M. A. Psychology
Revised Syllabus
(Regular Stream)
M.A. PSYCHOLOGY
Revised regulation to be implemented from 2015-16 academic year

Pattern: Semester system
Duration: 4 Semesters in two academic years

Course pattern:

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

Scheme of evaluation:

- Double valuation by internal and external examiners
- Two Mid-term examinations will be conducted for 20 marks and average will be calculated
- Maximum marks for each paper – 100 (80 marks for semester end examinations + 20 marks for mid exams).
- Pass mark in theory papers – 30 marks
- Pass mark in Practical, practicum, project reports and case studies – 40 marks
- An aggregate of 40% in each semester is required for the student to be declared as passed in that semester.
- Grading system is followed which is given below:

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Range of Marks</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&gt; 85%</td>
<td>O</td>
<td>10.0</td>
</tr>
<tr>
<td>2.</td>
<td>75% - 85%</td>
<td>A</td>
<td>9.0</td>
</tr>
<tr>
<td>3.</td>
<td>67% - 74%</td>
<td>B</td>
<td>8.0</td>
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<tr>
<td>4.</td>
<td>58% - 66%</td>
<td>C</td>
<td>7.0</td>
</tr>
<tr>
<td>5.</td>
<td>50% - 57%</td>
<td>D</td>
<td>6.0</td>
</tr>
<tr>
<td>6.</td>
<td>40% - 49%</td>
<td>E</td>
<td>5.0</td>
</tr>
<tr>
<td>7.</td>
<td>&lt; 39%</td>
<td>F (Fail)</td>
<td>0.0</td>
</tr>
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</table>
8. Incomplete (Subsequently changed into pass or E to O or F grade on subsequent appearance of the examination)
   Calculation of SGPA as given by the Office. A copy is enclosed.

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

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

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

<table>
<thead>
<tr>
<th>Classification</th>
<th>CGPA</th>
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<tbody>
<tr>
<td>Distinction</td>
<td>8.0 or more</td>
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<tr>
<td>I Class</td>
<td>6.5 or more but less than 8.0</td>
</tr>
<tr>
<td>II Class</td>
<td>5.5 or more but less than 6.5</td>
</tr>
<tr>
<td>Pass</td>
<td>5.0 or more but less than 5.5</td>
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</table>

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Title</th>
<th>Credit</th>
<th>Max Marks</th>
<th>Internal &amp; External</th>
<th>Double valuation (Internal &amp; External)</th>
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<tbody>
<tr>
<td>101</td>
<td>Principles of Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>102</td>
<td>Psychology of Life Span Development</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>103</td>
<td>Physiological Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>104</td>
<td>Psychological Testing</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>105</td>
<td>Psychological testing practicals</td>
<td>6</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>22</td>
<td>500</td>
<td>400</td>
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### II Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Theory</th>
<th>Practicals</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>201</td>
<td>Personality</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>202</td>
<td>Psychopathology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>203</td>
<td>Research Methodology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>204</td>
<td>Cognitive Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>205</td>
<td>Cognitive Psychology practicals</td>
<td>6</td>
<td>100</td>
<td>80</td>
<td>20</td>
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**Total**

<table>
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<tr>
<th>Credits</th>
<th>Theory</th>
<th>Practicals</th>
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<tr>
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<td>100</td>
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### III Semester

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Theory</th>
<th>Practicals</th>
<th>Credits</th>
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<tbody>
<tr>
<td>301</td>
<td>Social Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>302</td>
<td>Community Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>303</td>
<td>Counseling Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
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<td>304</td>
<td>Health Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>305</td>
<td>Case Studies</td>
<td>6</td>
<td>100</td>
<td>80</td>
<td>20</td>
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</table>

**Total**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Theory</th>
<th>Practicals</th>
<th>Total</th>
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<tbody>
<tr>
<td>22</td>
<td>500</td>
<td>400</td>
<td>100</td>
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</tbody>
</table>

### IV Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Theory</th>
<th>Practicals</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>Clinical Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>402</td>
<td>Organizational Behavior</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>403</td>
<td>Project</td>
<td>6</td>
<td>100</td>
<td>80</td>
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Optional papers

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
<th>Theory</th>
<th>Practical</th>
<th>Total</th>
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<tr>
<td>404</td>
<td>Educational Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>405</td>
<td>Rehabilitation Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
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<tr>
<td>406</td>
<td>Indian Psychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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<tr>
<td>407</td>
<td>Parapsychology</td>
<td>4</td>
<td>100</td>
<td>80</td>
<td>20</td>
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</tbody>
</table>

**Total** 22 500 400 100

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

Paper - 101: PRINCIPLES OF PSYCHOLOGY

I. Historical origins of psychology as a science
   1. Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle); Continental Renaissance (Descartes); British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)

II. Beginnings of experimental tradition and emergence of Schools in psychology
   1. Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling Techniques.
   2. Emergence of schools: Structuralism, functionalism, behaviorism, Gestalt, Psychoanalysis
   3. Development of psychology in India

