Guru Jambheshwar University of Science and Technology
Hisar-125001, Haryana
('A+' NAAC Accredited State Govt. University)

Scheme of Examination

[MA Psychology]

Name of the Programme: Post Graduate Diploma and Master Degree in Psychology Programme

(affiliated colleges)

According to National Education Policy-2020

FIRST YEAR

SEMESTER-I								
Type of Course	**Course Code**	**Nomenclature of Paper/Course**	**Credits**	**Contact Hours**	**Internal Marks**	**External Marks**	**Total Marks**	**Duration of Exam (Hrs)**
Discipline Specific Course	P25PSY101T	Systems and Theories	4	4	30	70	100	3
	P25PSY102T	Experimental Psychology	4	4	30	70	100	3
	P25PSY103T	Personality- I	2	2	15	35	50	2
	P25PSY104T	Research Methods & Statistics- I	4	4	30	70	100	3
	P25PSY105T	Social Psychology- I	4	4	30	70	100	3
Practicum	P25PSY106P	Psychology Lab-I	4	8	30	70	100	3
Value Added Course		To be opted from the pool	2	2	15	35	50	2
	Total		**24**	**28**	**180**	**420**	**600**	

SEMESTER-II								
Type of Course	**Course Code**	**Nomenclature of Paper/Course**	**Credits**	**Contact Hours**	**Internal Marks**	**External Marks**	**Total Marks**	**Duration of Exam (Hrs.)**
Discipline Specific Course	P25PSY201T	Physiological Psychology	4	4	30	70	100	3
	P25PSY202T	Cognitive psychology	4	4	30	70	100	3
	P25PSY203T	Personality- II	2	2	15	35	50	2
	P25PSY204T	Research Methods & Statistics- II	4	4	30	70	100	3
	P25PSY205T	Social Psychology- II	4	4	30	70	100	3
Practicum	P25PSY206P	Psychology Lab-II	4	8	30	70	100	3
Seminar	P25PSY201S	Seminar	2	2	-	-	50	2
Internship	P25PSY201I	Internship	4	-	-	-	100	
	Total		**24+4**	**28**	**165**	**385**	**700**	

COURSES OFFERED FOR THE POOLS (VAC, EES AND OE) SEMESTER-I								
Type of Course	**Course Code**	**Nomenclature of Paper/Course**	**Credits**	**Contact Hours**	**Internal Marks**	**External Marks**	**Total Marks**	**Duration of Exam (Hrs.)**
Value Added Course	P25VAC106T	Foundation of Human Values	2	2	15	35	50	2

Note: Internship of 4 credits of 4 weeks (120 Hrs.) duration after 2nd semester is mandatory for each student either for enhancing the employability or for developing research aptitude.

Exit Option: PG Diploma in psychology with minimum 44 credits including 4 credit internships will be provided to the candidates who opt for exit after 2nd semester.

MA Psychology (Semester-I)	
Systems and Theories	
Discipline Specific Course (DSC)	
Course Code: P25PSY101T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand psychology as a scientific discipline and trace the development of major theoretical systems.
- Explore the foundational assumptions, methodologies, and contributions of classical schools such as Structuralism, Functionalism, Behaviorism, and Gestalt.
- Analyze psychoanalytic and post-psychoanalytic systems including Freud's, Adler's, and Jung's contributions.
- Evaluate field theories and learning-based models like Lewin, Tolman, Hull, Skinner, and Guthrie.
- Appreciate the historical and philosophical context that shaped modern psychological thought.

Unit-I

Psychology as Science, current status. Nature and characteristics of systems, theories. Schools: Associationism- British empiricism, S-R relationship, tenets. Structuralism- Contribution of Wundt and Titchener, methodology, tenets.

Unit-II

Functionalism- Antecedents, pioneers, tenets.
Behaviorism: Antecedents and foundation, methodology, tenets.
Gestalt Psychology: Antecedents and foundation, empirical work, tenets.

Unit-III

Psychoanalysis: Antecedents and foundation, basic concepts, tenets. Individual Psychology: Basic concepts and contribution.
Analytic Psychology: Basic concepts and Contribution.

Unit-IV

Field theory: Lewin's life space- basic concepts and contribution; Tolman's purposive behaviorism- basic concepts and contribution.
S-R Theory: Hullian system and contribution; Skinnerian positivism; Guthrian association is m.

References:

1. Kraweic T.S. (1979).Systems and Theories of Psychology. NY: Thompson Learning.
2. Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.
3. Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. McGraw-Hill
4. Schultz, D. P., & Schultz, S. E. (2017). A History of Modern Psychology (11th ed.). Boston: Cengage Learning.
5. Brennan, J. F. (2022). History and Systems of Psychology (7th ed.). Boston: Pearson.
6. Leahey, T. H. (2018). A History of Psychology: From Antiquity to Modernity (7th ed.). Delhi: Pearson India.
7. Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the History of Psychology (7th ed.). Boston: Cengage Learning.
8. Green, C. D., & Piel, J. A. (2015). Theories of Human Development: A Comparative Approach. New York: Psychology Press (Routledge).

