariate v/s Multivariate Approach, Problem: Characteristics, formulation, Sources of research problem. Hypothesis: Nature and Characteristics of Hypothesis, Types and formulation of Hypothesis. Variables: Types and Control of extraneous variables. Measures of Central Tendency (Mean, Median, Mode), Quartiles and Percentiles

**Unit-II**

Measures of variability (Range, Quartile deviation, Average Deviation, Standard Deviation). Sampling: meaning, principles, purpose.

Methods of probability and non- probability sampling

Parametric and non-parametric tests: definition, assumptions, and differences. Chi -square

**Unit-III**

Types of Research: Experimental, Quasi Experimental, Ex-post-Facto, Field studies, Survey research.

Normal Probability Curve (NPC): Characteristics and Applications of NPC, Skewness and Kurtosis

**Unit-IV**

Tools and techniques of data collection: Observation, Interview, Psychological test, Case study: Deep interview and Narrative.

Correlation: Properties, Methods: Pearson's Product Moment, Partial Correlation and Multiple Correlation, three variable situation, Spearman's Rank difference: Biserial, Point Biserial, Phi coefficient and Tetrachoric.

### **Suggested Readings**

1. Aggarwal, Y.P. Statistical Methods Concepts, Applications and Computation. New Delhi: Sterling Publications Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E.J. (2007) Statistics for Psychology. Delhi: Pearson Education.
3. Broota, K.D. (1992) Experimental Designs in Behavioural Research. New Delhi: Willey Eastem.
4. Evans, A. N. & Rooney, B. J. (2011). Methods in psychological research, 2nd edition. New Delhi, Sage publications. Garrett, H.E. (2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.
5. Gavin, H. (2008). Understanding research h methods and statistics in psychology. New Delhi, Sage publications.
6. Gliner, J. A., Morgan, G. A. & Leech, N. L. (2009). Research methods in applied settings: An integrated approach to design and analysis, 2nd edition. New York, USA, Routledge.
7. Guthrie, G. (2010). Basic research methods: An entry to social science research. New Delhi, Sage publications.
8. Helode, R. D. (2012). Basics of research in behavioural sciences. Wardha, Psychoscan.
9. Howitt, D and Cramer, D (2000) An Introduction to statistics in Psychology. London : Pearson Education.
10. Husain, A. (2012). Psychological testing. New Delhi, Pearson publications.
11. Kerlinger, N. (1996). Foundation of Behavioural Research. India. Prentice Hall.
12. Kothari, C.R. Research Methodology. New Delhi. Willy Eastern Ltd.
13. Kumar, R. (2006). Research Methodology. New Delhi: Dorling Kingsley.
14. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
15. Minium, E.W, King, B.M. and Bears, G. (1993) Statistical Reasoning in Psychology and Education. New York: John-Wiley & Sons Inc.
16. Mitchell, M. L. & Jalley J. M. (2010). Research design – Explained, 7th edition. Belmont, USA, Wodsworth, Wodsworth cengage learning.
17. Sharma, R. A. (2015). Essential of Scientific Behavior Research. Vinay Rakheja c/o Lall Book Depot, Begum Bridge Road, Meerut.
18. Weathington, B. L., Cunningham, C. J. L. & Pittenger, D. J. (2010). Research methods for behavioural and social sciences. Hoboken, New Jersey, Wiley publications.
19. Garrett, H.E. (1967) . Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

Session: 2019-21

**M.Sc. - Psychology  
Semester- I**

**Practicum: (i) Psychological Tests  
19 PSY-105**

Maximum Marks: 100  
Examination Time: 3 hrs

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

*Note: Each student would perform eight tests from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.*

**Any eight tests from the following areas:**

1. Intelligence
2. Personality
3. Social Maturity
4. Developmental Screening Test
5. Health Matrix
6. Old Age Adjustment
7. Family Relationship
8. Moral Development/ Reasoning
9. Problem Behaviour Checklist
10. Family Planning and Birth Control Attitude Scale
11. Bhatia Battery Performance Test of Intelligence



12. Academic Stress Scale
13. Behavioural / Internet Addiction
14. General Mental Ability Test
15. Test of Spirituality
16. Test of Emotional Intelligence

#### Distribution of Marks

Practical Record Book	Conduct & Report	Viva-Voce	Total
20	40	40	100

Session: 2019-21

#### M.Sc.- Psychology Semester- I

**Practicum: (ii) Psychological Experiments  
19 PSY-106**

Maximum Marks: 100  
Examination Time: 3 hrs

#### **Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

#### **Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

*Note: Each student would perform eight experiments from the areas mentioned below along with two practical from computer applications. 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.*

**Any six tests from the following areas:**

1. Perception
2. Psychophysics - Weber's Law
3. Muller- Lyer Illusion
4. Conditioning- Verbal
5. Visual Acuity Test

6. Behaviour Modification
7. Sound Localization
8. Sensory Adaption
9. Piaget's Tasks- Sensory motor -conservation task

### **Computer Applications in Research**

At list two from given list to be reported (use Excel or SPSS)

1. Graphical Representation
2. Central tendencies & variability
3. Mean Comparison
4. Correlation

**Distribution of Marks**

<b>Practical Record Book</b>	<b>Conduct &amp; Report</b>	<b>Viva-Voce</b>	<b>Total</b>
20	40	40	100

**M.Sc. - Psychology**  
**Semester- II**

**Cognitive Psychology**  
**19 PSY-201**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Max. Time: 3 hrs.**

**Course Objectives:**

- Students should be able to understand the relevance of multidisciplinary factors to the emergence of cognitive psychology and the theoretical bases of attention.
- To impart theoretical and experimental knowledge of perceptual processes.
- Familiarizing with nature and theoretical aspects of language acquisition, theoretical bases of memory and forgetting.
- Students should be able to understand applied aspects of memory and perception.

**Course Outcomes:**

- Students would be able to understand the nature and historical background of Cognitive Psychology.
- Students would be able to understand depth perception, movement perception and illusions.
- Students would be able to apply the conceptual and experimental knowledge of language and memory in research and everyday situation.
- Students would be sensitized to the importance of memory and perception along with its applicability in everyday situation.

**Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.**

**Unit-I**

Cognitive Psychology: Emergence and Current Status of Cognitive Psychology.  
Attention: Selective Attention and Divided Attention Concept, Theories: Bottleneck Theories, Capacity Theories, Automaticity; Attention and Arousal, Vigilance, Signal Detection Theory.

**Unit-II**

Perception: Information Processing Approach, Perception of Depth, Perception of Time and Movement. Perceptual Constancy: Size, Shape, and Brightness, Motivational influences on perception (mental set and instruction and perceptual defense); Illusions: Types, causes, theories. Bottom up Processes: Template Matching, Feature Analysis, Prototype matching. Top-down processes: Perceptual Learning, Change Blindness, The Word Superiority Effect.

**Unit-III**

Memory: Nature and Processes of Memory, Models of Memory: Modal Model, Level of Processing, Working memory and Monohierarchical model. Measures of Short Term and Long Term Memory.  
Retrieval and Forgetting: Nature and Meaning, Factors affecting retrieval, Factors affecting Forgetting. Incidental and Motivated forgetting.

