

Progressive Education Society's
**Modern College of Arts, Science and
Commerce,
Shivajinagar, Pune 5**

Syllabus

For M.A. (PSYCHOLOGY)

(2019-20 Course)

(with effect from 2019-20)

**Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5
First Year of M.A. Psychology
(SEM-I)
(2019 Course)**

Course Code : 19ArPsyP191(Core)

Course Name : COGNITIVE PROCESSES

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A psychology

Course Objectives:

1. To acquaint the students with the processes involved in sensation and perception
2. To develop insight into one's own and others' behavior and underlying mental processes,
3. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology

Course Outcomes:

On completion of the course, student will be able to–

- apply theoretical knowledge in day today life
- ability to do research in cognitive psychology

Course Contents

Chapter 1	NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY	10 lectures
	1.1 Cognitive Psychology: Definition and domains 1.2 History and current status of cognitive psychology 1.3 research methods and current paradigms of cognitive psychology 1.4 Cognitive Developmental Theories 1.5 Application: Cognitive style and cognitive map	
Chapter 2	SENSATION, ATTENTION AND PERCEPTION	10 Lectures
	2.1 Sensation – Ear and eyes and their biology 2.2 Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance.	

	<p>2.3 Perception-approaches: Gestalt, perceptual constancy, Bottom-Up (feature analysis, template matching, prototypes), Top-Down and Pandemonium</p> <p>2.4 Perception: Cross-cultural studies</p> <p>2.5 Application: Subliminal perception, perceptual defense, illusions and hallucinations and extra-sensory perception.</p>	
Chapter 3	Psy.3. LANGUAGE, THINKING AND INTELLIGENCE	10 lectures
	<p>3.1 Language phenomena related to reading, writing and speaking.</p> <p>3.2 Language and thought</p> <p>3.3 Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila; Guilford</p> <p>3.4 Metacognition: Metacognitive knowledge and Metacognitive regulation</p> <p>3.5 Application: Development in reading ability, Multilingualism.</p>	
Chapter 4	PROBLEM SOLVING, CREATIVITY AND DECISION MAKING	9 lectures
	<p>4.1 Problem solving: types, strategies and obstacles.</p> <p>4.2 Decision-making: Types and models; Types of Reasoning: Syllogistic and Conditional</p> <p>4.3 Creativity: definition and theories by Torrance, Getzels & Jackson, Guilford, Wallach & Kogan</p> <p>4.4 Relationship between Intelligence and Creativity</p> <p>4.5 Reasoning and decision-making: Types of reasoning</p> <p>4.6 Application: Artificial intelligence</p>	

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory.
USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
4. Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
5. Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
6. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
7. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
8. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
9. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
10. Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole
Pub. Company

11. Cohen G. (1983). Psychology of cognition (2nd ed). London: Academic Press
12. Desai, B. and Abhyankar, S. C. (2007). Prayogik Manasashastra ani Sanshodhan Paddhati. Pune: Narendra Prakashan.
13. Borude, R.R. (2005). Bodhanik manasashastra. Chhaya Prakashan.
14. Horten, D. L. and Turnage T. W. (1976.) Human Learning New Jersey: Englewood Cliffs.

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First Year of M.A. Psychology
(SEM-I)
(2019 Course)**

**Course Code : 19ArPsyP192(Core) Course Name : PSYCHOLOGICAL TESTING:
THEORY & APPLICATIONS**

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A Psychology

Course Objectives:

1. To acquaint them with the characteristics of standardized tests.
2. To familiarize the students with psychometric theory and principles of test construction.

Course Outcomes:

On completion of the course, student will be able to–

- conduct any psychological test
- construct any psychological test

Course Contents

Chapter 1	NATURE AND SCOPE OF PSYCHOLOGICAL TESTING	10 lectures
	1.1 Psychological tests: definition and classification. 1.2 Need for developing a psychological test: defining testing universe, audience and purpose. 1.3 General steps in test construction 1.4 Test construction: Item writing, item analysis 1.5 Ethical principles of APA, Certification and license, Testing Guidelines. a. Factors influencing test performance- Examiner, situational variables and test-takers perspective	
Chapter 2	TEST STANDARDIZATION	10 lectures
	2.1 The statistical definition of Reliability 2.2 Types of reliability 2.3 Validity : definition and types. 2.4 Norms: Types; developmental norms and within group norms. 2.5 Computer interpretation of test scores.	
Chapter 3	TESTING IN CLINICAL AND COUNSELLING SETTING	10 lectures
	3.1 Different strategies of test construction- logical content, criterion group, factor analytical,	

