**M. Sc Psychology**

**I Semester Syllabus**

**Model Question Papers**

**(2020-2022)**

**Admitted Batch**

**(Regular Stream)**

**SEMESTER – I**

**PAPER 101: PRINCIPLES OF PSYCHOLOGY**

I. Historical origins of psychology as a science

1. Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle); Continental Renaissance (Descartes); British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)

II. Beginnings of experimental tradition and emergence of

Schools in psychology

1. Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling

Techniques.

2. Emergence of schools: Structuralism, functionalism, behaviorism, Gestalt, Psychoanalysis

3. Development of psychology in India

III. Emotion

1. Theories of emotion: James-Lange, Cannon-Bard, Cognitive theories

IV Motivation

1. Theories of motivation: Freud’s unconscious motivation theory, Maslow’s need hierarchy theory, McClelland’s achievement motivation theory

V Personality

1. Psychoanalytic theories : Freud, Jung, Adler

2. Type and trait approaches : Eysenck and Cattell

3. Developmental approach : Erik Erikson

**\*\*\*\* (UNIT – V IS ONLY FOR ASSIGNMENTS)**

## Recommended Books:

## 1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-

## Hall of India.

## 2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New

## York: Holt, Rinehart & Winston.

## 3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New

## York: McGraw Hill.

## 4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic

## Press.

## 5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.

## 6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.PAPER 101: PRINCIPLES OF PSYCHOLOGY

## MODEL QUESTION PAPER

Time: 3 hours Max. Marks: 80

## SECTION – A

**Answer any Three of the following: 3 x 20 = 60**

1. Describe the historical developments in the fields of psychology. Elaborate the philosophical thoughts of British empiricism in the field of psychology.
2. Elaborate psycho physics and Explain Weber’s Law.
3. What is Emotion? Give a brief account on Cannon –Bard and cognitive theories of Emotion.
4. Describe Motivation. Elaborate Freud’s unconscious motivation theory and McClelland’s achievement motivation.
5. Describe Pre-independence phase in the development of psychology.

## SECTION – B

**Answer any Five of the following: 5 x 4 = 20**

1. Define nature and scope of psychology.
2. Explain tabula rasa.
3. Define different schools of psychology.
4. Explain about Scaling Techniques.
5. Elaborate Psycho analysis.
6. Outline the physiological factors effects on emotion.
7. Elaborate sensation and perception.
8. Explain Maslow Hierarchy need theory.

**SEMESTER I**

**PAPER - 102: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT**

I. Definition, nature and evolution of the field

Research Methods : Experimental and Non-experimental (Case Studies, Observation, Interviews)

Factors influencing development : Heredity, Environment, Importance of critical periods in development

II. Beginnings of Life : Important aspects of development in the pre-natal and post-natal period

Development in Infancy and Toddlerhood

Physical and motor skills

Learning and Maturation

Cognitive development : Piaget’s theory

Language development : Learning and nativism theories (Chomsky)

Personality and social development : Contributions of Freud, Erikson, Bowlby

Development in Early Childhood

Physical and motor skills

Cognitive development : Piagets’ theory

Language development : Development of social speech

Personality and Social Development : Contributions of Freud, Erikson, Bandura

Role of rearing practices : Gender roles and gender stereotyping

Gender schema theory of Bem

III. Development in middle childhood

Physical and motor skills development

Cognitive development : Piaget’s theory

Moral development : Piaget and Kohlberg

Personality and social development : Freud, Erikson and Bandura

Development of self-concept Influence of peer relationships

Development in Adolescence

Physical development and maturation

Cognitive development : Piaget

Adolescent Ego-centricism

Moral development : Kohlberg

Personality and social development :Contribution of Hall, Mead, Freud and Erikson

Identity formation

IV. Development in young adulthood

Physical development

Sensory and psychomotor functioning

Cognitive development: Schaie’s stages of cognitive development

Sternberg’s triarchic theory of intelligence

Moral development : Kohlberg’s theory

Gilligan’s levels of moral development in women

Personality and social development: Normative crisis model and timing-of-events Model