Course Outcomes:

- CO1 Describe the origins, key concepts, and contributions of major psychological theories and systems. (LOTS)
- CO2 Identify and differentiate between key theorists and their methodologies. (LOTS)
- CO3 Analyze and compare various psychological systems in terms of their assumptions, scope, and relevance. (HOTS)
- CO4 Critically evaluate the influence of historical systems on contemporary psychological practice and research. (HOTS)
- CO5 Apply theoretical perspectives to understand behavioral and cognitive phenomena. (HOTS)

MA Psychology (Semester-I)	
Fundamentals of Psychology	
Discipline Specific Course (DSC)	
Course Code: P25PSY102T	**Marks: 100**
Credits: 04	**Internal: 30**
Time of Exam: 03 Hrs.	**External: 70**

Note: **Note:** The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the scientific foundations and historical development of experimental psychology.
- Gain knowledge of sensory and perceptual processes through experimental methods.
- Examine classical and contemporary theories of psychophysics and signal detection.
- Understand and analyze learning processes through classical, instrumental, and cognitive paradigms.
- Develop basic experimental skills and apply theoretical principles to human behavior and cognition.

Unit-I

Experimental Psychology: Nature and Historical background. Experimental Method. Contributions of Galton, Weber, Fechner, and Wundt.
Sensory Processes: Visual and Auditory - Structure and Functions of Eye and Ear

Unit-II

Perception: Nature, Perception of Form, Space, Movement, and Time. Perceptual Constancy, Illusion, Subliminal Perception

UNIT-III

Psychophysics: Problems and Methods of Classical Psychophysics.
Signal Detection Theory: Basic Concepts, Assumptions, Psychophysical Procedures and Applications.

UNIT-IV

Learning: Nature, Cognitive Learning, Classical Conditioning- Phenomena, Process and Theories, Instrumental Conditioning- Appetitive and Aversive. Discrimination Learning: Phenomena and Paradigms.

References:

1. D' Amato, M.R. (1970). Experimental Psychology. New Delhi: Tata McGraw-Hill.
2. Flaherty, C.F. ,Hamilton, L.W., Gandelman, R.J., & Spear, N.E. (1977). Learning and Memory.Chicago: Rand McNally.
3. Goldstein, E.R. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning.
4. Guilford, J.P. (1954). Psychometric methods (2nded.).New Delhi: McGraw-Hill.
5. Kling, J.W. & Riggs, L.A. (1971).Woodworth and Schlosberg's Experimental Psychology. London: Methuen & Co.
6. Mazur (1989).Learning and Behavour. New Delhi: Prentice Hall of India.
7. Sehiffman, H.R. (1982). Sensation and Perception: An Integrated Approach. New York: John Wiley & Sons.
8. Snodgrass, J.G., Berger, G.L., & Haydon, M. (1985). Human Experimental Psychology.New York: Oxford.
9. 1. Mangal, S. K., & Mangal, S. (2021). Essential of Experimental Psychology. New Delhi: PHI Learning Pvt. Ltd.
10. D'Amato, M. R. (2020). Experimental Psychology: Methodology, Psychophysics, and Learning. New Delhi: Amazon India (Reprint Edition).
11. Leahey, T. H. (2022). A History of Psychology: From Antiquity to Modernity (7th Ed.). New Delhi: Pearson India.
12. Galotti, K. M. (2017). Cognitive Psychology: In and Out of the Laboratory (6th Ed.). New Delhi: Sage India.
13. Goldstein, E. B. (2019). Sensation and Perception (10th Ed.). Boston: Cengage Learning.

Course Outcomes:

CO1	Define and describe key concepts, methods, and contributors in experimental psychology. (LOTS)
CO2	Explain the structure and functions of sensory systems (eye and ear) and basic perceptual phenomena. (LOTS)
CO3	Analyze experimental paradigms in perception, learning, and psychophysics using classical and contemporary models. (HOTS)
CO4	Evaluate the validity and applicability of psychophysical and signal detection methods in real-life contexts. (HOTS)
CO5	Apply principles of conditioning and learning theories to explain human and animal behavior. (HOTS)

MA Psychology (Semester-I)	
Personality- I	
Discipline Specific Course (DSC)	
Course Code: P25PSY103T	**Marks: 50**
Credits: **02**	**Internal: 15**
Time of Exam: 2 Hrs.	**External: 35**

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

- Understand the historical evolution, definitions, and major perspectives on personality.
- Explore the biological, environmental, and cultural factors influencing personality development.
- Develop a conceptual understanding of personality theories, with special focus on psychoanalytic traditions.
- Critically analyze the structure, assumptions, and explanatory power of key personality theories.