**Unit-IV**

Applied Aspects of Memory: Everyday memories, Autobiographical Memory, Flashbulb Memory, Improving Memory and Prospective Memory.  
Applied Aspects of Perception: Driving and Traffic Accidents, Perception and Attention in Aviation, Face identification (Eyewitness identification).

## Suggested Readings:

1. Dodd, D.H. and White, R.H. (1980) *Cognition: Mental Structures and Processes*. Boston: Allyn and Bacon.
2. Eysenck, W.M. and Keane, M.T. (1990). *Cognitive Psychology A Students Handbook*. London: Lawrence Erlbaum.
3. Goldstein, E.B. (2002) *Sensation and Perception*, California: Wadsworth.
4. Jahnke, J.C. and Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.
5. John,A.S & Proctor.R(2004)*Attention Theory and Practice*. New Dehli. SAGE Publication.
6. Matlin, M.W. (1995) *Cognition*. Bangalore: Prism Book.
7. Median, D.L., Ross, B.H. and Markman, A.B. (2005) *Cognitive Psychology*. USA, Johan Wiley.
8. Reed, S.K. (2004) *Cognition; Theory and Applications*. California: Wadsworth.
9. Riegler,B.R. & Riegler,G.L.R.(2008). ) *Cognitive Psychology*. NewDelhi : Pearson
10. Solso, R.L. (2004) *Cognitive Psychology*. Delhi : Pearson
11. Woodworth,R.S & Scholsberg(1981) *Experimental Psychology*. New Dehli. Tata Mcgraw Hill co.ltd.
12. Galotti, K.M. (2014).*Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.
13. D'Amato, M.R.(1972). *Experimental Psychology: Methodology Psychophysics and Learning*. New Dehli. Tata Mcgraw Hill co.ltd.

**M.Sc. - Psychology**  
**Semester- II**

**Biopsychology**  
**19 PSY-202**

*Credits: 4 (Hrs/week: 4)*  
*Maximum Marks: 100*  
*Theory Examination: 80*  
*Internal Assessment: 20*  
*Max. Time: 3 hrs.*

**Course Objectives:**

- Familiarization with the basic divisions of Biopsychology and mechanism of Afferent-Efferent systems.
- Students should be able to understand the types of Neurons and Neurotransmitters.
- Acquaint the students with the structure and functions of Nervous System.
- Students should be able to understand the knowledge of physiological mechanisms of Emotion and Motivation.

**Course Outcomes:**

- Students would gain knowledge of basic divisions of Biopsychology and would be able to explain the mechanism of Afferent-Efferent systems.
- Students would gain knowledge of types of Neurons and Neurotransmitters.
- Students would understand the structure and functions of Nervous System. .
- Students would attain the knowledge of physiological mechanisms of Emotion and Motivation.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Unit-I**

Biopsychology: Nature, Divisions, Scope of Biopsychology.

Afferent and Efferent System: Sensory Systems -Vision and Audition, Chemical Senses, Cutaneous Senses. Efferent system: Motor system, Endocrine system -Glands, Hormones and Stress.

**Unit-II**

Neuron: Structure, Types and Functions. Nerve Impulse.

Synaptic Conduction, Types of Synapses, Neurotransmitters –Acetylcholine, Dopamine, Epinephrine, Serotonin, Amino acids, Neuropeptides.

**Unit-III**

Nervous System: Central Nervous System -Brain and Spinal cord: Structure and Functions.

Peripheral Nervous System: Autonomic Nervous System -Sympathetic and Parasympathetic Nervous System; Somatic Nervous System -Cranial Nerves and Spinal Nerves.

**Unit-IV**

Emotions: Physiological Correlates of Emotions, Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer, Lindzey and Lazarus.

Motivation: Physiological mechanisms of Thirst, Hunger, Sleep and Sex.

## Suggested Readings:

1. Bolles, F., & Grafman, J. (1988). *Handbook of Neuropsychology*. New York: Elsevier.
2. Carlson, Neil R. (2005) *Foundations of Physiological Psychology*, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
3. Dimond, S.J. (1980). *Neuropsychology: A textbook of systems and psychological*
4. Filskov, S.B., & Boll, T.J., (1981). *Handbook of Clinical Neuropsychology*. New York: John Wiley.
5. Freeman, W.H. - Walsh, K. (1994). *Neuropsychology: A Clinical Approach*. New functions of the human brain. Butter worths: London- Boston .
6. Gazzaniga, M.S. Lvry, R.B. and Mangun, G.R.(2002) *Cognitive Neuroscience : The Biology of the mind* 2nd Edition. New York :W.W. Norton & Company, Inc.
7. Goldstein, G., & Hersen, M. (1984). *Handbook of Psychological Assessment*. New York: Pergamon.
8. Graham, R.B. (1990) *Physiological Psychology*. California: Wadsworth.
9. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). *The Clinical Psychology Handbook* . New York: Pergamon.
10. Jarvis, P.E., & Jeffery, T. Barth (1994). *Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application*. Aorida: Psychology Assessment Resources Inc.
11. Kalat, J.N. (2001) *Biological Psychology*. California: Wadsworth.
12. Kolb, B., & Whisaw, I.Q. (1990). *Fundamentals of Human Neuropsychology*. New York:
13. Levinthal, C.R. (1991) *Introduction to Physiological Psychology*. New Jersey: Prentice Hall.
14. Rosenzweig, M.R., Liemen, A.L. and Breed love, S.M. (1999) *Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuro Science*. 2nd edition Massachusetts: Sinauer.
15. Singh, I.B. (1982) *A Text Book of Human Neuroanatomy*. Delhi: Vikas.
16. Zillmer, E.A., Spiers M. V.,& Culbertson, W.C. (2008). *Principles of Neuropsychology*. Stanford: Wadsworth Thomson.
17. Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education
18. Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

**M.Sc. – Psychology**

**Semester- II**

**Research Designs and Statistical Analysis**

**19 PSY-203**

**Credits: 4 (Hrs/week: 4)**

**Maximum Marks: 100**

**Theory Examination: 80**

**Internal Assessment: 20**

**Time: 3 hrs**

**Course Objectives:**

- Impart knowledge about quantification, research design, between subject design, Within Groups Design and Mixed Designs and their analyses in psychology.
- Impart knowledge of Quasi Experimental Designs, Analysis of Variance and Non-Parametric Statistics.
- Students should be able to get the knowledge of nonparametric statistics and its applications.
- Students should be able to understand Qualitative Analysis.

**Course Outcomes:**

- Students would develop in-depth knowledge about quantification and research design, between subject design, Within Groups Design and Mixed Designs and their analyses in psychology.
- Students would be able to use Quasi Experimental Designs and apply Non-Parametric Statistics.
- Students would be able to get the knowledge of nonparametric statistics and its applications.
- Students would be able to design and analyse Qualitative Analysis and mixed researches and their applications in research.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. For each unit there shall be at least one numerical question. Use of non programmable calculator will be allowed. Each question shall carry equal marks.*

**Unit-I**

Research Designs: Nature, Purpose, Principles, Between Subjects (single and multi factorial), Within Subjects (Single and Factorial). Mixed designs-Repeated Measure Design  
Significance of Mean differences: Independent and correlated Means.

