

Annexure to Notification No. F(Pres-Syllabi.PG-CBCS)Acad/KU/14 dated 15-05-2014
Syllabus for M.A. Psychology 1st to 4th semester

Choice based Credit System (CBCS)

Scheme and course structure for

M.A. Psychology 1st semester effective from academic session 2014 and onwards

SEMESTER 1st						
Course Code	Course name	Paper Category	Hours/Week			Credits
			L	T	P	
PSY14101CR	Cognitive Processes I	Core	4	X	X	4
PSY14102CR	Systems and Theories in Psychology	Core	4	X	X	4
PSY14103CR	Practicum	Core	X	X	8	4
PSY14104EA	Bio-Psychology	Elective (Allied)	3	2	X	4
PSY14105EA	Conflict, Peace and International Relations	Elective (Allied)	3	2	X	4
PSY14106EA	Life Span Development	Elective (Allied)	3	2	X	4
PSY14107EA	Educational psychology	Elective (Allied)	3	2	X	4
PSY14108EO	Principles of Psychology	Elective (Open)	3	2	X	4
24 Credit= 31 Contact Hours/Week						

Course Code: PSY14101CR

Course Name: Cognitive Processes

Objectives

1. This course introduces the basic concepts and theoretical development in the area of attention, perception and memory.
2. To develop insight into one's own and others' behavior and underlying mental processes.
3. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology

Unit I

Introduction: Origin and Current Status of Cognitive Psychology

Attentional Process: Selective Attention and Its Theories; Divided Attention and Resource Allocation.

Unit II

Memory

Sensory Memory: Iconic and Echoic.

Short Term Memory: Models: Modal Model of Memory, Structural and Levels of processing approach, Allan Baddley's working Memory Model.

Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flash bulb memories.

Memory improvement: Memories due to imagery and organization.

Unit III

Semantic Memory: Nature, background and structure.

Models: Feature comparison Model, Network Model (Collins and Loftus Network Model and Mc Clelland's PDP approach).

Concept Formation: Nature and types: - well defined and ill-defined concepts.

Models: - Pro-type Model and Exemplar approach.

Unit IV

Imagery and Cognitive Maps: Characteristics of Images.

Cognitive Maps: Distance, Shape and Relative Positions.

Perceptual Process; Bottom Up and Top-Down Approaches: Pattern Recognition.

Readings

Galotti, K. M. (1990). *Cognitive Psychology in and Outside Laboratory*. Mumbai: Thomson Asia.

Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.

Matlin, M. W. (1995). *Cognition* (3, Ed.). Bangalore: Prism Book Pvt. Ltd.

Reed, S. K. (2004). *Cognition: Theory and Applications*. California: Thomson Wadsworth.

Sheetleworth, S. J. (1998). *Cognition, Evolution and Behavior*. New York: Oxford University Press.

Snodgrass, J. G. (1985). *Human experimental Psychology*. New York: Oxford University Press.

Course Code: PSY14102CR

Course Name: Systems & Theories in Psychology

OBJECTIVES:

To provide the students with a comprehensive understanding of the various centrally important systems and theories in Psychology.

To acquaint them with the application of different theories in different walks of life.

UNIT-I

Behaviorism: John Broadus Watson, Edward Lee Thorndike, Burrhus Fredric Skinner, Edwin R. Guthrie, Edward Chace Tolman, Ivan Patrovich Pavlov.

UNIT-II

Gestalt theories: Field theory (Kurt Levin), and Insight theory (Wolfgang Kohler).

Social learning theories: Albert Bandura, Julian B. Rotter.

UNIT-III

Psycho analysis: Sigmund Freud, Alfred Alder, Carl Gustav Jung, Erik Erikson, Criticism and evaluation.

UNIT-IV

Humanistic theories: Abraham Maslow, Carl Roger.

Trait Theories: Raymond B. Cattle, H. J. Eysenck.

Readings

Boring, E. G. (1950). *History of Experimental Psychology*. Bombay: Times of India Press.

Chaplin, J. P., & Krawice, T. A. (1987). *Systems and Theories of Psychology*. New York: Rinchar & Winston.

Leahey, T. H. (2005). *A History of Psychology : Main currents in psychological thought* .(6, ed.). Englewood Cliffs, NJ: Prentice-Hall.