Unit-I

Introduction: Nature, Conceptual History; Nomothetic and Ideographic approaches; Basic Assumptions about human nature.
Genetic and environmental determinants of personality.

Unit-II

Personality Theories: Psychoanalytic approaches (Freud, Adler, Jung)
Type Approaches: Hippocrates, Friedman & Rosenman, Myers-Briggs type indicator
Trait Approaches: Allport, Cattell, Eysenck, Costa & McCrae.

References:

1. Chaplin T. & Baughman, E.E. (1972). Personality: The psychological study of Individual. NJ: Prentice
2. Hall. Hjelle, L.A. & Ziegler, D.J. (1992). Personality Theories: Basic Assumptions, Research, and Applications (3rd Ed.). NY: McGraw-Hill.
3. Hall G.S. & Lindzey, G. (1985). Theories of Personality (3rded.) New Delhi: Wiley Eastern.
4. Pervin, L.A. (1978). Personality Theory Assessment and Research. New York: John Wiley & Sons.
5. Phares, E.J. (1991). Introduction to personality (3rd ED.). NY: Harper Collin.
6. Rao, K.R., Paranjpe, A.C. &Dalal, A.K. (2008). Hand Book of Indian Psychology. Delhi: Foundation Books.Education.
7. 1. Schultz, D. P., & Schultz, S. E. (2022). Theories of Personality (12th Ed.). Boston: Cengage Learning.
8. Feist, J., Feist, G. J., & Roberts, T. (2018). Theories of Personality (9th Ed.). New York: McGraw-Hill Education.
9. Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research (14th Ed.). New Jersey: Wiley.
10. Cloninger, S. C. (2018). Theories of Personality: Understanding Persons (7th Ed.). New York: Pearson.
11. Engler, B. (2013). Personality Theories: An Introduction (8th Ed.). Boston: Cengage Learning.

Course Outcomes:

CO1 Define and describe fundamental concepts, assumptions, and approaches in the study of personality. (LOTS)

CO2 Identify and explain the role of genetic, environmental, and cultural determinants in personality development. (LOTS)

CO3 Compare and contrast nomothetic and idiographic approaches to personality. (HOTS)

CO4 Analyze the structure and key components of personality theories, especially psychoanalytic models of Freud, Adler, and Jung. (HOTS)

CO5 Evaluate the strengths and limitations of classical personality theories in light of contemporary research. (HOTS)

MA Psychology (Semester-I)	
Research Methods & Statistics- I	
Discipline Specific Course (DSC)	
Course Code: P25PSY104T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Introduce students to the fundamental principles of psychological research, including research problems, hypotheses, and variable management.
- Familiarize students with various types of research designs such as experimental, correlational, field studies, and ex post facto methods.
- Develop understanding of essential statistical concepts such as the normal probability curve, hypothesis testing, and correlation methods.
- Equip students with the skills to analyze psychological data using descriptive and inferential statistics.
- Prepare students to critically interpret and evaluate research findings using multivariate statistical techniques and variable control strategies.

Unit-I

Psychological Research: Nature, Characteristics, Univariate vs. Multivariate approach, Problem, Hypothesis, Variables - Types, Control of relevant variables.

Unit-II

Types of Research: Qualitative and Quantitative, Experimental, Ex Post facto, Field studies, and Correlational.

Unit-III

Normal Probability Curve: Characteristics, Applications.
Hypothesis testing: Chi-square and t-test, Significance of Mean Difference. Correlation: Concept, Product-moment and Rank difference methods.

Unit-IV

Other Methods of Correlation: Biserial, Point biserial, and Tetrachoric. Partial correlation (first order), Multiple Correlation (three variables).

References:

1. Garrett, H.E. (1981). Statistics in Psychology and Education. Bombay: Vakils.
2. Guilford, J.P. (1981). Fundamental Statistics in Psychology and Education (6th Ed.).New Delhi: McGraw Hill.
3. Kerlinger, F.N. (1973). Foundation of Behavioral Research. NewYork:Holt Rinehart and Winston.
4. McGuigan, F.J. (1983). Experimental Psychology: Methods of Research (4th Ed.). New Jersey: Prentice Hall.
5. Shaughnessy, J.J. &Zechmeister, E.B. (1997). Research Methods in Psychology. New York: Mc Graw Hill.
6. Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Tata McGraw Hill.
7. Gravetter, F. J., & Forzano, L. A. B. (2021). Research Methods for the Behavioral Sciences (7th Ed.). Boston: Cengage Learning.
8. McBurney, D. H., & White, T. L. (2019). Research Methods (9th Ed.). Boston: Cengage Learning.
9. Coolican, H. (2018). Research Methods and Statistics in Psychology (7th Ed.). London: Routledge.
10. Privitera, G. J. (2022). Statistics for the Behavioral Sciences (4th Ed.). Thousand Oaks, CA: Sage Publications.