**Unit-II**

Quasi experimental design: Types and analysis.

Parametric and Non-parametric Statistics: Wilcoxon Sign Rank Test, Median test, Mann Whitney -U test

**Unit-III**

Analysis of Variance: Assumptions and applications. One – way ANOVA (Independent groups and repeated measures). Two-way ANOVA for independent groups

Multiple Regressions: Methods of Multiple Regression and prediction, Regression Equations – for three variables.

**Unit-IV**

Kruskal Wallis One Way Analysis of Variance; Friedman's Two Way Analysis of Variance, Qualitative analysis: Content analysis, Thematic representation, Categories, Interpretative phenomenological Analysis (IPA) and Grounded theory.

## Suggested Readings:

- 1 Arthur, A Elaine. W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi: Pearson Education.
- 2 Belhekar, V.M (2016). Statistics for Psychology Using R. SAGE Publications India Pvt. Ltd.
- 3 Broota, K.D. (1990). Experimental Designs in Behaviour Research. N.D.: Wiley Eastern.
- 4 Campbell, D.T. and Standlay, J.G. (1996). Experimental and Quasi Experimental Design for Research. Chicago: Rand McNally.
- 5 Edwards, A.L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehart and Winston.
- 6 Ferguson, G.A. Statistical Analysis in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
- 7 Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
- 8 Guilford, J.P. and Benjamin, F (1973), Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
- 9 Lindqvist, E.F. (1953). Design and Analysis of Experiments in Psychology. Boston Houghton Mifflin.
- 10 Mangal, S.K and Mangal, S. (2015). Research Methodology in Behavior Sciences. PHI learning private limited, Delhi-11092.
- 11 McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
- 12 Mohanty,B and Misra S. (2016). Statistics for Behaviour and Social Sciences. SAGE Publications India Pvt. Ltd.
- 13 Silverman, D. (2001). Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. New Delhi: Sage Publications.
- 14 Singh, A.K. (1986). Tests, Measurements and Research Methods. N.D.: Tata McGraw Hill.
- 15 Winer, B.J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill.



**M.Sc.- Psychology  
Semester- II**

**Practicum: (I) Cognitive Psychology and Biopsychology  
19 PSY-204**

Maximum Marks: 100  
Examination Time: 3 hrs

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.
3. Students would gain an understanding for the implementation of practical knowledge in daily life.

*Note: Each student would perform two experiments and two tests from Section I (i), two experiments and two tests from Section I (ii). 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 and selecting at least one from section I (i) and Section I (ii) . Evaluation would be based on performance in conduct, written and viva.*

**Section I (i)**

**(i) Cognitive Psychology**

1. Perception
2. Memory
3. Semantic Memory
4. Language
5. Attention
6. Psychophysics
7. Illusion
8. Motivation
9. Cognitive Style Inventory

**Section I (ii)**

**(ii) Biopsychology**

1. Stress
2. Sex
3. Gender
4. Motivation
5. Emotion
6. Sound Localisation
7. Muller-Lyer Illusion

8. Visual Acuity Test
9. Critical Flicker Fusion
10. Galvanic Skin Response
11. Study of Brain (EEG)
12. BBMG
13. Biofeedback
14. PGI Battery of brain dysfunction
15. Ergograph

**Distribution of Marks**

<b>Practical Record Book</b>	<b>Conduct &amp; Report</b>	<b>Viva-Voce</b>	<b>Total</b>
20	40	40	100

Session: 2019-21

**M.Sc.- Psychology  
Semester- II**

**Practicum: (II) Social Psychology & Environmental Psychology  
19 PSY-205**

**Maximum Marks: 100  
Examination Time: 3 hrs**

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.
3. Students would gain an understanding for the implementation of practical knowledge in daily life.

*Note: Each student would perform two practical's based on computer from section –II (i) and six practical's from Section II (ii) of any one of the optional papers chosen by the student according to optional paper. 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.*

**Section II (i) Research designs and analysis**

1. Graphical representation- interactive plots
2. Non parametric test
3. Anova – independent groups
4. Regression –simple and prediction
5. T-test for independent and correlated means
6. Multiple regression- Enter-method
7. Multiple regression –step wise
8. Anova for repeated groups

**Section II (ii) Social Psychology**

1. Self concepts
2. Self esteem
3. Self efficacy
4. Conflicts- intergroup
5. Leadership styles
6. Social Conformity
7. Altruism
8. Socialisation

9. Aggression
10. Violence –Movie analysis
11. Attribution styles
12. Personality
13. Cultural Diversity- social perception
14. Bogardus Social Distance Scale

**OR**

**Environmental Psychology**

1. Noise Sensitivity
2. Air Pollution and motor performance
3. Environmental Attitude
4. Awareness- sustainability
5. Personal Space
6. Crowding- field study of show
7. Environmental Perception
8. Environmental Education
9. Academic Stress
10. Water – a scarce resource –attitude study
11. Environmental Personality
12. Environmental issues
13. Environment-Behavior Problem
14. Family environment
15. Social Environment
16. Socio-Economic Environment

**Distribution of Marks**

<b>Practical Record Book</b>	<b>Conduct &amp; Report</b>	<b>Viva-Voce</b>	<b>Total</b>
20	40	40	100

**M.Sc.- Psychology**  
**Semester- II**

**Social Psychology**  
**19 PSY-206**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Time: 3 hrs**

***Course Objectives:***

- To impart knowledge about nature of social psychology along with theoretical knowledge of Socialisation.
- Familiarization with the concepts of Group Dynamics and Leadership.
- Students should be able to demonstrate knowledge of the conceptual and applied aspects of Attribution process, Altruism and Pro-social behaviour.
- Students should be able to demonstrate knowledge of concepts of Conflict & Aggression and their management.

***Course Outcomes:***

- Students would have an understanding of nature of social psychology along with theoretical knowledge of Socialisation.
- Students would be acquainted with the concepts of Group Dynamics and Leadership.
- Students would demonstrate knowledge of the conceptual and applied aspects of attribution process, Altruism and Pro- social behaviour.
- Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**Unit-I**

Social Psychology: Nature and theoretical foundations; The Self: Development, Social self, Self Esteem, Self Efficacy, Self and Culture.

Socialization: Nature, Process and Agencies of Socialization; Theories of Socialization.

**Unit-II**

Group Dynamics: Structure, Function and Types of Groups; Group Norms: formation, status, role, and role conflict.

Social Conformity and Social Facilitation; Leadership: Determinants of Leadership, Leadership Styles and Theories.

**Unit-III**

Attribution Process: Theories of Causal Attribution: Heider's theory, Jones and Davis theory, Kelley's co-variation theory, Weiner's model; Attributional Biases,

Altruism and pro-social Behavior: Concept, Theoretical perspective; Role of personality traits in altruism; Socializing altruism.

