

PSYCHOLOGY Q&NS BREAKUP

SYLLABUS WISE

Foundations of Psychology

1. INTRODUCTION : Definition of Psychology; Historical antecedents of Psychology and trends in the 21st century; Psychology and scientific methods; Psychology in relation to other social sciences and natural sciences; Application of Psychology to societal problems.

1. Do you think that natural sciences provide a good model for psychological studies? Give arguments in favour of your answer. 20

2. The discipline of psychology has grown and developed through debate between those who held that it should be modelled on natural science and those who subscribed to the view that it has to follow the model of social science. What arguments you envision for or against these views? What position you would like to endorse and why? 25

3. Elucidate the contributions of Sir Francis Galton in shaping psychology. 12

4. Describe the key assumptions on which psychology claims to be a science. 10

5. Poverty and level of economic achievement as a social problem can only be explained from the psychological perspective. Comment with relevant research studies. 20

6. What is the impact of multiculturalism and globalisation on psychological studies? Discuss the question with the help of salient contemporary trends in psychology. 20

7. Give an evaluative account of the behaviouristic, psychoanalytic and humanistic perspectives of psychology. 20

8. Why should psychology be called a science? Justify your answer with the support of the methodology it adopts to study behaviour. 20
9. In the present modern age there is a wide range of application of Psychology and consequently the present status of psychology is that of exporter of knowledge/Discuss the statement highlighting your point of view. 20
10. 'Psychology is a science' Discuss the statement in the light of its historical development 20
11. 'Psychology is called a science not because of its subject matter but because of the scientific method used in studying its subject matter.' Write a detailed explanatory note. 20
12. Is it necessary to conceptualize self as a determinant of behaviour besides heredity and environment? Give real life examples to support your contention. 20
13. Give your arguments in support of claiming psychology a science. 20
14. How is psychological measurement different from measurement in physical sciences? Giving appropriate illustrations, distinguish clearly between psycho-physical and psychometric measures. 60
15. Evaluate critically the contribution of the Gestalt school to the development of psychology as a science with special reference to the study of perception. 60
16. Examine the scope of application of psychology in different fields. Give suitable examples. 20
17. Is it possible to apply psychological principles to help in solving human problems for developing a fair, peaceful and satisfying society? 20
18. Examine the status of Psychology in the family of Social Sciences. 20
19. Briefly discuss the environmental factors affecting vigilance. 20
20. How far would you justify the view that contemporary psychology is by no means a unified field of study? Give your answer with reference to tough minded approach based on hard data as opposed to tender minded approach based on rational principles. 60

21. What are the steps in Scientific Method? Considering these steps how far do you justify the place of Psychology in Science? Give your comments with examples from the subject matter of Psychology. 20

22. Describe the different approaches to the study of psychology. Do you think by applying scientific methods the view points of various approaches can be reconcile, in understanding the different aspects of living organism-both animal and human? 60

23. Critically comment on the following: 1. Tolman claims his system to be genuine behaviourism 2. That it is molar than a molecular types of behaviourism. 60

24. Explain the main areas of application and the limitations of psychology in the social and economic development of society. 60

2017

1. Describe how you used psychology to solve a social problem. 10
2. Psychology is the scientific study of behaviour. Evaluate. 10

2018

1. Discuss how psychology can be applied in solving the problem of global climate change. 5

2019

1. How did structuralism contribute to the development of psychology as a discipline? Evaluate. 5

2. METHODS OF PSYCHOLOGY : Types of research : Descriptive, evaluative, diagnostic and prognostic; Methods of Research : Survey, observation, case-study and experiments; Characteristics of experimental design and non-experimental designs; quasi-experimental designs; Focussed group discussions, brain storming, grounded theory approach.

1. What are the various kinds of threats to the validity of experimental research? Illustrate your answer with the help of examples. 20
2. Discuss the criteria of question-writing in a survey research. 12
3. Suggest a plan of an experimental study to evaluate the effect of compensatory education on academic achievement of school-going students from low income group. 10
4. Examine the concerns for control, measurement and artifacts, and also indicate the threats they pose to the development of scientific psychology. 30
5. Under what conditions would a researcher prefer to use focused group discussion over interviewing? 10
6. In what ways does an experimental design differ from a quasi-experimental design? 10
7. What are the problems a researcher is likely to face in making causal inferences if the researcher were to use a single-group pre-test-post-test design? 30
8. The History of psychology show 'mind-body' approach as one of the popular ways of explaining behaviour. Discuss how this is being revisited in modern psychology. 20
9. The level at which an information is processed has a bearing on recall of that particular information. Discuss in the light of experimental studies. 20
10. How do psychologists use case study and survey to describe behaviour? Indicate their advantages and disadvantages. 20

- 11.State the basic differences between a field experiment and a laboratory experiment especially with regard to the external-internal validity of the findings. 20
- 12.Discuss the factors that jeopardize experimenter's power of scientifically evaluating the effect of independent variable in carrying out any research. 20
- 13.Differentiate between applied and fundamental research. Discuss major steps in psychological researches. 60
- 14.What is the basic difference between the experimental and correlational methods of psychology?20
- 15.Why is psychological experiment described as observation under controlled conditions? Explain, with illustration, the difference between control-groups and within-subjects designs of experiment. 60
- 16.Analyse the salient features of a laboratory experimental design. 20
- 17.What are the drawbacks of Ex-Post-Facto design of research. 20
- 18.What would be the major methodological orientation for doing research in Physiological psychology, Social Psychology and Counselling Psychology? 60
- 19.Maturation and learning as determinants of behaviour. Give suitable examples. 20
- 20.Theory-testing vs Theory-developing research. 20
- 21.What do you mean by the S-O-R paradigm? 20
- 22.Describe the essential features of an experiment in psychology giving suitable examples. Discuss the limitations of the experimental method. 60
- 23.Cognitive psychology is the scientific study of cognition that explains how mental processes are organised and function. Explain. 20
- 24.Explain the concept of economic motive and discuss its influence on behaviour. 20
- 25.Describe the case history method and its importance in clinical diagnosis. 20
- 26.Compare & contrast-armchair theorising and experiment, armchair theorising and naturalistic observation. 20

27. What are the salient features of a laboratory experiment? Illustrate how you would plan to conduct a laboratory experiment to ascertain the effect of a narcotic on student's academic performance. 20

28. Field experiment and field study. 20

29. Discuss the role of extraneous variables in social research. How can they be controlled? 20

30. Discuss the salient features of field experiment in psychology. Illustrate how, you would plan to conduct a field experiment on any Psychological problem of rural India. 60

31. Explain briefly the nature of discrimination and generalization processes. Illustrate a typical experiment in respect of each of these processes. 20

32. Discuss the behaviouristic interpretation of the process of problem solving with the help of suitable experiments. How does the behaviouristic interpretation differ from that of the Gestalt view? 60

33. Describe the nature and types of variables in psychological experiments. Discuss the problem relating to single and multiple variables in psychological experimentation. Illustrate your answer. 20

34. Discuss the role of set in thinking with experimental evidences. Do mental sets guarantee correct thinking? 20

35. Discuss the advantages and limitations of quantification and measurement of human behaviour. Illustrate your answer with examples. 20

36. Examine the implications of 'experiment or effect' in laboratory experiments. Explain whether you can control such effects. 20

37. Discuss the problems relating to experimental design both in laboratory and field situations in establishing cause and effect relationship. Does measurement in correlation studies provide any help in indicating cause effect relationship? 20

38. Examine the problems and difficulties of experimental method in studying human behaviour. Suggest remedies. 20

2017

1. How can you use 'Focus Group Discussion' to promote use of toilets in rural areas ? 15

2018

1. Why is the principle of random assignment of participants used in experimental method? How do experimenter effects and demand characteristics influence participants' behaviour in experimentation? What procedures can be adopted to minimize such pitfalls? 20 marks

2019

3. RESEARCH METHODS : Major steps in psychological research (problem statement, hypothesis formulation, research design, sampling, tools of data collection, analysis and interpretation and report writing); Fundamental versus applied research; Methods of data collection (interview, observation, questionnaire and case study). Research Designs (Ex-post facto and experimental). Application of statistical techniques (t-test, two-way ANOVA, correlation and regression and factor analysis) item response theory.