11. Neuman, W. L. (2016). Social Research Methods: Qualitative and Quantitative Approaches (7th Ed.). New Delhi: Pearson India.

Course Outcomes:

CO1 Define and explain core concepts in psychological research, including the nature of research, types of variables, hypothesis formulation, and research design. (LOTS)

CO2 Differentiate between various types of research methodologies such as experimental, ex post facto, correlational, and field studies. (LOTS /HOTS)

CO3 Apply statistical techniques including chi-square, t-tests, and correlation methods (product-moment, rank difference) to test hypotheses and interpret psychological data. (HOTS)

CO4 Analyze advanced statistical methods such as biserial, point biserial, tetrachoric, partial, and multiple correlation for deeper psychological data interpretation. (HOTS)

CO5 Evaluate research findings and interpret their significance using appropriate statistical tools, considering variable control and multivariate approaches. (HOTS)

MA Psychology (Semester-I)

Social Psychology- I

Discipline Specific Course (DSC)

Course Code: P25PSY105T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the nature, scope, and historical development of social psychology.
- Explore and apply various research methods used in the study of social behavior.
- Analyze the processes of socialization and development of the self through key theoretical perspectives.
- Examine the mechanisms of social perception, cognition, attitudes, prejudice, and discrimination.
- Apply social psychological concepts to understand and interpret real-life social interactions and behaviors.

Unit-I

Social Psychology: Nature, Historical background, Scope and New Perspectives. Methods: Observation, Sociometry and Content analysis.

Unit-II

Socialization: Nature, Agents and Process: Theories: Psychoanalytic, Cognitive Developmental, Social learning and Ethological.
The Self: Development, Self-presentation, Self-serving Bias and Culture and Self.

Unit-III

Social Perception: Verbal and Nonverbal Communication, Attribution process, Impression formation.
Social Cognition: Social Inference, Emotional and Motivational biases, Schemas and Heuristics.

Unit-IV

Attitude: Nature, Formation, Change and Consistency, and Measurement. Prejudice and Discrimination: Nature, Sources, and Combating Prejudice.

References:

1. Baron, R.A. & Byrne, D. (2003). Social Psychology: Understanding Human Interaction (6th Ed.). New Delhi: Prentice-Hall of India.
2. Baron, R.A. & Byrne, D. (2005). Social Psychology. New Delhi: Prentice-Hall of India. Daniel, P. &Cozby, P.C. (1983).Social Psychology. NY: Holt, Rinehart and Winston.
3. Lindzey, L., & Aronson, E. (1975).The Handbook of Social Psychology (2ndEdn.), Vol. IV & V. New Delhi: Amerind Publishing Co.
4. Mathur, S.S (2004). Social Psychology. Agra: Vinod PustakMandir.
5. Myers, D.G., Sahajpal, P.R. behera, P. (2012).Social Psychology (10th Edition). New Delhi: Mcgraw Hill Education (India) Private Limited.
6. Penrod, S. (1986).Social Psychology (2nd Ed.)New Jersey: Prentice Hall, Englewood Cliffs. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).Social Psychology (12th Ed.). New Delhi: Pearson Education

Course Outcomes:

CO1 Describe the basic concepts, theories, and methods of social psychology. (LOTS)
CO2 Explain the processes of socialization and the development of self. (LOTS)
CO3 Analyze how individuals perceive, interpret, and respond to social stimuli. (HOTS)
CO4 Evaluate the formation and change of attitudes, and causes and remedies for prejudice. (HOTS)
CO5 Apply theoretical knowledge to assess real-life social issues and interpersonal behaviors. (HOTS

MA Psychology (Semester-I)	
Psychology Lab-I	
Course Code: P25PSY106P	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: Any 10 practical out of the following are to be conducted and reported during the semester. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and Viva-voce.

Course Objectives:

- Understand the use and function of various psychological apparatus and experimental tools.
- Develop the ability to design and conduct controlled experiments in basic areas of psychology.
- Acquire hands-on experience in conducting classical psychological experiments related to perception, learning, memory, and psychophysics.
- Interpret experimental data and report findings systematically using scientific methods.
- Develop skills for oral and written communication of psychological findings through practical notebooks and viva.

List of Practical

1. Retinal Colour Zones.
2. Attribution
3. Attitude.
4. Perceptual constancy.
5. Phi-phenomenon.
6. Emotions.
7. Experiment of classical conditioning.
8. Depth perception.
9. Altruism.
10. Motivation.
11. Prejudice.
12. Relative effectiveness of any two methods of learning.
13. Serial position effect.
14. Incidental v/s intentional learning.
15. Discrimination learning.

