SAURASHTRA UNIVERSITY

MASTER OF ARTS

CHOICE BASED CREDIT SYSTEM (C.B.C.S.)

FOR

PSYCHOLOGY

SYLLABUS

M.A. SEMESTER-I, II, III & IV PROGRAMME

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from June, 2019)

By

DEPARTMENT OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT-360005
GUJARAT, INDIA.
SAURASHTRA UNIVERSITY
ARTS FACULTY
SUBJECT: PSYCHOLOGY (M.A. Semester I, Programme)

<table>
<thead>
<tr>
<th>No.</th>
<th>Core/ Elective/ Ict.</th>
<th>Name of Course</th>
<th>Credits</th>
<th>IM</th>
<th>EM</th>
<th>TM</th>
<th>Course/ paper Code</th>
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<tbody>
<tr>
<td>1</td>
<td>CCT-01</td>
<td>Advanced Experimental Psychology Theory</td>
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<td>2</td>
<td>CCT-02</td>
<td>Research Processes in psychology</td>
<td>04</td>
<td>30</td>
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<tr>
<td>3</td>
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<td>4</td>
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<td>5</td>
<td>ECT-02</td>
<td>Basic Psychology of Emotion OR Psychology of Adolescence</td>
<td>04</td>
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*IM= Internal Marks, **EM= External Marks, ***TM= Total Marks

Prof. (Dr.) Jayendra A. Jarsaniya
Chairman
Board of studies of Psychology
Students can opt Semester I, II, and III & IV for M.A. Degree in Psychology. There will be four types of courses viz. Core Course, Elective Course, Interdisciplinary Course and Skill Oriented Course. For Core Course, Elective Course, Interdisciplinary Course there will be four hours classroom teaching per week and fifteen week work in a semester. For one hour classroom work per week one credit is to be assigned. There will be five courses with 20 credits in each semester, each course carrying 100 marks. Psychology Degree is considered of 2000 marks with 80 credits. For skill oriented course there will be additional two hours of classroom work and two credits to be assigned in each semester.

For each semester the hours per week and credit will be assigned as under:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theory courses</th>
<th>Skill oriented</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Courses</td>
<td>Hours per week</td>
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<tr>
<td>Semester-I</td>
<td>05</td>
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<tr>
<td>Semester-II</td>
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<td>Semester-III</td>
<td>05</td>
<td>20</td>
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<td>Semester-IV</td>
<td>05</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>20</td>
<td>80</td>
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</tbody>
</table>

- Allocation of Hours for Practical /Dissertation
  - (i) Experimental Explanation 20 Hours
  - Practical Performance 40 Hours
  - (ii) Personal Guidance 20 Hours
  - Fieldwork and Report Writing 40 Hours

- Marks to be assigned for each course:
  - For theory course there will be two types of examinations for each course
    - (i) External Examination-70 Marks
    - (ii) Internal Examination-30 Marks
    - (iii) The Internal examination will consist of theoretical examination carrying 10 marks and 20 marks to be assigned will be divided in to presentation (Seminar -10 marks and Assignment Writing 10 marks).
Marking Scheme for Practical course: (100 Marks)
There will be two divisions in practical course each carrying 50 marks

(1) Scheme for Experiment:
   (i) Performance:              10 Marks
   (ii) Report Writing :         15 Marks
   (iii) Viva Voice:             10 Marks
   (iv) Journal Presentation:    15 Marks
       Total: 50 Marks

(2) Scheme for Testing
   (i) Performance:              10 Marks
   (ii) Report Writing :         15 Marks
   (iii) Viva Voice:             10 Marks
   (iv) Journal Presentation :   15 Marks
       Total: 50 Marks

Marking Scheme for Dissertation (100 Marks)
   (i) Thesis Evaluation:        70 Marks
   (ii) Viva – Voice Examination: 30 Marks
Course Objectives:
This course should help Students:

1. Understand the rationale, strengths and limitations of the experimental method of Gaining knowledge about mental and behavioral processes; learn how to do experimental and non-experimental studies.
2. Know how to use the various methods used in experimental psychology, including those for humans, both instrument and non-instrument based.
3. Learn to use Psychology and other information sources.
4. Know how to apply APA ethical guidelines in research with humans and animals.

UNIT: I


UNIT: II


Effects of Free and Controlled Association methods- Introspective analysis of factors in associative Reaction Time- Detective and Diagnostic Uses of Free Association- Need Of Controlled Subjects.

**Transfer of Learning** – Types of Transfer- Experimental Designs of Transfer- Aspects of Transfer of learning-Specific Transfer- Transfer Gradient & Similarity- some other Factors

**UNIT: III**

**Reaction Time** – Short History of RT – Types of RT – Measurement of RT- Determinants of RT-Subject Related Factors- Individual Differences – Use of RT.

**Frustration** – Meaning of Frustration – Reaction of Frustration or Modes of Frustration – Frustration to Learning – Frustration and Gender – Frustration and Income – Measurement of Frustration – Determinants of Frustration.

