

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce, and Science College, Ahmednagar
(Autonomous)
(Affiliated to Savitribai Phule Pune University, Pune)



National Education Policy (NEP)
Choice Based Credit System (CBCS)

Programme Framework
M. A. Psychology

Implemented from
Academic Year 2023-24

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)

Board of Studies in Psychology

Sr. No.	Name	Designation
1.	Dr. Kiran D. Ahirrao	Chairman
2.	Prof. Rajratna D. Khillare	Member
3.	Dr. Umesh L. Bharte	Academic Council Nominee
4.	Dr. Shashikant H. Khalane	Academic Council Nominee
5.	Dr. Mahendra B. Patil	Vice-Chancellor Nominee
6.	Mr. Mahesh S. Kshirsagar	Alumni
7.	Mr. Shrikant Kulange	Industry Expert
8.	Dr. Yogita M. Khedkar	Invitee Co-Opted

1. Prologue/ Introduction of the programme: At least one page

M.A. Psychology degree course aims to offering a general framework within which psychology teaching may be organized. It serves two corresponding goals of responding to needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology. This framework is intended to help maintaining the standards of teaching its periodic review against post-graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It should be viewed in the spirit of innovation in teaching-learning practices and modalities of student assessment. They are adopted according to local conditions, pertinent regulations, regional priorities and availability of expertise.

The scenario of the Undergraduate and Postgraduate education in psychology is changing. Psychology's academic significance is on the rise and so are its contributions to human welfare. In fact psychology is now being introduced as an allied course in many disciplines and its teaching is

considered highly relevant to address mental health concerns (e.g. depression, anxiety, stress, learning difficulties, suicide, social issues (e.g. prejudice and discriminations, violence, child abuse, media effects, problems of youth and elderly people), life style related health problems (e.g. CHD, hypertension, cancer, drug abuse and other kinds of addictions) and facilitation psychological health, personal growth and well-being. Therefore, psychology graduates need to be equipped to appreciate and deal with these challenges. Indeed, the scope of psychology teaching has widened and societal expectations from psychology post-graduate have gone up.

In first year of M.A. Psychology students offered the courses like cognitive psychology, psychometrics, statistics, social psychology relationship management, practical's. These papers provide thorough knowledge and solid foundation for professional psychologist. In final year of M.A. students can opt for Clinical psychology or Counseling psychology specializations. These specializations equip students with all modern skills of interventions. In the clinical based case study practicums student's experiences 3 months' internship with eminent psychiatrists in the city whereas, in the counseling-based case study practicums students get exposure with the cases in correctional institute, remand homes, old age home, rehabilitation centers. Which enhances basic counselling skills as well as diagnostic and therapeutic skills among students. For further exposure department organizes various skill enhancement programs (training programs / conferences / workshop / symposia etc.) along with mental health check-up camps, counselling camps, field visits, study tours.

As a discipline psychology is characterized by huge variety in its scholarly content and approach. While psychology happens to be a social or behavioral science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices, it is also humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both human science and an art with a rich field of critical knowledge that endeavors to approximate the processes of life and social reality.

2. Programme Outcomes (POs)

Students enrolled in the program complete a curriculum that exposes and trains students in a full range of essential skills and abilities. They will have the opportunity to master the following objectives.

