

**Learning Outcomes based Curriculum Framework  
(LOCF)**

**For**

**M. A. (Psychology)  
Post Graduate Programme**



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## **Learning based Curriculum Frame work**

The Choice Based Credit System (CBCS) has evolved into learning outcome based curriculum framework and provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates.

### **1.1 Objectives of the Programme**

To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field. Appreciate the different branches and emerging fields of psychology to understand the fundamental processes underlying human behaviour and the process of human development and change from biological and psychosocial perspective. To understand the different aspects of human behaviour in the social, cultural and organizational/work context and thus understanding the effects of group membership on individual behaviour. To understand abnormal behaviour and the various components that promotes health and well being through papers such as Health psychology and Positive Psychology. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments .To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups.



## 1.2 Programme Outcomes (POs)

<b>PO1</b>	<i>Knowledge:</i> Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behaviour and social issues.
<b>PO2</b>	<i>Problem Solving:</i> Visualize, conceptualize, articulate, and solve complex problems through experimentation and observation using theoretical framework of social science disciplines.
<b>PO3</b>	<i>Critical Thinking:</i> Critically analyse everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue, and assess the role played by assumptions in such arguments.
<b>PO4</b>	<i>Scientific Enquiry:</i> Develop the capability of defining problems and strengthening arguments through analysis and synthesis.
<b>PO5</b>	<i>Specialization and Employability:</i> Develop deeper understanding, creativity, and originality in chosen specialized areas of social science disciplines leading to employability.
<b>PO6</b>	<i>Interdisciplinary Knowledge &amp; Adaptation:</i> Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond.
<b>PO7</b>	<i>Self-Directed Learning:</i> Develop the ability to work independently as well as effectively in the changing environment.
<b>PO8</b>	<i>Ethics and Leadership:</i> Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges. Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision.

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### 1.3 Programme Specific Outcomes (PSOs)

After completing the M.A. Psychology program, the students will be able to:

<b>PSO1</b>	Students of Psychology will be able to grow in sensitivity, sympathy and empathy towards others, learn to work in a team and develop leadership qualities, accept and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program.
<b>PSO2</b>	Students are encouraged to conduct short empirical and archival researches so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars.
<b>PSO3</b>	Students gather exhaustive knowledge in different areas pertaining to psychology like self love and social networking, different modes of psychotherapy through different seminars and workshops hosted by the department. It helps students of Psychology to get an understanding about the practical applications, implications and generalizations about the different aspects of the subject from books to real life situations.
<b>PSO4</b>	It gives a platform to students to expand themselves beyond books, integrate classroom teaching learning with real life applications, self directed learning, enhancing one's capacity of critical thinking, problem solving, reasoning and drawing different perspectives on various areas in Psychology.

### 2. Programme Structure

M.A. Psychology programme is a four-semester postgraduate programme consisting 100 credits weightage of Core Courses (CC), Discipline Specific Elective Courses (DSC), Skill Enhancement Courses (SEC) and Open Elective Courses (OEC).



**Table 1**  
**Semester Wise Courses and Credit Scheme**

Semester	Core Courses (CC)		Discipline Specific Elective Courses (DSC)		Skill Enhancement Courses (SEC)		Open Elective Courses (OEC)*		Total Credits
	No. of Courses	Credits	No. of Courses	Credits	No. of Courses	Credits	Credits		
1 <sup>st</sup>	4	16	2	8	0	-	*A total of 08 credits are to be earned from other departments or from MOOCs. Students have to opt open elective course in consultation with chairperson and Director, UCOPE. (Students may enrol in any of the 4 semesters)		24
2 <sup>nd</sup>	4	16	2	8	0	-			24
3 <sup>rd</sup>	3	12	2	8	1	2			22
4 <sup>th</sup>	4	16	1	4	1	2			22
Total Credits	CC	60	DSC	28	SEC	4	OEC	08	92+08* 100
Percentage	CC	60%	DSC	28%	SEC	4%	OEC	08%	100%

\*A total of 8 credits are to be earned from other departments. Students have to opt open elective course in consultation with chairperson (Students may enrol in any of the 4 semesters)

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**Table 2**  
**Detailed break-up of Credit Courses**

Semester	Core Courses (CC)	Discipline Specific Elective Courses (DSC)	Skill Enhancement Courses (SEC)	Open Elective Courses (OEC)	Total Courses (CC+DSC+ SEC)	
1 <sup>st</sup>	CC1	DSC1 or DSC2 or DSC3	-	OECs offered by other departments worth 08 credits (Students may be enrolled in any of the 4 semesters)	6	
	CC2					
	CC3					
	CC4					
2 <sup>nd</sup>	CC5	DSC4 or DSC5 or DSC6	-		Students have to opt open elective course in consultation with chairperson	6
	CC6					
	CC7					
	CC8					
3 <sup>rd</sup>	CC9	DSC7 or DSC8 or DSC9	SEC1	7		
	CC10		SEC2			
	CC12					
4 <sup>th</sup>	CC13	DSC10 or DSC11	SEC3	6		
	CC14					
	CC15					
	CC16					

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**Table 3**  
**Course Code and Title along with Credit Details**

<b>SEMESTER-1<sup>st</sup></b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>		
		<b>T</b>	<b>P</b>	<b>Total</b>
<b>MA/Psychology/ Psy-CC-101</b>	Systems and Theories of Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-102</b>	Experimental Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-103</b>	Research Methodology	4	0	4
<b>MA/Psychology/ Psy-CC-108</b>	Practical	0	4	4
		12	4	16
<b>SEMESTER -2<sup>nd</sup></b>				
<b>MA/Psychology/ Psy-CC-201</b>	Cognitive Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-202</b>	Statistics in Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-203</b>	Developmental psychology	4	0	4
<b>MA/Psychology/ Psy-CC-208</b>	Practical	0	4	4
	Total	12	4	16
<b>SEMESTER -3<sup>rd</sup></b>				
<b>MA/Psychology/ Psy-CC-301</b>	Psychometrics	4	0	4
<b>MA/Psychology/ Psy-CC-302</b>	Psychopathology	4	0	4
<b>MA/Psychology/ Psy-CC-309</b>	Practical	0	4	4
		8	4	12

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SEMESTER –4 <sup>th</sup>				
<b>MA/Psychology/ Psy-CC-401</b>	Psychological Testing and Diagnostic	4	0	4
<b>MA/Psychology/ Psy-CC-402</b>	Clinical Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-403</b>	Counselling: Basic Processes & Applications	4	0	4
<b>MA/Psychology/ Psy-CC-408</b>	Practical	0	4	4
<b>Total</b>		12	4	16