1. Describe the uses of factor analysis in psychological research and indicate different types of rotations used in it. 10

2. In what ways 'within factorial design' differs from 'between factorial design'? 10

3. What are the multivariate techniques used in psychological research? Indicate their uses. 15

4. Critically evaluate the cognitive approach to the study of psychological phenomena. 10

5. What do you understand by 'effect size' and 'statistical power'? Explain their significance. 15

6. Describe the basic elements of observation and bring out the implications of the dimension of participation in observational research. 15

7. Bring out the difference between 'sampling error' and 'error in sampling'. How 'sampling error' is reduced? 12

8. Discuss the three basic conditions for using 't' -test of significance. Describe at least five different uses of 't'-test with examples. 20

9. In which way IRT is an improvement over classical test theory? Compare the two approaches and critically evaluate Rasch's model of IRT. 30

10. Compare LISREL programme with that of SPSS in the analysis of multivariate data. 12
11. With suitable examples distinguish between exploratory type and confirmatory type factor analysis. How do you examine the significance level of factors loadings? 20
12. Discuss the use (s) of SPSS programme in psychological testing. 20
13. Grounded theory takes a case rather than variable perspective. Elaborate this statement. 20
14. Can Item Response theory be called a latent trait theory? Describe the mathematical functions that are used in this theory and explain the various models related to the theory (60).
15. Define the scales used in psychological measurement and distinguish between parametric and nonparametric statistics. Illustrate the relative significance of these statistics by citing relevant research problems. 60
16. Describe experimental designs as the strategy to control variance. Present a classification of experimental designs and specify problems associated with matched group designs. 60
17. Amongst the two statistical techniques ANOVA and regression, which statistical method is superior? Discuss the advantages of regression statistical technique 20
18. Explain the usefulness of 'interview' as a method of data collection. State the precautions that you would take for its effective use. 20
19. What can be done to move from correlational inferences to causal inferences? 20
20. Evaluate questionnaire as a tool for collecting data for psychological research. Offer suggestions for increasing its utility as a research tool. 20
21. Describe the basic assumptions of regression analysis and explain what happens when these assumptions are violated. 20
22. Describe the decision rules employed by an individual for maximizing his gains. Also explain the uses of ROC curves. 20

23. How experimenter effects and demand characteristics influence the findings of an experimental study? 20

24. What does the reliability coefficient of a test indicate? Describe the approaches to the estimation of reliability. 60

25. What are the essential criteria for conducting a true experiment? Explain by giving a suitable example. 2. Operational definitions of learning facilitate scientist's activity. Discuss. 20

26. Describe the steps involved in construction and standardisation of psycho-metric tests 20

27. Evaluate the problems of Validation of General Intelligence Tests with reference to Cross Cultural data. 20

28. How do you establish reliability and validity of a test? Does reliability guarantee validity? 20

2017

1. In a study, the number of students intake in a college correlated very highly with violence. Explain the research finding. 10
2. Evaluate "interview" as a method of data collection. 20
3. Which research design would you apply to prove that a particular method of teaching yields best results? Describe. 20

2018

1. What are the assumptions underlying ANOVA? Discuss the conditions when two-way ANOVA is applied and how the results are interpreted with a hypothetical example. 20 marks]
2. How can different methods of sampling and data collection be useful in impact evaluation of government social schemes? Describe with a suitable example. 15 marks

2019

1. "Diagnostic and prognostic researches are complementary to each other." Explain with suitable examples.
2. Explain the role of hypothesis in psychological researches with suitable examples.
3. Differentiate between experimental and quasi-experimental designs. Evaluate the applications of quasi-experimental designs in psychological researches. 20
4. Two-way ANOVA is not merely an addition of two one-way ANOVAs. Describe and evaluate with examples. 15

4. DEVELOPMENT OF HUMAN BEHAVIOUR : Growth and development; Principles of development, Role of genetic and environmental factors in determining human behaviour; Influence of cultural factors in socialization; Life span development— Characteristics, development tasks, promoting psychological well-being across major stages of the life span.

1. Present an outline of the ecological perspective as an innovative approach to facilitate developmental outcomes. 10
2. Discuss the main aspects of cognitive and moral development during adolescence. 15
3. How do genes affect development ? 10
4. Discuss the importance of early relationship for developmental outcomes in the light of researches by Bowlby and Anisworth. 20
5. Bring out the key developmental challenges faced by adolescents in the cognitive and social domains. 25
6. "Every function in the child's development appears twice : first on social level and later, on the individual level. "-Vygotsky. Discuss the above statement and indicate your own position on this proposition. 10
7. Describe the role of epigenetic model in determining human behaviour. 12
8. Examine the impact of cultural factors on socialization process among children. 20
9. What is social constructionism? How does it challenge the mainstream psychology? 20
10. How does the brain mediate between the genotype and the phenotype for psychological characteristics? 10
11. Critically evaluate the role of parenting style, peer group and media in identity formation during adolescence. 30

12. What are the stages of cognitive development according to Piaget?
10
13. Briefly suggest how well-being of the elderly can be promoted. 10
14. Discuss the stages of psychosexual development according to Freud.
10
15. What is psychological well being? Discuss various methods in promoting psychological well being across major stages of the life span. 60
16. Bring out the differences in the concepts of growth, maturation and development in human behaviour. Use suitable example in your answers. 20
17. Critically examine the notion of life-span development. Determine the impact of cultural factors on child rearing practices. 20
18. Discuss in detail the critical periods in human development. Give the suggestions to handle these critical periods effectively in Indian settings. 60
19. Discuss in detail the influence of child-rearing practices on the growth and development of an individual. 60
20. Discuss fully the relative roles of genetic and environmental factors in determining human behaviour. Cite findings of related studies in support of your answer. 60
21. Describe the process of emergence of self-concept during late childhood. Citing suitable illustrations from Indian social milieu explain the impact of child rearing practices on the emergence of self-concept.
60
22. How do models help in the process of socialization? 20
23. How can the contributions of heredity and environment be isolated in the study of human behaviour. 20
24. Giving an account of Piaget's theory of cognitive development bring out the difference in the modes of thinking at different stages of development. 60

25. Analyse the relative contributions of heredity and environment in the development of human behaviour. Illustrate your answer from real life situations. 60

26. Explain that endopsychic conflicts, even though they do not become conscious, draw a great deal of nervous energy which could otherwise be used for creative activities. 20

27. Discuss in detail the contribution of nature and nurture in the development of human behaviour giving suitable examples. Give your views in this regard. 60

28. Roger's concept of the fully functioning person and Maslow's notion of self actualization. 20

29. Analyse the process of early socialization. Discuss the effects of exclusive mothering and substitute care on the child's later personality development. 60

30. Discuss the statement: Heredity sets the limits and environment provides opportunities to reach that limit. In your discussion cite important studies on families, on twins, and on foster home children. 60

31. What can we inherit? Discuss the various difficulties in isolating the hereditary characteristics from the acquired ones, in some crucial cognitive and personality structures? 60

32. Evaluate the effects of sensory and environmental deprivation on the development of animal and human abilities and behaviour based on experimental evidences. Does it affect the genetic potentialities of an organism? 60

2017

1. Drug-addiction is just a maladaptive behaviour. Like other behaviour, it can be easily changed. Discuss. 10
2. Whatever we are, it is because of Genes. Discuss. 15

2018

1. According to Piaget, the egocentric preschooler is not intentionally 'inconsiderate' but rather has difficulty taking another's viewpoint. Explain. 5
2. Differentiate between various developmental tasks of young men and women in India. 15 marks
3. According to Bandura, human beings often demonstrate impressive capacity for the self-regulation of their own behaviour. Evaluate. 5

2019

1. What is the significance of attachment to parents in social and emotional well-being of a child? Illustrate from the perspective of developmental theories. 15
2. Discuss the effects of stimulus-deprivation on human behaviour with empirical evidences. 20

5. Sensation, Attention and Perception : Sensation: concepts of threshold, absolute and difference thresholds, signal-detection and vigilance; Factors influencing attention including set and characteristics of stimulus; Definition and concept of perception, biological factors in perception; Perceptual organization-influence of past experiences, perceptual defence-factor influencing space and depth perception, size estimation and perceptual readiness; The plasticity of perception; Extrasensory perception; Culture and perception, Subliminal perception.