Intimate relationships of Marriage, Parenthood

Vocational development

Development in middle adulthood

Physical changes of Middle age

Aspects of intellectual development

Personality and social development: Jung, Erikson, Peck

Psychological developments critical to adjustment

Issues related to occupation

V. Late Adulthood : Old Age

Physical changes

Issues related to intellectual functioning

Personality and social development::Erikson,

Peck’s three adjustments of late adulthood; Vaillant’s factors in emotional health

Personal relationships in late life Attitudes towards death, dying and bereavement

**\*\*\*\* (UNIT – V IS ONLY FOR ASSIGNMENTS)**

**Recommended reading:**

Hurlock, E.B. (1980). Developmental Psychology: A life span

Approach. New Delhi: Tata McGraw-Hill.

Papalia, D.E. & Olds, S.W. (1992). Human Development. New

Delhi: Tata McGraw-Hill

Beck, L. ( 2003 ). Child Development. New Delhi: Pearson

# PAPER - 102: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT

**MODEL QUESTION PAPER**

#### Time: 3 hours Max. Marks:80

# SECTION – A

**Answer any THREE of the following: 3 x 20 =60**

1. Elaborate the Heredity and environmental effects on the development in different stages of life span.
2. Outline the critical periods in pre natal development.
3. Enumerate Paget’s cognitive developmental theory and Kohlberg’s theory. How it applicable in present scenario.
4. Elaborate various personality developmental theories of life span.
5. Elaborate normative crisis model and event model also give a brief account on intimate relationships and parenthood in young adulthood.

## SECTION – B

**Answer any FIVE of the following: 5 x 4 =20**

1. What are Non-experimental methods applies in life span developmental psychology.
2. Enumerate physical developments and motor skills in toddlerhood.
3. Elaborate language development.
4. Elaborate the peer influence on Adolescents self-development.
5. Outline the Gilligan’s moral development concept.
6. Outline the aspects of Intellectual developments in young adults.
7. What is Adolescents Ego-centrism.
8. What are the issues associated with occupation in adulthood explain them.

**SEMESTER-I**

**PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY**

**Unit I.**

1. Introduction to physiological psychology

2. Neuron : a. Anatomy

b. Excitatory postsynaptic influences

c. Inhibitory post synaptic influences

d. Chemical basis – neurotransmitters

e. Pre synaptic influences

Organization of Nervous system

1. Structure of Nervous system: Peripheral nervous system, spinal cord and brain.
2. Cerebral Hemispheres, capabilities of Right and Left hemispheres.

**Unit II.**

Hormones and Behavior

1. Major endocrine glands and their functions
2. Hormones of stress
3. Hormones of growth, Sexual behavior and reproduction.

**Unit III.**

Physiological basis of perception

1. Vision: Structure of the eye (retina, rods and cones),

mechanisms for Pattern vision and color vision.

1. Audition: Structure of the ear, processing auditory

information.

Physiological basis of Emotions and Learning and

Amygdala

1. Role of hypothalamus, limbic system in emotionality

2. a. Physiological changes during learning.

b. Role of hippocampus and cerebellum in learning.

**\*\*\*\* (UNIT – III IS ONLY FOR ASSIGNMENTS)**

**Reference:**

Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prenctice Hall.

Pinel, J.P.J. (2006). Biopsychology, 6th edition. New Delhi, Pearson Education.

Morgan, T.C and Stella, E . (1950). Physiological Psychology

Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.

Bridgeman, (1994) The Biology of the Behavior and mind, New York, Prentice Hall.

**PAPER – 103: PHYSIOLOGICAL PSYCHOLOGY**

**MODEL QUESTION PAPER**

Time: 3 hours Max.marks:80

**Section – A**

**Answer any of three of the following. 3 × 20 ═ 60**

1. Explain in detail the history of physiological psychology.
2. Explain in detail the pre and post synaptic influences on neural activity and functions?
3. Describe the structure and function of the brain?
4. Give an account of the major endocrine glands and explain their functions?
5. Discuss the relationship of Hormones with stress?