III. Emotion
   1. Theories of emotion: James-Lange, Cannon-Bard, Cognitive theories

IV. Motivation
   1. Theories of motivation: Freud’s unconscious motivation theory, Maslow’s need hierarchy theory, McClelland’s achievement motivation theory

V. Personality
   1. Psychoanalytic theories: Freud, Jung, Adler
   2. Type and trait approaches: Eysenck and Cattell
   3. Developmental approach: Erik Erikson
**Recommended Books:**


PAPER 101 : PRINCIPLES OF PSYCHOLOGY
MODEL QUESTION PAPER

Time : 3 hours  Max. Marks: 80

SECTION – A

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

1. Explain various theories of emotion.

2. Give a detailed account of philosophical antecedents of modern Psychology?

3. Critically evaluate Maslow’s Hierarchy theory?

4. Explain in detail the psychophysical methods.

5. Write briefly about the schools of psychology you have studied, Explaining how they contribute to the understanding of human behavior.

SECTION – B

Answer any Five of the following:  5 x 4 = 20

1. Explain the concept of Collective Unconsciousness.

2. Write briefly about scaling techniques.

3. Give an account of Erik Erikson’s Theory.

4. Describe Pre-independence phase in the development of psychology.

5. Explain Freud’s concept of Unconscious motivation.

6. Briefly describe McClelland’s achievement motivation theory.

7. Discuss the trait approach to personality?

8. What is John Locke’s concept of tabula rasa.
SEMESTER I

PAPER - 102: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT

I. Definition, nature and evolution of the field

Research Methods: Experimental and Non-experimental (Case Studies, Observation, Interviews)

Factors influencing development: Heredity, Environment, Importance of critical periods in development

II. Beginnings of Life: Important aspects of development in the pre-natal and post-natal period

Development in Infancy and Toddlerhood

Physical and motor skills

Learning and Maturation

Cognitive development: Piaget's theory

Language development: Learning and nativism theories (Chomsky)

Personality and social development: Contributions of Freud, Erikson, Bowlby

Development in Early Childhood

Physical and motor skills

Cognitive development: Piaget's theory

Language development: Development of social speech

Personality and Social Development: Contributions of Freud, Erikson, Bandura

Role of rearing practices: Gender roles and gender stereotyping

Gender schema theory of Bem
III. Development in middle childhood

Physical and motor skills development

Cognitive development: Piaget’s theory

Moral development: Piaget and Kohlberg

Personality and social development: Freud, Erikson and Bandura

Development of self-concept

Influence of peer relationships

Development in Adolescence

Physical development and maturation

Cognitive development: Piaget

Adolescent Ego-centricism

Moral development: Kohlberg

Personality and social development: Contribution of Hall, Mead, Freud and Erikson

Identity formation

IV. Development in young adulthood

Physical development

Sensory and psychomotor functioning

Cognitive development: Schaie’s stages of cognitive development

Sternberg’s triarchic theory of intelligence

Moral development: Kohlberg’s theory

Gilligan’s levels of moral development in women

Personality and social development: Normative crisis model and timing-of-events Model
Intimate relationships of Marriage, Parenthood

Vocational development

Development in middle adulthood

Physical changes of Middle age

Aspects of intellectual development

Personality and social development: Jung, Erikson, Peck

Psychological developments critical to adjustment

Issues related to occupation

V. Late Adulthood: Old Age

Physical changes

Issues related to intellectual functioning

Personality and social development: Erikson,

Peck’s three adjustments of late adulthood; Vaillant’s factors in emotional health

Personal relationships in late life Attitudes towards death, dying and bereavement

**Recommended reading:**


PAPER - 102: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT
MODEL QUESTION PAPER

Time : 3 hours                                                       Max. Marks:80

SECTION – A

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

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

SECTION – B

Answer any FIVE of the following:                                    5 x 4 =20

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

PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY

Unit I.

1. Introduction to physiological psychology

   b. Excitatory postsynaptic influences
   c. Inhibitory postsynaptic influences
   d. Chemical basis – neurotransmitters
   e. Pre synaptic influences

Organization of Nervous system

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

Unit II.

Hormones and Behavior

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

Unit III.