**Table 4**  
**Core Courses offered by the Department**

Course Code	Course Title	Credits		
		T	P	Total
<b>MA/Psychology/ Psy-CC-101</b>	Systems and Theories of Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-102</b>	Experimental Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-103</b>	Research Methodology	4	0	4
<b>MA/Psychology/ Psy-CC-108</b>	Practical	0	4	4
<b>MA/Psychology/ Psy-CC-201</b>	Cognitive Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-202</b>	Statistics in Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-203</b>	Developmental psychology	4	0	4
<b>MA/Psychology/ Psy-CC-208</b>	Practical	0	4	4
<b>MA/Psychology/ Psy-CC-301</b>	Psychometrics	4	0	4

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<b>MA/Psychology/ Psy-CC-302</b>	Psychopathology	4	0	4
<b>MA/Psychology/ Psy-CC-309</b>	Practical	0	4	4
<b>MA/Psychology/ Psy-CC-401</b>	Psychological Testing and Diagnostic	4	0	4
<b>MA/Psychology/ Psy-CC-402</b>	Clinical Psychology	4	0	4
<b>MA/Psychology/ Psy-CC-403</b>	Counselling Basic Process & applications	4	0	4
<b>MA/Psychology/ Psy-CC-408</b>	Practical	0	4	4
<b>Total</b>		<b>44</b>	<b>16</b>	<b>60</b>

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**Table 5**  
**Details of Department Specific Elective Courses**

<b>SEMESTER– 1<sup>st</sup></b>						
<b>Course Code</b>		<b>Course Title</b>		<b>Credits</b>		
				<b>T</b>	<b>P</b>	<b>Total</b>
	<b>MA/Psychology/ Psy-DSC-104</b>	Bio-Psychology	Students offered to opt any two from these three	4	0	4
	<b>MA/Psychology/ Psy-DSC-105</b>	Social Psychology		4	0	4
	<b>MA/Psychology/ Psy-DSC-106</b>	Mental Abilities		4	0	4
<b>Total</b>				<b>8</b>	<b>0</b>	<b>8</b>
<b>SEMESTER – 2<sup>nd</sup></b>						
	<b>MA/Psychology/ Psy-DSC-204</b>	Industrial and Organizational Psychology	Students offered to opt any two from these three	4	0	4
	<b>MA/Psychology/ Psy-DSC-205</b>	Personality		4	0	4
	<b>MA/Psychology/ Psy-DSC-206</b>	Advanced Social Psychology		4	0	4
<b>Total</b>				<b>8</b>	<b>0</b>	<b>8</b>
<b>SEMESTER – 3<sup>rd</sup></b>						
	<b>MA/Psychology/ Psy-DSC-303</b>	Guidance: Basic Processes and Applications	Students offered to opt any two from these three	4	0	4
	<b>MA/Psychology/ Psy-DSC-304</b>	Positive Psychology		4	0	4
	<b>MA/Psychology/ Psy-DSC-305</b>	Creativity		4	0	4
<b>Total</b>				<b>8</b>	<b>0</b>	<b>8</b>
<b>SEMESTER – 4<sup>th</sup></b>						

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	<b>MA/Psychology/ Psy-DSC-404</b>	Sports Psychology	Students offered to opt One from these two	4	0	4
	<b>MA/Psychology/ Psy-DSC-405</b>	Health Psychology		4	0	4
<b>Total</b>				<b>4</b>	<b>0</b>	<b>4</b>
<b>Grand Total</b>				<b>28</b>	<b>0</b>	<b>28</b>

**Table 6**  
**List of Skill Enhancement Courses Offered by Department**

<b>SEMESTER-1<sup>st</sup></b>					
<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>			
		<b>T</b>	<b>P</b>	<b>Total</b>	
		0	0	0	
<b>SEMESTER -2<sup>nd</sup></b>					
		0	0	0	
<b>SEMESTER -3<sup>rd</sup></b>					
<b>MA/Psychology/ Psy-SEC-306</b>	Universal Humanities Values and Life skills*	0	0	0	
<b>MA/Psychology/ Psy-SEC-307</b>	Cardinal Principle of Academic integrity and Research Ethics	2	0	2	
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	
<b>SEMESTER -4<sup>th</sup></b>					
<b>MA/Psychology/Psy/ -SEC-406</b>	Statistical Term and Use of SPSS	2	0	2	
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	

\*There will be four teaching hours per week for this paper. Evaluation will be internal. Awards will be submitted in the form of satisfactory (for 60 % or more marks)/unsatisfactory (for less than 60 % marks) grades.

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**Table 7**  
**List of Open Elective Courses Offered by Department**

Course Code	Course Title		Credits		
			T	P	Total
<b>MA/Psychology/Psy -OEC-107</b>	Foundation of Psychology	Students offered to opt at least in two semesters from these four semesters	4	0	4
<b>MA/Psychology/Psy -OEC-207</b>	Educational Psychology		4	0	4
<b>MA/Psychology/Psy-OEC-308</b>	Understanding Psychology		4	0	4
<b>MA/Psychology/Psy-OEC-407</b>	Applications of Psychology		4	0	4
	Total		<b>8</b>	<b>0</b>	<b>8</b>

**Notes for tables 3, 4, 5, 6 and 7:**

1. T stands for lectures (theory) and P stands for practical
2. For one credit of theory, one hour of lecture will be delivered while for one credit of practical, two hours of laboratory work will be conducted, per week.
3. Practical will be conducted in groups; one group may have at maximum 20 and at minimum 15 students depending on the total number of students enrolled.
4. Evaluation of Non-credit courses will be entirely internal. Award will be submitted in the form of Satisfactory (S) (in case marks obtained are 60 % or more) or Unsatisfactory (US) (in case marks are less than 60 %) grades.
5. Besides credits from above courses, students will need to earn additional 08 credits from open elective courses (OECs) offered by other departments of the University or from MOOCs on SWAYAM portal. Students are free to get enrolled for this category courses in any of the semesters. Further, students may get enrolled in any of the various PG MOOCs available at SWAYAM portal for this category for the desired credits.
6. MOOC coordinator will display the list of MOOCs for each Discipline Specific Elective Course (DSC) before the commencement of respective semester.
7. A Discipline Specific Elective Course and Open Elective Course (OEC) will be started only when least 10 students opt for a particular course.

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**Attainment Level:**

The CO-PO-PSO Mapping Matrix for all the Courses of M. A. Programme has been given in table 8 given below.