**Unit-IV**

Aggression: Nature and theories of aggression; Factors influencing aggression, Violence and Peace.

Conflict: Nature and theories of conflict, conflict management and resolution- Socio-demographic and Cultural Diversity (Gender, ethnic, cultural, caste and class in Indian context).

### Suggested Readings:

1. Baron, R.A., & Byrne, D. (2005). *Social Psychology*. New Delhi: Pearson Education.
2. Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. London : Sage.
3. Baron, R.A., & Byrne, D., (2005). *Social Psychology (9th Ed.)*. Hindi Translation. New Delhi : Pearson Education.
4. Baron, R.A., Byrne, D., & Johnson, B.T (1998). *Exploring Social Psychology*. Boston : Allyn & Bacon.
5. Crisp, R.J. & Turner, R.N. (2014) *Essential Social Psychology (3<sup>rd</sup> ed)*. New Delhi. SAGE Publication.
6. Fiske, S.T. & Taylor, S.E. (2013). *Social Cognition: From Brain to Culture*. New Delhi. SAGE Publication.
7. Frager, R., & Fadiman, J. (1998). *Personality and Personal Growth (4th Ed.)*. New York : Longman (Chapters -15, 16 & 17 only).
8. Friedman, H.S., & Schustack, W. (2003). *Personality : Classical Theories and Modern Research (2nd Ed.)*. New Delhi : Pearson Education.
9. Hall, C. S., Lindzey, G., & Campbell. (1998). *Theories of Personality*. New York: John Wiley and Sons.
10. Misra, G., & Mohanty, A.K. (2002). *Personality on Indigenous Psychology*. New Delhi: Concept Publishing Company.
11. Myers, David. G.(2007) *Social Psychology 8<sup>th</sup> ed*. Tata McGraw Hill, New Delhi.
12. Nyla R. Branscombe & Robert A. Baron adapted by Preeti Kapur. *Social Psychology 14<sup>th</sup> ed*. New Delhi : Pearson Education.
13. Sanderson, C.A. (2010). *Social Psychology*. USA: John Wiley and Sons.
14. Schneider, F.W, Gruma, J.A. & Coutts, L.A. (2012). *Social Cognition*. New Delhi. SAGE Publication.
15. Sharma, R.K. & Sharma, R. (2013) *Samaj Manovigyan*. New Delhi. Atlantic Publication Pvt. Ltd.
16. Singh, A.K (2015). *Social Psychology*. PHI learning private limited, Delhi-11092.
17. Singh, A.K. (2010). *An Outline of Social Psychology*. Delhi : Moti Lal Banarsidas.
18. Worchel, S.W., Cooper, J. Goethals, G.R., & Olson, J.M. (2000). *Social Psychology*. London: Wadsworth.

**M.Sc. - Psychology**  
**Semester- II**

**Environmental Psychology**  
**19 PSY-207**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Time: 3 hrs**

***Course Objectives:***

- Students should be able to understand the nature of Environmental Psychology and theoretical bases of Environment-Behavior relationship.
- Students should be able to understand the relation between personality, crowding and environment.
- Acquainting the students about nature and psychological impacts of natural disasters, noise and air pollution.
- Students should be able to understand environmental issues and strategies for saving the environment.

***Course Outcomes:***

- Students would gain knowledge about Environment psychology and theoretical bases of Environment – Behaviour relationship.
- Students would understand the relation between personality, Crowding and environment.
- Students would become sensitized to the psychological impacts natural disasters, noise and air pollution.
- Students would gain knowledge of strategies for conservation of environment and understand the economic, political and legal implications of environmental issues.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**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.

**Suggested Readings:**

1. Bechtel, R. B. (1997). *Environment and Behaviour: An Introduction*. New Delhi: Sage
2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* Orlando (US): Harcourt.
3. Gifford, R. (1991). *Environmental Psychology; principles and practice*. USA: Allyn. Bacon.
4. Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. USA: Practice-Hall.



**M.Sc. - Psychology**  
**Semester- III**

**19 PSY-301****Advance Cognitive Processes**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Time: 3 hrs**

**Course Objectives:**

- Students should be able to understand the cognitive learning and biological bases of Learning.
- Students should be able to understand the theoretical perspective of thought processes and concept formation.
- Acquainting the students about Problem Solving and Cognition in Cross Cultural Perspective.
- Students should be able to understand Creativity, Innovative Thinking and Metacognition.

**Course Outcomes:**

- Students would gain knowledge about cognitive learning and biological bases of Learning.
- Students would understand the theoretical perspective of thought processes and concept formation.
- Students would gain knowledge about Problem Solving and Cognition in Cross Cultural Perspective.
- Students would be able to understand Creativity, Innovative Thinking and Metacognition.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Unit-I**

Cognitive Approach in Learning, latent learning, observational learning, verbal learning and discrimination learning  
Biological bases of Learning, Neuropsychology of learning

**Unit-II**

Theoretical perspective on thought processes: Associationism, Gestalt, Information processing, Feature integration model.  
Concept formation: Rules, Types and Strategies, Role of concept in thinking Type of Reasoning, Analytical thinking, Language and Thought, Structure of Language, Theories of Language acquisition: Chomsky, Skinner, Vygotsky, Bilingualism and Multilingualism;

**Unit-III**

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, Decision Making.

## Unit-IV

Creativity and Innovative Thinking, Metacognition: Metacognitive knowledge and Metacognitive regulation, Artificial intelligence.

### Suggested Readings:

1. Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London : Lawrence Erlbaum.
2. Galotti, K.M (2014). *Cognitive Psychology. In and Out of the Laboratory*. SAGE Publications India Pvt. Ltd.
3. Riegler, B.R., &Riegler, G.L.R. (2008). *Cognitive Psychology: Applying the Science of the Mind*. India: Pearson Education.
4. Grahm, R.B., (1990). *Physiological Psychology*. California: Wadsworth.
5. Hersen , M., Kazdin, A.E., &Bellack A.S. (1991). *The Clinical Psychology Handbook* . New York: Pergamon.
6. Jahnke, J.C., &Nowaczyk, R.H. (1998).*Cognitive Psychology*. NewJersey: Prentice Hall. Matlin, M. W. (1995). *Cognition*. Bangalore: Prism Book.
7. Reed, K.S. (2000).*Cognition: Theory and Applications*. California: Wadsworth.

**M.Sc. - Psychology**  
**Semester- III**

**Psychometrics**  
**19 PSY-302**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Time: 3 hrs**

***Course Objectives:***

- Students should be able to understand the Psychological Measurement and Psychological scaling.
- To provide a fundamental knowledge of test construction
- Acquaint the students with the concept of reliability and validity.
- Students should be able to understand Factor Analysis and Rotation of Factors.

***Course Outcomes:***

- Students would gain knowledge about the Psychological Measurement and Psychological scaling.
- Students would be able to construct and standardize a psychological test.
- Students would be able to understand the importance of reliability and validity.
- Students would be able to understand Factor Analysis and Rotation of Factors.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**UNIT- I**

Psychological Measurement: Meaning, Theoretical issues, Levels and Problems.