	<p>theoretical.</p> <p>3.2 Personality Testing: (MMPI, 16 PF, NEO-PI R, EPQ-R. PANAS)</p> <p>3.3 Anxiety and adjustment test- STAI, STAXI, IPAT, Bell's Adjustment Inventory, Moos' Family Environment Scale (FES)</p> <p>3.4 Projective testing- (Word Association test, SCT, TAT, CAT, Rorschach, achievement motivation test, RPF, House tree person, Draw a person)</p> <p>3.5 Neuropsychological testing- MMSE, BGVT, Luria Nebraska, Halstead- Reitan.</p>	
Chapter 4	TESTING IN INDUSTRIAL AND EDUCATIONAL SETTING	9 lectures
	<p>4.1 The selection of employees- Concepts of base rates and hit rates; Taylor Russell tables; Utility theory and decision analysis; incremental validity.</p> <p>4.2 Personality tests for personnel selection- MBTI; Measuring interpersonal relationship – FIRO-B</p> <p>4.3 General mental ability tests: Group tests – SPM, Cattell's Culture-fair Test of Intelligence, Passi's Creativity Test</p> <p>4.4 General mental ability tests: Individual tests (a) Binet (b) WAIS, WISC.</p> <p>4.5 DAT, GATB, SVIB</p>	

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
5. Anastasi, A. (1988). Psychological testing. NY: Macmillan.
6. Nunnally, J.C. (1981). Psychometric theory. NY: Tata McGraw-Hill
7. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
8. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
9. Anastasi A. (1988). Psychological Testing. New York: McMillan
10. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality

and Attitudes.

**Progressive Education Society's
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**First Year of M.A. Psychology
(SEM-I)
(2019 Course)**

**Course Code : 19ArPsyP193(Core) Course Name :Fundamentals of Research
& Statistical Methodology**

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses: B.A Psychology

Course Objectives:

1. To acquaint the students and make them understand the different statistical methods with their uses and interpretations.
2. To develop computational skills in students.
3. The basic research concepts.
4. Steps in research process.

Course Outcomes:

On completion of the course, student will be able to–

- Compute basic statistics required for psychology research
- Have a strong theoretical base for understanding complex research problems.

Course Contents

Chapter 1	BASIC STATISTICAL CONCEPTS	10 lectures
	1.1 Statistics: Definitions, characteristics and importance in psychological research. 1.2 Measures of Central tendency, variability, curves and graphs 1.3 Graphical Representation of data 1.4 Standardization of scores-Percentiles, percentile ranks, z scores and T scores. 1.5 Characteristics and application of normal distribution curve, skewness and kurtosis.	
Chapter 2	CORRELATION AND REGRESSION	10 lectures
	2.1 Concept and meaning of correlation 2.2 Pearson's Product-Moment Correlation 2.3 Introduction to Point – 2.3.1 Biserial Correlation, 2.3.2 Phi- coefficient, 2.3.3 Bi-serial, 2.3.4 tetra choric correlation, 2.3.5 Partial and	

	<p style="text-align: center;">2.3.6 Multiple Correlation</p> <p>2.4 Simple Linear Regression: Concept and uses</p> <p>2.5 Application: Using Computer Software SPSS</p>	
Chapter 3	OVERVIEW OF RESEARCH PROCESS	10 lectures
	<p>3.1 Overview of basic research concepts (problem, hypothesis, variables and operational definitions)</p> <p>3.2 Basic concepts in sampling, Sampling techniques</p> <p>3.3 Difference Between Qualitative and Quantitative Research</p> <p>3.4 Methods of data collection: (a) Data collection in quantitative research (b) Data Collection in Qualitative research</p> <p>3.5 APA style of preparing research proposal' writing research report</p>	
Chapter 4	INTRODUCTION TO RESEARCH DESIGNS AND SCALING	9 lectures
	<p>4.1 Introduction to Methods of research: Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental</p> <p>4.2 Introduction to Methods of research : Field studies, Cohort Studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography</p> <p>4.3 Survey research designs- (a)Cross-sectional, successive independent samples, Ingitudinal (b)Problems, issues, and applications of survey research</p> <p>4.4 Scaling: psychophysical scaling</p> <p>4.5 Scaling: Psychological scaling</p>	

NOTE- 1)Students can use non-scientific calculator during examination.