Physiological basis of perception

1. Vision: Structure of the eye (retina, rods and cones), mechanisms for Pattern vision and color vision.

2. Audition: Structure of the ear, processing auditory information.

Physiological basis of Emotions and Learning and Amygdala

1. Role of hypothalamus, limbic system in emotionality

2. a. Physiological changes during learning.
   b. Role of hippocampus and cerebellum in learning.
Reference:


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


PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY

MODEL QUESTION PAPER

Time: 3 hours
Max.marks: 80

Section – A

Answer any of three of the following. 3 × 20 = 60

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

Section – B

Answer any five of the following 5 × 4 = 20

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

Paper - 104: Psychological Testing

I

Historical development of psychological testing

Nineteenth Century to the present
Nature and use of psychological tests
Nature of a psychological test
Uses and varieties of psychological tests
Control in the use of a psychological test
Examiner and situational variables
Test-taker’s perspective

Psychometry

a) Theory of test scores
True score, error score
Test score and factor theory

b) Item writing
Meaning and types of items
Difference between essay type tests and objective type tests
General guidelines for item writing
General methods of scoring objective test items

c) Response sets in test scores
Meaning and types of response sets.
Implications and elimination of response sets.
d) **Item analysis**

Meaning and purpose of item analysis

Item difficulty

Index of discrimination

Effectiveness of distracters or foils

Factors influencing the index of difficulty and the index of discrimination

Speed and power tests

Problems of item analysis

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**II. Psychometry continued**

e) **Reliability**

Meaning of reliability

Types of reliability

Factors influencing reliability of test scores

How to improve reliability of test scores

Index of reliability

f) **Validity**

Meaning of validity

Types of validity

Statistical methods for calculating validity

Factors influencing validity

Relation of validity to reliability

g) **Norms and test scales**

Meaning of Norm-referencing and criterion referencing

Steps in developing norms
Types of norms and test scales

**Attitude scale construction**

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

**III. Psychological Testing**

a) **Measurement of Intelligence**

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

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

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

c) **Measurement of personality**

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

d) **Projective techniques**

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

e) Applications of testing

Major contexts of current test use
Educational testing
Occupational testing
Test use in clinical and counseling psychology

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

RECOMMENDED READING


SEMESTER - I
PAPER 104; PSYCHOLOGICAL TESTING
MODEL QUESTION PAPER

Time: 3 hours. Max. Marks: 80

SECTION – A

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

1. Describe the different types of item analysis

2. Describe the major types and uses of psychological tests

3. What is reliability? Describe the different types of reliability

4. What are norms? Why are they important? Describe any two types of norms

5. Discuss the psychological issues involved in ability testing

SECTION – B

Answer any FIVE of the following: 5 x 4 = 20

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

Paper - 105: Psychological testing practicals

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

I. Ability tests:
   1. Ravens progressive matrices tests
   2. Weschler’s Adult Intelligence test
   3. Weschler’s Intelligence scale for children
   4. Seguine Form Board

II. Aptitude and Interest tests:
   1. Differential Aptitude tests
   2. Thurstone Interest schedule
   3. David’s Battery of Differential aptitude test

III. Personality and adjustment scales:
   1. MBTI
   2. Cattell’s 16 Personality Factor Questionnaire (16PF)
   3. Bell’s Adjustment Inventory.
   4. State and Trait Anxiety Inventory
   5. Minnesota Multiphase Personality Inventory (MMPI).
   6. ASEBA Problem checklist.

IV. Projective tests:
   1. Thematic Apperception Test (TAT).
   2. Rorschach Ink Blot test.
   4. Rotter incomplete sentence blank.

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

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

2. Estimation of Deterioration Quotient.
   Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.
3. **Assessing abilities of a child.**
   Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

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

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

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

**Scheme of examination:**

- Mid Semester examinations : **20 Marks**
- Record : 50 Marks
- Administration of test and interpretation of test results : 10 Marks *
- Viva voce : 20 Marks

**Total** : **100 Marks**

Note:

*: The student is required to administer a test on a subject.
   The student is given an answered test which he/she has to score and interpret.

**RECOMMENDED READING:**


SEMESTER II

Paper 201: Personality

Unit – I

Psychoanalytic approach

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

Unit – II

A - Dispositional Approach

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

B – Phenomenological Approach

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

Unit III

A – Behavioral and Cognitive Approach

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

B. Issues and ethics in assessment.
Suggested Readings:


PAPER 201 – PERSONALITY

MODEL QUESTION PAPER

Time: 3 Hours

Max Marks: 80

SECTION – A

Answer any Three of the following: 3x20= 60

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

SECTION – B

Answer Any Five of the following 5x4=20

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

Historical views of abnormal behavior and current trends

Theoretical perspectives: Psychodynamic, Behavioral, Cognitive, Humanistic, Classification systems: DSM and ICD

II. Causes of abnormal behavior

Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology

Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress

Socio-cultural: War and violence, group prejudice and discrimination, poverty and unemployment

III. Clinical picture of disorders

A. Disorders of childhood and adolescence: Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and coordination disorders, Autism, mental retardation


IV. A. Disorders related to substance use: Depressants, stimulants, hallucinogens, cannabis
B. Sexual disorders: Sexual dysfunctions, paraphilias

IV A. Severe mental disorders:

Schizophrenia
Delusional disorders
Mood disorders
Organic mental disorders of dementia, delirium and due to brain damage

B. Growth of mental hospitals in India
Culture-bound syndromes in India
Eastern and Western perspectives on mental health