- 1.Explain the concept of 'sensory adaptation' and discuss its uses in day-to-day life. 10
- 2.Is perception a constructive process? Explain in the light m studies on illusions and constancies. 15
- 3.Compare template matching and feature detection accounts of pattern recognition. 15
- 4.Why our representations of the external world are not entirely accurate ? 15
- 5.Discuss the 'pay-off matrix' in relation to the signal detection theory. 12
- 6.Describe Broadbent's filter theory of attention. Why this elegant theory turned out to be inadequate ? Comment upon the alternate approaches. 30
- 7.What is McCrary-Hunter 'invariance hypothesis' ? Discuss the shape and characteristics of serial position error curve in tenus of 'in variance hypothesis'. 20
- 8.Evaluate 'duplicity theory' of vision. Cite experimental evidences in support of this theory. 20
- 9.What do illusions tell about the nature of perception? 10

10. Contrast bottom-up and top-down theories of perception. 10
11. How does signal-detection theory envisage the decision process? In what other areas of psychology can it be applied? 30
12. What is sensory adaptation? Explain with examples. 10
13. Discuss the role of monocular and binocular cues in depth perception. 20
14. Perception of size is explained from visual angle perspective. Evaluate its adequacy. 20
15. Distinguish the application of signal detection theory. In the selection process of defense personnel. How do you get and interpret ROC Curve. 20
16. What are the theoretical and practical implications of research on signal detection and vigilance? Discuss in the light of experimental studies. 20
17. Explain the concept of perceptual organization. What are the processes which influence it? Support your answer with theoretical constructs. 20
18. Is there a conceptual continuity between sensation and perception? Explain the role of contextual constraints in the inferential nature of the psychological construct of perception. 60
19. What is attention? Discuss factors influencing attention. 20
20. Explain in detail the role of Bottom-up and Top-down process in recognition with the help of suitable examples. 60
21. What is perception? Discuss biological factors in perception. 60
22. How is attention different from perception? Describe the role of various factors that influence attention. 60
23. What is perceptual organization? Describe its various factors with the help of examples. 60
24. Attention develops from unfocused scanning to focused planfulness. Discuss giving illustrative examples. 20
25. Is subliminal perception a myth or a reality? Answer citing relevant experimental evidence. 20

26. Explain why is the humanistic perspective called the third force in psychology. 20
27. Discuss the characteristic features of perception and bring out the significance of redundancy and feature detectors in it. 60
28. How can the phenomenon of perceptual defence be demonstrated experimentally? 20
29. How is perception of inanimate objects different from the person perception? 20
30. Explain the scanning and the focusing strategies in attainment of concepts. 20
31. What are perceptual styles? Evaluate attempts to conceptualise them as personality variables. 60
32. Is person perception a critical variable in human interaction? Illustrate your answer. 20
33. Do the principles of perceptual organisation point to their inborn nature? Cite experimental evidences in this context. 60
34. Why do Figural-After-Effects take place? 20
35. Relationship between emotions and perception with special reference to perceptual defence. 20
36. Explain the rationale in using perception as a medium for studying personality. Cite major findings of research in this area. 60
37. Define perception. Differentiate between different types of perceptual distortions. 20
38. Citing experimental evidence describe how values determine one's social perception 60
39. How does signal detection theory differ, classical psychophysics? Discuss 20
40. Though the model of Hebb has many shortcomings in the field of perception and certainty cannot be called a satisfactory general theory, it probably goes further in suggesting the way towards such a theory than do other conceptions that lack its denotational clarity and boldness of design? Discuss. 60

41. Critically examine the role of non-cognitive factors in perception 20

42. What do you understand by term 'National Character' Critically examine the present Indian National Character according to your perception. 20

43. On the basis of experimental evidence discuss whether the phenomenon of perceptual defence is an experimental artifact and indicate the kind of mechanism that the phenomenon presupposes. 60

44. Explain and illustrate the terms stimulus generalization, response generalization and mediated generalization. Does the phenomenon of stimulus generalization represent a failure of association? Give experimental evidence. 20

45. Discuss the nature of perceptual organization. Show whether it is innately determined or acquired. Cite experimental evidence in support of your answer. 20

46. Describe signal detection theory and explain how it proposes an improvement over classical Psychological Physics. 20

47. Citing some important studies, discuss the motivational determinants of Perception. Elucidate the electrical field theory to explain visual figural after effect. 60

48. How do you measure the RL and DL of any sense modality? What is the Weber-Fechner Law? Has it got any relevance in real life situation? 20

49. External determinants of stimulus may lead to attention but internal determinants make perception meaningful. Discuss. Describe the factors responsible for wrong perception. 60

50. How does classical psychophysics differ from modern psychophysics? Differentiating between the two, discuss Steven's power law. 60

51. Examine the physiological and physical mechanism of colour vision. Critically evaluate the various theories of colour perception. 60

52. Describe perception of movement and depth 20

53. Describe the nature and components of signal detection theory. 20

54.'We see things as we are, not as things are.' Elaborate the various implications of this statement. 60

55.Explain the plasticity of visual system. 20

56.There is no single theory of vision which attempts to account for all the visual phenomena-Discuss with experimental evidence. 60

57.Name and explain the types of errors which affect the study of sensory thresholds. 20

2017

1. How are we able to perceive the world in three dimensions when our eyes are capable of sensing only two-dimensional images ?
15

2018

1. Explain and critically evaluate the phenomenon of perceptual defence. 5
2. Perception is plastic. However, it may also be affected by innate tendencies. Critically evaluate. 20 marks
3. Discuss signal detection theory and explain its applications. 15 marks

2019

1. How do we see the objects in three dimensions? Discuss the factors influencing the same.
2. Why do most people experience geometrical illusions? Explain from the psychological perspective. 5
3. Citing examples from life situations, explain the phenomenon of perceptual organization.15

6. Learning : Concepts and theories of learning (Behaviourists, Gestaltalist and Information processing models). The processes of extinction, discrimination and generalisation. Programmed learning, probability learning, self instructional learning, concepts, types and the schedules of reinforcement, escape, avoidance and punishment, modelling and social learning.

1. Distinguish between 'social learning' and 'conditioning'. 10
2. What are the distinctive features of probability learning? How useful is it in real life? 15
3. Describe different reinforcement schedules and indicate their effects on the strength of learning. 10
4. With suitable examples, critically evaluate both primary and secondary reinforcements and bring out their role in establishing conditioning. 20
5. Distinguish between negative reinforcement and punishment. Indicate the limitations of punishment in the context of learning. 10
6. Discuss the consequences of learned helplessness as demonstrated in classic experiment on dogs. Find out its parallels in real life. 20
7. Comment on the impact of immediate and delayed reinforcement on learning. 10
8. Discuss various characteristics of probability learning. Prepare an experimental design of probability learning following 'Bernoulli Sequence' When is the behaviour of the subject labeled as 'gambler's fallacy' 60
9. Explain Bandura's theory using a suitable social learning task. Extend research support to your answer (60).

10. Using the procedure of programmed learning, how would you conduct 'anger-reduction' training for a group of individuals who have been assessed high on anger? The training procedure needs to be as per the instructional design model (60).