- 1.** Develop the ability to evaluate cognitive processes, learning and memory of an individual. Apply theoretical knowledge in day today life. And increase the ability to research in cognitive psychology.
- 2.** Develop critical understanding of measurement issues and techniques in psychological inquiry. Develop skills and competencies in test construction and standardization. And make aware about the various biases in psychological testing and assessment.
- 3.** Develop the skills of test administration, interpretation of test score and report writing. Understanding about evaluation procedure of psychological tests. As well as develop skills of psychological counselling on the basis of test results.
- 4.** Develop insight to differentiate the need to use within group, between group and multiple group design. And to use qualitative method in research, able to formulate a research problem, hypotheses and research design, have a strong theoretical base for understanding complex research problems.
- 5.** To make aware students about work of Leaders. classification of work in various categories and type of leaders and their roles.
- 6.** Relate the learning theories with personal experiences. Apply learning principles in day today life. Use memory improvement techniques in study.
- 7.** Develop psychological assessment techniques among students. Aware with the application of psychological tests in different fields.
- 8.** Develop skills of conducting experiments and observations. Ability to applying experimental designs. Develop report writing style.
- 9.** Compute basic statistics required for psychology research. Use advanced statistical techniques like two-way ANOVA, MANOVA, Regression using SPSS.
- 10.** Developing adequate knowledge about the promotion of mental health. Students will learn to identify stressors in one's life and how to manage them. Students will learn how to make adjustment and manage to cope stress, anxiety, depression.

5.2 Distribution of credits

Type of Courses	Total Credits	Credits/ Semester
Discipline-Specific Core Courses (DSC)	54	14 /12
Discipline Specific Elective Courses (DSE)	16	04
Research Methodology	04	Semester I only
On Job Training/ Internship	04	Semester II only
Project	10	Semesters III and IV only
Total	88	22

5.3 Master of Arts (M.A.) Course Distribution

Class	Semester	Subjects	Courses	DSC		DSE		RM/OJT/ Internship etc.		Project *	Total
				T	P*	T	P*	T	P*		
M. A. I	I	01	06	04	00	01	00	00	01	00	06
M. A. I	II	01	06	04	00	01	00	00	01	00	06
Exist Option: Award of PG Diploma with 44 credits											
M. A. II	III	01	06	04	00	01	00	00	00	01	05
M. A. II	IV	01	05	03	00	01	00	00	00	01	05

5.4. Master of Arts (M. A.) Credit Distribution

Class	Semester	Subjects	Courses	DSC		DSE		RM/OJT/ Internship etc.		Project *	Total Credits
				T	P*	T	P*	T	P*		
M. A. I	I	01	06	14	00	04	00	04	00	00	22
M. A. I	II	01	06	14	00	04	00	04	00	00	22
Exist Option: Award of PG Diploma with 44 credits											
M. A. II	III	01	05	14	00	04	00	00	00	04	22
M. A. II	IV	01	05	12	00	04	00	00	00	06	22
				54	00	16	00	08	00	10	88

* The Board of Studies as per requirement may add practical courses without changing credits distribution and the number of courses prescribed for the specific class

5.5 Master of Arts (M. A.) Distribution of Courses

Class	Semester	Course and their credits			
		DSC	DSE	RM/O JT/ Interns hip etc.	Project *
M. A. I	I	DSC -01 (04)	DSE -01 (04)	RM (04)	NA
M. A. I	I	DSC -02 (04)			
M. A. I	I	DSC -03 (04)			
M. A. I	I	DSC -04 (02)			
M. A. I	II	DSC -05 (04)	DSE -02 (04)	OJT (04)	NA
M. A. I	II	DSC -06 (04)			
M. A. I	II	DSC -07 (04)			
M. A. I	II	DSC -08 (02)			
M. A. II	III	DSC-09 (04)	DSE -03 (04)	NA	Project (04)
M. A. II	III	DSC-10 (04)			
M. A. II	III	DSC-11 (04)			
M. A. II	III	DSC-12 (02)			
M. A. II	IV	DSC-13 (04)	DSE -04 (04)	NA	Project (06)
M. A. II	IV	DSC-14 (04)			
M. A. II	IV	DSC-15 (04)			

