

31

UNIVERSITY GRANTS COMMISSION NET BUREAU

Code No. : 04

Subject : PSYCHOLOGY

SYLLABUS AND SAMPLE QUESTIONS

Note :

There will be two question papers, paper-II and paper-III (Part-A & B). Paper-II will cover 50 objective Type Questions (Multiple choice, Matching type; True/False, Assertion-Reasoning type) carrying 100 marks. Paper-III will have two Parts-A and B; Paper III (A) will have 10 short essay type questions (300 words) carrying 16 marks each. In it there will be one question with internal choice from each unit (i.e., 10 questions from 10 units; Total marks will be 160). Paper-III (B) will be compulsory and there will be one question from each of the Electives. The candidate will attempt only one question (one elective only in 800 words) carrying 40 marks. Total marks of Paper-III will be 200.

PAPER - II

1. **Perceptual Processes**

Approaches to the Study of Perception : Gestalt and physiological approaches

Perceptual Organization : Gestalt, Figure and Ground, Laws of Organization

Perceptual Constancy : Size, Shape and Brightness, Illusion; Perception of Depth and Movements.

Role of motivation and learning in perception

2. **Learning Process**

Classical conditioning : Procedure, Phenomena and related issues

Instrumental learning : Phenomena, Paradigms and theoretical issues

Reinforcement : Basic variables and schedules

Verbal learning : Methods and materials. organizational processes

3. **Memory and forgetting**

Memory processes : Encoding, Storage, Retrieval

Stages of memory : Sensory memory, Short-term Memory (STM) and Long-term Memory (LTM)

Episodic and Semantic memory

Theories of Forgetting : Interference, decay, retrieval

4. **Thinking and Problem Solving**
 Theories of thought processes : Associationism, Gestalt, Information processing
 Concept formation : Rules and strategies
 Reasoning : Deductive and inductive
 Problem-solving : Type and strategies
 Role of concepts in thinking

5. **Motivation and Emotion**
 Basic motivational concepts : Instincts, needs, drives, incentives, motivational cycle
 Approaches to the study of motivation : Psychoanalytical, ethological, S-R Cognitive, humanistic
 Biological Motives : Hunger, thirst, sleep and sex
 Social Motives : Achievement, affiliation, approval
 Exploratory behaviour and curiosity
 Physiological correlates of emotions
 Theories of emotions : James-Lange, Canon-Bard, Schachter and Singer
 Conflicts : Sources and types

6. **Human Abilities**
 Intelligence : Biological, Social, Eco-cultural determinants
 Theories of intelligence : Spearman, Thurston, Guilford
 Individual and group differences : Extent and causes
 Measurement of human abilities

7. **Personality**
 Determinants of personality : Biological and socio-cultural
 Approaches to the study of personality : Psychoanalytic, neo-freudian, social learning, trait and type, cognitive
 Personality assessment : Psychometric and projective tests
 Self-concept : Origin and development

8. **Research Methodology**
 Research problems, hypothesis, variables and their operationalization
 Types of psychological research
 Methods of psychological research : Experimental, Quasi-experimental, case studies, field studies and cross-cultural studies.
 Methods of data collection : Observation, interview, questionnaire, tests and scales.
 Non-parametric tests

9. **Measurement and testing**

Test construction : Item writing, item analysis

test standardization : Reliability, validity and norms

Types of tests : Intelligence, aptitude, personality - characteristics and important examples

Attitude scales and interest inventories

Educational measurement and evaluation

10. **Biological Basis of Behaviour**

Receptors, effectors and adjuster mechanisms

Neural impulse : Origin, conduction and measurement

Sensory system : Vision and Audition

Human nervous system : Structure and functions

PAPER - III (A)

[CORE GROUP]

Unit-I

Signal detection theory, subliminal perception and related factors, information processing approach to perception, culture and perception, perceptual styles. Ecological perspective on perception.