**Recommended Books:**


PAPER – 202: PSYCHOPATHOLOGY
MODEL QUESTION PAPER

Time : 3 hours
Max. Marks : 80

SECTION – A

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

1. Define abnormality and describe some criteria used for distinguishing normal and abnormal behavior.

2. What is the role of learning in the development of abnormal behavior.

3. Delineate some psychological factors which may lead to the development or exacerbation of a medical condition.

4. Describe characteristics associated with attention-deficit and descriptive behavior disorder.

5. What are mood disorders. Differentiate between major depression and bipolar disorders.

SECTION – B

Answer any FIVE of the following: 5 x 4 = 20

1. Give a brief account of the major landmarks in the history of abnormal psychology.

2. Discuss Sigmund Freud’s contribution in understanding anxiety.

3. Trace the influence of psychogenic and sociocultural factors in the development of mental illness.

4. Examine the development of obsessive compulsive personality. Describe the cognitive approach to understanding schizophrenic disorders.

5. Define mental health. Discuss the concept of mental health as understood from Eastern perspectives.

7. Describe the eating disorders evident in adolescence.

8. Explain culture bound syndromes in India.
Semester II

Paper – 203: Research Methodology

I. Basic concepts of experimental method

1. Variable
   Qualitative and quantitative variables
   Independent variables
   Dependent variables
   Extraneous variables

2. Experimental control
   Independent variable control
   Extraneous variable control

3. Sampling
   Probability sampling methods
   Non probability sampling methods

4. Problem and hypothesis

II. Methods of data collection

1. Qualitative methods
   a) Observation
      Purpose of observation
      Types of observation
   b) Interview
      Types of interview
      Major functions of interview
      Factors affecting the uses of interviews
      Advantages and disadvantages of interview
      Important sources of errors in interview
   c) Content analysis
      Purposes of content analysis
      Methods of content analysis
      Evaluation of content analysis

2. Quantitative methods
   a) Questionnaires
      Types of questionnaires
      Functions and applicability of questionnaires
   b) Rating scales
      Types of rating scales
(Numerical, graphical, standard, Q sort, Semantic differential, sociometry)

Errors in ratings
Methods of improving effectiveness of rating scales

3. Types of research
   a) Experimental research
      Laboratory experiments
      Field experiments
   b) Non-experimental research
      Ex-post facto research
      Field study
      Survey research
      Case studies
      Ethnographic studies

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

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

**Within subject designs**
- Two conditions
- Several conditions
- Evaluation
- Statistical analysis – t test, F test

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

**Quasi-experimental designs**

V. Writing a research report
- Structure and format
- Style of writing
- Evaluating a research report

Recommended reading:


Answer any Three of the following 3 x 20 = 60

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

Answer any Five of the following 5 x 4 = 20

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

8. Discuss the relative advantages and disadvantages of two probability sampling methods?
Semester II

Paper - 204: COGNITIVE PSYCHOLOGY

I. Definition and domain of cognitive psychology
   Perception, attention, memory, language, thinking, concept formation and creativity

II. Perception

   1. Principles of perceptual organization: figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz
   2. Perceptual processes: Pattern Recognition, depth perception, colour, movement, illusions
   3. Perceptual constancies: colour, shape, size
   4. Plasticity of perception: Innate or learned?
   5. Attention and reaction time
   6. Extra sensory perception

III. Learning

   1. Work of Ebbinghaus, Pavlov, Hull, Tolman, & Skinner
   2. Verbal learning – Meaningfulness of material distribution of practice, whole vs part method, active recitation and transfer of training

IV. Memory and forgetting

   Long term and short term memory, Retroactive and Proactive Inhibition, Methods of measurement

V. Thinking and Language

   1. Concept formation, problem solving, decision making, reasoning and Creativity.
   2. Language structure, Language development
Recommended Books:


PAPER 204: COGNITIVE PSYCHOLOGY
MODEL QUESTION PAPER

Time: 3 hours
Max. Marks: 80

SECTION – A

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

1. Discuss the pioneering work of Ebbinghaus in the area of learning.

2. Explain the perceptual processes with reference to depth perception and movement.


4. Explain in detail the factors that affect attention and reaction time.

5. Discuss the causes for forgetting.

SECTION – B

Answer any Five of the following: 5 x 4 = 20

1. Write briefly about the steps involved in creativity.

2. Explain the concepts of thinking and reasoning.

3. Write briefly about the nature of short term memory.

4. Bring out the contributions made by Pavlov in terms of learning.

5. What is extrasensory perception

6. Write briefly about plasticity of perception.

7. What do you understand by figure and ground

8. Explain Concept formation.
PART-A: Experimental Psychology Practicals

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

1. Perceptual constancy of size as a function of distance cues using the method of average error.

2. Effect of practice on space perception using Wiggly Blocks.

3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.

4. Comparison of speed for discriminative and choice reaction time.

5. Effect of muscular tension on mental work.

6. Fluctuation in efficiency of continuous work.

7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.