**Table 8**

<b>Semester I</b>												
Course Code	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
<b>MA/Psychology / Psy-CC-101</b>	3	2.75	2.75	2.50	3	2.50	2.50	2	3	2.50	2.75	2.75
<b>MA/Psychology / Psy-CC-102</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-CC-103</b>	3	2.75	2.75	2.50	3	2.50	2.60	2	3	2.50	2.80	2.75
<b>MA/Psychology / Psy-DSC-104</b>	2.50	2.75	2	2.50	2.50	2.90	3	2.75	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-DSC-105</b>	3	2.50	2.50	2.50	2.90	2.50	3	2.75	2.75	2.50	3	2.60
<b>MA/Psychology / Psy-DSC-106</b>	2.50	2.75	2.29	2	2.50	2.75	3	2.50	2.70	2.50	3	2.50
<b>MA/Psychology / Psy-OEC-107</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>Practical</b>	2.70	2.70	2	3	2.50	2.50	2.75	2.25	2.50	3	2.50	2.50
<b>Average</b>	2.71	2.71	2.29	2.50	2.68	2.64	2.86	2.39	2.68	2.50	2.79	2.57
<b>Semester II</b>												
<b>MA/Psychology / Psy-CC-201</b>	3	2.75	2.75	2.50	3	2.50	2.50	2	3	2.50	2.75	2.75
<b>MA/Psychology / Psy-CC-202</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-CC-203</b>	3	2.75	2.75	2.50	3	2.50	2.85	2	3	2.50	2.75	2.75
<b>MA/Psychology / Psy-DSC-204</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50

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<b>MA/Psychology / Psy-DSC-205</b>	3	2.70	2.50	2.50	2.75	2.50	3	2.75	2.75	2.50	3	2.50
<b>MA/Psychology / Psy-DSC-206</b>	2.70	2.75	2	3	2.70	2.75	3	2.70	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-OEC-207</b>	2.50	2.75	2	2.50	2.50	2.90	3	2.70	2.70	2.50	2.75	2.60
<b>Practical</b>	2.50	2.50	2.25	2	2.50	2.50	2.50	2	2.50	2.50	2.75	2.50
<b>Average</b>	2.71	2.71	2.29	2.50	2.68	2.64	2.86	2.39	2.68	2.50	2.79	2.57
<b>Semester III</b>												
<b>MA/Psychology / Psy-CC-301</b>	3	2.75	2.75	2.50	3	2.50	2.50	2	3	2.50	2.75	2.75
<b>MA/Psychology / Psy-CC-302</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-DSC-303</b>	3	2.50	2.50	2.50	2.75	2.50	3	2.75	2.75	2.50	3	2.50
<b>MA/Psychology / Psy-DSC-304</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-DSC-305</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-SEC-306</b>	3	2.75	2.75	2.50	3	2.50	2.50	2	3	2.50	2.75	2.75
<b>MA/Psychology / Psy-SEC-307</b>	2.50	2.75	2	2.50	2.50	2.75	3	2.50	2.50	2.50	2.75	2.50
<b>MA/Psychology / Psy-OEC-308</b>	3	2.50	2.50	2.50	2.75	2.50	3	2.75	2.75	2.50	3	2.50
<b>Practical</b>	2.50	2.25	2.50	2.50	2.75	2.75	2.50	2.50	2.25	2.50	2.75	2.50
<b>Average</b>	2.72	2.47	2.40	2.50	2.60	2.69	2.69	2.47	2.47	2.50	2.78	2.53
<b>Semester IV</b>												
<b>MA/Psychology / Psy-CC-401</b>	2.50	2.50	2.50	2.75	2.50	2.50	2.75	2	2.50	2.50	2.75	3
<b>MA/Psychology / Psy-CC-402</b>	2.50	2.50	2.50	2.75	2.50	2.50	2.75	2	2.50	2.50	2.75	3
<b>MA/Psychology / Psy-CC-403</b>	2	3	2.50	2.75	2.75	3	2.75	2.75	2.50	3	2.50	2.50

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MA/Psychology / Psy-DSC-404	2.50	2.50	2.50	2.75	2.50	2.50	2.75	2	2.50	2.50	2.75	3
MA/Psychology / Psy-DSC-405	2.75	2.75	2.50	3	2.50	2	3	2.50	2.50	2.50	2.75	2.50
MA/Psychology / Psy-SEC-406	2.75	2.75	3	2.50	3	2	2.50	3	3	2.75	3	2.75
MA/Psychology / Psy-OEC-407	2.75	3	2.75	2.75	2.50	3	2.50	2.50	2.25	2.50	2.75	2.50
Practical	2.50	2.60	2.75	2.50	2.75	3	2.75	2.75	2.50	3	2.50	2.50
Average	2.58	2.76	2.69	2.67	2.63	2.81	2.67	2.54	2.44	2.71	2.67	2.60

### 3.1 Attainment of COs

The CO attainment level for a course of the program can be obtained on the basis of criteria given below in table 9.

**Table 9**  
**CO Attainment Levels for a Semester Examination of a Course**

Attainment Level	Criterion
1 (Low level of attainment)	50% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) of a course.
2 (Medium level of attainment)	60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) of a course.
3 (High level of attainment)	70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) of a course.

The CO attainment level for all the courses of the program can be obtained in a similar manner.

### 3.2 Calculation of Attainment Value of POs and PSOs for a Course

PO attainment value (for example for PO1) for a course can be obtained as follows:

$$AV_{PO1} = \frac{\sum (MFCPO1) \times \text{Attainment Level}}{3}$$

Where

AV = Attainment value

MFCPO1 = Mapping factor for a course with PO1 as obtained from table 1

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Likewise, PSO attainment value (for example for PSO1) for a course can be obtained as follows:

$$\text{MFCPSO1} = \frac{(\text{AV} \times \text{MFCPSO1})}{3}$$

Where  
 AV = Attainment value  
 MFCPSO1 = Mapping factor for a course with PSO1 as obtained from table 2

After finding the attainment values of each PO and PSO for various courses, we may write them in table form as given below:

**Table 10**  
**PO and PSO Attainment Values for all the courses**

Course Code	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4
.....												
for all the courses												
												.....till
<b>Average of above values</b>												

The attainment of POs and PSOs is the average of individual PO and PSO attainment values. The PO and PSO attainment values obtained above are compared with set target. The set target for each PO and PSO has been given in the following table:

**Table 11**  
**PO and PSO Attainment Values and Set Target values**

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If PO and PSO attainment value is less than the set target value then an action plan will be prepared for improvement in the subsequent academic session.