11. What do you mean by S-R and S-S conditioning? Discuss the question with the help of relevant experimental evidences. 60

12. Show how self-efficacy and outcome judgments influence the process of social learning. Answer with relevant experimental studies 20

13. Citing relevant research study, discuss the significance of modeling in social learning. 20

14. Explain the nature of 'operant conditioning' Evaluate its various uses in shaping human behaviour. 60

15. Differentiate between learning and training. Discuss Pavlovian learning theory with the help of experimental evidence. 60

16. What is observational learning? How does it differ from other forms of learning? Give three examples to explain its nature. 60

17. Discuss the role of vicarious reinforcement in social learning and modelling. 20

18. Explain how operant conditioning be used to establish behaviour which is not spontaneously emitted by an organism. 60

19. What is the importance of discrimination and generalization in learning? 20

20. Describe, in brief, the typical classical and operant conditioning experiments. Comment on the nature of reinforcement in the two. Are they basically different? 60

21. Delineate the principles involved in programmed learning. Is it feasible to programme higher form of learning. 20

22. Can We sustain the statement that much of our behaviour is the result of classical and operant conditioning? 60

23. What is the relation between Discrimination learning and Generalization? 20

24. Is there any relation between process of socialization and the social learning theories of personality? 60
25. Nature of and theory underlying programmed learning and its implications for teaching. 20
26. What is culturally conditioned behaviour? Give examples 20
27. Give an adequate description of the classical and the operant conditioning situations and compare them with respect to the nature of reinforcement and the kind of responses that are learned. 60
28. What difference would it make in our educational procedure if there were little or no transfer of learning? Discuss the scope of programmed learning in curriculum of certain courses for students. 60
29. What is cognitive approach to learning? How do latent learning, insight and imitation differ from each other? Illustrate cognitive approach to learning. 60
30. Give everyday example of instrumental reward conditioning and instrumental aversive conditioning. 20
31. Critically evaluate Tolman's views on reward expectancy, place learning and latent learning. 20
32. What methods would you employ to study discrimination learning? Explain the phenomena of transposition. And how is it explained by relational theory? 60
33. Within the framework of operant conditioning experiments discuss major types of schedules of reinforcement and their impact on the modification of behaviour. 60
34. Operational definitions of learning facilitate scientist's activity. Discuss. 20
35. Distinguish between Classical and Instrumental conditioning on operational and theoretical grounds. 20
36. How does discrimination learning differ from learning by instrumental conditioning? Give your comments with relevant experimental evidences on the associative as opposed to relational type of explanations of discrimination learning. 60

37. What are the essential features of S-R approach in learning skills? Can it explain all complex learning in human beings? If not suggest other approaches supposed to account for human learning. 60

38. What is the role of modelling in learning? Is any imitation a part of modelling mechanism? 20

39. How does Pavlovian conditioning differ from the Skinnerian type? What is the nature and role of reinforcement in both the types of conditioning? 60

40. Describe the processes and factors involved in operant conditioning. Illustrate how certain types of daily behaviour can be brought under control through operant conditioning. 60

41. Discuss the nature and kinds of reinforcement in learning process. Examine the different theories propounded by Psychologists to interpret the phenomenon of reinforcement. 60

42. How do the experimental findings of Harlow (1949) with monkeys; and Lewinsohn and Rees (1963) with young children, explain the phenomenon of the learning set? 20

43. S-S connections or mental map in animal learning. 20

44. Explain the lowest common denomination of learning Guthrie's system. 20

45. What is probability learning? Give examples for this kind of learning from human and animal behaviour 20

46. In what respects do the major learning theories differ from one another. 60

2017

1. Distinguish between negative reinforcement and punishment. Do you think punishment is an effective way to modify behaviour ?
10
2. How would you apply Operant Conditioning technique for toilet training to a 3-yr old boy ?? 15

2018

1. Examine how probability learning is different from other types of learning Give examples. 5
2. Differentiate between positive and negative types of reinforcement and punishment. Describe how these could be applied to enforce putting on the seat belts while driving. 15 marks

2019

1. "Discrimination and generalization are two complementary processes in skill learning." Discuss with reference to operant conditioning. 5
2. What is vicarious learning? Discuss its applications in acquisition of emotional responses. 15

7. Memory : Encoding and remembering; Shot-term memory, Long-term memory, Sensory memory, Iconic memory, Echoic memory: The Multistore model, levels of processing; Organization and Mnemonic techniques to improve memory; Theories of forgetting: decay, interference and retrieval failure: Metamemory; Amnesia: Anterograde and retrograde.

1. Distinguish between single-process theory and dual-process theory of short-term memory. 20
2. What is the role of constructive and reconstructive processes in human memory? Explain. 15
3. What factors contribute to the encoding of information into LTM ? 10
4. Describe and evaluate the modal model of short-term memory. 20
5. Compare Sperling's experiments with that of Neisser's experiments in the study of sensory memory. What did these two experiments prove? 20
6. On what grounds are STM and LTM distinguished? 10
7. How the principles of encoding help enhancing the use of mnemonic devices? 10
8. How does level of processing model differ from multistore and working memory models? Explain. 30
9. How would you process information for maintaining it for long-term usage? 10
10. Discuss the levels of processing framework of memory and the relevant supporting research evidence. 30
11. Explain anterograde amnesia with special reference to the classical case of HM. 10

12. Prepare an experimental design following Sperling's technique to study iconic memory. What does the experiment prove? 30
13. What is meant by 'echoic memory'? How long does this memory last? Discuss with experimental evidence. 20
14. Representational knowledge can be investigated neurocognitively through the studies of amnesia. Elaborate this statement (60).
15. Discuss the role of repression and interference in forgetting. 20
16. Critically evaluate the efficacy of multi-store and multi-componential models of memory in the light of relevant experimental evidence 60
17. How far is it correct to state that working memory presents the most complete description of a multi-component nature of the Short-term memory? Describe the components of working memory with suitable examples. 60
18. Explain the basic processes involved in remembering and also highlight the phenomenon which may occur when any one of the basic processes fails to operate properly. 20
19. Can human memory be improved? If yes, what techniques would you recommend? Explain how each technique proposed by you can bring about improvement in memory. 60
20. Present a critical appraisal of stage versus process models of memory and citing suitable studies show how elaborative processing and self-generation improve memory. 60
21. What is Reminiscence? Discuss this phenomenon in terms of interference processes. 20
22. What role does extinction play in long-term-memory? 20
23. Discuss the information-processing approach to the study of memory. How does it differ from other approaches? Describe the three interacting systems of memory implied in the approach. 60
24. Is reminiscence a fact or a misnomer? Answer with relevant findings in support. 20
25. Explain the causes of forgetting. Is it a necessary aspect of learning process? Justify your answer with examples. 60

26. Explain the various stages of the information processing models of memory. What are the characteristics of each stage and how each stage is related to one another? 60
27. On what basis can it be asserted that there are two systems of memory? Discuss their importance to retention. 20
28. What are the various stages involved in the processing and storage of information in human memory? Discuss. 60
29. Discuss the localization of functions in the brain with particular reference to memory functions as propounded by Brodmann. 20
30. Evaluate the two-process theories of Memory. 20
31. Explain the processes and principles of reconstruction in remembering with experimental evidence. Can you understand better by some of your day-to-day intriguing experiences in the light of this theory? Illustrate your answer. 60
32. Explain with suitable experimental evidences that the failure to remember is basically an interference phenomenon. 60
33. Examine the statement that forgetting is more due to dynamic motivational factors of personality rather due to mere disuse or lapse of time. 20
34. Coming to think of the vast array of materials you have learnt, how do you retain and recall them as xvill? What psychological and physiological mechanisms are involved? 60

2017

1. Why do we forget ? Differentiate between anterograde and retrograde amnesia. 20
2. Explain the differences in information processing at various levels of memory. In what way is recall affected by initial processing of information ? 15

2018

1. "Human memory is not like information stored in a tape recorder or compact disc." Critically evaluate the statement. 5
2. Demonstrate the importance of the shallow and deep levels of processing in remembering. With the help of daily life examples, explain how retrieval cues enable us to remember. 15 marks

2019

1. "Multistore model of memory best explains the nature of memory." Evaluate the statement in theoretical perspective and empirical evidences. 20
2. Is amnesia merely a phenomenon of retrieval failure? Discuss in the light of empirical evidences. 15

8. Thinking and Problem Solving : Piaget's theory of cognitive development; Concept formation processes; Information processing, Reasoning and problem solving, Facilitating and hindering factors in problem solving, Methods of problem solving: Creative thinking and fostering creativity; Factors influencing decision making and judgement; Recent trends.