8. Span of attention for unconnected letters and words vs connected letters and words

9. Retention for completed and interrupted tasks

10. Types of errors identifiable in learning tests using Peterson’s Tests of Rational learning
11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.

12. Verbal concept formation using geometrical designs.


14. Effect of set in solving verbal and numerical problems

15. Trial and error vs insightful learning

* Experiment 3 is compulsory

**PART B : CASE REPORTS**

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

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

**Marks:**

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<tr>
<td>Record (Experimental Psychology Practicals)</td>
<td>30</td>
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<tr>
<td>Case Reports</td>
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<tr>
<td>Practical conduction and writing the report</td>
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(Experimental Psychology)
Viva voce on Experimental Psychology/ Record and case reports

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Total: 100 Marks
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III Semester

**Paper - 301: Social Psychology**

I. Definition and focus of Social Psychology.
   History of Social Psychology in India.

   Research Methods in Social Psychology: Systematic observation,
   correlation Method and Experimental Method.

II. Social Perception – Non verbal communication.
    Attribution Theories – Heider, Jones, Kelley & Davis

    Impression formation – Asch’s experiments

    Social cognition – Effect of schemas and stereotypes

    Interpersonal attraction – Friendship, Love and relationships

    Social learning theories – Bandura & Rotter

    Social Reinforcement theory – Newcomb

III. Attitudes – Definition, formation and change
     Theories of Attitude change

     Prejudice, discrimination and deprivation

     Discrimination against women and other social groups with
     specific reference to India

     Social Influence – Conformity, Influence, Compliance, Ingratiation,
     Multiple requests and Obedience

IV. Pro-social Behaviour – Helping and Intervening
    Aggression – Nature, causes and control

    Groups – Effect on individual performance and decision making

V. Social Psychology in action
    Leadership, job satisfaction and achievement orientation in world
    of work

    Population Psychology – personal space, crowding and territoriality

    Environmental Psychology – poverty, violence and environmental
    health hazards
Recommended Books:


PAPER 301 ; SOCIAL PSYCHOLOGY
MODEL QUESTION PAPER

Time : 3 hours  
Max. Marks:85

SECTION – A

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

1. Write a brief account of causes of women’s subordination.

2. Explain Newcomb’s balance theory.

3. What are the aids in making decisions. Give examples.

4. Explain briefly the terms cognitive structures and cognitive processing.

5. Define socialization in the Indian context.

SECTION – B

Answer any Five of the following: 5 x 4 = 20

1. Give a detailed account of the social influence on the individual.

2. Discuss the role of decision making in the development and personal growth of the individual.

3. Examine the various determinants of interpersonal attraction.

4. Explain in detail the consequences of deprivation in the Indian socio-cultural context.

5. Highlight the current social problems in our country.

6. Explain how the environment affects human behaviour with appropriate examples.

7. Explain role theory and its impact on social psychology.

8. Explain achievement orientation in world of work.
I. INTRODUCTION TO COMMUNITY PSYCHOLOGY
Community Psychology-The third mental health revolution
A Brief Historical overview of Community Psychology and factors underlying its emergence
Aims, Core Values and Principles of Community Psychology
Work Skills and Work Settings of a Community Psychologist
Methods of Community Psychology-Ecological, Epidemiological and General Systems Approach
Ethical Issues

II. DEVELOPING A COMMUNITY ORIENTATION
Community Psychology and Community Mental Health-The need for Community Mental Health Care Centres
Understanding Human Diversity in Context
Understanding the Individual within his/her environment and community Mental Health as a complex Community Function

III. COMMUNITY PSYCHOLOGY IN INDIA
Community Psychology in India-The Past, the Present and Future Scope
The Sense of Community in India
Developing Multicultural Competence and sensitivity.
Vulnerable populations requiring Community Intervention- Poverty and Suicides-Farmers and Weavers, The Lower Social Strata, The Unemployed and Underemployed, Alcoholism, Delinquents and Criminals, Problems of Women-Inequality, Dowry, Sexual Harassment, The Role of Media.

IV. THE ROLE OF COMMUNITY IN CRISIS INTERVENTION
Prevention and Promotion-Implementing the Public Health Orientation
Mental Health Education
Consultation and Use of Non-Professionals
Action research and advocacy for social change-Empowerment and citizen participation, Social Networks
Community Intervention in India-Present Status and Future Scope
Suggested Readings:


**Section – A**

**Answer any Three of the following:**

1. What were the factors that contributed to the emergence of community psychology?

2. How is mental health affected by community issues? Explain.

3. Describe the Prevention approach of Community psychology.

4. Discuss the present status and future scope of community psychology in India.

5. What are the various techniques of crisis intervention?

**Section – B**

**Answer any Five of the following:**

1. Elucidate the core principles of the field of Community Psychology.

2. Discuss the ethical issues involved in the field of Community Psychology.

3. Explain the role of media in community intervention.

4. What are the various work skills of a community psychologist?

5. Discuss the General Systems Approach as a method of Community Psychology.

6. Briefly elucidate on the sense of community in India.
7. Elucidate on the various factors involved in the use of non-professionals in community psychology.