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## Semester I

<b>Course Title: Systems and Theories of Psychology</b> <b>Course Code: MA/Psychology/ Psy-CC-101</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal: 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
CO1	The students will learn about emergence of Psychology, this will help them go through the main arguments of British empiricist and Nativism.	
CO2	The students will learn about Indigenisation of psychology in India and eastern system. This will help them to understand the role of our spiritual aspects in our life.	
CO3	The students will learn about different schools of psychology. This will help them to understand the historical background of psychology.	
CO4	The students will learn about different schools of psychology. This will help them to understand the how cognitive and humanistic aspects play an important role in behaviour.	
<b>Unit-I</b>		
Nature and Scope of Psychology, Psychology among Greek: Hippocrates, Plato, Aristotle British Empiricism: John Locke, George Berkeley, David Hume German Nativism: Immanuel Kant		
<b>Unit-II</b>		
Psychology in India: Back ground and Philosophical origin, Indigenisation of psychology in India, Psychology in Modern India Eastern Systems: Bhagawad Gita, Buddhism, Sufism and Internal Yoga		

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### Unit-III

Structuralism: Wundt and Titchener

Criticism and fate of structuralism

Functionalism: Antecedents of functionalism, William James, Criticism and fate of functionalism

Behaviourism: antecedents of behaviourism

Watson, Hull, Skinner Toloman

Psycho analysis: antecedents of psychology, Freud, Adler, Jung

### Unit-IV

Gestalt: antecedents of Gestalt psychology

Contribution of Wertheimer, Kohler, Koffka

Present status of Gestalt psychology

Humanistic: Antecedents of humanistic psychology

Contribution of Rogers and Maslow

Existential: antecedents of existential psychology, Contribution of Rollo May

Existential Neurosis, Comparison between humanistic and existential

Cognitive: Antecedents of cognitive psychology, Contribution of Noam Chomsky

Criticism of cognitive psychology

### **Reading List**

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

Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw- Hill.

Singh, A.K. (1995). History and systems of Psychology: Delhi: Motilal Banarasidas.

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<b>Course Title: Experimental Psychology</b> <b>Course Code: MA/Psychology/ Psy-CC-102</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.		
<b>Course Outcomes</b>		
CO1	The students will learn about experimental methods. This will help them to, how they can conduct an experiment. They also learn about sensory process of visual and auditory. This will help them to understand the structure and functions of eye and ear.	
CO2	The students will learn about different aspects of perception. This will help them to understand the different aspects of perception. Students will also learn about illusion.	
CO3	The students will learn about classical and modern psychophysics. This will help them to understand the quantitative relationship between psychological and physical events.	
CO4	The students will learn about learning. They will also learn about conditioning. This will help them to understand the relationship between stimulus and response.	
<b>Unit-I</b> Experimental Psychology: nature and History, Experimental Method. Sensory Processes: Visual and auditory: structure, functions and theories.		
<b>Unit-II</b> Perception: Nature, Perception of Form, Space, Movement and Time. Perceptual Constancy, Subliminal Perception Illusion.		
<b>Unit-III</b> Psychophysics: Problems and methods of Classical Psychophysics Modern Psychophysics: signal Detection Theory: Basic concepts, Assumptions, Psychophysical procedure and Applications.		

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#### Unit-IV

Learning: Nature, Classical Conditioning: Phenomena, Procedure

Instrumental Conditioning: Appetitive and Aversive; Operant conditioning

Verbal Learning: Methods, Materials, Organizational Processes

Transfer of Learning: Nature and Types

#### Reading List

1. अशुभकुमारसिंह (2017) उल्लसामाशुभनोविन, मोतीलालबनारसीदास. ISBN-13: 9788120820814
2. मुहसुदसुलेमान(2015) सामाशुभनोविन: मूलशुभयाएवंसंनानाशुभकशुभयाएंमोतीलालबनारसीदास ISBN-13: 9788120831841
3. सरयूशुभदचौबे (2005) सामाशुभनोविनकेमूलत शुभसेटिमल्लिशिंगISBN: 81-80691713
4. Govind Tiwari & Roma Pal (2020) **Experimental Psychology: A Dynamic Approach**. Vinod Pustak Mandir ISBN-13: 9788174571762
5. Michael R. D'Amato (1970) **Experimental Psychology: Methodology, Psychophysics and Learning**. McGraw-Hill Inc. ISBN-13: 9780070152304
6. Woodworth and Scholobergs (2008). **Experimental Psychology**. Oxford & Ibh Publishing Co. Pvt Ltd. ISBN-13:9788120417083

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<b>Course Title: Research Methodology</b> <b>Course Code: MA/Psychology/ Psy-CC-103</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.		
<b>Course Outcomes</b>		
CO1	Students will learn about the nature of research, about hypothesis and variables. This will help them to understand how research is conducted. Students learn about how hypothesis are created. Students will learn about how variables are manipulated and their control	
CO2	Students will learn about different methods of data collection and sampling. This will help them how sample is selected from the population, different techniques of sampling.	
CO3	Students will learn about principles and functions of research design. This will help them to understand about experimental and non-experimental designs. This will also help them to understand that how different designs are selected.	
CO4	Students will learn about different designs in research. This will help them to understand about how variable are manipulated and how they play a role in research design.	
<b>Unit-I</b> Psychological Research: Nature and Purpose, Types. Ethical Issues in Research Research Problem and Hypothesis, Variables: Types and Control of Variables.		
<b>Unit-II</b> Data Collection Methods: Observation, Case Study, Interview, Field Study, Questionnaires. Levels of Measurement: Nominal, Ordinal, Interval, Ratio Sampling: Basic Principle, Probability and Non-Probability Techniques.		
<b>Unit-III</b> Research Design: Nature, Criteria, Basic Principles and Functions of Research Design. Experimental design, Ex-Post-facto design, Quasi-Experimental design.		

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<p><b>Course Title: Bio Psychology</b>  <b>Course Code: MA/Psychology/ Psy-DSC-104</b></p>	<p>Total Credits: 4  Time: 3 Hrs.  Marks: 100  External: 70  Internal : 30</p>
<p><b>Note for the Paper Setter</b></p> <p>The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.</p>	
<p><b>Course Outcomes</b></p>	
<p><b>CO1</b></p>	<p>Students will learn about what is Bio-psychology and their methods. This will help them to understand how we can measure our brain dysfunctioning.</p>
<p><b>CO2</b></p>	<p>Students will learn about cells, Neuron, synapse and endocrine glands. This will help them to understand about the functioning of neuron and synapse. This will also help them to understand that how different endocrine glands function and how different hormones are secreted.</p>
<p><b>CO3</b></p>	<p>Students will learn about nervous system. This will help them to understand different parts of brain and spinal cord. This will also help them to understand the functions of peripheral nervous system. This will also help them to understand the functions of autonomic nervous system.</p>
<p><b>CO4</b></p>	<p>Students will learn about sleep and biological basis of learning and memory. This will help them to understand the different types of sleep and their disorders. This will also help them to understand that how different parts of brain play an important role in learning and memory.</p>
<p><b>Unit-I</b>  Biopsychology: Nature and History; Major divisions of Biopsychology.  Methods of Study: Ablation and Lesion, Recording Electrical Activity of Brain. Brain Stimulation-Electrical and Chemical. Imaging Techniques.</p>	

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**Unit-II**

Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse.