Unit-II

Learning theories : Hull, Tolman, Skinner

Cognitive approaches in learning : Latent learning, observational learning

Experimental analysis of behaviour : Behaviour modification, shaping Discrimination learning

Neurophysiology of learning

Unit - II

Models of memory : Atkinson and Shiffrin, Craik and Lockhart, Tulving

Semantic memory : Episodic, trace model and network model

Long-term memory : Retrieval cues, flashbulb memory, constructive processes in memory, eyewitness testimony, autobiographical memory

Biological basis of memory : The search for the engram, PET scan, and biochemical factors in memory

Improving memory : Strategies

Unit - IV

Cognitive strategies : Algorithms and heuristics
Convergent and divergent thinking
Decision-making; impediments to problem - solving
Creative thinking and problem-solving
Language and thought

Unit-V

Historical antecedents of motivation from Mechanism to Cognition
Cognitive bases of motivation : Intrinsic motivation, Attribution, Competence
Measurement of motives : Issues and techniques
Cross-cultural perspectives of motivation : Achievement, Aggression
Components of emotion : Physiological, expressive and cognitive
Neural mechanism of emotion : Central and peripheral
Measurement of emotions : Physiological, expressive and cognitive measures
Current theories of emotions and facial feedback hypothesis
Stress and coping : Reactions to stress, outcomes of stress

Unit-VI

Theories of intelligence : Cattell, Jensen, Sternberg, Goleman
Creativity : Views of Torrance, Getzels, Guilford
Intelligence and creativity : Relationship
Abilities and achievement : Concept and role of emotional intelligence

Unit - VII

Clinical and growth approaches to personality
Existential and humanistic theories of personality : Frankl, Rollo May, Maslow, Rogers
Personality assessment : Projective, psychometric and behavioural measures
Psychology of self : Western and Eastern perspectives, measurement of self

Unit-VIII

Research designs : Correlational, factorial, randomized block, matched group, quasi-experimental, time series design
ANOVA : Randomized and repeated
Correlational analysis : Partial, multiple and regression analysis
Factor analysis : Assumptions, methods, rotation and interpretation

Unit-6

Psychological scaling : Purpose and methods
Sources of bias in psychological testing
Ethical issues in psychological testing
Application of factor analysis in standardization of tests-with important illustrations

Unit-X

Methods of Physiological psychology : Lesion and Brain Stimulation
Sleep and waking : Stages of sleep, Disorders of sleep and Physiological mechanisms of sleep and waking
Ingestive Behaviour : Drinking and its neural mechanism; hunger and its neural mechanism
Endocrine system : Chemical and glandular

PAPER - III (B) [ELECTIVE/OPTIONAL]

Elective-I

Current trends in Social Psychology
Social cognition
Social influence
Prosocial behaviour
Applied social psychology : Health, Environment and Law

Elective-II

Development processes : Nature, Principles and related concepts - maturity, experience factors in development : Biogenic, Psychogenic and Sociogenic
Stages of Development : Theories of Development : Psychoanalytic, Behaviouristic and cognitive
Various aspects of development : Sensory-motor, cognitive, language, emotional, social and moral

Elective-III

Human development and individual differences
Motivation and learning
Factors in educational achievement
Social psychology of education
Teacher effectiveness
Guidance in schools : Needs, organizational set up and techniques
Counselling : Process and areas

Elective- IV

- Development of industrial and organizational psychology
- Selection processes in organization
- Organizational training
- Performance appraisal
- Motivation and work
- Leadership
- Work environment
- Organizational behaviour : Theories, socialization, effectiveness

Elective-V

- Psychopathology : Concepts, classification and causes : clinical diagnostics
- Common clinical disorders
- Mental retardation
- Mental Health : Intervention models and psychotherapies

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SAMPLE QUESTIONS
PAPER-II

1. Delayed conditioning is known as
- (A) CS begins far before the US is presented
 - (B) CR gets established but it changes
 - (C) CS elicits the CR
 - (D) CS is more powerful than CR

2. Match the items of *List-I* with *List-II*

<i>List-I</i>				<i>List-II</i>
A.	Needs			1. McDougall
B.	Instincts			2. Allport
C.	Sentiments			3. Murray
D.	Traits			4. Freud
(A)	A	B	C	D
	4	1	2	3
(B)	A	B	C	D
	3	4	1	2
(C)	A	B	C	D
	2	1	3	4
(D)	A	B	C	D
	1	3	4	2