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education
2. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw - Hill
3. Howell D.C. (1997). Statistical Methods for Psychology (4th Ed)
4. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioural sciences (3rd ed.). N.Y.: Academic Press.
5. Shaughnessy J.J. and Zechmeister E.B. (1997). Research Methods in Psychology (4th ed)
6. Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
7. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology.

8. Broota, K.D. (1989). Experimental design in behavioural research. Wiley Eastern.
9. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
10. Nunnally, J.C., & Bernstein, I.H. (1994). Psychometric theory (3rd ed. NY: McGraw-Hill.

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**First Year of M.A. Psychology
(SEM-I)
(2019 Course)**

Course Code : 19ArPsyP194 Course Name : PSYCHOLOGY PRACTICAL - TESTS

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A Psychology

Course Objectives:

OBJECTIVES:

To acquaint the students with:

1. The administration of psychological tests, interpretation of scores and report writing,
2. The evaluation procedures and evaluation of psychological tests,
3. Certain skills of psychological referral on the basis of psychological test results.

*** Note: Only standardized tests should be used.**

Course Outcomes:

On completion of the course, student will be able to–

- Conduct and interpret any psychological test
- psychological referral on the basis of psychological test results.

Course Contents

Chapter 1	GENERAL ABILITY TESTS (any two)	12 lectures
	1.1 Intelligence tests: Verbal Test 1.2 Intelligence tests: Performance Test 1.3 Creativity 1.4 Thinking 1.5 Judgment and Reasoning 1.6 Emotional Intelligence	
Chapter 2	SPECIAL ABILITY TESTS (any two):	12 lectures
	2.1 Multiple Aptitude Test (any one) 2.2 Special Aptitude Test (any one)	
Chapter 3	PERSONALITY TESTS (any three)	18 lectures
	3.1 Self-report inventory 3.2 Projective test: Verbal	

	3.3 Projective test: Pictorial 3.4 Interest inventory 3.5 Adjustment inventory 3.6 Attitude / Values	
Chapter 4	OTHER TESTS (any three)	18 lectures
	4.1 Stress / Frustration 4.2 Environmental Assessment 4.3 Development Assessment 4.4 Achievement Test 4.5 Cognitive Style 4.6 Self Concept 4.7 Neuropsychological Assessment 4.8 Social Skill / Behavioral Skill	

Important notes:

A. General Instructions:

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system.

Conduct of practical Examination of Credit System.

[B] Evaluation of Practical-(Total 4 Credits)

1. **There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of Semester Examination (ESE, 2 Credits).**

a) Continuous (Internal) Assessment of practical -50 marks (2 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Five Practical's and Punctuality	15
Total	50

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
3. Each question paper will have two subsets i.e. A and B.
4. Duration of the internal examination of practical will be 4 hours per batch.

5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
6. Final mark list will be submitted to the H.O.D.

b) End of Semester Examination (ESE)-50 marks (2 Credits).

The End Semester Examination will be of 50 marks and division of marks like following.

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Ten Practical's (Journal)	15
Total	50

The program of the End Semester Examination will be prepared by coordinator appointed by University.

1. Two examiners will be appointed by 32 (5) (a) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. Internal and external examiners will jointly set question papers.
6. Each question paper will have three subsets i.e. A, B, C.
6. The question paper will contain problems based on the practical conducted at the respective centers.
7. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

[C] Remuneration to examiners for End Semester Examination

1. Each question paper will have three subsets i.e. A, B, C (the three subsets together will be treated as one question paper for billing purpose).
2. Remuneration will be equally divided between the two examiners.

BOOKS FOR READING.

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
4. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
5. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)

6. Anastasi A. (1988). Psychological Testing. New York: McMillan
7. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.
8. Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.
9. Stanley, J.C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. ND: Prentice-Hall of India.
10. Guilford, J.P. (1975). Psychometric methods. ND: Tata McGraw-Hill.
11. Test manuals of respective tests.