Programme Framework (Courses and Credits): M. A. Psychology

Sr. No.	Year	Semester	Level	Course Type	Course Code	Title	Credits
1.	I	I	6.0	DSC-01	MA-PY111T	Cognitive Psychology	04
2.	I	I	6.0	DSC-02	MA-PY112T	Psychometrics: Theory	04
3.	I	I	6.0	DSC-03	MA-PY113T	Communication & Social Skill	04
4.	I	I	6.0	DSC-04	MA-PY114P	Psychological Practical's: Tests	02
5.	I	I	6.0	DSE-01	MA-PY115T	A) Social Psychology B) Consumer Psychology	04
6.	I	I	6.0	RM-01	MA-PY116T	Research Methods	04
7.	I	II	6.0	DSC-05	MA-PY121T	Learning & Memory	04
8.	I	II	6.0	DSC-06	MA-PY122T	Psychometrics: Application	04
9.	I	II	6.0	DSC-07	MA-PY123T	Leadership	04
10.	I	II	6.0	DSC-08	MA-PY124P	Psychological Practical's: Experiments	02
11.	I	II	6.0	DSE-02	MA-PY125T	A) Statical Method B) Bio-Psychology	04
12.	I	II	6.0	OJT-01	MA-PY126T	On job Training	04
13.	II	III	5.0	DSC-09	MA-PY121T	Theories of Personality	04
14.	II	III	5.0	DSC-10	MA-PY122T	Counselling Process	04
15.	II	III	5.0	DSC-11	MA-PY123T	(A)Clinical Based: Psychopathology-I (B) Industrial Based: Personnel Psychology	04
16.	II	III	5.0	DSC-12	MA-PY124T	Rehabilitation Psychology	02
17.	II	III	5.0	DSE-03	MA-PY125T	(A) Clinical Based: Psycho-diagnostics (B) Industrial Based: Organizational Behaviour	04
18.	II	III	5.0	RP-01	MA-PY126P	(A) Clinical Based: Project (B) Industrial Based: Project	04
19.	II	IV	5.5	DSC-13	MA-PY121T	Motivation & Emotions	04
20.	II	IV	5.5	DSC-14	MA-PY122T	Counselling Skills	04
21.	II	IV	5.5	DSC-15	MA-PY123T	(A)Clinical Based: Psychopathology –II (B) Industrial Based: Human Resource Management	04
22.	II	IV	5.5	DSE-04	MA-PY125T	(A)Clinical Based: Psychotherapies (B) Industrial Based: Organisational Development	04
23.	II	IV	5.5	RP-02	MA-PY126P	(A)Clinical Based: Case Studies (Practicum) (B) Industrial Based: Case Studies (Practicum)	06

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Syllabus
M. A. Psychology

Title of the Course: Cognitive Psychology								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-1	MA-PY111T	04	00	04	60	30	70	100

Learning Objectives:

1. To acquaint the students with the processes involved in sensation and perception.
2. To develop insight into one's own and others' behaviour 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 –

1. Develop the ability to evaluate cognitive processes, learning and memory of an individual.
2. Apply theoretical knowledge in day today life.
3. To do research in cognitive psychology.

Detailed Syllabus:**Unit 1 NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY (15)**

- 1.1 Cognitive Psychology: Definition Nature 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-Piaget, Vygotsky
- 1.5 Application: Cognitive Style and Cognitive Map

Unit 2 SENSATION, ATTENTION AND PERCEPTION (15)

- 2.1 Sensation: Ear and Eye and their biology
- 2.2 Attention: i) Function of Attention: Divided attention, selective attention
ii) Theories of attention, Signal Diction Theory and Vigilance
- 2.3 Perception-Approaches: Gestalt, Perceptual Constancy, Bottom-Up (Feature Analysis, Template Matching, Prototypes) Top-Down Pandemonium
- 2.4 Perception: Cross-Cultural Studies
- 2.5 Application: Subliminal Perception, Perceptual Defence, Illusion and Hallucination, Extra-Sensory Perception.