Psychological scaling: Methods- Paired comparison, Rank order, Equal appearing intervals and Fractionation.

**UNIT-2**

Test construction: Steps in test construction; Standardization.

Item response theory, Deterministic and Probability models.

**UNIT-3**

Reliability: Basic concept, Methods of estimate, Factors affecting reliability.

Validity: Meaning, Validation procedures.

Special problems of reliability and validity.

**UNIT-4**

Construct validity: Hetero traits- Hetero- method- approach.

Factors analysis: Assumptions, Methods – Centroid and Principal components.

Rotation of factors: Orthogonal and Oblique- Objective techniques.

## **Suggested Readings:**

1. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi , A., & Urbina, S. (1997). Psychological Testing (7 th Ed.). New Delhi: Pearson Education.
3. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
4. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4 th Ed.). New Delhi Pearson Education.
5. Guilford, J.P. and Benjamin, F.(1973) Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
6. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
7. Miller, A.M, Lovler, R and McIntire, S.A (2013). Psychological Testing A Practical Approach. SAGE Publications India Pvt. Ltd.
8. Murphy, K.R and Davidshofer C.O (2019). Psychological Testing Principles and Applications. Pearsons India Education services Pvt. Ltd.
9. Murphy, K.R., &Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
10. Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill.
11. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: BharatiBhawan.
12. Srivastava, A.B.L and Sharma, K.K,1<sup>st</sup> May 1969, Elementary Statistics in Psychology and Education: New Delhi: Sterling Publishers Pvt.Ltd.
13. Guilford, J.P (1956). Psychometric method. Tata McGraw-Hill Publishing Company Limited New Delhi.

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

**Note:** *Each student would perform four experiments and four 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 conduct. Evaluation would be based on performance in conduct, written and viva.*

**Advance Cognitive Processes/ Psychometrics**

1. Latent Learning
2. Observational Learning
3. Verbal Learning
4. Discrimination Learning
5. Problem Solving
6. Thinking
7. Reasoning
8. Creativity
9. Artificial Intelligence
10. Perception
11. Memory
12. Decision Making
13. Recognition Memory Test
14. Span of Attention
15. Short Term Memory
16. Test construction/Translation
17. Item Difficulty
18. Reliability of a test
19. Validity of a test
20. Developing Norms

**Distribution of Marks**

<b>Practical Record Book</b>	<b>Conduct &amp; Report</b>	<b>Viva-Voce</b>	<b>Total</b>
20	40	40	100

**19 PSY-304**  
**Psychopathology**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Theory Examination: 80**  
**Internal Assessment: 20**  
**Time: 3 hrs**

***Course Objectives:***

- Students should be able to understand the nature purpose of psycho diagnosis and its classification system in psychopathology.
- Students should be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder.
- To impart knowledge of clinical picture of Somatoform disorder and Bipolar Disorder.
- Students should be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.

***Course Outcomes:***

- Students would demonstrate understanding about the use of the classification system for psycho diagnosis
- Students would be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder.
- Students would be able to understand the clinical picture of Somatoform disorder and Bipolar Disorder.
- Students would be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**UNIT-I**

Psychopathology: Nature, Historical background, Perspectives- Biological and Psychological.  
Diagnosis and Classification: Meaning, Purpose, Classification system: DSM, ICD

**UNIT-II**

Anxiety and Obsessive Disorders: GAD, Panic, Specific Phobias, OCD

Dissociative Disorders: Dissociative identity disorder, Dissociative amnesia, Dissociative depersonalization.

**UNIT-III**

Somatoform Disorders: Somatization disorder, Illness anxiety disorder, Body dysmorphic disorder, Conversion disorder.

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

**UNIT-IV**

Schizophrenia and Delusional Disorders: Clinical picture, Etiology and Treatment approaches.

Substance Use Disorders: Alcohol abuse and dependence, Drug abuse and dependence, Personality disorders.

**Suggested Readings:**

1. Bennett, P. (2003). *Abnormal and Clinical Psychology*.UK: Open University Press

2. Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.
3. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13<sup>th</sup>Ed.). New Delhi: Pearson
4. Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.
5. Diagnostic and Statistical Manual of Mental Disorders DSM- 5<sup>TM</sup> (5<sup>TH</sup> Ed.)(2013). Washington: CBS Publishers & Distributors.
6. Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4<sup>th</sup>Ed). New Jersey: Prentice Hall.

Session: 2019-21

**M.Sc.- Psychology**  
**Semester- III**

**19 PSY-305**

**Credits: 4 (Hrs/week: 4)**

## ***Course Objectives:***

- Students should be able to understand about role and responsibilities of Clinical psychologist along with related issues.
- To impart knowledge of various methods used to study the behavioral patterns of individuals with clinical diagnosis.
- Students should be able to understand the nature of Psychotherapies and Biologically based Therapies.
- Students should be able to understand various therapies and interventions in Clinical Psychology.

## ***Course Outcomes:***

- Students would gain knowledge about role and responsibilities of Clinical psychologist along with related issues.
- Students would be able to apply the knowledge about various methods used to study the behavioral patterns of individuals with clinical diagnosis.
- Students would gain knowledge about nature of Psychotherapies and Biologically based Therapies.
- Students would gain knowledge of various therapies and interventions in Clinical Psychology.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

### **UNIT-I**

Clinical Psychology: Nature, Historical overview, Clinical psychology as a profession, Roles and responsibilities of clinical psychologists.

Issues in Clinical Psychology: Professional training, Professional regulation, Professional ethics.

### **UNIT-II**

Methods of Clinical Psychology: Epidemiological, Correlational and Experimental.

Clinical Assessment Techniques: Need, Elements, Case study, Clinical interview, Observation, Psychological tests.

### **UNIT-III**

Psychotherapy: Meaning, Nature, General Principles and Types.

Biologically Based Therapies: Early attempts in biological therapies, ECT, Pharmacological therapy.

### **UNIT-IV**

Psychologically Based Therapies I: Psychoanalytic, Behaviouristic- Brief graduated exposure and prolonged intense exposure therapies, Client- centered, Existential.

Psychologically Based Therapies II: Cognitive- behaviour therapy, Rational- emotive therapy, Gestalt therapy, Mindfulness based stress reduction therapy.

## **Suggested Readings:**



1. Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press. Nietzel, M. T., Bernstein, D. A.
2. Millich, R. (1994). Introduction to Clinical Psychology. New Jersey:
3. Prentice Hall. Trull, T. J. & Phares, E. J. (2001). Clinical Psychology: Concepts, Methods and Problems. US: Wadsworth.
4. Nevid, J.S., Rathus, S.A. & Greene, B. (2014). Abnormal Psychology in a Changing World. New York: Pearson. Hecker, J.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology: Science, Practice and Ethics. Delhi:
5. Pearson. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology. New Delhi: Pearson.
6. Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture. New Delhi: Sage .
7. Singh, A. K. (2005). Advanced Clinical Psychology. Delhi: Moti Lal Banarsi Das.
8. Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergamon. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.