8. Why is community psychology referred to as the ‘third mental health revolution’? Explain.
I. Definition and nature of Counselling Psychology
   Roots of Counselling Psychology
   Goals of Counselling
   Roles and functions of counsellor: Characteristics of an effective counsellor
   Confidentiality and Ethics in Counselling
   Theoretical perspectives: Psychodynamic, Cognitive-behavioral and Humanistic, Yoga, Meditation, Jacobson’s Relaxation Technique, Neurobiofeedback, Pet Therapy

II. Methods of securing client information; Case History, Psycho diagnosis Use of Tests, DSM-V, ICD X
   Process of Counselling
   Nature and Characteristics of the Counselling Process
   Steps in Counselling Process
   Relationship techniques: Rapport building, Reflection of Feeling, Acceptance, Silence, Reassurance, Listening, Empathy
   Special Relationship problems: Transference, Countertransference, Resistance
   Interpretation Techniques: Nature and Types of Interpretation

III. Behavioral Interview
   a) The Behavioral Interview
      Functions and Characteristics of the Behavioral Interview
      The Interview structure
      Tactics of Behavioral Interviewing
      Handling Obstructionistic Client Behaviors
      Common Errors in Interviewing
      Validity of the Interview
   
   b) Interviewing Skills
      Attending Behavior
      Nonverbal Behavior
      Open-ended and Closed-ended questions
      Summarizing

IV. Behavioral Assessment
a) Self-Monitoring in Behavioral Assessment
Methods of Recording Self-Monitored Data
Reactive Effects of Self-Monitoring
b) Psychophysiological Measurement in Behavioral Assessment
Applicability and Functions of Psychophysiological Measurement.

V Family and child Counselling
Counselling for Stress and burnout
Marriage, couple and family counselling and counselling women
Counseling elderly, counseling for special groups- terminally ill, HIV, AIDS, counseling for prison inmates.
Personality disorders- bipolar, schizophrenia
School counseling- children, teenage, adolescents.
Career counseling.

Recommended reading:


Paper 303: Counselling Psychology

Model Question Paper

Time: 3 hours Max.Marks:80

Section – A

Answer any three of the following: 3 X 20 = 60

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

Section – B

Answer any five of the following: 5 X 4 = 20

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

PAPER – 304: HEALTH PSYCHOLOGY

I. The Mind-Body Relationship:
   A historical review
   Concept of Psychological health in India.
   The development of changed outlook in nature of health and illness.
   Methodological Developments.
   Emergence of Behavioral Medicine
   Scope of Health Psychology.

II. Stress:
   The modern concept
   Stressors: Environmental, social, Psychosocial,
   Developmental and extreme stressors.
   Mediating variables: Physiological, Psychological responses.
   Stress and illness
   Control and Learned Helplessness.
   Control and Stress.

III. Psychophysiological Disorders major forms:
   Asthma
   Headaches
   Neurodermititis
   Peptic Ulcer.
   Insomnia.
   Cardio-vascular Disorders.
   Coronary Heart disease.
   Hypertension.

IV. Immune System defective disorders:
   Cancer
   Aids.
   Appetitive Behaviours:
   Obesity
   Alcoholism
   Smoking
   Behavioral explanations.
   Other stress related disorders:
   Diabetes
V. Pain and Pain Management Techniques:
   - Physiology of Pain.
   - Gate control theory.
   - Psychological influences on pain perception.
   - Specific pain treatment methods.

Medical Settings and Patient Behaviour:
- Compliance with medical treatments.
- Hospitalization
- Coping with chronic illness
- Complementary Health-Care systems in India.

**Recommended Books:**


Answer any Three of the following:  
20 = 60

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

Answer any five of the following:  
5 X 4 = 25

1. Trace the emergence of behavioural medicine and elucidate its scope.
2. What are the different forms of psychophysiological disorders?
3. Explain the major immune defective disorders with reference to etiology.
4. ‘Learned helplessness is associated with reduced motivation, emotional disturbances and cognitive impairment’. Explain.
5. Elaborate and analyze the pain treatment methods.
6. Analyze the relationship between loss of control and stress.
7. Analyze the status of psychological health in India.
8. Explain complementary health-care systems in India.
**Paper- 305 : Case studies**

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

One of the five cases should compulsorily deal with community psychology.

**SCHEME OF EVALUATION**

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SEMESTER IV
Paper 401: CLINICAL PSYCHOLOGY

Basic Concepts

Nature and scope of clinical psychology

Body-mind relationship

Psycho-neuro-immunology

New directions in clinical psychology – spirituality, etc.

Research strategies.

Diagnostic Process

Cultural and social aspects of mental illness

Differential diagnosis using decision trees

Problem identification, definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination.

Behavioural assessment, analysis and formulations.