Unit 3 LANGUAGE, THINKING AND INTELLIGENCE (15)

- 3.1 Language phenomena related to reading, writing and speaking.
- 3.2 Language and thought
- 3.3 Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila; Guilford
- 3.4 Metacognition: Metacognitive knowledge and Metacognitive regulation
- 3.5 Application: Multilingualism, Artificial Intelligence

Unit 4 PROBLEM SOLVING, CREATIVITY & DECISION MAKING (15)

- 4.1 Problem solving: Nature, Problem solving cycle, Problem solving Approaches- Algorithm, Heuristics: Means-end analysis, computer simulation and analogy
- 4.2 Decision-making: Types and models; Types of Reasoning: Syllogistic and Conditional
- 4.3 Creativity: definition and theories by Torrance, Getzels & Jackson, Guilford, Wallach & Kogan and relationship between Intelligence and Creativity
- 4.4 Reasoning and decision-making: Types of reasoning
- 4.5 Application: Problem solving- Strategies

Suggested Readings:

1. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
2. Borude, R.R. (2005). *Bodhanik manasashastra*. Chhaya Prakashan.
3. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). *Cognitive processes*. NJ: Prentice-Hall.
4. Cohen G. (1983). *Psychology of cognition* (2nd ed). London: Academic Press
5. Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
6. Desai, B. and Abhyankar, S. C. (2007). *Prayogik Manasashastra ani Sanshodhan Paddhati*. Pune: Narendra Prakashan.
7. Flavell, J.H. (1985). *Cognitive development* (2nd ed) NJ: Prentice Hall.
8. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
9. Gavin, H. (1998). *The essence of cognitive psychology*. London: Prentice-Hall.
10. Groome, D., Eysenck, M.W., Baker, K., et al., (2016). *An introduction to applied Cognitive Psychology*, (2nd ed.). New York: Routledge.
11. Guenther R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
12. Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Upper Saddle NJ: Prentice Hall.
13. Kaplan, S. & Kaplan, R. (1982). *Cognition and environment*. N.Y.: Praeger Publishers.
14. Kellogg, R.T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
15. Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
16. Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London: Arnold.
17. Reed S. K. (1998). *Cognition: Theory and application* (3rd ed). California: Brooks/Cole Pub. Company.
18. Reed, S.K. (1988). *Cognition: Theory and applications* (3rd ed). California: Brooks/Cole Pub.Co.
19. Solso, R. L. (2004). *Cognitive Psychology* (6th ed). Delhi: Pearson Education.
20. Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
21. Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.

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Syllabus
M. A. Psychology

Title of the Course: Psychometrics: Theory								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-2	MA-PY112T	04	00	04	60	30	70	100

Learning Objectives:

1. To create critical understanding of measurement issues and techniques in psychological inquiry.
2. To enable students to develop skills and competencies in test construction and standardization.
3. To understand the various biases in psychological testing and assessment.

Course Outcomes:

1. Develop critical understanding of measurement issues and techniques in psychological inquiry.
2. Develop skills and competencies in test construction and standardization.
3. Aware about the various biases in psychological testing and assessment.

Detailed Syllabus:**Unit 1 NATURE AND SCOPE OF PSYCHOMETRICS [15]**

- 1.1 Scientific Method, truth and psychology
- 1.2 Scientific measurement in psychometrics and measurement in the natural sciences
- 1.3 Measurement models: Classical, Latent-variable, Representational models
- 1.4 Basic statistical concepts in psychometrics
- 1.5 [A] Types of Norms: Within-group, Between-group
[B] Developmental norms
[C] Relativity norms

Unit 2 PROCESS OF TEST CONSTRUCTION [15]

- 2.1 Knowledge-based and person-based tests
 - a) Objective and open-ended tests,
 - b) Norm-referenced and criterion testing
 - c) The correction for guessing in objective knowledge-based test
- 2.2 Item analysis
 - a) Classical item analysis, statistics for knowledge-based tests
 - b) Classical item analysis for person-based tests
 - c) Item analysis in criterion-referenced testing
- 2.3 Item response theory (IRT)
- 2.4 Relation of IRT and Classical test theory
- 2.5 Item Characteristic curve

Unit 3 STANDARDIZATION OF TESTS [15]