1. How do novices differ from experts ? 10
2. What has been learned through experiments about the strategies and knowledge base of experts? Discuss. 10
3. Discuss various dimensions of thought processes in relation to concept. 12
4. Enumerate various methods of problem solving. Critically evaluate their advantages and limitations also. 20
5. Differentiate between inductive and deductive reasoning, and give reasons for the preference of scientist towards inductive reasoning. 10
6. How is the information we hold about ourselves organized and interpreted? 10
7. Discuss the role of heuristics in reasoning. 10
8. What is non directive thinking? Discuss different dimensions of thoughts processes in relation to concept and creativity? 20
9. How do concepts help problem solving? Discuss the factors which influence concept formation. 20
10. Explaining the nature of problem solving, discuss its strategies with the help of suitable examples. 60
11. Discuss the nature of problems and problem solving. Illustrate the process of problem-solving with appropriate examples. 60
12. Explain the concept of problem space and describe the methods in solving multi-step problems. 20

13. How do convergent and divergent thinking differ? Can it be integrated in higher form of creative thinking? 20
14. Highlight with examples the strategies of concept formation in children. 60
15. Explain convergent and divergent thinking. 20
16. What is conflict resolution? How best can it be attained? Give suitable examples. 20
17. How are rules useful in solving problems? How do people make decisions about an uncertain situation 20
18. Citing relevant experiments elucidate facilitative as well as fixating effects of set in problem-solving. 60
19. Convergent and Divergent thinking. 20
20. Discuss, with reference to suitable experimental studies, the role of positive and negative instances in concept formation, and explain the strategies of concept learning. 60
21. What is the concept of Concept? Discuss any model of concept learning. 20
22. What is information processing analysis of thinking? Cite recent experimental evidences in this context. 20
23. Distinguish thinking as a problem-solving behaviour from sensory motor learning. Discuss the role of 'set' in thinking. 60
24. What is concept learning? Describe the various factors affecting concept attainment. Does Information processing model help in understanding conception formation better? 60
25. Examine the role of set in thinking. 20
26. Describe the techniques for the study of concept formation in children. 20

2017

1. Explain different types of reasoning processes used in problem solving with their strengths and limitations. 10

2018

1. Explain the use of availability heuristic and representativeness heuristic in problem solving with the help of research studies. 5
2. Explain the concepts of self-serving bias and fundamental attribution error. How do they affect problem solving? 15 marks

2019

1. Explain how divergent thinking is different from convergent thinking. Discuss the methods to foster divergent thinking in children. 15

9. Motivation and Emotion : Psychological and physiological basis of motivation and emotion; Measurement of motivation and emotion; Effects of motivation and emotion on behaviour; Extrinsic and intrinsic motivation; Factors influencing intrinsic motivation; Emotional competence and the related issues.

1. Discuss the role of various neural and physiological processes in emotional experiences. 10
2. What is the role of cognitive factors in determining emotional functioning? Discuss. 15
3. Bring out the role of left and right hemispheres in emotional experience. 15
4. What is intrinsic motivation ? Why it gets reduced if the person gets external reward for undertaking a task that he or she loves ? 20
5. Is facial expression of emotion innate or acquired ? Support your answer with suitable evidence. 12
6. Evaluate various factors which influence intrinsic motivation. 12
7. How would you measure emotion of an individual ? Discuss the effect of emotion on behaviour. 20
8. How does arousal theory explain human motivation? 10
9. What is the difference between intrinsic and extrinsic motivation? Explain with the help of examples. 10
10. What are the functions of emotions? 10
11. Discuss the role of cognition in experiencing emotion in the light of experimental studies. 30
12. How is emotional competence assessed? Discuss the effects of emotion on behaviour. Cite experimental evidence. 20

13. Present a critical appraisal of the cognitive evaluation theory of intrinsic motivation and describe those studies that bring out that achievement responsibility, interest and competence are independent of extrinsic motivators. 60

14. How are instinct, drive and arousal theories of motivation different from incentive theory? Describe incentive theory of motivation giving at least three relevant examples. 60

15. State the various psychological explanations of human motivation. Explain in detail the cognitive approach to motivation and emotion. 60

16. Motivation is a goal-directed behaviour. Discuss the statement highlighting the steps involved in the process of motivation. 60

17. 'Human behaviour is elicited by expectations of desirable outcomes.' Discuss this statement to bring out the cognitive aspects of human motivation. 60

18. Is it correct to state that the theoretical conceptualization of achievement motivation is not adequate enough to describe the economic development of India? 20

19. Elaborate the statement that James's theory of emotion, followed by its criticism by Cannon, stimulated a great deal of empirical research while Lange's theory of emotion influenced the activation theories of emotion. 60

20. Illustrate and discuss the salient features of motivated behaviour. 60

21. State and evaluate the Drive-reduction theory of motivation. Has it any relevance to homeostasis? 20

22. How do one's values motivate his behaviour? Illustrate your answer. 20

23. In terms of motivational properties how would you rank attitudes and values? 60

24. How do values motivate human beings? Answer giving suitable examples from research. 20

25. Give a complete psychoanalytic account of human motivation. Is it adequate, in your opinion? 60

- 26.State the various types of social motives the individual develops. How social motives are important in helping us to understand the behavioural differences among people? 60
- 27.Why is it incorrect to say that homeostasis is a single motivational factor? How many separate factors are included in it? 20
- 28.Elucidate the concept of approval motive and discuss its influence on behaviour. 20
- 29.Tendency to succeed is a multiplicative function of motive to achieve success, probability of success and incentive value of the goal. Discuss. 60
- 30.Examine the implication of Expectancy Value theory of motivation in the light of experimental evidence concerning achievement oriented behaviour in man. 20
- 31.What are the characteristics of motivated behaviour? Give a critical account of Drive theory and Need hierarchy theory of motivation. 60
- 32.Discuss the physiological bases of any two biogenic motives. 60
- 33.Critically evaluate the concept of homeostasis and drive reduction theory of motivation. 20
- 34.Examine and evaluate the different theories of emotion citing experimental evidences. What role do the cognitive factors play in rousing and sustaining emotions? 60
- 35.How is endocrine system related to emotional syndrome? Can it explain the whole process of emotional arousal and control? 20
- 36.Discuss the principal functional properties of drive both innate and acquired. Analyse the motivational components underlying acquired drives with illustrations. Do acquired drives have any relevance in social planning? 60
- 37.Critically examine the Cannon-Bard theory of emotion. 20
- 38.Cite experimental evidences in support of cognitive theory of emotion. Do you think it explains the phenomenon satisfactorily? 20
- 39.Elucidating the concepts of need, drive and incentive, discuss the problems involved in measuring motives in human beings. 60
- 40.Describe emotions in terms of their basic dimensions 20

41. Briefly explain the main principles which determine and affect human motivation, citing illustrations taken from day-to-day life. 60

42. Examine the physiological affects of emotional arousal, the external influences, and the internal control of emotions in the light of the fact that they (emotions) are significant in making life exciting, challenging and demanding? 60

2017

1. Explain the role of meaningfulness and emotional arousal in encoding. Discuss the implications of encoding specificity principle. 15

2018

1. Do you think being in a good mood reduces your capacity to process incoming information? Examine in the light of research studies. 5
2. Are emotionally competent people internally controlled? Explain. What are the ways to enhance intrinsic motivation of young adults? 15 marks

2019

1. How do environmental factors determine the sensation of hunger? Illustrate with examples. 15
2. What is achievement motivation? Discuss the projective technique as a method for assessing achievement motivation. 15

10. Intelligence and Aptitude : Concept of intelligence and aptitude, Nature and theories of intelligence-Spearman, Thurstone, Guilford Vernon, Sternberg and J.P. Das; Emotional Intelligence, Social intelligence, measurement of intelligence and aptitudes, concept of I Q deviation I Q, constancy of I Q; Measurement of multiple intelligence; Fluid intelligence and crystallized intelligence.