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First Year of M.A. Psychology
(SEM-II)
(2019 Course)**

Course Code : 19ArPsyP291(Core) Course Name : LEARNING AND MEMORY

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A Psychology

Course Objectives:

To acquaint the students with:

1. Various types, models and theories of learning and memory,
2. Neurological basis of learning and memory,
3. Applications of the principles of learning and memory

Course Outcomes:

On completion of the course, student will be able to–

- Apply learning principles in day today life

Course Contents

Chapter 1	LEARNING: FUNDAMENTAL THEORIES AND CONCEPT FORMATION	10 lectures
	1.1 Classical theories of learning-Hull,Guthrie, spencer 1.2 Contemporary Theories of learning 1.3 Concept formation: Rules, Types, and Strategies 1.4 Cultural influences on learning 1.5 Application: Prevention of AIDS and HIV, and awareness of media and violence.	
Chapter 2	LEARNING: METHODS & APPLICATION	10

	<p>2.1 Classical Conditioning: Procedure, phenomena and related issues</p> <p>2.2 Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules</p> <p>2.3 Socio-cognitive approaches in learning: Latent learning, observational learning.</p> <p>2.4 Trial and insight learning. Verbal and discrimination learning.</p> <p>2.5 Behaviour modification and its applications</p>	
Chapter 3	MODELS AND THEORIES OF MEMORY	10 lectures
	<p>3.1 Types of memory- Sensory memory, Short Term Memory, Long Term Memory, Determinants of memory</p> <p>3.2 Models of memory- Unitary and dual process view: Waugh and Norman, Multi-process view: Atkinson and Shiffrin; Craik and Lockhart, Connectionist model: Rumelhart and McClelland</p> <p>3.3 Theories of forgetting: Psychoanalytical, Trace, Trace Decay, Interference, and recent trends , Distortion of memory</p> <p>3.4 Types of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Korsakoff, Alzheimer's disease</p> <p>a. 5.Applications: Memory improvement techniques</p>	
Chapter 4	NEUROLOGICAL BASIS OF LEARNING AND MEMORY	9 lectures
	<p>4.1 Neurons: basic structure, functions and types.</p> <p>4.2 Brain areas associated with learning and memory; studies on role of brain in learning and conditioning.</p> <p>4.3 Synaptic mechanisms and synaptic plasticity of learning and memory</p> <p>4.4 Neurotransmitters associated with learning and memory.</p> <p>4.5 Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.</p>	

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Sternberg, R. J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.

3. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
4. Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
5. Solso, R. L. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.
6. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.
7. Pinel, J.P.J. (2007). Biopsychology. N.D.: Pearson Edu.
8. Wade, C. and Tavris, C. (2007). Psychology. Pearson Education.
9. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
10. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
11. Flavell, J.H. (1985). Cognitive development. 2nd ed. N.J.: Prentice-Hall.
12. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
13. Horton, D. L. and Turnage, T. W. (1976). Human learning. ND: Prentice-Hall
14. Desai, B. and Abhyankar, S. C. (2007). Prayogik manasashastra and sanshodhan paddhati. Pune: Narendra Prakashan.
15. Borude, R.R. Bodhanik manasashastra. Chhaya Prakashan.

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(SEM-II)
(2019 Course)**

Course Code : 19ArPsyP292

Course Name : Psychology For Living

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A Psychology

Course Objectives:

To acquaint the students with:

1. Different aspects of adjustment to life.
2. Coping with psychological adjustments happening with different aspects of living.

Course Outcomes:

On completion of the course, student will be able to–

- Understanding different aspects of living.
- Implementing coping strategies for better living.
- Assuring psychological wellbeing with different aspects of living.

Course Contents

Chapter 1	GENDER AND SEXUALITY	10 lectures
	1.1 Gender similarities and differences 1.2 Changing role expectations for females 1.3 Changing role expectations for males 1.4 Gender differences in sexual socialization 1.5 Bridging gender gap: gender sensitization, inclusion and equality.	
Chapter 2	RELATIONSHIPS	10 lectures
	2.1 Friendship and love 2.2 Moving towards marriage and premarital expectations.	