- 3.1 Reliability: Concept and types of reliability, forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient
- 3.2 Validity: Concepts and types of validity, political validity; Confusion between validation and validity
- 3.3 Normalization: Algebraic normalization, graphical normalization
- 3.4 Types of norms
- 3.5 The use of factor analysis on test construction

Unit 4 BIAS IN PSYCHOMETRICS AND COMPUTER APPLICATION [15]

- 4.1 Issues in test administration: Ethics, bias, cultural fairness
- 4.2 Psychometrics limitation and critical approach in measurement
- 4.3 Factors influencing test performance
- 4.4 Psychometrics and artificial intelligence (AI)
- 4.5 Use of AI in interpretation of test scores

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. Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
8. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
9. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers:
10. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
11. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and Applications*. New Jersey: Prentice Hall Inc.
12. Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
13. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
14. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd
15. Kline, P. (1983). *Personality measurement and theory*. Hutchinson.

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M. A. Psychology

Title of the Course: Communication & Social Skill								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-3	MA-PY113T	04	00	04	60	30	70	100

Learning Objectives:

1. To Acquaint with the importance and meaning of communication.
2. To able understanding of basic communication skills.
3. To engage with different types of social skills.
4. To develop the ability to create social skills training modules.

Course Outcomes:

1. Students will acquaint with the importance and meaning of communication.
2. Students will understand basic communication skills.
3. Students will develop various social skills.

Detailed Syllabus:**Unit 1: Basic Communication Skills (15)**

- 1.1 Introduction to Communication: Nature and process of communication
- 1.2 principles of communication
- 1.3 Developing Communication skills – active listening skills, giving and receiving feedback
- 1.4 Personal Attitudes and Communication

Unit 2: Basic Communication Skills (15)

- 2.1 Communication Styles: Verbal
- 2.2 Non-verbal; Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence, etc.
- 2.3 Communication Barriers and Breakdowns
- 2.4 Learning how to make communication effective

Unit 3: Social Skills I (15)

- 3.1 Impression Management Skills
- 3.2 Persuasion Skills & Negotiation Skills
- 3.3 Assertiveness Skills
- 3.4 Pro-Social Behaviour

Unit 4: Social Skills II

(15)

- 4.1 Communication in Relational Contexts: Understanding dynamics of interpersonal communication, Self-disclosure and trust, emotions and power
- 4.2 Emotional Support Skills
- 4.3 Friendship Interaction Skills
- 4.4 Using Humor and Laughter & Self- Disclosure

Books for Study:

1. Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.* (14th ed.). USA: Wadsworth Cengage Learning.
2. Adler, R.B & Proctor, R.F (2009).*Communication Goals and Approaches.* Delhi: Wadsworth Cengage Learning.
3. Argyle, M. (1975). *Bodily Communication.* London: Methuen & Co. Ltd.
4. Bull, P. (1983). *Body Movement and Interpersonal Communication.* London: Wiley.
5. Civinkly, J. M. (Ed.) (1974). *Messages: A Reader in Human Connection.* New York: Random House.
6. Feldman, R. S., & Rimé, B. (1991). *Fundamentals of Nonverbal Behaviour.* New York: Cambridge University Press.
7. Greene, J.O, & Burleson, B.R. (2003). *Handbook of Communication and Social Interaction Skills.* London: Lawrence Erlbaum Associates Publishers.
8. Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and Intercultural Communication.* Thousand Oaks, CA: Sage Publications.
9. McKay, M., Davis, M., & Fanning, P. (2009). *Messages: The Communication Skills Book.* New Harbinger Publications Inc.
10. Williams, D. (1997). *Communication Skills in Practice: A Practical Guide for Health Professionals.* London: Jessica Kingsley Publishers.

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M. A. Psychology

Title of the Course: Psychological Practical's: Tests								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-4	MA-PY114P	02	00	02	60	15	35	50

Learning 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 counselling on the basis of psychological test results.