Intervention Techniques

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

Client-centered therapy

Rational-emotive therapy
**Other Techniques**

Hypnosis- clinical behaviour and hypnotisability, hypnotisability as related to physical symptoms, as unrelated to physical symptoms, therapeutic failures.

Family therapy – conceptual frame, the clinical home visit, space and action in family therapy, the family crisis.

Marriage therapy for couples

Social skills training

Occupational therapy, Group therapy and Psychodrama

**Treatment Methods for Childhood and Adolescent disorders**

Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation.

Mental retardation – behavioural and emotional problems

Communication disorders – articulation, phonation, language, prosodic

Pervasive developmental disorder – Autism

Attention deficit and disruptive disorders – hyperkinetic children

Elimination disorders – enuresis and encopresis

Conduct disorders – noncompliant, coercive behaviour, aggression and violence, non-attendance. Psychopathic behaviour.

**Stress-related Disorders and Treatment Methods**

Somatoform disorders – conversion, pain and hypochondriasis

Sexual and gender identity disorders

Eating disorders – anorexia nervosa, bulimia nervosa, obesity
**Ethical Issues**

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

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

**Recommended Reading**


Answer any Three of the following.  

1. Explain the process of using decision trees in making a diagnosis.

2. Why would you consider a pain disorder as related to stress and how would you treat such a disorder?

3. Critically evaluate the use of hypnosis in the treatment of disorders. Where are they likely to be more useful?

4. What are some ethical issues confronting the practitioner in a therapeutic setup in our country?

5. Discuss what is meant by psycho-neuro-immunology in the light of recent research.

Answer any Five of the following.  

1. Discuss the new direction in clinical psychology.

2. What is aversive conditioning?

3. What are some of the behavioural problems of mental retardedness?

4. What are some of the techniques employed in group therapy?

5. How is obesity related to stress?

6. What kind of treatment package would be suitable for autistic children?
7. Discuss eating disorders?

8. What are the common substance use disorders in our country?
Description and History of I/O psychology
Definition, Nature and Scope of I/O psychology.
The role and functions of an I/O psychologist.
Perspectives on the nature of human work.
Historical observations.
Indian concept of work.
Emerging perspectives on human work.

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

Performance Appraisal
Developing job criteria (job analysis, determining performance criteria).
Measurement and evaluation of criteria (Purpose, varieties of job performance data,). Employee comparison procedures. Rating procedures. 360 degree assessment and feedback

Selection, Placement and Training
Nature and significance of training. Training methods and techniques;

Leadership and Motivation
Theories of leadership (Trait, Behavioral or Style, Contingency theories, Functional Approach). Recent perspectives. Leadership in the Indian context. Content theories of motivation (Maslow, Alderfer, Herzberg and McCleland)
Concepts of Motivtion : Process theories of motivation (Equity, Expectance and Goal theory) Application: Motivating by job design, Employee involvement, Using Rewards

Organizational Change, Development and Effectiveness
Significance of change, Resistance to change, Individual and organizational resistance. Overcoming resistance of change. Approaches to managing organizational change. Contemporary change issues for today’s managers and Performance Management
**Personnel Effectiveness**

- Interpersonal and Organizational Communication.
- Coping with conflict and Stress
- Employee counseling
- Alcoholism and Absenteeism
- Time management
- Leadership training
- Decision making and Team building
References:


Paper - 402: Industrial and Organizational Psychology
Model Question Paper

Time: 3 hours
Max. Marks: 80

Section – A

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

1. What are the different approaches to study of behavior at work? Discuss?
2. Explain about the ethics of manager in work situation?
3. What is scientific management? How Hawthorne studies helps to understand work behavior?
4. Explain about the emergence of international management by giving more emphasis on cross cultural aspects?
5. Describe the applications of models in I/O psychology?

Section – B

Answer any FIVE of the following: 5 X 4 = 20

1. What are the historical observations about work?
2. Describe the characteristics of organizations?
3. What is the role of Psychologist in industry?
4. Write about the use of research designs in I/O psychology?
5. What are the organizational challenges present in Indian scenario?
6. Explain the importance of groups?
7. How inferential statistics used in Industrial research?
8. Discuss about the contemporary organizational challenges in Indian Industrial scenario?
The student shall have to undertake a research project with a sample of at least 50 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

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1. Nature and scope of Educational Psychology

Contributions of Psychology to education

2. Cognitive development

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

3. Personal, social and emotional development


Socialization. Family, peers and teachers

4. Learner differences, learning needs and disorders

Cognitive and learning styles.