	2.3 Marital adjustment across family life cycle 2.4 Vulnerable areas in marriage and other relationships. 2.5 Application: Dealing with intimate violence, loneliness.	
Chapter 3	STRESS AND ITS EFFECTS	10 lectures
	3.1 Nature and types of stress 3.2 Sources of stress 3.3 Responses to stress 3.4 Consequences of stress 3.5 Prevention and regulation of stress	
Chapter 4	COPING RESOURCES	9 lectures
	4.1 Common coping patterns 4.2 Appraisal focused coping 4.3 Problem focused coping 4.4 Emotion focused coping 4.5 Coping Facilitators: Optimism, Resilience, Hardiness, Social Support.(Personal and Social)	

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Weiten, W. and Lloyd, M. Indian Edition 8th (2007). Psychology applied to modern life: Adjustment in the 21st century. Thomson
2. Martin, L.G.; Osborne, G. (1989). Psychology: Adjustment and everyday living. N.J.:Prentice-Hall, Englewood Cliffs.
3. Duffy,k.G.(2008)Psychology for living. Pearson
4. Lazarus, R. S. (1961) Patterns of adjustment. N.D.: M.C. Graw Hill
5. Baumgardner, S.R & Crothers M. K.(2009) Positive Psychology Delhi: Pearson Education
6. Baumeister R.F & Bushman B. J (2008) Social Psychology & Human Nature. USA: Thomson & Wadsworth
7. Feldman R. S. and Nandita Babu (2011). Discovering the life span: Pearson Education.

8. Feldman R. S. 4th ed. (2006). Development across the life span. London: Pearson Education.
9. Santrock, J. W. 11th ed. (2007). Adolescence. N.D.: Tata M.C. -GrawHill.
10. Shaffer, D. R. and Kipp, K. 7th ed. (2007). Development psychology: Childhood and adolescence. Haryana: Thomson.
11. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
12. Brannon, L. and Feist, J. (2007). Introduction to health psychology. India ed. N.D.: Thomson.
13. Gray, S. W. and Zide, M. R. Indian Edition (2008). Psychopathology: A competency based assessment model for social workers. Thomson.

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**First Year of M.A. Psychology(SEM-II)
(2019 Course)**

**Course Code : 19ArPsyP293(Core) Course Name : Advanced Research & Statistical
Methodology**

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses:

- B.A Psychology

Course Objectives:

To acquaint the students with:

1. To enable them to analyze the data of practical and project work.
2. The basic terminology of advanced research techniques so that they can follow the research reports and papers in different branches of psychology,
3. Some commonly used research designs and the APA style of preparing research proposal and writing research report.

Course Outcomes:

On completion of the course, student will be able to–

- Conduct psychological research
- Compute advanced statistics for psychology research
- Using SPSS for research

Course Contents

Chapter 1	INFERENCE STATISTICS	10 lectures
	1.1 Overview of basic concepts 1.2 Inferences: Standard error of mean and other statistics 1.3 Significance of difference for means, variances and correlation coefficients. 1.4 Assumptions of Analysis of Variance, and One-way ANOVA- Independent, concept of repeated measures 1.5 Two-way ANOVA - Independent, concept of repeated measures, Analysis of Covariance: Concept.	

Chapter 2	RESEARCH DESIGNS	10 Lecture
	<p>2.1 overview of basic concepts</p> <p>2.2 Experimental designs: Definition, principles and functions; Conceptual distinction among between group designs and within group designs</p> <p>2.3 Between-group designs: Block designs, Matched Group designs, Factorial designs</p> <p>2.4 Within Group Designs: Complete and Incomplete.</p> <p>2.5 Quasi Experimental Designs, Single Subject Research Designs</p>	
Chapter 3	NON-PARAMETRIC STATISTICS	10 lectures
	<p>3.1 Difference between Parametric and Non-parametric statistics</p> <p>3.2 Chi Square tests</p> <p>3.3 Non-parametric tests for correlated data- Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank test</p> <p>3.4 Non-parametric tests for uncorrelated data - Mann-Whitney U-test and Kruskal-Wallis Test</p> <p>3.5 Advanced SPSS, introduction to R software</p>	
Chapter 4	OTHER MULTIVARIATE DESIGNS	9 lectures
	<p>4.1 Factor analysis: Basic terms.</p> <p>4.2 Overview of extraction methods and rotation methods</p> <p>4.3 Exploratory and Confirmatory factor analysis</p> <p>4.4 Other multivariate techniques:</p> <ol style="list-style-type: none"> a. Multiple regression, b. multivariate analysis of variance, c. discriminant functions analysis, d. canonical correlations, and e. path analysis and structural equation. <p>4.5 Advanced SPSS</p>	

Guidance/ Discussion on Course specific experiential learning through fieldwork: (1 Lecture)

BOOKS FOR READING-

1. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education

2. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
3. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
4. Sarma K.V.S. (2001) *Statistic Made Simple : Do it Yourself on PC*
5. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural sciences* (3rd ed.). N.Y.: Academic Press.
6. Shaughnessy J.J. and Zechmeister E.B. (1997). *Research Methods in Psychology* (4th ed)
7. Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)
8. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*.
9. Broota, K.D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
10. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
11. Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed. NY: McGraw-Hill.