Marx, M. H., & Hillix, W. A. (1987). *Systems and Theories in Psychology*. TMII Ed.

Shahakian , W. S. (1975). *History and Systems of Psychology*. New York: John Wiley & sons.

Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.

Woodworth, R. S., & Shechan, M. R. (1964). *Contemporary Schools of Psychology*. New York: Ronald Press.

Course Code: PSY14103CR

Course name: Practicals

A minimum of 08 Practicals to be completed from following areas:

- 1. Memory**
- 2. Learning**
- 3. Psycho physics**
- 4. Motivation**
- 5. Intelligence**
- 6. Adjustment**
- 7. Attention**
- 8. Perception**
- 9. Aptitude**
- 10. Creativity**
- 11. Personality**

Course code: PSY14104EA

Course name: Biological Process

Objectives

To create an understanding of the biological basis of behavior.

To acquaint the students with different parts of nervous system, genetics and hormonal basis of behavior.

UNIT-I

Structure of Neuron: The Neuron's Resting Membrane Potential. Generation & Conduction of post synaptic potentials, Integration of post synaptic potentials. Generation and Conduction of Action Potentials.

Methods of studying & visualizing the Nervous system and living human brain: Neuro-Anatomical techniques, physiological techniques.

Neuropsychological testing: Tests of General Intelligence, Test of language lateralization, Tests of language, Tests of perceptual- motor functioning.

UNIT-II:

Basic features of Nervous system. CNS: Brain, hierarchy of brain Structures: fore brain, mid brain, hind brain; Lobes of brain; Meninges of brain; ventricular system (cerebro-spinal fluid). Spinal cord: Structure and Functions.

UNIT-III

Peripheral nervous system: structure and functions; Types of PNS: Somatic and Autonomic nervous system.

UNIT-IV

Hormonal basis of behavior: Endocrine System, Structure and Functions.

Principles of Genetics: Genes, Chromosomes; Brief Structure of DNA. Mendel's Laws of Genetics.

Behaviour and Genetics: Mental Retardation, Schizophrenia, Mood Disorders.

READING

Craison, N. (2000). *Physiology of Behavior*. (3rd Ed.). London: Allyn Bacon.

Bridgeman, B. (1980). *Biology of Behavior and Mind*. New York: John Wiley & Son.

Gale, A., & Edwards, J. (Ed.). (1988). *Physiological Correlates of Human Behaviour*.(Vol,1). New York: Academic Press.

Green, S. L. (1994). *Principles of Biopsychology*. United Kingdom: Lawrence Erlbaum Association Hillsdale.

Leventhal, C. P. (1966). *Introduction to Physiological Psychology*. (3rd Ed.). New Delhi: Prentice Hall of India.

Pinel, J. P. (2000). *Biopsychology*. New York: Allyn and Bacon.

Pradeep. (2003-2004). *A test book of Biology*. Jalandhar: Pradeep Publications.

Strickberger, M. W. (1993). *Genetics*. New York: Mcmillian.

Manosevitz, M. G. (1969). *Behaviour genetics: Methods and Research*. London: Appleton.

Steen, R. G. (1966). *DNA and Destiny: Nature and Nurture in Human Behavior*. Plenum.

Course Code: PSY14105EA

Course name: Conflict, Peace and International Relations

Objective

The course seeks to develop an understanding of the processes of peace and conflict in International relations and to promote skills in applications of the principles in conflict resolution in the global context.

Unit I

Concept of Peace- Positive and Negative Peace; Peace at Inter, Intra, Global Levels; Factors Influencing Peace/Obstacles to Peace

Concept of Nonviolence- Principled Vs Pragmatic Factors Influencing Nonviolence

Factors Influencing Aggression

Nonviolence Direct Action

Unit II

Conflict Resolution: Approaches to Conflict Resolution; Types of Conflict Resolution

Issues and Dimensions in Conflict-Family, Community, Arms, Gender, Ethnic, Religion, Ideology, Socioeconomic Issues

Unit III

Conflict Management:

Prevention of Out Break of Conflicts

Conflict Transformation (Personal & Societal Factors)

Skills for Management, Resolution, Transformation and Evaluation of Conflict + Processes & Skills in Healing Stress & Trauma in Post Conflict Society

Unit IV

Conflict & Peace in International Relations: - International Negotiations

Role of Culture and Cross. Cultural Communications in International Negotiation Skill

Development in International Negotiation

Communication Dynamics

Group Decision-Making

Third Party Intervention Human Rights Issues.