Session: 2019-21

**M.Sc.- Psychology**  
**Semester- III**

**Basics of Guidance and Counselling**  
**19 PSY-306**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**

***Course Objectives:***

- Students should be able to understand the nature, principles and models of Guidance.
- To impart knowledge of Educational and Career Guidance.
- Students should be able to understand the nature, emergence and growth of Counselling Psychology.
- Students should be able to understand Methodological and Contemporary Issues in counselling.

***Course Outcomes:***

- Students would be able to explain and execute guidance programs.
- Students would be able to deliver Educational and Career Guidance.
- Students would be become sensitive to need and ethical issues of Counselling.
- Students would gain awareness of counselling needs of special groups and undertake research in counselling.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**UNIT- I**

Foundation of Guidance: Need, Meaning and Scope of Guidance; Basic Principles of Guidance. Models of Guidance: Early, later and contemporary models. Organizing a Guidance Programme.

**UNIT-II**

Educational Guidance: Need, Objectives, Educational Problems and Functions. Guidance in Elementary Schools: Nature, Role of teacher and Counsellor. Guidance in Secondary Schools: Nature, Needs related to Education and Personal Development.

Career development facilitation: Theories of career development and decision making, Facilitating career exploration, Collecting and disseminating career information.

**UNIT-III**

Foundation of Counselling: Meaning, Goals, Stages, Need and Types.

Emergence and Growth of Counselling Psychology; Counselling and related fields; Ethical Training, Standards and Dilemmas in counselling.

**UNIT-IV**

Research in counselling: Need for evaluation, Applied-Action Research, Problems of counselling research, Process and Outcome research, Descriptive research in counselling, Experimental research.

Contemporary Issues in counselling: Working with children and their parents, older adults, differently abled and Religious clients.

**Suggested Readings:**

1. Capuzzi, D and Gross D.R. (2008). Counseling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
3. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.

4. Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: RanelMcNally College.
5. Sharf, R.S. (2000). *Theories of psychotherapy and counseling: Concepts and cases* (2ndEd.). Singapore: Brooks/Cole.
6. Sharma, R. A. (2007). *Fundamentals of Guidance and Couselling*. Meerut: R. Lall Book.
7. Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.
8. Trull, T.J., & Phares, E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
9. Woolfe & Dryden (1996) – *Hand book of Counselling Psychology*, Sage Publications, London, Thousand Oaks, New Delhi.

Session: 2019-21

**M.Sc.- Psychology**  
**Semester- III**

**Techniques of Guidance and Counselling**  
**19 PSY-307**

**Credits: 4 (Hrs/week: 4)**  
**Maximum Marks: 100**  
**Internal Assessment: 20**  
**Theory Examination: 80**

**Course Objectives:**

- To familiarize the students with the basic strategies of Counselling.
- To orient the students with the theoretical aspects and processes of Psychoanalytical and Affective therapies.
- To orient the students with the theoretical aspects and processes of Cognitive and Behavioural therapies.
- To impart the knowledge about Family systems and Promotional approaches.

**Course Outcomes:**

- Students would be able to familiarize with the basic steps, types and approaches of counselling.
- Students would demonstrate understanding of Psychoanalytical and Affective therapies.
- Students would demonstrate understanding of Cognitive and Behavioural therapies.
- Students would gain knowledge about Family systems and Promotional approaches.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**UNIT-I**

Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy.

Psychoanalytic Approach: View of Human Nature, Development of Personality, Defence Mechanisms, Major methods & techniques.

**UNIT-II**

Affectively Oriented Approaches: Existential therapy; Person-centred therapy; Gestalt therapy; Theoretical analysis of affective approaches.

Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model;

Transactional Analysis. Theoretical analysis of cognitive approaches.

**UNIT-III**

Behaviourally Oriented Approaches: Behaviour Therapy: Meaning & Goals, Behavioural Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioural Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self Inoculation. Theoretical analysis of behavioural approaches.

**UNIT-IV**

Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy.

Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness

**Suggested Readings:**

1. Baruth, L.G., & Huber, C.H. (1998). Counselling and Psychotherapy. NJ.: Prentice Hall.
2. Capuzzi, D and Gross D.R. (2008). Counselling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
3. Gladding, S.T and Batra, P (2018). Counseling A Comprehensive Profession. Pearson's India Education services Pvt. Ltd.

4. Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). Theories of Counselling and Psychotherapy: A Multicultural Perspective. Thousand Oaks: Sage.
5. Nelson-Jones, R. (2015). Theory and Practice of Counselling and Psychotherapy. London: Sage
6. Parrott, L. (2003). Counselling and Psychotherapy. United States: Thomson.
7. Sharf, R. S. (2000). Theories of Psychotherapy and Counselling: Cases and Concept. Belmont, CA: Wadsworth/Thomson Learning

Session: 2019-21

**M.Sc.- Psychology  
Semester- III**

**Practicum: (G1) Psychopathology and Clinical Psychology  
19 PSY-308**

**Maximum Marks: 100  
Examination Time: 3 hrs**

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

**Note:** *Each student would perform eight practicals either from G-I or G-II while selecting four practical's from each of the sub sections (i) and (ii) under G-I or G-II. 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 practicals would be conducted and selecting one from each of the sub sections (i) and (ii) . Evaluation would be based on performance in conduct, written and viva.*

**Psychopathology, Clinical Psychology**

**G-1 (i) Psychopathology**

1. Personality Disorders (Types)
2. General Anxiety Scale
3. Family Pathology Scale
4. Mental Health
5. Problem Behavior
6. State-Trait Anxiety
7. Psychological Distress
8. ADHD
9. Learning Disability
10. Autism
11. Rorschach Inkblot Test
12. TAT
13. Sexual Anxiety Scale
14. Mental Depression Scale
15. Adjustment Scale- Mentally challenged children
16. Academic Stress Scale
17. Addiction

**G-I (ii) Clinical Psychology**

1. Case Study
2. Psychotherapies
3. Mindfulness
4. Stress
5. Client centred
6. Dance therapy
7. Happiness
8. CBT
9. Family Therapy
10. Art Therapy
11. Performing Art Therapy
12. Positive Psychotherapy
13. Play therapy

14. Yoga
15. Meditation

OR

## Basics of Guidance & Counselling, Techniques of Guidance & Counselling

### G-II (i) Basics of Guidance & Counselling

1. Guidance Need Inventory
2. Vocational Interest Inventory
3. Adjustment Inventory
4. School Environment
5. Teacher Effectiveness Scale
6. Planning of Guidance Programme
7. Case study of Educational /Vocational/Career Guidance
8. Coping Strategies Scale
9. Happiness
10. Burnout Inventory
11. Family Environment

### G-II (ii) Techniques of Guidance & Counselling

1. Beck Depression Inventory
2. Personality Development Techniques
3. Behaviour Modification Techniques
4. Yoga
5. Family Therapy
6. Meditation
7. Modelling
8. Group Therapy
9. Mindfulness
10. Reinforcement
11. Relaxation Therapy
12. Couple Therapy
13. Stress Management Scale
14. Marital Adjustment Techniques

### Distribution of Marks

Practical Record Book	Conduct & Report	Viva-Voce	Total
20	40	40	100

**M.Sc.- Psychology**  
**Semester- III**

**19 PSY-309****Supervised Field Training****Maximum Marks: 50**

Supervised Field Training intends to foster skills through hands on training required for delivering of various services of psychological nature in various societal settings. Students will be required to select topic of their interest area in which they will carry out actual work in any relevant social /individual situation under the guidance of a faculty member as well supervisor from the concerned institute NGO/Juvenile home/ psychiatric centre/ drug addiction centre/ family counselling centre / rehabilitation centre/ prison who will maintain log sheet.