Synapse; Synaptic transmission

Endocrine Glands: Types and Functions

**Unit-III**

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

Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves.

Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.

**Unit-IV**

Sleep: Stages and Types of Sleep; biological basis of Sleep; Disorders of Sleep,

Biological basis of learning

Biological basis of Memory

***Reading List***

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

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

Khosla, M. (2017). Physiological psychology: An introduction. Sage Publications.

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

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

Singh, A.K. (2013). Neuro manovigyan kemooltatva. Delhi: Motilal Banarsi Das

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<p><b>Course Title: Social Psychology</b>  <b>Course Code: MA/Psychology/ Psy-DSC-105</b></p>	<p>Total Credits: 4  Time: 3 Hrs.  Marks: 100  External: 70  Internal : 30</p>
<p><b>Note for the Paper Setter</b></p> <p>The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.</p>	
<p><b>Course Outcomes</b></p>	
<p><b>CO1</b></p>	<p>Students will learn about social psychology and methods of social psychology. This will help them to understand about human's behaviour in society and how we can measure it.</p>
<p><b>CO2</b></p>	<p>Students will learn about socialization process and group behaviour. This will help them to understand that how humans are socialized. This will also help them to understand how many types are of group and their functions.</p>
<p><b>CO3</b></p>	<p>Students will learn about social perception and social cognition. This will help them to understand that how our and other's behaviour is attributed. This will also help them to understand that aspects and errors in social cognition.</p>
<p><b>CO4</b></p>	<p>Students will learn about attitude, stereotypes and prejudice. This will help them to understand about attitude formation and how attitude is change. This will help to understand that how stereotypes and prejudice play an important role in society.</p>
<p><b>Unit-I</b>  Social Psychology: Nature, Scope, An Overview of social psychology in Indian perspective  Methods: Observation, Sociometric and Survey method</p>	
<p><b>Unit-II</b>  Socialization: nature, Process, Theories: Psychoanalytic, Social Learning  Group: Nature, Types, Functions. Group Cohesiveness</p>	
<p><b>Unit-III</b>  Social Perception: - Attribution: Meaning, Biases of Attribution, Process. Impression Formation.  Social Cognition: Meaning, Social Schema, Efforts to reduced social cognition, Errors in Social cognition</p>	

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#### **Unit-IV**

Attitude: Nature, Formation, Change and Measurement

Stereotypes: Nature, Characteristics and Causes

Prejudice: Nature, type, sources and methods of reducing prejudice

#### ***Reading List***

1. अशुभकुमारसिंह (2017) समाजमनोविज्ञानक प्रवेशमोतीलालबनारसीदास ISBN-13: 978--8120827219
2. आरएनसिंह (2014) आधुनिकसामाजिकमनोविज्ञान विनोदपुस्तकमंदिर ISBN-13: 978--8174572615
3. Arun Kumar Singh (2019) Social Psychology PHI Learning Pvt. Ltd ISBN-13: 978--9389347258
4. S.S. Mathur (2012) Social Psychology. Agrawal Publications. ISBN-13: 978ô9380510828
5. Baron, R. A., & Byrne, D. E. (1991). *Social psychology: Understanding human interaction*. Boston: Allyn and Bacon

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<b>Course Title: Mental Abilities</b> <b>Course Code: MA/Psychology/ Psy-DSC-106</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
<b>CO1</b>	Students will learn about intelligence. This will help them to understand the neurological, genetical and environmental effects on intelligence	
<b>CO2</b>	Students will learn about different theories of intelligence. This will help them to understand different views of different psychologists on intelligence.	
<b>CO3</b>	Students will learn about creativity. This will help them to understand that how creativity is occurred and how different factors affect creativity. They also learn about different theories of creativity.	
<b>CO4</b>	Students will learn about relationship between intelligence and creativity and assessment of creativity. This will help them to understand that how creativity and intelligence are interconnected. This will also help them to understand that how creativity is measured.	
<b>Unit-I</b> Intelligence: nature, Historical views, Neurological Foundation, Genetic Basis, and Environmental Influences. Racial and Gender differences.		
<b>Unit-II</b> Theories: Spearman, Thurstone, Guilford, Cattell, Horn, Carroll		
<b>Unit-III</b> Creativity nature, Historical Views. Theories: Psychodynamic, Humanistic, Developmental Factors Affecting Creativity: Genetics, Neurobiological and Sociocultural		

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**Unit-IV**

Current research: Creativity and Intelligence, creativity and Personality, creativity and Motivation, Creativity and Culture.

Assessment of Creativity: Projective ó Inkblot, word Association: Psychometric Batteries-Torrance, Guilford

***Reading List***

Anastasi, A. (1988). Psychological testing (6thEd.). New York: McMillan.

Cattell, R.B. (1987). Intelligence: Its Structure, Growth, and Action. North Holland: Amsterdam.

Eysenck, H.J. (1982). A Model for Intelligence. New York: Springer-Verlag.

Guilford, J.P. (1967). The nature of Human Intelligence. New York: McGraw Hill.

Sternberg, R.J. (1982). Advances in the Psychology of Human Intelligence (Vol.1.).NJ: Erlbaum.

Sternberg, R.J. (2003). Handbook of Human Intelligence. London: Cambridge University Press.

Kaufman, J.C. (2009).Creativity 101. NY: Springer.

Kaufman, J.C. & Sternberg, R.J. (2010).The Cambridge Handbook of Creativity. NY: Cambridge University Press.

Rickards, T., Runco, M.A. &Moger, S. (2009). The Routledge Companion to Creativity. London:

Routledge.

Runco, M.A. (2007). Creativity Theories and Themes: Research Development and Practice. NY:

Academic Press.

Sternberg, R.J. (1999). Handbook of Creativity. NY: Cambridge University Press.

Torrance, E.P. (1965). Rewarding Creative Behaviour, NJ: Prentice Hall.