Course Outcomes:

CO1 Identify and operate standard laboratory equipment and tools used in psychological research. (LOTS)

CO2 Conduct psychological experiments following ethical and scientific procedures. (LOTS)

CO3 Analyze data obtained from experiments using basic statistical and observational techniques. (HOTS)

CO4 Interpret psychological phenomena such as perception, learning, and memory through hands-on experimentation. (HOTS)

CO5 Present practical findings clearly through written reports and oral explanations. (HOTS)

MA Psychology (Semester-I)	
Foundation of Human Values	
Value Added Course	
Course Code: P25VAC106T	**Marks: 50**
Credits: 02	**Internal: 15**
Time of Exam: 02 Hrs.	**External: 35**

Note: The examiner is required to set five questions in all. The first question will be compulsory consisting of five short questions covering the entire syllabus consisting of 3 marks each. In addition to this, four more questions (each question may be of 2 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt three questions in all selecting one question from each unit consisting of 10 marks each including compulsory Question No. 1.

Course Objectives:

- Introduce students to the foundational concepts, dimensions, and theoretical frameworks of human values and character strengths.
- Explore the development and role of values across cultural, developmental, and organizational contexts.
- Foster an understanding of the VIA (Values in Action) classification of character strengths and their role in psychological well-being.
- To cultivate skills for strengths-based counseling and mentorship.

Unit-I

Understanding Human Values: Definitions and dimensions of values (moral, spiritual and social)

Role of family, education, and society in Value formation Values and ethical decision-making

Value conflicts and alignment

Unit – II

Exploring and identifying Character Strengths: Definition, VIA Classification of Strengths and Virtues (Peterson & Seligman)

Strengths in Practice: Integrating strengths into personal growth and well-being.

Strengths-based support: counseling and mentoring to foster strengths.

References:

1. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
2. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture, 2*(1), 1–20. https://doi.org/10.9707/2307-0919.1116
3. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being.* Free Press.
4. Niemiec, R. M. (2018). *Character strengths interventions: A field guide for practitioners*. Hogrefe Publishing.

Course Outcomes:

CO1 Describe key concepts and theories related to human values and character strengths, including value dimensions and classifications. (LOTS)

CO2 Analyze the role of values and character strengths in individual and social contexts, evaluating their influence on ethical decision-making and well-being. (HOTS)

CO3 Apply strengths-based approaches to counseling and mentorship.

MA Psychology (Semester-II)	
Physiological Psychology	
Discipline Specific Course (DSC)	
Course Code: P25PSY201T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the nature, scope, and methods of physiological psychology as a scientific discipline.
- Acquire foundational knowledge of the structure and function of the nervous and endocrine systems.
- Explore the physiological mechanisms underlying motivation, emotion, learning, memory, and consciousness.
- Examine the role of brain structures and neurochemical processes in regulating behavior and cognitive functions.
- Develop an appreciation for scientific methods and tools (e.g., brain imaging, lesion studies) used in physiological research.

Unit-I

Nature and Scope, Neuron: Structure, types and functions. Conduction of Nerve impulse and synaptic transmission. Structure and Functions of Central Nervous System

Unit-II

Peripheral Nervous System- Peripheral Somatic and Autonomic Nervous System, Endocrine System.

Unit-III

Motivation: Peripheral and Central mechanisms of Hunger, Thirst and sex.
Emotions: Central and Peripheral physiological correlates. Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer, Facial feedback hypothesis, Lazarus theory of emotion.

Unit-IV

Electrophysiological mechanisms associated with Learning and Memory. Sleep, Arousal and Dreaming: Nature, stages of sleep, Brain mechanisms of sleep and dreaming. Neural basis of arousal and attention.

References:

1. Bannett, T.L. (1977). Brain and Behavior.California: Brooks/Cole.
2. Leukel, F. (1985).Introduction to Physiological Psychology.New Delhi: CBS Publishers.
3. Levinthal, C.F. (1990). Introduction to Physiological Psychology (3rd Ed.).New Delhi: PHI.
4. Morgan, T.H. & Stellar, A. (1965).Physiological Psychology.New York: McGraw Hill.
5. Pinel, J.P.J. (2007). Biopsychology.New Delhi: Pearson.
6. Plutchik, R. (1980). Emotion: A Psychoevolutionary Synthesis. New York: Harper and Row.
7. Rosenzweig M.R. &Leiman, A.L. (1989).Physiological Psychology. New York: Random House.
8. Thompson, R.F. (1982). Introduction to Physiological Psychology. New York: Harper and Row.
9. Kalat, J. W. (2021). Biological Psychology (13th Ed.). Boston: Cengage Learning.
10. Carlson, N. R., & Birkett, M. A. (2021). Physiology of Behavior (13th Ed.). Boston: Pearson Education.
11. Pinel, J. P. J., & Barnes, S. J. (2017). Biopsychology (10th Ed.). New Delhi: Pearson India.
12. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2017). Biological Psychology: An

Introduction to Behavioral, Cognitive, and Clinical Neuroscience (8th Ed.). Sunderland, MA: Sinauer Associates.
13. Toates, F. (2011). Biological Psychology (3rd Ed.). Delhi: Pearson Education.