**UNIT: IV**


**REFERENCE BOOKS**

Subject: PSYCHOLOGY  
Course (Paper) Name & No: RESEARCH PROCESSES IN PSYCHOLOGY /CCT-02  
Course (Paper) Unique Code:  
External Exam Time Duration:

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Practical/Project</th>
<th>Course/Paper code</th>
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<tr>
<td>M.A.</td>
<td>I</td>
<td>Core</td>
<td>CCT-02</td>
<td>RESEARCH PROCESSES IN PSYCHOLOGY</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
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</tr>
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</table>

Course Objectives:

1. Provide students with the fundamental knowledge of research methods and design used in psychology.
2. Facilitate students understanding for how using valid scientific methods can improve and create knowledge in the field of psychology.
3. Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology experiment.

UNIT: I - Research Processes Introduction:-

Introduction: Meaning of Research:- Meaning of Research -Its Nature and Objectives -Steps in Research Process -Importance Need or Uses of Research -Importance of Knowledge of Research -Criteria of Good Research -Problems Encountered by Researchers In India

Types of Psychological Research:-Exploratory Study in Research, Descriptive Study in Research, Case Study Method, Laboratory Experiment, Experimental Research, Co relational Research, Field. Research, Survey Research, - ([Difference Between Co relational and Experimental Research] - [Differences Between Field Study and Survey] - [Differences between Field Study and Experimental Study]). Ex-post Facto Research – Difference Between Experimental Research and Ex post facto Research.

Research Problem:-Characteristics or Criteria of a Good Research Problem -Sources of Research Problem -Selecting the Research Problem.

Hypothesis:- Nature, Criteria or Characteristics of a Scientific or a Good Hypothesis -Sources or Bases of Hypothesis - Functions and Types of Hypothesis -Suggestions or Considerations for Hypothesis Construction.

Variable:-Types of Variables.
UNIT: II - Research Design:-


Meaning of data - Important Tools of Data Collection - Importance of Data Collection - Some Precaution’s in Data Collection - Types and Sources of Data - Observation Method - Meaning, Kinds and Types of Observation - Rating Scale - Check List Rating Scale.

Questionnaire - Criteria of a Good Questionnaire - Types of Questionnaire.

Interview - Types of Interview - Steps in The Process of Interview or Interview Technique - Errors in Interview; Projective Method - Classification of Projective Test - Sociometric Method.

UNIT: III Psychological Tests:-

Psychological Tests - Types of Psychological Tests - Characteristics of a Good Test - Purpose and Utility of Psychological Test - Test Standardization - Test Content & Item Writing - Types of Item - Guidelines for Item Writing - Item Analysis - Difficulty Value of Item - Discrimination Power of Item.

Reliability - Methods of Estimating Reliability or Types of Reliability.

Validity - Types of Validity; Norms - Types of Norms - Percentile Rank - Standard Score Norms.

UNIT: IV Report Writing:-


REFERENCES BOOKS:

FACULTY OF ARTS

Syllabus

Subject: PSYCHOLOGY
Course (Paper) Name & No: INTRODUCTION TO COGNITIVE PSYCHOLOGY/CCT-03
Course (Paper) Unique Code: 
External Exam Time Duration:

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<td>I</td>
<td>Core</td>
<td>CCT-03</td>
<td>INTRODUCTION TO COGNITIVE PSYCHOLOGY</td>
<td>04</td>
<td>30</td>
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Course Objectives:
1. To provide students with a general overview of research on human cognitive abilities
2. To expose students to recent findings and ideas concerning the neural bases of cognitive functions, particularly to those provided by neuropsychology and functional neuroimaging research.
3. To train students in reading original articles in experimental cognitive psychology.

UNIT: I
Scope or Domain of Cognitive Psychology – Methods of Cognitive Psychology – Ecological Validity.

UNIT: II
Nature of Selective Attention – Theories or Models of Selective Attention – Nature of Sustained Attention – Determinants of Sustained Attention – Theories of Sustained Attention – Current Status of Theories of Sustained Attention.

UNIT: II

UNIT: IV


REFERENCE BOOKS

- Solso, MacLin & MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon
Subject: PSYCHOLOGY  
Course (Paper) Name & No: HEALTH PSYCHOLOGY/ ECT-01  
Course (Paper) Unique Code:  
External Exam Time Duration:  

<table>
<thead>
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<td>I</td>
<td>Elective</td>
<td>ECT-01</td>
<td>Health Psychology</td>
<td>04</td>
<td>30</td>
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</table>

Course Objectives:

To acquaint students with
1. Health behavior, health habits
2. Health enhancing behavior
3. Advancing and terminal illness
4. AIDS and Cancer

UNIT-I


UNIT-II

Health-Enhancing Behaviors: Exercise: Benefits of Exercise-Determinants of Regular Exercise-Characteristics of Interventions; Accident Prevention- Home and Workplace Accidents Motorcycle And Automobile Accidents; Maintaining a Healthy Diet- Why Is Diet Important? -Resistance to Modifying Diet-Interventions to Modify Diet. Weight Control-the Regulation of Eating-Why Obesity is a Health Risk-Obesity in Childhood-Factors Associated with Obesity- Stress and Eating-Treatment of Obesity; Eating Disorders-Anorexia Nervosa-Bulimia; Sleep- what is Sleep?-Sleep and Health-Apnea; Health-Compromising
Behaviors- Characteristics of Health Compromising Behaviors; Alcoholism and Problem Drinking; Smoking- Synergistic Effects of Smoking-Why Do People Smoke?