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<b>Course Title: Foundation of Psychology</b> <b>Course Code: MA/Psychology/ Psy-OEC-107</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.		
<b>Course Outcomes</b>		
CO1	The student will learn about the nature and different methods to study the behaviour in Psychology. This will help him/her understanding the basic concepts of Psychology.	
CO2	An understanding of the basic concepts of Learning and Memory will help the student to improve their learning and memory skills.	
CO3	The emotions and problem solving will help the students in analyzing different emotions in human being and also help them in solving different problems associated with it.	
CO4	Students will learn about personality and different theories of personality. This will help them to understand that what is personality and how different factors affect personality.	
<b>Unit-I</b> <b>Psychology: Nature, Meaning, scope, characteristics</b> <b>Methods: experimental, observation, survey</b>		
<b>Unit-II</b> <b>Learning: Meaning, Characteristics, Factors affecting. Theories of learning: Trial and error learning, Insight learning</b> <b>Memory: Nature, Stages Types-Sensory, STM, LTM, Sensory and Factors affecting Memory</b>		

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### Unit-III

**Emotion: Nature, Physiological corelates, Theories: James Lange, Cannon Bard**

**Problem solving: nature, methods of problem solving: Thinking: convergent, divergent**

### Unit-IV

**Personality: nature, biological, psychological and social foundation**

**Theories: Freud, Allport**

### Reading List

1. अशुक्रुमारसिंह (2017) उरसामाखिमनोविन, मोतीलालबनारसीदास. ISBN-13: 9788120820814
2. मुहसिदसुलेमान(2015) सामाखिमनोविन: मूलरिथाएंवंसंनानासिकरिथाएंमोतीलालबनारसीदास ISBN-13: 9788120831841
3. सरयूसिादचौबे (2005) सामाखिमनोविनकेमूलत विकसिदिमलिशिगISBN: 81-80691713
4. Govind Tiwari & Roma Pal (2020) **Experimental Psychology: A Dynamic Approach**. Vinod Pustak Mandir ISBN-13: 9788174571762
5. Michael R. D'Amato (1970) **Experimental Psychology: Methodology, Psychophysics and Learning**. McGraw-Hill Inc. ISBN-13: 9780070152304
6. Woodworth and Scholosbergs (2008). **Experimental Psychology**. Oxford & Ibh Publishing Co. Pvt Ltd. ISBN-13:9788120417083

MA/Psychology/ Psy-CC-108

**Practicals**

**Marks 100**

**Any Twelve experiments/tests from the following areas:**

Do any Three/Four Practicals from all core papers by using relevant statistical method and research design (Minimum 12 Practical).

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## Semester II

<b>Course Title: Cognitive Psychology</b> <b>Course Code: MA/Psychology/ Psy-CC-201</b>	Total Credits: 4 Time: 3 Hrs. Marks: 100 External:70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.	
<b>Course Outcomes</b>	
CO1	Students will learn about basic knowledge of cognitive psychology. This will help them to understand about different views of psychologists on cognitive development.
CO2	Students will learn about attention. This will help them to understand about different determinants of attention. They also learn about different theories of selective attention.
CO3	Students will learn about memory and forgetting. This will help them to have familiarity with process of memory and forgetting and to study different models of memory. This will also help them to understand that how we can improve memory.
CO4	Students will learn about problem solving and language. This will help them to understand that how different methods help to solve problems. They will also learn about language development.
<b>Unit-I</b>	
Nature, scope and historical perspectives of cognitive psychology, Origin and current status. Approaches to cognitive development: Piaget, Vygotsky, and information processing.	
<b>Unit-II</b>	
Attention; Nature, types and Determinants of attention, Selective attention; Theories or Models; Bottleneck theories, Norman and Bobrow's model and capacity model. Pattern Recognition; Nature and types.	

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### Unit-III

Memory: Nature, types, Models; Atkinson and Shiffrin, Level of Processing, Hierarchical Network Model, forgetting; Nature, determinants of forgetting, Improving Memory: Mnemonics.

### Unit-IV

Problem Solving: Classification of problems, approaches to problem solving. Strategies and factors influencing problem solving.  
Language; Areas of relevant material.

#### ***Reading List***

1. Eysenck, W.M. and Keane, M.R. (1990). Cognitive Psychology A Student Handbook. London : Lawance Erlbaum.
2. Galotti, K.M. (1999). Cognitive Psychology in and outside Laboratory. Mumbai : Thomson Asia.
3. Hewes Mary B. (1990). The Psychology of Human Cognition. New York : Pergamon Press.
4. Matlin, M.W. (1995). Cognition. Bangalore : Prism.
5. Solso, R.L. (1979). Cognition Psychology. New York : HBI.
6. Sternberg, R.J. (1984). Mechanisms of Cognitive Development. New York : W.H. Freeman & Co.
7. Weisberg. R.W. (1980) Memory, Thought, and Behaviour. New York : Oxford.
8. Western, D. (1996) Psychology ó Mind, Brain, and Culture. New York : Wiely.
9. Vygotsky, L.S. (1962). Thought and Language. Cambridge, Mass : MIT Press.

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<b>Course Title: Statistics in Psychology</b> <b>Course Code: MA/Psychology/ Psy-CC-202</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External:70 Internal: 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
CO 1	Students will learn about statistics, descriptive statistics and NPC. This will help them that how to calculate mean, median and mode in central tendency. This will also help them to calculate quartile deviation and standard deviation in variability. This will also help them familiar with normal probability.	
CO 2	Students will learn about different correlational methods. This will help to understand and calculate the basic correlation. This will also help them to go familiar with advance correlational methods.	
CO3	Student will learn about t-test and ANOVA. This will help them to understand that how differences between two or more variables are calculated. This will also help them to understand that how variables are manipulated and then which technique is used to find out the significant result.	
CO4	Students will learn about chi square and non-parametric techniques in statistics. This will help them to understand that how can we find significant difference between expected results and obtain results. This will also help them to familiar with non-parametric methods and when they used.	
<b>Unit I</b> Statistics in Psychology Descriptive Statistics: Measures of Central Tendency and Variability (Quartile Deviation and Standard Deviation). Normal Distribution: Meaning, Properties, Application.		

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### **Unit-II**

Correlation: Meaning and Interpretation of Coefficient of Correlation; Product Moment Correlation, Rank Difference, Point Biserial Correlation, Biserial, Tetrachoric, Partial Correlation (First Order).

### **Unit-III**

Mean Difference t-test, Analysis of variance: one-way, two-way analysis of variance for separate groups.

### **Unit-IV**

Difference between parametric and non-parametric, Non-Parametric Techniques: Chi-square, Sign test, Wilcoxon sign Test; Mann Whitney U test.