Course Outcomes:

CO1 Describe the structure and functioning of the nervous and endocrine systems. (LOTS)

CO2 Explain the physiological basis of behavior including motivation, emotion, learning, and arousal. (LOTS)

CO3 Analyze the role of different brain structures and neurotransmitters in regulating behavior. (HOTS)

CO4 Evaluate scientific research methods such as brain imaging, stimulation, and electrophysiological techniques. (HOTS)

CO5 Apply physiological knowledge to interpret behavior and mental processes in everyday contexts. (HOTS)

MA Psychology (Semester-II)	
Cognitive psychology	
Discipline Specific Course (DSC)	
Course Code: P25PSY202T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the nature, historical background, and major approaches (e.g., information processing, top-down and bottom-up) in cognitive psychology.
- Gain knowledge about attentional processes and models of selective and divided attention, and mechanisms of pattern recognition.
- Explore the structure and functions of human memory, theoretical models of memory, and their real-world applications including eyewitness testimony.
- Understand how language is acquired and processed, and analyze cognitive processes involved in problem solving and reasoning.
- Familiarize themselves with both behavioral and physiological methods used in cognitive psychological research.

Unit-I

Cognitive Psychology: Nature, Scope and Historical background. Approaches- Top-down, Bottom-up, and Information processing, Methods of study- Behavioral and Physiological, Computer Modeling and Simulation.

Unit-II

Attention: Nature and Information Processing.
Selective Attention: Nature, Models-Filter and Attenuation. Divided Attention. Pattern Recognition: Nature and Theories: Template Matching, and Feature Analysis.

Unit-III

Memory: Process, Models- Atkinson and Shiffrin, Level of Processing, Baddeley and Hitch, and Parallel Distributed Processing (PDP)
Working Memory, Autobiographical Memory. Eye-witness Testimony. Mnemonics.

Unit-IV

Language: Nature, Properties, and Structure. Stages of Language Acquisition.
Problem Solving: Nature and Types of Problems, Problem-Solving Cycle, Obstacles and Aids to Problem Solving.
Reasoning: Nature and Types.

References:

1. Eysenck, M.W., & Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.
2. Galotti, K.M.(2000). Cognitive Psychology in and out of the Laboratory. Delhi: Thomson.
3. Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage. Matlin, M.W. (2008), Cognition. New York: Wiley.
4. Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education. Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson.

Course Outcomes:

CO1 Describe the historical development and fundamental approaches to the study of cognition. (LOTS)

CO2 Explain major theories and models of attention, pattern recognition, memory, and language acquisition. (LOTS)

CO3 Apply cognitive theories to practical scenarios, such as improving memory retention or understanding eyewitness reliability. (HOTS)

CO4 Analyze the stages and obstacles in problem solving and types of reasoning used in decision-making. (HOTS)

CO5 Evaluate experimental methods and cognitive models used in contemporary research. (HOTS)

Personality- II	
Discipline Specific Course (DSC)	
Course Code: P25PSY203T	**Marks: 50**
Credits: **02**	**Internal: 15**
Time of Exam: 3 Hrs.	**External: 35**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand major personality theories beyond classical psychoanalysis, particularly Neo-Freudian perspectives.
- Explore humanistic and phenomenological approaches to personality with emphasis on self, growth, and potential.
- Examine personality through cognitive and social-cognitive perspectives including personal constructs and observational learning.
- Develop a comparative understanding of different theoretical frameworks of personality.
- Critically analyze how individual experiences and internal processes contribute to personality development.

Unit-I

Psychoanalytic Theories-Neo Freudian: Erik Erikson, Erich Fromm, and Karen Horney.
Henry Murray's Personology.

Unit-II

Phenomenological Perspective: Carl Rogers, Abraham Maslow's Humanism, George Kelly's Personal Constructs.
Albert Bandura's Social Cognitive perspective.

References:

1. Rao, K.R., Paranjpe, A.C. &Dalal, A.K. (2008). Hand Book of Indian Psychology. Delhi: Foundation Books.
2. Cervone, D., & Pervin, L. A. (2022). Personality: Theory and Research (15th Ed.). NJ: John Wiley & Sons.
3. Feist, J., Feist, G. J., & Roberts, T. (2017). Theories of Personality (9th Ed.). New York: McGraw-Hill Education.
4. Schultz, D. P., & Schultz, S. E. (2016). Theories of Personality (11th Ed.). Boston: Cengage Learning.
5. Cloninger, S. C. (2018). Theories of Personality: Understanding Persons (7th Ed.). Boston: Pearson.
6. McAdams, D. P. (2015). The Art and Science of Personality Development. New York: Guilford Press.

