

Faculty of Education
Class: M.A. I Sem (Psychology)
Paper I : Cognitive Psychology
Paper Code: PSY-101

Course Objectives:-

CO1-Provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.

CO2-To help learners understand the importance of these cognitive processes in everyday life.

Subject Outcomes:-

SO1-The student has basic knowledge of cognitive psychology.

SO2The student has knowledge of the key methods used in modern cognitive psychology research.

SO3The student has knowledge of the key methods used in modern cognitive psychology research.

Course Content:-

Unit I:

- Perception: Nature and determinants, Bottom up and down approaches
- Depth perception, distance and movement perception.
- Perceptual Process: pattern recognition and attention, depth perception, colour, movement, illusions

Unit II:

- Memory: Models of memory, Sensory memory, short term memory and long term memory
- Retroactive and Proactive Inhibition, Methods of measurement
- Theories and neurocognition, Theories of forgetting.

Unit III:

- Attention: Nature and determinants, Selective attention and its theories
- Divided Attention, Biological basis of attention, neurocognition of attention.
- Language Process: models of reading and language comprehension
- Meaning and beyond; Language production; Language and thought.

Unit IV:

- Creativity: Nature and determinants
- Stages of creative thinking, Theories of creativity, Judging creativity,
- Characteristics of creative thinker.

Unit V:

- Problem Solving: Nature and representation of the problem determinants, internal representation, Problem solving strategies.
- Decision Making and problem solving: Models & theories; Complex and uncertain decision making;
- Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

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Faculty of Education
Class: M.A. I Sem (Psychology)
Paper II : Theories of Personality
Paper Code: PSY-102

Course Objective:-

- CO1-Discuss and write in an informed way about influential personality theories and constructs
- CO2-Identify meaning and appropriate application of Subject concepts
- CO3-Explain personality-related processes that underlie individual differences in behavior

Subject Outcomes:-

- SO1. This Subject will introduce you to the major theories of personality, which attempt to explain behavior across the full range of life situations.
- SO2. You will learn about the development of these theories and the concepts used in each theory to explain behavior.

Course Content:-

Unit- I

- Personality : Definition and nature of Personality,
- Characteristics of good a personality theory and their evaluation, ideographic and Nomothetic approaches.

Unit-II

Psychoanalytic and Neo-psychoanalytic theory I. Sigmound Freud II. Carl Jung III. Alfred Adler IV. Eric Karen Horney V. Erickson

Unit –III

- Learning, Cognitive, Humanistic existential approaches to personality I.
- Dollard, Miller and Rotter Model II. Kelly’s Constructive approach III. Maslow, Rogers

Unit –IV

Trait Approach-I R.B. Cattel, G. Allport, Eysenck, Costa and McCrae Cross – Cultural research in personality.

Unit-V

- Self in the Indian thought , traditional and contemporary approaches,
- Roger's Theory of self stress : Concept , consequences, management personality and yoga.

References:-

1. Allport G.W. 1961. Pattern and Growth in personality, Holt Rinecnc& Winton. Liebert, R. M. &Spiegler, M.D. Personality : Strategies and issues. Pacific Grove California: Brooks/Cole Publishing Company.
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Faculty of Education
Class: M.A. I Sem (Psychology)
Paper III : Research Methodology
Paper Code: PSY-103

Course Objectives:-

CO1-To gain familiarity with a phenomenon or to achieve new insights into it (studies with this

object in view are termed as exploratory or formative research studies)

CO2-To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies);

CO3-To determine the frequency with which something occurs or with which it is associated with

something else (studies with this object in view are known as diagnostic research studies)

Subject Outcomes:-

At the completion of this topic, the student should be able to :

SO1-Assess critically the following methods: literature study, case study, structured surveys,

interviews. SO2-Focus groups, participatory approaches, narrative analysis, cost-benefit analysis, scenario

methodology and technology foresight.

SO3-Critically assess research methods pertinent to technology innovation research.

Course Content:-

Unit-I

- Meaning, purpose and Dimensions of Research
- Scientific approach to Psychology
- Types of research- Descriptive, exploratory and causal research
- Paradigms of research: Quantitative and Qualitative
- Ethical Problems and Principals.

Unit –II

- Psychological research process: Formulation of research problem and hypothesis
- Choosing research design; Identifying variables; Control of extraneous variables
- Sampling design and data collection
- Data analysis and interpretation; Reporting research

Unit-III

- Experimental research: Laboratory experiments, Field experiments
- Non-experimental research: Ex-post facto research, Field study, Survey research, Case studies, Ethnographic studies
- Quasi experimental Approaches.

Unit-IV

- Meaning and Characteristics of a research design
- Purpose of research design, types of research design
- Advantage and disadvantage of experimental design and criteria of Research Design.

Unit -V

Writing a research report: Structure and format Style of writing Evaluating a research report

References:-

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Faculty of Education
Class: M.A. I Sem (Psychology)
Paper IV : Life Span Development
Paper Code: PSY-104

Course Objective:-

CO1-To help students explain the significant issues involved in the process of human development.

CO2-To motivate students to better understand who they were, are, and will be.

CO3- To Identify and integrate major concepts and themes crossing the various topics of development

Subject Outcomes:-

At the completion of this topic, the student should be able to :

SO1-demonstrate knowledge and comprehend major theoretical perspectives on human development .

SO2-Demonstrate knowledge about research methods and findings related to development throughout the lifespan.

SO3-Identify and integrate major concepts and themes crossing the various topics of development.

Course Content:-

Unit-I

- Nature. Principle and theories of Development
- Issues and Controversies. Social Development: Criteria and stages, Determinants of social Development
- Development of personality and self concept.

Unit-II

- Heredity and Environment. Meaning, Determinants, effects and relative importance.
- Methods of studying development, Observational, Co relational, and Experimental research,
- Longitudinal and Cross-sectional and Cross Cultural research.

Unit-III

- Emotional Development: Importance, Norms and determinants
- Emotional maladjustment and Emotional Balance
- Emotional Dominance, Heightened Emotionality, Regulation of Emotions.

Unit-IV

- Physical and Motor Development: Importance, Stages and Patterns.
- Factors affecting physical and motor development.
- Cognitive and Moral Development- Nature, Stages, Factors and Theories.

Unit-V

- Language Development: Nature and theories, Stages of development
- Speech-forms of communication, Determinants of Language development.
- Child and family: Parental attitude, Family Relationship and Determinants.
- The influence of Siblings and Sibling relationship.

References:-

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2. Hurlock E.G.(1986) Development Psychology (6th Edition), New Delhi Tata Mcgrawhill
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