Course Outcomes:

1. Develop the skills of test administration, interpretation of test score and report writing
2. Understanding about evaluation procedure of psychological tests.
3. Develop skills of psychological counseling on the basis of test results.

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

Unit 1. GENERAL ABILITY TESTS**(Any Two)**

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Creativity
4. Thinking
5. Judgment and Reasoning

Unit 2. SPECIAL ABILITY TESTS**(Any One)**

1. Multiple Aptitude Test (any one)
2. Special Aptitude Test (any one)

Unit 3. PERSONALITY TESTS**(Any Two)**

1. Self-report inventory
2. Projective test: Verbal
3. Projective test: Pictorial
4. Interest inventory
5. Adjustment inventory
6. Attitude / Values

Unit 4. OTHER TESTS

(Any Three)

1. Stress / Frustration
2. Environmental Assessment
3. Development Assessment
4. Achievement Test
5. Cognitive Style
6. Self-Concept
7. Neuropsychological Assessment
8. Social Skill / Behavioural Skill

Suggested Readings:

1. Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
2. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
3. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
4. Buros, O. (ed). (1965, 1972). *The mental measurement*. Year Book, NJ: Gryphon Press.
5. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
6. Cronbach L. J. (1984). *Essentials of Psychological Testing* (4th Ed)
7. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co.Pvt. Ltd.
8. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
9. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
10. Guilford, J.P. (1975). *Psychometric methods*. ND: Tata McGraw-Hill. Test manuals of respective tests.
11. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
12. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
13. Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory* (3rd ed). NY: McGraw-Hill.
14. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
15. Stanley, J.C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. ND: Prentice-Hall of India.

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Syllabus
M. A. Psychology

Title of the Course: Social Psychology								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSE-1	MA-PY115T	04	00	04	60	30	70	100

Learning Objectives:

1. Acquaint Students with theories and applications of social psychology
2. Familiarize students with Social Interactions
3. Underline the importance of Close Relationships and Pro- social behavior

Course Outcomes:

1. Develop understanding about theories and applications of social psychology
2. Develop understanding of social interactions.
3. Understands importance of close relationship and pro-social behavior

Detailed Syllabus:**Unit 1 INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS (15)**

- 1.1 Internal Determinants of attraction – affiliation, affect
- 1.2 External determinants of attraction – proximity, observable factors
- 1.3 Interactive Determinants of Attraction, Effects of Rejection
- 1.4 Close Relationships –family, friendship, love – theories of Love
- 1.5 Application – Marriage – preparedness and problems- need for premarital and marital counselling

Unit 2 AGGRESSION (15)

- 2.1 Definition and Levels (Irritation, Anger, Aggression, Violence)
- 2.2 Forms of aggression – inter group, intra group, child sexual abuse, domestic violence, workplace violence, bullying, ragging
- 2.3 Causes of aggression (theories -biological, Instinct, psycho social cognitive)
- 2.4 Perspectives – environmental, cultural, media
- 2.5 Application – Prevention and Control of Aggression

Unit 3 PRO- SOCIAL BEHAVIOUR (15)

- 3.1 Motives for Pro- Social Behavior
- 3.2 Dealing with Emergencies and Bystander effect
- 3.3 Internal and external factors influencing Pro-social behavior
- 3.4 Commitment to Socially responsible behavior
- 3.5 Application – How to increase pro – social behavior

Unit 4 COMMUNICATIONS

(15)

- 4.1 Definition, Process and Types- Verbal, non-verbal
- 4.2 Codes for Non - verbal Communication
- 4.3 Healthy and Unhealthy communication
- 4.4 Communication skills – presentation, Group Discussion, Interview
- 4.5 Application – Tips on how to communicate effectively

Suggested Readings:

1. Baron R, Byrne D, Branscombe N (2014), *Social Psychology* ,13 th edition, Pearson Publications, New Delhi
2. Baron R, Byrne D, Branscombe N, BharadwajG (2009), *Social Psychology*, Indian adaptation, Pearson, New Delhi
3. Taylor, Pepleau and Sears (2005), *Social Psychology*, 12th edition, Pearson, New Delhi
4. Natu S.A, Vaidya A, Rajhans M (2012),*Samajik Manasshastra*, , Pearson Publications, New Delhi
5. Golwilkar S, Abhyankar S, Kher T (2012), *Samajik Manasshastra*, Narendra Prakashan, Pune
6. Gadekar (2013), *Pragatik Samajik Manasshastra*, Diamond Publications, Pune
Deshpande, Sinharay, Vaidya, *Samajik Manasshastra*,
7. Tadsare, Tambake, Patil, Darekar (2008), , *Samajik Manasshastra*,Phadke Prakashan, Pune
8. Weiten, W. and Lloyd, M. Indian Edition 8th (2007). *Psychology applied to modern life: Adjustment in the 21st century*. Thomson

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
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Syllabus
M. A. Psychology

Title of the Course: Research Methods								
Year: I				Semester: I				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
RM-1	MA-PY116T	04	00	04	60	30	70	100

Learning Objectives:

1. To develop the basic research concepts, process.
2. To understand the steps in research.
3. To develop research skills in students.
4. To understand quantitative and qualitative research in Psychology.
5. To know advanced research techniques and report writing, proposal writing in APA style.

Course Outcomes: The Learner:

1. Is able to differentiate the need to use within group, between group and multiple group design
2. Is able to use at least one qualitative method in research.
3. Is able to formulate a research problem, hypotheses and research design.
4. Have a strong theoretical base for understanding complex research problems.

Detailed Syllabus:**Unit 1 INTRODUCTION TO RESEARCH METHODS (15)**

- 1.1 Nature and scope of research in the social sciences
- 1.2 Introduction to basic research concepts (problem, hypothesis, variables and operational definitions)
- 1.3 Approaches to research (qualitative, quantitative and Mixed)
- 1.4 Sampling- Meaning and basic concepts in sampling and sampling techniques
- 1.5 Ethics in social science research.

Unit 2 QUALITATIVE RESEARCH (15)

- 2.1 Qualitative research in Psychology
- 2.2 Brief history of qualitative research.
- 2.3 Basic assumptions and principles in Qualitative research.
- 2.4 Formulating research question.
- 2.5 Introduction to some basic methods in qualitative research.

Unit 3 BASIC QUANTITATIVE RESEARCH DESIGNS (15)

- 3.1 Survey: Cross sectional, successive independent samples, Longitudinal
- 3.2 Non-experimental approaches: Phenomenology, case study, field Study, correlational designs, ex post facto designs.
- 3.3 Experimental Designs: Definition Principles and functions.
- 3.4 Between and within Group Design.
- 3.5 Quasi experimental designs.

Unit 4 DATA COLLECTION AND REPORT WRITING (15)

- 4.1 Data Collection-Methods of data collection.
- 4.2 Observation as a tool of data collection.
- 4.3 Scaling Techniques—Psychophysical scaling
- 4.4 Review of literature in research.
- 4.5 APA style of research report writing.

Suggested Readings:

1. Bhattacharya, D. K. (2003). *Research Methodology*. New Delhi: Excel Books.
2. Borude, R.R. (2005). *Sanshodhan Paddhatishastra*. Pune: Pune Vidyarthi Gruha
3. Bridget, S., & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi, India: Vistaar Publication.
4. Broota, K.D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
5. Christensen. *Experimental methodology*.
6. Desai, B. and Abhyankar, S. C. (2008). *Prayogik manasashastra and sanshodhan paddhati*. Pune: Narendra Prakashan.
7. Edwards, A.L. (1969). *Techniques of attitude scale construction*. Vakil, Feffer & Simons.
8. Edwards, A.L. (1985). *Experimental designs in psychological research*. Harper & Row.
9. Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
10. Goode, W.J. & Hatt, P.K. (1952). *Methods in social research*.
11. Gursuch R.L. (1983). *Factor analysis* (2nd ed)
12. Hair, J.F., Anderson, R. E., Tatham, R.L., & Black, W.C. (2003). *Multivariate data analysis (5th ed)*. ND: Pearson Education, Inc.
13. Howitt, D. and Crammer, D. (2005). *Introduction to Research Methods in Psychology*. Pearson Education.
14. Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)
15. Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.