Course Outcomes:

CO1 Describe the key concepts and contributions of Neo-Freudian theorists such as Erikson, Fromm, and Horney. (LOTS)
CO2 Explain humanistic theories of personality, including those of Rogers and Maslow, and George Kelly's personal construct theory. (LOTS)
CO3 Analyze the role of self-concept, needs, and cognitive processes in shaping personality. (HOTS)
CO4 Compare and contrast major theories including social-cognitive and phenomenological approaches. (HOTS)
CO5 Apply theoretical insights to understand individual behavior in personal and social contexts. (HOTS)

MA Psychology (Semester-II)
Research Methods & Statistics- II

Discipline Specific Course (DSC)	
Course Code: P25PSY204T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the principles of sampling and differentiate between various probability and non-probability sampling techniques.
- Develop familiarity with different methods of data collection such as case studies, observation, interviews, and questionnaires.
- Gain proficiency in analyzing data using both parametric techniques (e.g., ANOVA, regression) and nonparametric tests.
- Apply appropriate statistical techniques to test hypotheses and draw meaningful conclusions from psychological data.
- Interpret statistical results and understand their implications for research in behavioral sciences.

Unit-I

Sampling: Basic Principles, Probability and Non-Probability sampling techniques. Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

Unit-II

Research design: Criteria and Principles, Between and Within Groups Designs, Factorial design, Randomized Block designs, Quasi experimental designs: Non-equivalent comparison groups and Time series designs.

Unit-III

Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures), Two-way ANOVA (Separate groups), Analysis of Trends. Regression Prediction (bivariate).

Unit-IV

Nonparametric statistics: Sign Test, Wilcoxon Signed Ranks Test, Mann-Whitney U-Test, Median Test, Kendall Coefficient of Concordance.

References:

1. Anastasi, A. (1980). Psychological Testing. London: McMillan.
2. Broota, K.D. (1989). Experimental Design in Behavioral Research. New Delhi: Wiley Eastern.
3. Kerlinger,F.N. (1973). Foundation of Behavioral Research. New York: Holt Rinehart and Winston.
4. Singh, A.K. (1986). Tests, measurements and research methods in behavioral sciences. New Delhi: Tata McGraw Hill.
5. Winer, B.J. (1971). Statistical principles and experimental design. Kogakusha: McGraw Hill.
6. Gravetter, F. J., & Wallnau, L. B. (2021). Statistics for the Behavioral Sciences (11th Ed.). Boston: Cengage Learning.
7. Coolican, H. (2018). Research Methods and Statistics in Psychology (7th Ed.). London: Routledge.
8. Neuman, W. L. (2016). Social Research Methods: Qualitative and Quantitative Approaches (7th Ed.). New Delhi: Pearson India.
9. McBurney, D. H., & White, T. L. (2019). Research Methods (9th Ed.). Boston: Cengage Learning

Course Outcomes:

CO1 Describe the key concepts of sampling and data collection techniques. (LOTS)

CO2 Differentiate between parametric and nonparametric statistical methods and their appropriate use. (LOTS)

CO3 Apply one-way and two-way ANOVA and bivariate regression to psychological data. (HOTS)

CO4 Analyze data using nonparametric techniques such as Sign Test, Wilcoxon Test, Mann-Whitney U, Median Test, and Kendall's Coefficient. (HOTS)

CO5 Interpret and report the results of statistical analyses in the context of behavioral research. (HOTS)

Social Psychology- II	
Discipline Specific Course (DSC)	
Course Code: P25PSY205T	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: The examiner is required to set nine questions in all. The first question will be compulsory consisting of seven short questions covering the entire syllabus consisting of 2 marks each. In addition to this, eight more questions (each question may be of 2-3 parts) will be set consisting of two questions from each unit. The student/candidate is required to attempt five questions in all selecting one question from each unit including compulsory Question No. 1. All questions will carry equal marks.

Course Objectives:

- Understand the principles and dynamics of group behavior, including conformity, roles, and norms.
- Analyze the psychological basis of leadership, social influence, and interpersonal attraction.
- Develop insight into the causes and control of antisocial behavior such as aggression and violence.
- Examine the determinants of prosocial behavior, altruism, and their developmental and personality correlates.
- Apply social psychological principles to real-world domains including health, law, and environmental contexts.

Unit-I

Group Dynamics: Structure, Functions and Classification of Groups, Group Cohesiveness and Effectiveness. Group Norms: Formation, Conformity, Social roles, and Role conflict.

Unit-II

Leadership: Nature, Styles, Theories: Trait, Contingency, Zeitgeist, and Path goal; Leader-follower relations. Social Influence: Conformity, Compliance, and Obedience.