### ***Reading List***

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). Research methods in psychology(4th ed.). Sage.
2. Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi: Vistaar Publication.
3. Dawson, C. (2002). The practical research methods: A user-friendly guide to mastering research techniques and projects. UK: How to Books Ltd.
4. Winer, B.J., Brown, D.R. & Michels, K.M. (1991). Statistical principles in experimental design. NY: McGraw Hill.
5. Comerhencive Statistics for Behavioral Sciences, Rajbir Singh and Radheyshyam, Intellectual Foundation (India), Rohtak.

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<b>Course Title: Developmental Psychology</b> <b>Course Code: MA/Psychology/ Psy-CC-203</b>		Total Credits: 4 Time: 3 Hrs. Marks:100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
CO 1	Students will learn about different aspects of developmental psychology. This will help them to understand that how different factors affect human development. They also learn about different methods of developmental psychology.	
CO 2	Students will learn about the prenatal development and infancy. This will help them to understand that how different factors affect prenatal development and infancy. They also learn about emotional, cognitive and social development of infancy.	
CO3	Students will learn about the development of childhood. This will help them to understand that physical, cognitive and moral development of childhood. Students will learn about problems of adolescence.	
CO4	Students will learn about development of adulthood and aging. This will help them to understand that how many factors affect adulthood and aging.	
<b>Unit I</b>  Foundation of development: nature, principles  Factors of development: biological and environmental  Methods of development: cross sectional and longitudinal		
<b>Unit-II</b>  Prenatal development: stages, environmental factors influencing prenatal development  Infancy and toddler hood: cognitive, emotional and social development and hazards of infancy and toddlerhood		

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### Unit-III

Childhood: physical, cognitive and moral development

Theories: Piaget and Vygotsky

Adolescence: physical transition, problems during adolescence, adjustments in adolescence

### Unit-IV

Adulthood: physical development, health and fitness during adulthood, family cycle of adulthood

Aging: physical changes and their adaptation, mental and physical disabilities during aging

### ***Reading List***

1. Laura E Berk (2007) Development Through the Life Span , New Delhi, Pearson education.
2. David R Shaffer- Development Psychology Books/ Cole Publishing Company
3. Elizabeth B Hurlock (1997) Child development, New Delhi, Tata MC Graw Hill.
4. Hetherington ME & Parke RD (1993) Child Psychology A contemporary View Point, New YorkMC Graw Hill.
5. Crain W (1980) Theories of development englewood Cliffs, New Jersey Prentice Hall.
6. Srivastava A K (1998) Child development An Indian Perspective, New Delhi, NCERT.
7. Handbook of Child Psychology, Vol.I, II, III and IV. John Wiley and sons, inc.
8. Robert S. Feldman(2018)Development across the life span, Noida, Pearson India

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<b>Course Title: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY</b> <b>Course Code: MA/Psychology/ Psy-DSC-204</b>		Total Credits: 4 Time: 3 Hrs. Marks:100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
CO 1	Understand the brief overview of I/O Psychology. They will also understand the concept of personnel selection and placement. They will also understand the importance of psychological testing in personnel selection.	
CO 2	Understand the role of motivation at work place. They will also learn about Job satisfaction and factors affecting it.	
CO 3	Acquire the knowledge about organisational conflict and leadership. They will also understand how to resolve organisational conflict	
CO4	Developed the ability to understand organizational change and development. They will also learn about organisational effectiveness and factors affecting it.	
<b>Unit I</b> Industrial/Organisational Psychology: Nature, and scope Personnel Selection and Placement: Psychological tests and other techniques of selection		
<b>Unit-II</b> Job satisfaction: meaning, determinants, measurement; Job stress: sources and measures to reduce stress Motivation and work: financial and non-financial incentives, Theories of work motivation Maslow, Herzberg, Vroom, Porter and Lawler		

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### Unit-III

Leadership in I/O Psychology: nature, styles, theories-trait theory, Fielder's contingency model, Hersey and Blanchard's situational leadership theory, Path-Goal theory

Conflict nature causes conflict resolution and Management

### Unit-IV

Organisational change and development: nature of change, process, resistance, strategic planning, approaches of managing change

Organisational Effectiveness: concept approaches and factor influencing

### *Reading List*

Blum. M.L.& Naylor. J.C.(1984). Industrial Psychology. New York: Harper and Row.

McCormick. E.J.&Hgen .D.R.(1984). Psychology. New Delhi: Pearson Prentice Hall.

Hellriegel ,D.and Slocum, J.W.(2007).Organisational Behaviour. Singapore: Thomson Asia.

Schultz,D.andSchultz,S.E.(2008).Psychology and Work Today: An Introduction to Industrial and Organisational Psychology. New Delhi: Pearson Education.

Noe,R.A.(2008).Employee Training and Development .New Delhi :Tata McGraw Hill.

Singh K. (2015). Organisational Behavior. New Delhi: Vikas Publishing House Pvt. Ltd.

Pandey.M.(2015). Organisational Behavior. New Delhi: Himalaya Publishing House Pvt. Ltd.

Ghosh, P.K. (2008). Industrial Psychology. Mumbai: Himalaya Publishing House.

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<b>Course Title: Personality</b> <b>Course Code: MA/Psychology/ Psy-DSC-205</b>		Total Credits: 4 Time: 3 Hrs. Marks:100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. The candidates are required to attempt five questions in all while selecting one from each unit. First question will be compulsory and will consist of seven short Answer questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. Each question carries equal marks.		
<b>Course Outcomes</b>		
CO 1	Students will learn about personality. This will help them to understand personality traits truly set individuals apart in meaningful ways, then they should also be related to other differences between people including how they fare in life, for better or worse. And that is exactly what scientists who study personality have found.	
CO 2	Students will learn about trait approaches of personality. This will help them to understand each major personality traits examined by different psychologists has been linked to one or more outcomes of interest, from measures of achievement to mental health to satisfaction in romantic relationships.	
CO 3	Students will learn about different theories of personality. This will help them to understand different views of different psychologist on personality and according to psychologist how personality is developed.	
CO4	Students will learn about assessment of personality. This will help them to assess the personality by projective and objective techniques. They go familiar with different tests of personality.	
<b>Unit I</b> Nature, Factors affecting Personality ó Biological, Psychological and Socio-Cultural.		
<b>Unit-II</b> Trait Approaches to Personality ó Allport, Cattell, Eysenck, Five Factor Model.		
<b>Unit-III</b> Theories of Personality: Freud, Jung, Adler, Rogers, Bandura, Kelly, Rollo May.		

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**Unit-IV**

Personality Assessment:

Projective Techniques ó Thematic Apperception Test, Rorschach Ink Blot test, Holtzman Ink Blot test, Word Association Test, Sentence Completion test.