1. Describe the problems in the assessment of intelligence of children with special needs. 10

2. What are the key components of emotional intelligence? How can parents and teachers help facilitate its development in school-going children? 20

3. Explicate Sternberg's view of intelligence and bring out its implications for schooling. 10

4. Compare 'multi-factor' theory of intelligence with that of theory of 'multiple intelligences'. 20

5. Critically evaluate the relationship between intelligence and creativity. Cite experimental evidences in support of your answer. 20

6. Compare the model of fluid and crystallized intelligence with the two factor theory of Spearman. 10

7. Describe and evaluate the model of intelligence proposed by J. P. Das. 30

8. Discuss the constituents of emotional intelligence. 10

9. Distinguish between IQ and deviation IQ. 10

10. Critically assess Gardner's theory of multiple intelligence. 30

11. Distinguish between 'intelligence' and 'aptitude' tests. Lists commonly measured aptitudes and their tests. 30

12. Describe the PASS model of intelligence and show the grounds on which it has challenged the 'g' theory. 20

13. Show how and to what extent emotional intelligence is an amalgamation of emotional orientation, regulation and control. 20
14. Discuss different methods for measuring intelligence. 20
15. What are the determinants of intelligence? Support your answer with research and observational evidences. 20
16. Is intelligence different from aptitude? Discuss Spearman's theory of intelligence. 60
17. Describe in detail the Thurstone's method of scale-construction. 20
18. What is emotional intelligence? Has it revolutionized our knowledge of human abilities? Describe the method of measuring it. 60
19. Describe the three-level hierarchical model of cognitive ability as followed in the fourth revision of the Stanford-Binet Intelligence Scale. Is it necessary to administer all subtests of the fourth revision of Stanford-Binet Intelligence Scale on any one subject? Discuss. 60
20. What is the theoretical and utilitarian justification of the concepts of aptitude and intelligence 60
21. Explain the concept of intelligence quotient. Has it outlived its utility for explaining individual differences? Is the concept of emotional quotient (EQ) more useful in this regard? 60
22. What specific role does social intelligence play in the management of people? 20
23. What is the relation of creativity, artistic aptitude and intelligence? 20
24. How are intelligence and creativity interrelated? 20
25. State the contributions of Francis Galton to mental testing. 20
26. Write briefly on the nature and development of intelligence and on the factors that influence the development of intelligence 60
27. Outline the necessary steps for developing a test for the measurement of scientific aptitude or intelligence. 20

28. As you observe people about you, are you able to determine differences in their ability to do abstract, mechanical and social tasks? How would you investigate mechanical and social intelligence? How would the knowledge of these factors serve as an encouragement to children who do not possess high abstraction ability? 60

29. Define intelligence and discuss critically Spearman's two-factor theory. What are the latest views on the structure of human abilities. 20

30. How is creativity related to intelligence? Discuss the earlier and contemporary trends of research on creativity. 20

31. What are the various problems of measuring intelligence by means of intelligence tests? Give suitable illustrations. 20

32. Why is the index of validity of a test generally of a lower range in comparison to its reliability? Explain the models of establishing Validity of an intelligence test. 20

33. Explain the term intelligence Viz-a-viz creativity. Discuss different factorial theories of intelligence along with your own evaluation of these theories. 60

34. Is it possible to separate creativity from intelligence? Cite evidences. How do you measure creativity as different from intelligence? 20

35. Discuss the various theories regarding the levels of ability components of intelligence. How are they related to age and mental development of an individual? 60

36. What is the factorial theory of intelligence? Do measuring techniques also vary depending on the implications of this theory? 20

37. Discuss the issues of racial and cultural differences in the intelligence. 20

38. Discuss the measurement techniques of abilities, aptitudes and achievement. How do you assure reliability and validity of these tests? 60

39. Evaluate the genetic study of genius. 20

40. Evaluate the views of Jensen and Piaget on intelligence. 20

41.Examine the findings of sex differences in aptitudes and explain the reasons for the differences 20

42.Discuss the relationship between high intelligence and creativity in the light of the studies made on the subject. 20

43.Discuss the limitations in using conventional IQ Tests on unsophisticated and illiterate population in India. Suggest corrective measures.20

44.What is intelligence? How is its organization explained? 60

45.Give examples with explanations for the 2-factor theory of intelligence. 20

46.Explain Guildford's model of human intellect and point out its contribution to our understanding of creativity. 60

2017

Creative people usually have high IQ scores but those with highest IQ scores are not necessarily the most creative people. Explain. 10

According to Gardner's theory, there is no one kind of general intelligence for ranking individuals. Explain. · 15

Explain the importance of Critical Periods in language development. In what ways are bilingualism and cognitive development related? 15]

Can we determine a person's academic performance based only on IQ score? Explain. 20

2018

1. Describe how J. P. Das' theory is distinct from other theories of intelligence. 20 marks

2019

1. In what ways is deviation IQ different from traditional IQ?
Discuss.
2. How is Gardner's theory of intelligence distinct from Spearman's theory? Illustrate. 20

11. Personality : Definition and concept of personality; Theories of personality (psychoanalytical, socio-cultural, interpersonal, developmental, humanistic, behaviouristic, trait and type approaches); Measurement of personality (projective tests, pencil-paper test); The Indian approach to personality; Training for personality development; Latest approaches like big 5 factor theory; The notion of self in different traditions.

1. Briefly discuss the evolution of psychoanalytic theory as reflected in the works of Fromm, Erikson and Sudhir Kakar. 20
2. What is the situationalist critique of trait psychology ? 10
3. Explain correspondence bias. Is it universal or culturally variable? 15
4. Is self-serving bias universal in attribution process? Comment. 10
5. Describe the Indian approach to personality as reflected in the principle of three Gunas. 15
6. What is the essence of a projective technique ? Critically evaluate perceptive, apperceptive and productive projective tests in the measurement of personality. 30
7. What are the 'big five' personality factors? Critically examine their conceptual basis. 30
8. Critically evaluate the relative merits and demerits of psychometric measures of personality and intelligence. 60
9. Describe pattern of attribution that are used by persons in supporting their interaction. 20
10. Give a comparative account of `Self as conceived by Adler and Rogers (60).
11. What are the key assumptions of projective tests? Indicate the problems encountered in determining their reliability and validity. 20

12.The scientific theories of traits have an intuitive appeal because their basic unit of analysis, personality traits, are very similar to simple nonscientific folk understandings of personality. Critically evaluate this statement in the light of theoretical developments in the trait approach of personality. 60

13.Critically evaluate the psychosocial theory of personality development. 20

14.What is personality? Discuss Freudian approach to personality. 20

15.State the trait and type approaches to personality. Is there a reconciliation in the two in Eysenckian approach? 20

16.Is personality consistent? Give your answer with the support of relevant studies. 20

17.Is aggression an innate tendency or an externally elicited behaviour? Answer with suitable examples to substantiate your view. 20

18.Elucidate Rogers 'concept of a fully functioning person' Indicate the importance of self-concept and anxiety in his account of human personality. 60

19.Erikson's theory of psycho-social development parallels Piaget's theory of cognitive development. Elaborate. 20

20.Which model of man is most suited and relevant to behaviour modification? 20

21.Elucidate Freud's conceptualization of human personality. Discuss its implications for counselling therapy. 60

22.Do the projective techniques of personality assessment have an edge over psychometric tests?Cite experimental evidences in this context. 60

23.Can you relate the `Gana' theory of personality with any Western model of personality? 20

24.Briefly, describe various projective measures of personality. Evaluate each of them. 60

25.Discuss the effectiveness of projective technique in the measurement of personality. Give suitable examples. 20