**Section – B**

**Answer any five of the following 5 × 4 ═ 20**

1. Give a brief account of the neurotransmitters.
2. State the functions of Right and Left hemispheres of the brain.
3. Explain the role of hormones in reproduction.
4. Function of thalamus.
5. What is the relationship of hormones with growth.
6. Write about the functions autonomous nervous system.
7. Write the functions of spinal cord.
8. Discuss the hormones of stress.

Semester I

Paper - 104: Psychological Testing

**I. Historical development of psychological testing**

Nineteenth Century to the present

Nature and use of psychological tests

Nature of a psychological test

Uses and varieties of psychological tests

Control in the use of a psychological test

Examiner and situational variables

Test-taker's perspective

**Psychometry**

**a) Theory of test scores**

True score, error score

Test score and factor theory

**b) Item writing**

Meaning and types of items

Difference between essay type tests and objective type tests

General guidelines for item writing

General methods of scoring objective test items

**c) Response sets in test scores**

Meaning and types of response sets.

Implications and elimination of response sets.

**d) Item analysis**

Meaning and purpose of item analysis

Item difficulty

Index of discrimination

Effectiveness of distracters or foils

Factors influencing the index of difficulty and the index of discrimination

Speed and power tests

Problems of item analysis

**II. Psychometry continued**

e**) Reliability**

Meaning of reliability

Types of reliability

Factors influencing reliability of test scores

How to improve reliability of test scores

Index of reliability

**f) Validity**

Meaning of validity

Types of validity

Statistical methods for calculating validity

Factors influencing validity

Relation of validity to reliability

**g) Norms and test scales**

Meaning of Norm-referencing and criterion referencing

Steps in developing norms

Types of norms and test scales

# Attitude scale construction

1. Method of equal-appearing intervals
2. Method of summated ratings
3. Method of cumulative scaling

# III. Psychological Testing

**a) Measurement of Intelligence**

Definition, types and theories of intelligence

Seguin Form Board, Binet scales, Weschler’s scales, Culture Fair Tests, Progressive Matrices

Psychological issues in ability testing

**b) Measurement of Aptitude, Achievement and Interest**

Aptitude and achievement

Distinction between aptitude tests and achievement tests

Types of aptitude tests: Differential Aptitude Test (DAT),

David’s Battery of Differential Aptitude Test (DBDA)

Types of achievement tests: The Strong Interest Inventory (SII)

Thurston Interest Schedule

**c) Measurement of personality**

Meaning and purpose of personality measurement

Some representative personality inventories (16 PF, MMPI, BAI, EPQ, STAI, BDI, ASEBA, GHQ, etc)

Evaluation of personality inventories

**d) Projective techniques**

Nature of projective techniques

Inkblot technique

Pictorial technique

Verbal technique

Performance techniques

Evaluation of projective techniques

**e) Applications of testing**

# Major contexts of current test use

Educational testing

Occupational testing

Test use in clinical and counseling psychology

**Ethical and social consideration in testing**

Ethical issues in psychological testing and assessment

User qualifications and professional competence

Protection of privacy

Confidentiality

Communicating tests results

Testing diverse populations

**\*\*\*\* (UNIT – III IS ONLY FOR ASSIGNMENTS)**

## RECOMMENDED READING

1. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersy : Prentice Hall International.
2. D.Amato, M.R.(1979) *Experimental Psychology, Methodology, Psychophysics and Learning.* New Delhi:Tata Mc Graw-Hill.
3. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing,*  New Delhi: Oxford and IBH publishing Company.
4. Gronbach, I.J. (1960) *Essentials of Psychological Testing.* New york: Harper.
5. Guilford J.P. (1954).  *Psychometric methods.*  New Delhi: Tata Mc Graw-Hill Publishing company Ltd.
6. Gulliksen, H (1965) *Theory Mental tests.* New york: John Wiley.
7. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
8. Kerlinger, H (1978) *Foundations of Behavioural Research*  New Delhi: Subject Publications.
9. Nunnally, J. (1967) *Psychological Measurement.* New York: Mc Graw Hill.
10. Singh A.K. (2004) *Tests measurements and Research Methods in Behavioural science*  Patna: Bharati Bhavan Publishers and Distributors.