Questionnaires/ Inventories -16 P.F, EPI, MMPI. Situational Tests

**Reading List**

1. Burger, J.M. (1990). Personality. California : Wardsworth.
2. Byronb. D., and Kalley, N. (1961). Introduction to Personality : Prentice Hall.
3. Engler, B., (1991). Personality Theories : Introduction. Houghton : Mifflin Co. Boston.
4. Hall C.S. : Lindzey, G. (1978). Theories of Personlaity. New York : Wiley Eastern Limited.
5. Libert, R.M. and Spiegler, M.D. (1974). Personality, Strategies for the study of man Dorsey, Illinois : New York.
6. Hogan,R, Johanson,J, and Briggs, S. (1997). Handbook of Personality Psychology New York: Academic Press.
7. John,O.P.,Robins \, R.W &Pervin, L.A. ( 2008).Handbook of Personality: Theory and Research (3rd Ed ). NY: Oxford Press.
8. Larsen, R.J &Buss,D.M. (2011)Personality Psychology: Domains of knowledge about human nature. New Delhi: Tata McGraw-Hill.
9. Phares,E.J ( 1991). Introduction to Personality ( 3rd Ed).NY: Harper Collin
- 10 .London, H. and Eyen, J.E. (1978). Dimensions of Personality : Wiley.
11. Parvin L.A. (1979). Personality Theory, Assessment and Research : Wiley.
12. Sarason I.G. (1966). Personality and Objective Approach. New York : Wiley.
13. Stanger, R. (1948). Psychology of Personality : Mc Graw Hill.
- 14 Wiggins, J.S. ; Renner B.K. ; Clow G.L. ; and Rose R.J. (1971). Psychology of Personality. California : Wesley.

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<b>Course Title: Advanced Social Psychology</b> <b>Course Code: MA/Psychology/ Psy-DSC-206</b>		Total Credits: 4 Time: 3 Hrs. Marks: 100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.		
<b>Course Outcomes</b>		
<b>CO1</b>	Students will learn about applied field of social psychology. This will help them to know about the scope of social psychology. They also learn about different theories of social psychology. This also help them to understand about their own and other's self.	
<b>CO2</b>	Students will learn about some key factors of social cognition. This will help them to understand about conformity techniques. This will also help to understand that how compliance and obedience is occurred.	
<b>CO3</b>	Students will learn about leadership and aggression. This will help them to understand different types of leaders and their functions and how different theories explain it. This will also them to understand to understand that how some factors provoke aggression and how we can control and reduce our aggression.	
<b>CO4</b>	Students will learn about prosocial behaviour and present problems like deprivation, poverty and population. This will help them to understand that how deprivation and poverty effect the development of a person. This will also help them to understand the population behaviour and their impact on society.	
<b>Unit-I</b> Nature and scope of social Psychology Social Learning Theory: Field, Exchange, Bandura and Equity theory Socialization: Nature its agencies, Impact of culture Development of Self: Erikson, Sullivan and Rogers		
<b>Unit-II</b> Social Cognition: Conformity, Compliance and obedience Attribution: Nature, Biases, Theories: Kelly, Shever and Jones and David		

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### Unit-III

Leadership: Meaning, types, functions theories Fiedler, Vrooms and Yetton Path Goal  
Aggression: Nature, Factors provoking and reducing aggression

### Unit-IV

Altruism and Pro-Social: Nature, types, deterrents of helping behaviour, cognitive model  
Present Social Problem: Deprivation, poverty and population

### **Reading List**

1. अशोकसिंह (2017) समाजमनोविज्ञानक प्रेरणामोतीलालबनारसीदास ISBN-13: 978--8120827219
2. आरएनसिंह (2014) आधुनिकसामाजिकमनोविज्ञान विनोदपुत्रकमंदिर ISBN-13: 978--8174572615
3. Arun Kumar Singh (2019) Social Psychology PHI Learning Pvt. Ltd ISBN-13: 978--9389347258
4. S.S. Mathur (2012) Social Psychology. Agrawal Publications. ISBN-13: 97809380510828
5. Baron, R. A., & Byrne, D. E. (1991). *Social psychology: Understanding human interaction*. Boston: Allyn and Bacon

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<b>Course Title: Educational Psychology</b> <b>Course Code: MA/Psychology/ Psy-OEC-207</b>		Total Credits: 4 Time: 3 Hrs. Marks:100 External: 70 Internal : 30
<b>Note for the Paper Setter</b> The question paper will consist of nine questions in all. First question will be compulsory and will consist of seven short questions of two marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 14 marks each selecting at least one question from each unit.		
<b>Course Outcomes</b>		
CO1	Students will learn about educational psychology and different methods of educational psychology. This will help to understand about scope and nature of educational psychology.	
CO2	Students will learn about learning and conditioning. This will help them to understand about different aspects of learning.	
CO3	Students will learn about intelligence. This will help them to understand intelligent and also help them to measure intelligence.	
CO4	Students will learn about different aspects of special children. This will help them to understand the behaviour of exceptional children and also help them to understand different cognitive disabilities.	
<b>Unit I</b> Educational psychology: Nature and scope Methods: Experimental, observation		
<b>Unit-II</b> Learning: Nature, classical conditioning and instrumental conditioning Cognitive: cognitive theory of Piaget, moral theory of Kohlberg		
<b>Unit-III</b> Intelligence: Nature, Theories -Spearman, Thurston, Gardner Intelligence testing- uses, merits, demerits		
<b>Unit-IV</b> Education of exceptional children: types of exceptional children-intellectually exceptional children, educationally exceptional children, physically exceptional children, problem children Students with cognitive disabilities or brain dysfunction: Slow learner and Dyslexia		

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### ***Reading List***

Chintamanikar (1992). Exceptional children: their psychology and education. New Delhi: Sterling.

Kakkar, S.B. (2001) Educational Psychology, New Delhi: Prentice Hall.

Kirk, S.A., GallSgher, J. and Anasrasion, NJ. (1997). Educating exceptional children. New York: Houghton Mifflin.

Mangal, S.K. (2002) Advanced educational psychology. New Delhi: Prentice Hall

Parson, R.D., Hinson, S.L., Brown, D.S. (2001). Educational psychology. A practitioner researcher model of teaching. New Delhi: Cengage learning.

Salvin, R.E. ( 1988). Educational psychology: theory into practice. Englewood Cliffs: Prentice Hall.

Woolfolk, A.B. ( 1987). Educational psychology, Englewood Cliffs: Prentice Hall.

### **MA/Psychology/ Psy-CC-208**

#### **Practicals**

**Marks 100**

#### **Any Twelve experiments/tests from the following areas:**

Do any Three/Four Practical from all core papers by using relevant statistical method and research design (Minimum 12 Practical).

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