Communication disorders Speech and language disorders

Oppositional-Defiant and Conduct disorders

School phobia

5. Culture and community

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

Gender-role identity. Gender differences in the classroom

6. Interventions to improve Academic problems

Academic productivity

Homework completion
Reading performance
Mathematics performance
Written language
Social studies and science performance

7. Interventions to modify behavior and enhance social competence

   Inappropriate behaviour in classroom
   Special classes and less structured situations
   Verbal and physical aggression
   Cooperative behavior

Recommended reading


PAPER –404 : EDUCATIONAL PSYCHOLOGY

MODEL QUESTION PAPER

Time : 3 hours

Max. Marks : 85

SECTION – A

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

1. Write the effects of bilingualism on language development.

2. Describe the role of peers on socialization.

3. What are the factors that contribute to school phobia.

4. What is learned helplessness.

5. Examine the relationship between socio-economic status and academic performance.

SECTION – B

Answer any Five of the following: 5x4=20

1. Describe the role of Psychology in Education.

2. Describe the nature of language development in schools with special reference to India.

3. Evaluate Kohlberg’s theory of moral development.

4. What are oppositional defiant and conduct disorders. Discuss the interrelation strategies.

5. Describe interventions to improve written language and mathematical performance.

6. Describe intervention to modify inappropriate behaviour in class rooms.
7. What is Dyslexic disorder?

8. Describe verbal and physical aggression.
Semester IV

Paper – 405 : REHABILITATION PSYCHOLOGY

I. Nature and Scope of Rehabilitation psychology

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

II. Disabilities

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

III Personality Development of Disabled Persons

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

IV Intervention

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

V. Psychological Intervention

Therapeutic services and Restorative techniques.
Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes
Monitory and Impact Studies.

VI. Organization & Management

Evolution of Non-Government Organizations
Background Characteristics of Organization
Capacity Building of Non-Government Organizations

Recommended Readings:


PAPER 405: REHABILITATION PSYCHOLOGY

MODEL QUESTION PAPER

Time : 3 hours Max. Marks:80

SECTION – A

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

1. Describe the functions of rehabilitation psychology.

2. Define the concept of disability.

3. Identify the major factors influencing the personality of disabled individuals.

4. What are the aims and objectives of special education.

5. What is meant by training need analysis?

SECTION – B

Answer any Five of the following: 5 x 4 = 20

1. Discuss the multidisciplinary approach to rehabilitation.

2. Prevention of disabilities is better than management of disabilities. Discuss.

3. Describe the life-span development of person with one type of disability.

4. Discuss social, Psychological perspectives of Rehabilitation Psychology.

5. Discuss the counselling strategies appropriate a rehabilitation of person with hearing and speech impairment.
6. Discuss the role of Psychologists in a non-government organization.
7. What is capacity building.
8. Discuss Training Need Analysis.
Semester IV
Paper - 406 - INDIAN PSYCHOLOGY

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

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

2. a. Yoga psychology: Theory and applications

   b. Patanjali yoga sutras and sidhis – Basic concepts

   c. Yoga psychology and Samkhya Metaphysic

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

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

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

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

**Recommended Readings:**


**REFERENCE BOOKS**


Paper - 406 - Indian Psychology

Model Question Paper

Time: 3 hours  Max. Marks: 80

Section – A

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

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

Section – B

Answer any Five of the following: 5 X 4 = 20

1. Briefly describe the theory of yoga psychology.
2. Give an account of the content of Vedas.
3. Write about the advaita psychology.
4. Discuss the Jain concept of consciousness.
5. Define yoga with reference to work.
6. What is holistic knowing from Buddhist perspective?
7. Explain the concept of Budhhi and citta in Buddhist psychology.
8. Describe the systems and schools of Indian Psychology.
I. Introduction and Evidence of Psi.
Historical background and the beginnings of scientific research.
Spontaneous phenomena.
Problems of method.
Some basic test procedures
Some crucial laboratory experiments.

II. Variables in Psi.
Subject variables
Target variables
Experimental variables.

III. The psychology of Psi
The unconscious nature of Psi
The bidirectionality of Psi
The position effects.

IV. Explaining Psi
“Physical” theories
Field theories
Projection Hypothesis
Theories of precognition

V. Parapsychology and the nature of man
The nature of Psi
The mind body problem
Freedom of will
The problem of survival

VI. Application of Psi
Recommended Reading

Paper- 407 : Parapsychology

Model question paper

Time: 3 Hours

Max. Marks: 80

**Section – A**

3 x 20 = 60

**Answer any Three of the following.**

1. Why is parapsychology a scientific discipline?

2. Briefly write about the basic test procedure in parapsychology?

3. What are the physical and psychological aspects of target variables in Psi tests?

4. Write a short note on the unconscious nature of Psi?

5. Explain briefly the PMIR model?

**Section – B**

**Answer any Five of the following.**

5 x 4 = 20

1. Describe the ganzfeld technique.

2. Critically examine the nature of spontaneous phenomena as evidence of paranormal events?

3. What are the chief methodological problems in parapsychology?

4. Elucidate the characteristics of Psi?

5. Evaluate the status of experimenter variables in Psi tests?

6. ‘Freedom of will” is an essential and element of the nature of man as of parapsychology. Substantiate.

7. Explain the relationship between personality variables and ESP with research findings?

8. Explain position effects.