Semester I

# PAPER 104: PSYCHOLOGICAL TESTING

**MODEL QUESTION PAPER**

Time: 3 hours. Max. Marks: 80

# SECTION – A

**Answer any THREE of the following: 3x 20= 60**

1. Discuss the nature, uses and types of psychological testing.

1. Elaborate on item writing and discuss item types and their differences.

1. What is validity? Describe the different types of validity.

1. Give a detail account on types of norms and steps involved in developing norms.

1. Describe the history of psychological testing.

## SECTION – B

**Answer any FIVE of the following: 5 x 4 = 20**

1. Briefly discuss on the brass instrument era of testing
2. What is purpose of item analysis?
3. Discuss examiner and situational variables?
4. How to improve reliability of test scores?
5. What are the steps in developing norms?
6. Write about method of summated ratings?
7. What are speed and power tests?
8. Write about validity and its types?

**SEMESTER I**

**Paper - 105: PSYCHOLOGICAL TESTING PRACTICAL**

## Part-A: At least 10 tests have to be conducted and written with a minimum of two from each unit.

1. **Ability tests :**
   1. Ravens progressive matrices tests
   2. Weschler’s Adult Intelligence test
   3. Weschler’s Intelligence scale for children
   4. Seguine Form Board
2. **Aptitude and Interest tests :**
   1. Differential Aptitude tests
   2. Thurstone Interest schedule
   3. David's Battery of Differential aptitude test
3. **Personality and adjustment scales :**
4. **MBTI**
5. Cattell’s 16 Personality Factor Questionnaire (16PF)
6. Bell’s Adjustment Inventory.
7. State and Trait Anxiety Inventory
8. Minnesota Multiphase Personality Inventory (MMPI).
9. **ASEBA** Problem checklist.
10. **Projective tests :**
11. Thematic Apperception Test (TAT).
12. Rorschach Ink Blot test.
13. Rosenweig Picture Frustration test.
14. Rotter incomplete sentence blank.

## Part-B: At least two practicals have to be conducted and written.

1. **Educational guidance.**

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

1. **Estimation of Deterioration Quotient.**

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

1. **Assessing abilities of a child.**

Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

1. **Assessing the personality of a child.**

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

1. **Assessing the personality of an adult.**

Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

1. **Assessing the adjustment and problems of an adolescent.**

Identify the adjustment problems of an adolescent by administering ASEBA’s Youth Self Report (11-18) and Bell's adjustment inventory.

**Scheme of examination:**

Mid Semester examinations  : **20** Marks

Record : 50 Marks

Administration of test and : 10 Marks \*

Interpretation of test results

Viva voce : 20 Marks

**Total : 100 Marks**

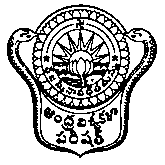
Note:

\*: The student is required to administer a test on a subject.

The student is given an answered test which he/she has to score and interpret.

**RECOMMENDED READING:**

1. Anastasi, A. & Urbina,S. (1997) *Psychological Testing.* New Jersey : Prentice Hall International Inc.
2. Freeman, G.B. (1971) *Theory and Practice of Psychological testing* . New Delhi : Oxford and IBH Publishing Co.
3. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.
4. Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences.* Patna: Bharat Bhavan Publishers and Distributors.



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**A N D H R A U N I V E R S I T Y**

**COLLEGE OF SCIENCE & TECHNOLOGY**

**DEPARTMENT OF PSYCHOLOGY & PARAPSYCHOLOGY**

**VISAKHAPATNAM – 530003**

From Dt: 15-02-2021

Prof. K. P. J. Hema Latha

Chair Person, BOS in Psychology

Andhra University

&

Senior Prof. M. V. R. Raju

Head of the Department

To

The Principal

College of Science & Technology

Andhra University

Visakhapatnam

Sir,

Sub: Submitting the Syllabus and Model Question Papers of M. Sc Psychology I

Semester - Reg.

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I am herewith submitting the Syllabus and Model Question Papers of M. Sc Psychology I Semester End Examinations (2020 – 2022) Admitted Batch.

Thanking you,

**(K. P. J. HEMALATHA) (M. V. R. RAJU)**

**CHAIRPERSON, PGBOS HEAD OF THE DEPARTMENT**