26. People tend to conform to group norms of thought and behaviour. Conformity pressures can create situations in which the information obtained from personal modes conflicts with information obtained from social modes. Explain. 60
27. How did the Neo-Freudians improve upon the orthodox Freudian analysis of personality? 20
28. What are the strengths and weaknesses of a type approach to the study of personality? Illustrate with reference to Jung's theory and to Sheldon's. 60
29. Bring out the difference between surface and source traits of personality. How has Cattell identified the latter empirically? 20
30. Point out the main differences in the approaches of Western and pedantic theories of personality. 20
31. Discuss the utility of psychometric vs. Projective tests in personality assessment. 20
32. What kind of relationship exists between culture and personality? Examine critically the concept of personality in Indian thought. 60
33. Compare and contrast Allport's trait theory and Freud's psychoanalytic theory with respect to their concept of personality, assumptions concerning human nature, empirical validation and application. 60
34. The complex action and interaction of pituitary and adrenal glands with nervous system play a crucial role in the integration of bodily responses. Discuss. Is this syndrome in any way connected with personality development? 20
35. Examine the view that endocrine system is the basic key for understanding the total personality. 60
36. Discuss the value of co-twin studies in understanding the influence of genetic factors in the development of personality. 60
37. Examine the role of endocrine and social learning mechanisms in the formation of personality. 60

2017

1. Which needs should one be high on to be a successful entrepreneur? Explain on the basis of Maslow's Hierarchy of needs. 15
2. Can we do justice to measuring personality by projective and objective tests? Discuss. 20
3. How do we explain self-defeating behaviour of a person from the Humanistic perspective ? 15
4. People emphasize the personal traits more than the situational factors. Evaluate the statement. 15
5. Why do some people behave aggressively towards those who defy social norms? How can such aggressive behaviours be changed? 15

2018

1. Compare the trait perspective and humanistic perspective on personality. 20 marks

2019

1. The edifice of behaviourism was built on the loopholes of the teleological approach in psychoanalysis. Evaluate. 20
2. How is NEO Five-Factor Theory different from 16 Personality Factors Theory? Explain. 15
3. Critically evaluate the uses of paper-pencil tests in personality assessment. 15

12. Attitudes, Values and Interests : Definitions of attitudes, values and interests; Components of attitudes; Formation and maintenance of attitudes. Measurement of attitudes, values and interests. Theories of attitude changes, strategies for fostering values. Formation of stereotypes and prejudices; Changing other's behaviour, Theories of attribution; Recent trends.

1. Discuss the roots of gender-related prejudice in the Indian society. Why is it so resistant? 15

2. What is ethnocentrism? How is it reflected in psychological research? 10

3. What is the role of social categorization in the formation of prejudice? Suggest some strategies to reduce prejudice. 25

4. What makes a persuasive attempt effective? Discuss. 20

5. Discuss A-B-C components of attitude. Describe the procedure of development of a tool for measurement of attitude. 30

6. Compare the Indian and western constructions of 'Self' with reference to cross-cultural studies and bring out their implication for well-being. 30

7. Describe different psychological measures of values and outline a programme for fostering values. Among school-going children. 30

8. What is likely to happen if a person is asked to behave in a manner contrary to the attitude the person holds? Explain on the basis of a theory. 10

9. Khap Panchayats have been in the news recently because of their opposition to same-'gotra' marriages. What psychological constructs would explain their behaviour? 30

10. Discuss nature, formation and measurement of attitude. Can attitude be changed? Substantiate your answer citing research finding. 60

11. Distinguish between aptitude and interest and describe methods of their measurement. 20
12. Do attitudes influence behaviour? If yes, when and how? Give your answer in the light of relevant research studies. 60
13. Present an account of the attributes of the creative thinking and explain the factors that impede creativity. 20
14. Trace the common linkages between interests and values. Describe the factor analytical studies of the structure of interests and values. Also delineate upon those strategies that ought to be adopted for fostering values in the Indian socio-cultural milieu. 60
15. Citing experimental studies, discuss cognitive-dissonance theory of attitude change. 60
16. Discuss the significance of attitudes, interests and values in human life. Explain the usefulness of different procedures of attitude measurement. 60
17. Describe the meaning of creativity and discuss the ways for fostering creative talents. 20
18. How attitudes are formed? Discuss its various components. 60
19. Citing experimental evidences discuss how social learning, social comparison and genetic factors influence formation of attitudes. Also explain how trivialisation reduces cognitive dissonance. 60
20. Discuss the problems encountered in the use of verbal statements as the items of attitude scales. 60
21. Can attitudes be changed? Discuss the factors to be considered in changing attitudes. 20
22. Explain the role of dissonance arousal in prejudice. 20
23. Describe the cognitive, the affective and the behavioural components of attitudes and state their effect on behaviour 60
24. Critically examine the significance and difficulties involved in the measurement of social attitudes. 20
25. Thurston and Likert attitude scales. 20
26. Explain the characteristics of pre-existing attitudes as factors in attitude modification. 60

27. The human infants of different societies are biologically similar and born a social. It is the culture that makes them different and social. Elucidate with reference to the process of socialization. Give suitable examples. 60

28. Briefly discuss either Balance or Cognitive Dissonance theory of attitude change. 20

29. Give your comments on prediction of behaviour from the knowledge of attitudes. Discuss cognitive dissonance approach and assimilation contrast approach to attitude change 20

30. Describe the various steps in constructing and standardizing an attitude scale on a given population. Does sampling procedure create any difficulties in this context? 20

2017

1. Do you think subliminal messages can actually lead to significant changes in attitudes or behaviour ? Cite research evidence. 10
2. A young person helped a visually impaired woman to cross the road. He explained his action saying that he has positive attitude towards such persons. Did his attitude determine his behaviour or the behaviour determine his attitude. Explain. 20

2018

1. In what way can dissonance be an effective means for changing attitudes and behaviour 5
2. "Creativity refers to novel ideas that address some problems in a useful way." Critically examine the statement and discuss how creative insight can be explained. 15 marks
3. Discuss the significance and correlates of values. Comment on the impact of social media on values. 15 marks

2019

1. Illustrate that values can best be fostered during childhood. Discuss different methods for fostering moral and ethical values among school-going children. 15

13. Language and Communication : Human language— Properties, structure and linguistic hierarchy, Language acquisition—predisposition, critical period hypothesis; Theories of Language development— Skinner and Chomsky; Process and types of communication—effective communication training.

1. Commenting on bilingualism and multilingualism in the Indian context, outline a language policy relevant to schooling. 15
2. Considering some successful advertisements witnessed by you, describe the key factors that enhance the effectiveness of communication. 15
3. What are the processes of language production ? 10
4. Discuss the modifications of Chomsky's 'transformational generative grammar'. 12
5. What is meant by effective communication ? Evaluate various sources of effective communication. 20
6. How does language differ from other forms of communication? Referring to relevant studies, document children's progress from non verbal communication to the use of language. 30
7. Compare Chomsky's innate mechanism view with Skinner's view of language development. 30
8. Comment on Chomsky's theory of transformational Generative grammar and discuss its later modifications. 20
9. Describe the phase of language acquisition and show how critical period hypothesis explains the process of language acquisition (60)
10. What is effective communication? Discuss the role of message and communicator variables in ensuring effective persuasive communication 60

11. The mand and the tact functions of language development proposed by Skinner are not powerful enough to explain why particular utterances are produced at particular times. Discuss in the context of Chomsky's rebuttal of Skinnerian theory of language development. Also explain Chomsky's theory of language development. 60

12. Discuss properties and structure of human language. 60

13. Explain the role of language in communication. Give a brief theoretical account of language development. 20

14. What is communication? Describe the processes involved in communication. 4. Describe the meaning of creativity and discuss the ways for fostering creative talents. 20

15. State and critically evaluate Slobin's cognitive theory of language development. 20

16. Elucidate the main features of Skinner's and Chomsky's theory of language development and indicate their application. 60

17. In order to have effective communication how far should one learn the body language and relate it to verbal communication? 60

18. Between brain-maturation and reinforcement, which one offers a more satisfactory explanation of language acquisition? 20

19. What is communication? Discuss the importance of language and other effective modes of communication. 60

20. Describe the effective methods of communication giving suitable examples. 20

21. Analyse the process of communication. Highlight the importance of effective communication between students and teachers in the university set-up: 60

22. Briefly describe the main factors responsible for effective communication. 60

23. Analyse the process of communication and discuss the various strategies for making communication more effective. 20

24. Discuss the paradigms of transfer of training giving suitable examples. How do you distinguish between the term transfer of training and transposition? 20

2017

1. Critically evaluate Noam Chomsky's theory of transformational grammar. 10

2018

1. Explain various limitations of verbal communication. 5
2. Describe the structure and features of language focussing on what makes human language unique in comparison to communication in animals. 20 marks

2019

1. Evaluate the 'critical period' hypothesis in language acquisition. 5
2. How can language be analyzed for its similarities across cultures? Explain with scientific evidences. 15

14. Issues and Perspectives in Modern Contemporary Psychology : Computer application in the psychological laboratory and psychological testing; Artificial intelligence; Psychocybernetics; Study of consciousness sleep-wake schedules; dreams, stimulus deprivation, meditation, hypnotic/drug induced states; Extrasensory perception; Intersensory perception; Simulation studies.