**Submission:** Two typed copies of Supervised Field Training report are to be submitted by the students.

**Evaluation:** Supervised Field Training report will be evaluated by external examiner.

**Distribution of Marks**

<b>Record Book</b>	<b>Viva-Voce</b>	<b>Total</b>
20	30	50



**M.Sc. - Psychology****Semester- IV****19 PSY-401 G1  
Neuro-Psychology****Credits: 4 (Hrs/week: 4)****Maximum Marks: 100****Internal Assessment: 20****Theory Examination: 80****Time: 3 hrs*****Course Objectives:***

- To familiarize the students with the nature and scope of Neuropsychology as well as methods of studying brain.
- To impart the knowledge about various types of injuries and blood circulation in the brain.
- To impart the knowledge about various types of tumors and age related neurological disorders.
- To familiarize the students with various kinds of Neuropsychological assessment and rehabilitation.

***Course Outcomes:***

- Students would be able to understand the nature and scope of Neuropsychology as well as methods of studying brain.
- Students would be able to understand various types of injuries and blood circulation in the brain.
- Students would be able to understand various types of tumors and age related neurological disorders.
- Students would be able to demonstrate various kinds of Neuropsychological assessment and rehabilitation.

***Note: There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.***

**Unit-I**

Neuropsychology: History, Nature, Approaches, scope.

Methods of studying brain: X-ray, CT scan, MRI, FMRI, PET scan

**Unit-II**

Blood circulation in the brain, Cerebrovascular Accidents (CVAS)- transient ischemic attack  
Thrombosis, hemorrhage- symptoms and management.

Traumatic Brain Injury (TBI), Closed Head injuries, Open head injuries, concussion: causes, symptoms and management

**Unit-III**

Intracranial tumors- types, diagnosis, symptoms and management.

Degenerative Disorders: Dementia (age and brain changes) Alzheimer's disease, Parkinson's: causes, symptoms and management

**Unit-IV**

Neuropsychological assessment batteries: Halstead-Reitan, Luria-Nebraska, PGI battery of brain dysfunction, AIIMS Neuropsychological battery.

Neuropsychological rehabilitation: techniques and use of neuroprosthetics.

## **Suggested Readings:**

1. Bolles, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.
2. Carlson, Neil. R. (2005). Foundations of Physiological Psychology. (6th Ed. LPE), New Delhi: Pearsons – Education.
3. Dimond, S.J. (1980). Neuropsychology: A textbook of systems and psychological functions of the human brain. Butter worths: London- Boston.
4. Filskov, S.B., & Boll, T.J., (1981). Handbook of Clinical Neuropsychology. New York: John Wiley.
5. Goldstein, G., &Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergamon.
6. Grahm, R.B., (1990). Physiological Psychology. California: Wadsworth.
7. Hersen , M., Kazdin, A.E., &Bellack A.S. (1991). The Clinical Psychology Handbook . New York: Pergamon.
8. Jarvis, P.E., & Jeffery, T. Barth (1994). Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application. Aorida: Psychology Assessment Resources Inc.
9. Kolb, B., &Whisaw, I.Q. (1990). Fundamentals of Human Neuropsychology. New York: Freeman, W.H.
10. Walsh, K. (1994). Neuropsychology: A Clinical Approach. New Delhi: Churchill Livingstone.
11. Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). Principles of Neuropsychology. Stanford: Wadsworth Thomson.

**Forensic and Criminal Psychology**

**19 PSY-402 G1**

**Credits: 4 (Hrs/week: 4)**

**Maximum Marks: 100**

**Internal Assessment: 20**

**Theory Examination: 80**

**Time: 3 hrs**

**Course Objectives:**

- To orient the students with the nature of Criminal Psychology along with understanding crime from biological and psychosocial perspective as well as crime trends in India.
- Students should be able to understand various types of crime, domestic and international terrorism.
- To impart conceptual knowledge about nature and field of Forensic Psychology along with understanding of assessment of Forensic Psychology.
- To acquaint the students with the psychological intervention and correction along with understanding of risk assessment and dangerous issues.

**Course Outcomes:**

- Students would gain knowledge about the nature of Criminal Psychology along with understanding crime from biological and psychosocial perspective as well as crime trends in India.
- Students would gain knowledge about the various types of crime, domestic and international terrorism.
- Students would be able to understand about nature and field of Forensic Psychology along with understanding of assessment of Forensic Psychology.
- Students would be able to understand about the psychological intervention and correction along with understanding of risk assessment and dangerous issues.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Unit-1**

Criminal psychology: Nature and historical perspective. Approaches of criminal behaviour, Crime trends in India. National Bureau of Crimes.

Biological, psychological and social. Method of study. Approaches to classification of crime.

**Unit-2**

Type of crime I : Juvenile Delinquency, Antisocial personality, crime against children, women and aged, white collar crime, cyber crime and cyber terrorism.

Type of crime II: Homicide, Suicide, Serial Killers, Rampage killer, Sex offenders, Mentally ill offenders, Terrorism- domestic and international.

**Unit- 3**

Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and training.

Assessment of forensic psychology: Investigative Interview, Verbal detection, Statement assessment,

Hypnosis, Voice analysis, Polygraph, Thermal imaging, Narcoanalysis, Brain electrical oscillation, Signature profiling.

**Unit-4**

Psychological intervention and correction: Punishing for crime, Behaviour modification, Social interventions, Rehabilitation in family and community, Psychological reforms in jails.  
Risk assessment and dangerousness issues: Political context, Clinical approaches in Risk and dangerous assessment.

### **Suggested Readings:**

1. Abrahamson, D. (1960). Psychology of crime. New York : Columbia University Press.
2. Chokalingan, K. (1991). Readings in Victimology Madras :Rair Raj Publications.
3. Feldman, M.P. (1977). Criminal Behaviour : A psychological analysis. London : Wiley.
4. Goyal, R.K (1992). Reforms in Jails, Chandigarh : India.
5. Kushner, W.W. (1988). The future of terrorism. Delhi: Sage.
6. Reid, S.T. (1979). Crime and Criminology. New York : Holt Rinehart and Winston.
7. Sirohi, J.P.S, (1983). Criminology and Criminal Administration.Allahabad : Law Agency.
8. Trojanowicz, C. (1978). Juvenile delinquency : concepts and controls. Englewood cliffs, Prentice Hall.
9. Howitt, D.(2002). *Forensic and criminal psychology*. England: Pearson education ltd.
10. Paranjape, N.V(2018). Criminology Penology Victimology. Central Law Publication, 107, Darbhanga Castile, Alahabad-2.
11. Petherick..W.A,Turvey, B.E. and Ferguson,C.E.(2010). Forensic Criminology. Elseiver Academic Press
12. Shipeay, S.andArrigo, B.( 2012). *Introduction to forensic Psychology*. USA: Academic press.
13. Walters G.D. (1994). Drug and crime in life style perspective. New Delhi : Sage.