UNIT-III

Psychological Issues in Advancing and Terminal Illness: Death across the Life Span: -Death in Infancy or Childhood -Death in Young Adulthood -Death in Middle Age -Death in Old Age; Psychological Issues in Advancing Illness -Continued Treatment and Advancing Illness Psychological and Social Issues Related to Dying -The Issue of Nontraditional Treatment Are there Stages in Adjustment to Dying? : -Kubler-Ross's Five-Stage Theory -Evaluation of Kubler-Ross’s Theory; Psychological Management of the Terminally Ill: -Medical Staff and the Terminally Ill Patients -Individual Counseling with the Terminally Ill -Family Therapy with the Terminally Ill -The Management of Terminal Illness in Children- Alternatives to Hospital Care for the Terminally Ill:-Hospital Care -Home Care.

UNIT-IV

AIDS: -Risk Factors-Effects-and treatment of AIDS- Age, Gender and Socio cultural Factors in AIDS-From HIV Infections to AIDS Medical Treatment for People with HIV/AIDS-The Psychosocial Impact of AIDS-Psychosocial Interventions for AIDS.


REFERENCES BOOKS:

Subject: PSYCHOLOGY
Course (Paper) Name & No: ADVANCED SOCIAL PSYCHOLOGY/ECT-01
Course (Paper) Unique Code:
External Exam Time Duration:

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Course Objectives:
1. To help students to develop an understanding about one’s-self, how people think about, influence and relate to one another
2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

UNIT- I


UNIT- II

UNIT- III

UNIT- IV


REFERENCE BOOKS

FACULTY OF ARTS
Syllabus

Subject: PSYCHOLOGY
Course (Paper) Name & No: BASIC PSYCHOLOGY OF EMOTION /ECT-02
Course (Paper) Unique Code:
External Exam Time Duration:

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</table>

Course Objectives:
1. The course aims at understanding the basic issues and state-of-the-art knowledge in the field of emotions.
2. To acquaint students to the neurophysiologic bases of emotion.
3. It seeks to promote an understanding of bodily changes in emotion and measurements of emotions.

UNIT-I

Basic Issue in the Study of Emotions:
Definition of Emotion, Components of Emotion-Cognitive, Physiological and Behavioural; Categories of Emotion- Primary and Secondary Emotions- Fear and Anxiety, Anger, Jealousy and Envy, Guilt, Grief, Sadness, Happiness and Love; The Role of Positive Emotions- The Broaden and Build Theory of Positive Emotion; Approaches to Emotion- Biological, Cognitive, Behavioral and Phenomenological; Functions of Emotion; Emotion as Basis of Social Relationship, Gender and Emotion.

UNIT-II

Physiological Bases of Emotion:
UNIT-III

Bodily Changes in Emotions:
A Short Introduction to Cardiovascular, Respiratory, Digestive, Muscular and Hormonal Systems of Human Body; Short Term Bodily Changes in Emotions- Changes in the Cardiovascular, the Respiratory, the Digestive, the Thermoregulatory, the Galvanic Skin Response and the Hormonal Systems, Changes in Muscle Tension; Hormonal Changes During Stressful Situations; Long term Bodily Changes in Emotion-General Adaption Syndrome (GAS), Psychogenic Ulcer and Some other Psychosomatic Diseases.

UNIT-IV

Measurement of Emotions:

REFERENCE BOOKS

Course Objectives:

The focus of this course is an advanced examination of the processes, contexts, and clinical issues associated with adolescent development. The course is geared toward professional, graduate-level students who have a background in human development (e.g., CPSY 454) and who intend to work with adolescents in clinical, school, or other applied settings. There will be an emphasis on understanding normal developmental processes as well as the contexts which compromise adolescent mental health and well being. Specific objectives of this course include:

(1) Gaining a basic understanding of the adolescent developmental issues (e.g., factual, methods, principles, generalizations, theories),

(2) Learning to apply course material to your work (to improve thinking, problem solving, and decisions),

(3) Developing specific skills, competencies, and points of view needed by professionals in the field.

UNIT: I


UNIT: II


UNIT: III


UNIT: IV


**Teenage Expectation** and Their Direction – Teachers, Parents and Social Duties – Maturity – Definitions – Advantages and Disadvantages – Types of Maturity.

**REFERENCE BOOKS:**