Unit-III

Interpersonal Relationship: Affiliation, Conditions Promoting Affiliation, Development of Relationships. Interpersonal Attraction: Determinants and Theories: Reinforcement, Social Exchange and Equity.
Anti-Social Behavior: Aggression and Violence-Causes and Prevention.

Unit-IV

Prosocial Behavior: Helping, determinants of helping Behavior. Altruism: Stages of Development and Personality dispositions. Applications of Social Psychology in Health, Law and Environment.

References:

1. Baron, R.A. & Byrne, D. (2005). Social Psychology. New Delhi: Prentice-Hall of India.
2. Lindzey, L. & Aronson, E. (1975).The Handbook of Social Psychology (2nd Ed.), Vol. II, III & IV. New Delhi: Amerind Publishing Co. Pvt. Ltd., New Delhi.
3. Mathur, S.S. (2004). Social Psychology. Agra: Vinod Pustak Mandir.
4. Myers, D.G. (2006). Social Psychology (8thEdn.)-Tata McGraw Hill International Editions.
5. Penrod, S. (1986). Social Psychology (2ndEdn.) New Jersey: Prentice Hall, Englewood Cliffs.
6. Perlman, D. & Cozby, P.C. (1983). Social Psychology, New York: CBS College Publishing Holt, Rinehart and Winston.
7. Sehneider,W.F., Gruman, J.A & Coutts, M.L. (2012). Applied Social Psychology: understanding and addressing social and practical problems (2nd Edition). New Delhi: Sage Publications India Private Limited.
8. Taylor, S.E. Peplau, L.A. & Sears, D.O. (2006).Social Psychology (12th Ed.). New Delhi: Pearson Education.

Course Outcomes:

CO1 Define and explain key concepts related to group dynamics, leadership, and social influence. (LOTS)

CO2 Analyze the processes involved in interpersonal relationships, attraction, aggression, and violence. (HOTS)

CO3 Evaluate theoretical models explaining leadership styles, social conformity, and prosocial behavior. (HOTS)

CO4 Interpret and critically reflect on how social psychological principles can be applied to improve social functioning in contexts like health, law, and environment. (HOTS)

CO5 Develop insights and reasoned arguments about promoting prosocial behavior and reducing antisocial tendencies in society. (HOTS)

Applied Psychology (Semester-II)	
Psychology Lab-II	
Practicum	
Course Code: P25PSY206P	**Marks: 100**
Credits: **04**	**Internal: 30**
Time of Exam: 3 Hrs.	**External: 70**

Note: Any 10 practicals out of the following are to be conducted and reported during the semester. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book, Performance during practical examination and Viva-voce.

Course Objectives:

- Gain hands-on experience in conducting experiments related to cognitive, learning, emotional, and motivational processes.
- Understand the scientific methods involved in psychological assessment and experimental research.
- Learn to use psychological tools and apparatus for data collection and observation.
- Develop skills in recording, analyzing, and interpreting psychological data.
- Enhance scientific thinking and the ability to communicate research findings through practical records and viva.

List of Practical

1. Study of STM.
2. Retroactive inhibition.
3. Schedule of reinforcement (instrumental conditioning).
4. Choice reaction time.
5. Attention
6. Aggression
7. Bender Gestalt Visual Motor Test
8. Problem solving.
9. Creativity test.
10. Concept formation
11. Galvanic skin response.
12. Study of emotions
13. Sociometry.
14. Motivation
15. Personality.

Course Outcomes:

CO1 Identify and demonstrate appropriate use of psychological apparatus and experimental procedures. (LOTS)

CO2 Conduct experiments related to short-term memory, reinforcement, reaction time, emotion, creativity, and motivation. (LOTS)

CO3 Analyze experimental data to understand behavioral and cognitive processes like inhibition, reminiscence, and concept formation. (HOTS)

CO4 Interpret the results of psychological tests and experiments using relevant theoretical frameworks. (HOTS)

CO5 Document and present practical findings in a scientific manner through notebooks and oral examinations. (HOTS)

MA Psychology (Semester-II)

Seminar	
Course Code: P25PSY201S	**Marks: 50**
Credits: **02**	**Internal: 50**
Time of Exam: 2 Hrs.	

Course Objectives:

- Effectively present in-depth analysis of a selected topic, demonstrating mastery of content and clarity in communication.
- Synthesize and critically evaluate information to construct coherent, evidence-based arguments in both oral and written formats.

A course/subject or a component of a course/subject which makes a student to learn a specific topic through in depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions, and collaborative learning under the supervision of a teacher.

Course Outcomes:

CO1 Present an in-depth, well-structured analysis of a psychological topic, demonstrating clarity, confidence, and subject mastery. (HOTS)

CO2 Critically evaluate and synthesize diverse sources to develop coherent, evidence-based arguments in oral and written formats. (HOTS)

CO3 Engage actively in collaborative learning through discussion, feedback, and reflection under guided supervision. (HOTS)