**Course Objectives:**

- To orient the students to the nature and eastern perspectives on Positive Psychology.
- Students should be able to understand the conceptual and theoretical basis of human virtues and positive emotional states.
- To impart conceptual knowledge about positive cognitive states and Resilience.
- To acquaint the students with the importance of Close relationships and pro-social behaviour.

**Course Outcomes:**

- Students would gain knowledge about the nature of Positive Psychology.
- Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.
- Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.
- Students would understand the relevance of close relationships and benefits of pro social behaviour.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks*

**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. Emotional Intelligence  
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. Resilience: Meaning and Resilience Building

**Unit IV**

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

**Suggested Readings:**

1. Baumgardner, S.T., & Crothers, M, K. (2009). Positive Psychology. New Delhi: Pearson.
2. Bryant, F.B., & Veroff (2007). Savoring: A new model of positive experience. Mahwah, New Jersey: Lawrence Erlbaum.
3. Carr, A. (2005). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge.
4. Snyder, C.R., & Lopez, S.J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage.

**Session: 2019-21**

**M.Sc.- Psychology  
Semester- IV**

**Course Objectives:**

- To orient the students with the nature and models of Health Psychology.
- Students should be able to understand health beliefs and various aspects of cognitive approaches to health change.
- To impart knowledge about pain management and psychological intervention of health.
- To acquaint the students with health related issues like Arthritis, AIDS and Cancer.

**Course Outcomes:**

- Students would gain knowledge about the nature and models of Health Psychology.
- Students would gain knowledge about health beliefs and various aspects of cognitive approaches to health change.
- Students would be able to understand about pain management and psychological intervention of health.
- Students would be able to understand about health related issues like Arthritis, AIDS and Cancer.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**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.

**Suggested Readings:**

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

2. Fiest, J. & Brannon, L. (2000). Health Psychology: Introduction to Behaviour & Health. USA: Wadsworth. Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith,
3. Gurung, (2010). *Health Psychology A Cultural Approach* (2nd Ed). USA, Wadsworth.
4. Malhotra, S.M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.
5. Marks, et al., (2011). *Health Psychology Theory, Research & Practice* (3rd Ed.). India, Sage Publication.
6. Singh, R., Yadava, A. & Sharma, N.R. (2005). Health Psychology. New Delhi: Global Vision Publishing House. Straub, R.O. (2007). Health Psychology: A Biopsychosocial Approach. NY: Worth Publishers.
7. Straub, R. O. (2014). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publisher
8. Taylor, S.E. (2018). Health Psychology (7<sup>th</sup>ed) Indian Edition. New Delhi: McGraw Hill Edu
9. Yadava, A., Hooda, D. & Sharma, N.R. (2012), Health Psychology, New Delhi: Global Vision.
10. Ogden, J. (2012). Health Psychology a text book. New Delhi: McGraw Hill Edu

**Session: 2019-21**

**M.Sc.- Psychology  
Semester-IV**

**Supervised Project**

**Maximum Marks: 200**



## 19 PSY-405

At the beginning of the 3<sup>rd</sup> Semester each student will be required to select a topic of his / her interest area in consultation with the teacher supervisor to conduct research based project. Students will be required to collect data from subjects. After the analysis of results, students will submit two typed copies of Supervised Project Report of the work completed to the concerned supervisor.

**Submission:** Two signed typed copies of Supervised Project will be submitted by the students.

**Evaluation:** Supervised Project will be evaluated by the external examiner.

### Distribution of Marks

Report	Viva-Voce	Total
100	100	200

Session: 2019-21

**M.Sc.- Psychology  
Semester- IV**

**Practicum: Experiments & Tests (Forensic & Criminal Psychology, Neuro Psychology)**

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

**Note:** *Each student would perform three experiments and tests from Section A. 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 and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.*

Maximum Marks: 100

**G-I (i)****Forensic & Criminal Psychology**

1. Delinquency Screening Test
2. Profiling of Criminals
3. Aggression/ Anger
4. Recognition memory for faces
5. Lie Detection (Polygraph Record)
6. Moral Disengagement
7. Comparison of Attitudes towards crime/violence (Semi structured Interview Schedule)
8. Survey (one month newspaper based of antisocial behaviour)

**G-II (ii)****Neuro Psychology**

1. AIIMS Battery
2. PGI Battery of Brain Dysfunction
3. Neuropsychological Rehabilitation
4. Study of Brain (EEG)
5. Somatic Inkblot Test
6. BBMG
7. Bender visual- motor Gestalt Test
8. Clinical Dementia rating scale

**Distribution of Marks**

Practical Record Book	Conduct & Report	Viva-Voce	Total
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20	40	40	100
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**M.Sc. - Psychology**  
**Semester- IV**

**Practicum: Experiments & Tests (Positive Psychology and Health Psychology)**  
**PSY-407 G-II**

**Maximum Marks: 100**

**Course Objectives:**

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with use and applications of basic psychological tests and instruments.

**Course Outcomes:**

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

**Note:** *Each student would perform three experiments and tests from Section A. 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 and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.*

**G-II (i)**

**Positive Psychology**

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

**G-II (ii)**

**Health Psychology**

1. Assessment of Adolescent Health
2. Resilience
3. BMI
4. Biofeedback
5. Assessment of pain
6. Well-being
7. Stress
8. Coping
9. SES and Health
10. Happiness
11. Mindfulness
12. Yoga/ Meditation

**Distribution of Marks**

Practical Record Book	Conduct & Report	Viva-Voce	Total
20	40	40	100

**Department of Psychology**  
**Open Elective Paper**  
**PAPER CODE- 19 PSY 408 OEC**  
**Psychology for Everyday Living**

Session 2019-21

**Credits : 2 ( 2Credit Theory:2 hrs/week)**

**Total Marks: 50**

**External Marks: 40**

**Internal Marks: 10**

**Time Allowed: 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: Definition, Goals, Basic and Applied areas of Psychology.

Self: Nature of self, Self-Regulation and Personal Growth.

**Unit II**

Intelligence: Definition; Theories: Theory of multiple intelligences, Triarchic theory, Emotional Intelligence.

Administration: Any one test of Intelligence/Emotional Intelligence.

**Unit III**

Personality: Definition; Theories: Trait and Type: Eysenck; Psychoanalytical: Freud; Humanistic: Maslow.

Administration: Any one objective test of Personality.

**Unit IV**

Stress and Coping: Nature of Stress; Sources; Stress reactions; Factors that influence reactions to stress.

Coping with stress: Modifying environment; Altering lifestyle.

**Suggested Readings:**

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