1. What are the main types of meditation? Describe their effects on cognitive functioning. 10
2. Compare the limits of artificial intelligence and human information processing system. Discuss their implications for human performance. 15
3. How the psychoanalytic view differs from physiological or cognitive view of dream ? 25
4. What are the requirements to be met by psychological assessment tools for offering accurate and useful measure of psychological constructs ? 15
5. Enumerate different stages of sleep. Discuss the effects of sleep deprivation on cognitive performance. 20
6. Elaborate upon the salient developments in consciousness studies and indicate the effect of 'meditation' on psychological functions. 30
7. What is REM sleep and how is it related to dreaming? 10
8. What are the different stages of sleep? How are these stages assessed experimentally? Citing relevant research studies discuss the effects of sleep deprivation on cognitive, affective and behavioral dimensions. 60
9. Artificial Intelligence and cognitive psychology have a symbolic relationship. Elaborate this statement. 20
10. In view of increasing computer-human interface discuss its impact on human behaviour. 20

11. Examine the notion of meditation. What are its cognitive implications? Explain. 20
12. Citing relevant example, describe extra-sensory perception. 20
13. Explain the use of computers in psychological experiments and tests. Illustrate with examples. 20
14. Give a detailed description of computer applications in psychological studies and research. Cite relevant examples in support of your answer. 60
15. Explain and evaluate the view that hypnosis represents 'dissociated experience and dissociated control. 20
16. Contemporary research has done much to inform us about the dark kingdom of sleep wakefulness. Comment. 20
17. Discuss the importance of military psychology highlighting the functions of psychologists in the aviation sphere. 20
18. Detail the correlates of Rapid Eye Movements (REM) in sleep. 20
19. Discuss the view that the mechanistic model of man is an oversimplification of the facts of behaviour. Examine the concept of integrated model with a view to present a balanced picture. 60
20. What is the difference in the altered state of consciousness through meditation and hypnotic trance? 20
21. Can the Cybernetic model of behaviour explain problem solving behaviour? 20
22. How does sleep and sensory deprivation affect behaviour of individuals who go for aviation and space flights? 60
23. Can computer ever acquire human-like ability to think, remember and solve problems? Discuss fully with illustrations. 20
24. What do you mean by altered states of consciousness? Describe the ways in which they can be acquired. 60
25. Dream is the guardian of sleep. Explain. 20
26. Describe the physical and psychological problems of man in aviation and space flight. 60
27. Computer programme is the artificial intelligence 20

28.Explain meditation and how far it is useful today for therapeutic purpose. 20

29.Murray's theory possesses the unique feature of a simultaneous emphasis upon the importance of the past of the organism and the present context within which behaviour takes place. Discuss 60

30.Discuss the nature and complexities of altered states of consciousness which are produced by hypnosis, drug Use and meditation. 60

2017

1. What is paradoxical in REM sleep ? How active is a person during different stages of sleep? 10

2018

1. How have neuroscientists and evolutionary scientists contributed to modern psychology? 15 marks
2. Is sleep a passive process? Justify your answer with proper scientific support. 15 marks
3. Discuss contemporary researches on simulating human intelligence using machines and their implications for understanding human behaviour, 15 marks

2019

MISC

1. What psychological techniques can be used to enhance cleanliness in public places? 15
2. How is self related to culture? Discuss in the light of studies on self-construal and individualism-collectivism. 20
3. What is meant by rule learning? Describe some important rules along with description of the concepts related to each rule. 15
4. What are the criteria to identify creativity? How can a teacher promote creativity in the classroom setting? 30
5. You are the head of an office in which employees habitually come late and leave early. Suggest a behaviour modification plan for such employees. 20
6. How can biological aging be modified with the help of environmental factors? 30
7. How do task similarity and modality influence dual-task performance? 30
8. Discuss different the concept of N Ach and methods which have been used to measure it. 30
9. Is national character a valid concept? 20
10. Critically examine the optimistic conclusions of humanistic theories regarding human nature and existence. 20
11. Specify the human problems associated with space flight. Give experimental evidences. 20
12. Does the organizational man lead to the alienation in comparison to the Humanistic man? 60
13. How is national character developed? Explain its need and importance in present day political situation. 60
14. Describe an integrated model of man acceptable to the modern society. 20
15. Distinguish between physical and environmental stress and state the generalised responses. Is it possible to overcome this? 60

16. Explain the different models of man and their implications for behavioural change. 60
17. Attempt a description of the characteristics of the gifted and indicate how those could be identified and developed. 60
18. What is national character? Explain the role of heredity in developing national character. 20
19. Describe the implications of the different models for behavioural changes. 20
20. Discuss the implications of the Humanistic Man Model for behaviour change. Will this model be suitable in the present-day world? 60
21. Critically examine the human problems in aviation and space flight. 60
22. Which model of man do you consider to be most appropriate in the present social context? Give your reasons. 60
23. Why is it difficult to unravel the relative importance of maturation and training in most human performance? Give concrete illustrations 20
24. Discuss the implications of the Organizational Man and the Humanistic Man Models for behaviour change. 20
25. Pituitary gland is the master gland. In light of this statement narrate the functions of pituitary gland. 20
26. Enumerate the similarities and differences in the functioning of the two cerebral hemispheres in human beings and explain the phenomenon of cerebral dominance. Cite experimental evidences in this context 20
27. Two children of same parents happen to be different in mental equipment and behaviour patterns. Can you explain this phenomenon on the basis of polygenic model of inheritance? 20
28. Examine how the central core, the limbic system and the outer core of the human brain constitute a complex system that maintains the integrity of the organism. 20

29. Do you agree with the view that heredity and environmental influences constitute an interactional end-product of complex mainfolds of many specific influences. Indicate in this context evidences based on studies on animals and human beings. 60
30. It is suggested that the biological requirements of man are of much less importance in behaviour than are his psychological needs. Examine this point of view. Describe the various psychological needs. 60
31. Evaluate the methods of study used in brain localisation. 20
32. Discuss the relationship between the various divisions of the autonomic nervous system, and their functions in an emergency situation. 60
33. Throw light on the role of glands-in emergency action of the organism. 20
34. Describe experimental evidences on the fluctuations of two brain hemispheres 20
35. Examine whether the central nervous system develops in a fixed way or that its development can be changed by systematically manipulating the environment. Does this mean that the brain can be either impaired or improved? 60
36. Examine the utility of introspective data in the study of behaviour. 20
37. What are the main patterns of localization of functions in the brain? 20
38. How could the knowledge of psychology be used in developing a national character? Answer with appropriate examples. 20

2017

2018

2019

1. "Stereotypes can lead to the development of prejudice and discrimination." Explain citing examples from Indian context. 5
2. Citing research evidences, bring out the role of cultural factors in socialization. 20
3. Define 'concept'. Illustrate different types of concepts and processes involved in the formulation of the same. 20