Reading

Alger, C. & Stohl, M (Eds.) (1988) *A Just Peace Through Transformation*. Boulder: Westview

Baudura, (1973). *Aggression: A social Learning Analysis*, Englewood Cliffs, NJ: Prentice Hall

Bercovitch J. (Ed.) (1996). *Resolving International Conflicts*. Boulder Lynne Reinner

Berovitch .J. & J .Z.Rubin Eds. (1992). *Mediation In International Relations*. London: Mac Milldr

Bjerstedtm, A. (Ed.) (1993). *Peace Education; Global Perspectives*. Stockholm: Almquist & Wiskell International

Bowl L`. (1990). *Mediation: Principles, Processes And Practice*. Syd: Butterworth

Burton, J. W. (1990). *Conflict: Resolution And Prevention*. New York Macmillian

Fisher, R., Ury, W. & Patton, B. (1991). *Getting To Yes: Negotiation Agreement Without Giving In (2nd Ed.)* New York: Penguin

Galtung, J. (1966). *Peace By Peaceful Means*. Oslo: International P. Research Institute

Annexure to Notification No. F(Pres-Syllabi.PG-CBCS)Acad/KU/14 dated 15-05-2014
Syllabus for M.A. Psychology 1st to 4th semester

- Kool, V.K.(Eds) (1990). *Perspectives On Nonviolence*. Springer-Verlag New York
- Kool,V.K. (Eds.) (1993). *Nonviolence: Social And Psychology Issues*.
- Kriesberg, L. (1998). *Constructive Conflicts*. Lanham, M.D. Roman & Littlefield
- Nardin, T.(Ed.) (1996). *The Ethics Of War And Peace*. Princeton N.J. Princeton University Press
- Oskamp, S. (Ed) (2000). *Reducing Prejudice And Discrimination*. Lawr, Erlbaum Associates, New Jersey London
- Rupen Singhe, K. (Ed) (1995). *Conflict Transformation*. New York: St Ma Press
- Sandole, DJ. & Van Der Merwe, H (Eds.). *Conflict Resolution, Theory And Practice: Lntegration And Application*. Manchester University Press: Manchester
- Teixeira, B. (1992). *A Gandhian Futurology: A Psychology Of Nonviolence*. Madurai: The Villiamunal Institute
- Varynen, R.(Ed.) (1991). *New Directions In Conflict Theory: Conflict Resolution And Conflict Transformation*. London/Newbury Park/New Delhi Sage
- When. P., Burgess, H. & Burgess,G. (1994). *Justice Without Violence*, Boulder, Co: Lynne Reinner

Course Code:PSY14106EA

Course name: Life Span Development

Objectives:

The course focuses on human development as it progresses throughout various psychological stages and contexts.

Unit-I

Developmental Psychology: Foundations in Development.

Development Domains: Cognitive, Intellectual, Physical, Emotional.

Environmental Influences; Physical Development in infancy, Physical, Motor and Perceptual Development.

Unit-II

Cognitive Development

Behaviourist Approach, Piagetian Perspective, Vygotskian Perspective, Information Processing Model of Cognitive Development.

Social Learning Theory (Albert Bandura). The Functionalist Approach, Developing Self.

Language Development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development

Context for Development: Family, Peers, Schooling Media and Culture.

Unit-III

Emotional and Cognitive Development in Adolescence

Moral Development: Kohlberg

Health Concerns, Physical Changes and Accompanying Emotional Changes.

Emotional Intelligence; Psychosocial Development in Adolescence: Identity Formation, Sexuality; Theories of Emotional Development.

Unit-IV

Adult Cognition

Education, Work and formation of intimate Relationship, Marriage and Divorce, Parenthood and Adult Development.

Physical and Cognitive aspects of Ageing Retirement, Physical and Mental Health, Family and Personal Relationships, Grief and Bereavement, Depression, Suicide and Euthanasia.