**Progressive Education Society's
Modern College of Arts, Science and Commerce,
Shivajinagar, Pune - 5
First Year of M.A. Psychology
(SEM-II)
(2019 Course)**

**Course Code : 19ArPsyP294(Core) Course Name : Psychology Practical:
Experiments**

Objectives:

To acquaint the students with:

Teaching Scheme: TH: 4 Hours/Week

Credit : 04

Examination Scheme: CIA : 50 Marks

End-Sem : 50 Marks

Prerequisite Courses: B.A Psychology

Course Objectives:

To acquaint the students with:

1. The different areas of experimentation in psychology,
2. Various skills of conducting experiments in psychology,
3. Applications of experimental design,
4. Report writing style.

Course Outcomes:

On completion of the course, student will be able to–

- Writing report
- Conduct psychological research

Course Contents

Chapter 1	COGNITIVE PROCESSES (ANY 3)	18 lectures
	1.1 Signal Detection - ROC 1.2 Perceptual Defence 1.3 Concept Formation 1.4 Problem Solving 1.5 Study of Mental Imagery 1.6 Peterson's Test of Rational Learning 1.7 Stroop Effect in Visual Perception 1.8 Effect of feedback on Illusion 1.9 Time perception	

Chapter 2	LEARNING (ANY 3)	18
	2.1 Learning by Insight (Bolt Head Maze) 2.2 Interference : Retroactive / Proactive 2.3 Paired Associate Learning 2.4 Serial Learning 2.5 Verbal Conditioning 2.6 Transfer of training in maze learning (Finger Maze with two Subjects)	
Chapter 3	MEMORY (ANY 2):	12 lectures
	3.1 Short Term Memory 3.2 Effect of Mnemonic Strategy on Memory 3.3 Immediate Memory Span: Meaningful Vs. Meaningless Material 3.4 Organization in Memory 3.5 Memory for Unattended Material 3.6 Memory for Associated and Un-associated Pairs of Words	
Chapter 4	MOTIVATION AND EMOTION (ANY 2):	12 lectures
	4.1 Zeigarnik Effect 4.2 Effect of Anxiety on Performance 4.3 Knowledge of Result 4.4 Goal Setting 4.5 Level of Aspiration- Steadiness Tester or Tower Building Blocks	

Books for Reading:

1. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.
2. Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.
3. Mohanthy. Experiments in psychology.
5. Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton – Century Crofts.
6. Jalota, S. (1962). Experiments in psychology. Asia Publishing House.
7. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
8. Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.
9. Guenther, R.K.(1998). Human cognition. NJ: Prentice-Hall.

10. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.
11. Berkowitz, L. (1974). Advanced experimental social psychology. Academic Press.
12. Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall.
13. Fergusson, E. D. (1976). Motivation: An experimental approach. Holt Rinehart & Winston.
14. Friedenberg, J., Silverman, G. (2006). Cognitive science: An introduction to the study of mind. London: Sage Publications.
15. Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd.
16. Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.
17. Kuppuswamy, B. (1952). Elementary Experiments in Psychology. London: Oxford University Press.
18. Nunn, J. (1998). Laboratory psychology: A beginner's guide. Hove: Psychology Press Ltd.
19. Kothurkar, V.K. (1985). About learning and memory. ND: Wiley Eastern.

Important notes:

General Instructions:

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system.

Conduct of practical Examination of Credit System.

[B] Evaluation of Practical-(Total 4 Credits)

1. There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of Semester Examination (ESE, 2 Credits).

a) Continuous (Internal) Assessment of practical -50 marks (2 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	10

Oral	10
Report writing of the given practical	15
Report of Five Practical's and Punctuality	15
Total	50

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

7. Each batch of practical examination will consist of maximum 8 students.
8. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
9. Each question paper will have two subsets i.e. A and B.
10. Duration of the internal examination of practical will be 4 hours per batch.
11. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
12. Final mark list will be submitted to the H.O.D.