Readings

Berk, L. E. (1997). *Understanding Child development*. (4, ed.). Boston: Allyn Bacon.

Bornstein, M. H., & Lamb, M. E. (1999). *Developmental psychology: An advanced textbook* (4, ed.). New Jersey: Lawrence Erlbaum Associates.

Cavanaugh, J. C., & Blanchard-Fields, F. (2006). *Adult Development and Aging* (3, ed.). USA: Brooks/Cole publishing Co.

Craig, G. J. (1996). *Human development*. (7, Ed.). New Jersey: Prentice Hall.

Hurlock, E. B. (1981). *Developmental psychology: A life-span approach*. (5, Ed.). New Delhi: Tata McGraw Hill.

Papalia, D. E., Olds, W. S., & Feldman, R. D. (1998). *Human development* (7, ed.). McGraw Publication

Piaget, J. (2004). *Developmental psychology*. New Delhi: K.S. Publications.

Course code:PSY14107EA

Course name: Educational psychology

Objectives:

To enable the students to understand the relation between education and psychology and different methods of educational psychology.

To understand concept of learning, motivation and intelligence.

Unit – I

Educational Psychology–meaning, definitions and scope. Role of Psychology in education.Focal areas of Educational Psychology

Methods:Introspection, Observation, Experimental, Case study. objectives of teaching, teacher and education.

Unit – II

Learning – Concept of Learning and the Teaching-Learning process

Theories of learning: Trial And error, gestalt theory, Guthrie, Tolman

Improvement of learning, fatigue in learning.Transfer of Learning, Methods of Interference-Retroactive and Proactive Inhibition, Motivation and learning

Unit – III

Attention-meaning and concept, types and determinants ,

Interest –meaning and conditions.

Educational implication of attention and interest

Individual differences – types, causes and their educational implications.

Unit-IV

Intelligence: Meaning, concept, definition. Types of Intelligence-Artificial Intelligence, Emotional Intelligence and Multiple intelligence

Theories- two factors theory, Multifactor theory, Group factors theory.

Measurement of Intelligence – Verbal, Non-Verbal, Performance, Individual and Group.

Measuring I.Q. (Alfred Binet's test)

Readings:

Skinner, Charles E. – Educational Psychology

Hunt, M.P. – Psychological Foundations of Education.

Whittakar – Introduction to Psychology.

Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

Macmillan,Simth, M.daniel. (1998). Educational Psychology. New York : Allyn & Bacon

Course Code: PSY14108EO

Course name: Principles of Psychology

Objectives:

To understand the Fundamental facts, theories, concepts and principles of psychology

UNIT I

Introduction – Definition, Nature and Scope of Psychology. Methods: Introspection, Observation, Experimental, Case study, rating scale. Branches of Psychology. Schools of psychology.

UNIT II

Sensation and Perception

Sensation – Attributes, Modality, Characteristics of Sensory Processes.

Determinants of Perception. Gestalt Theory of perception. Perception of form, space, movement and time

Difference between Sensation and Perception.

UNIT III

Motivation: Definition; Types – Biological and Social; Theories – Concept of Drive, Incentive; Maslow's Need Hierarchy Theory and Mc Clelland's Theory of Motivation.

Emotion – Nature, Basic Emotions, Physiological Correlates of Emotion. Emotion- Nature, Theories: James Lange, Cannon-Bard, Schachter – Singer and Cognitive Appraisal.

UNIT IV

Memory: Nature of encoding, storage and retrieval; STM, LTM, types of memory, Factors of Retrieval. Forgetting and its causes, Decay, Interference, Retrieval failure, Motivated forgetting.

Readings:

Baron, R.A. : Psychology: The Essential Science. Allyn and Bacon, New York, 1995.

Gallotti, K.M.: Cognitive Psychology – In and Out of the Laboratory. 2nd Ed, Int. Thomson Pub. Co. Bangalore, 2000.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J: Introduction to Psychology (International Student Edition) McGraw Hill Book Co., 1986.

Munn, N.L., Fernald, L.D., and Ferhald, P.S.: Introduction to Psychology, Third Edition, Oxford IBH Publishing House Co., Calcutta 1972.

Mohsin, S.M.: Research Methods in Behavioral Sciences, Orient Longman, Calcutta, 1981.