16. Mason E.J. and Bramble W.J. (1989). *Understanding and conducting research: Applications in education and behavioral sciences* (2nd ed)
17. Neuman W. Lawraence (2007) *Social Research Methods*, Pearson Education.
18. Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed. NY: McGraw-Hill.
19. APA, (2020), *Publication Manual of American Psychological Association*, 7th Edition
20. Richards Lyn and Morcse Janice M. (2013) *README FIRST FOR A USER'S GUIDE TO Qualitative methods*, Third Edition, Sage Publication.
21. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer* (3rd ed). Upper Saddle River NJ: Prentice-Hall
22. Shaughnessy J.J. and Zechmeister E.B. (1997). *Research Methods in Psychology* (4th ed)
23. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
24. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology*. Upper Saddle River NJ: Prentice-Hall.
25. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A. Psychology

Title of the Course: Learning and Memory								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-5	MA-PY121T	04	00	04	60	30	70	100

Learning 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-

1. Relate the learning theories with personal experiences.
2. Apply learning principles in day today life.
3. Use memory improvement techniques in study.

Detailed Syllabus:**Unit 1 LEARNING: FUNDAMENTAL THEORIES & CONCEPT FORMATION (15)**

- 1.1. Learning: Definition, Nature, Types and methods
- 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.

Unit 2 LEARNING: THEORIES AND APPLICATIONS (15)

- 2.1 Classical Conditioning: Concepts, types and applications
- 2.2 Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications
- 2.3 Cognitive approaches to learning: Latent learning, observational learning, and applications
- 2.4 Factors influencing learning: Cultural, Role model
- 2.5 Application: Behavior therapies and Basic assumption

Unit 3 MEMORY: MODELS AND THEORIES (15)

- 3.1 Types of memory- Sensory memory, Short Term Memory, Long Term Memory, Determinants of memory

- 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
- 3.3 Theories of forgetting: Psychoanalytical, Trace, Trace Decay, Interference, and recent trends, Distortion of memory
- 3.4 Types of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Korsakoff, Alzheimer's disease a.
- 3.5 Applications: Memory improvement techniques

Unit 4 NEUROLOGICAL BASIS OF LEARNING AND MEMORY (15)

- 4.1 Neurons: basic structure, functions and types.
- 4.2 Brain areas associated with learning and memory; studies on role of brain in learning and conditioning.
- 4.3 Synaptic mechanisms and synaptic plasticity of learning and memory
- 4.4 Neurotransmitters associated with learning and memory.
- 4.5 Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.

Suggested Readings:

1. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
2. Borude, R.R. Bodhanik manasashastra. Chhaya Prakashan
3. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.
4. Desai, B. and Abhyankar, S. C. (2007). Prayogik manasashastra and sanshodhan paddhati. Pune: Narendra Prakashan.
5. Flavell, J.H. (1985). Cognitive development. 2nd ed. N.J.: Prentice-Hall.
6. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
7. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
8. Horton, D. L. and Turnage, T. W. (1976). Human learning. ND: Prentice-Hall
9. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
10. Kellogg, R. T. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
11. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
12. Pinel, J.P.J. (2007). Biopsychology. N.D.: Pearson Edu.
13. Solso, R. L. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.
14. Sternberg, R. J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
15. Wade, C. and Tavis, C. (2007). Psychology. Pearson Education.

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Syllabus
M. A. Psychology

Title of the Course: Psychometrics: Application								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-6	MA-PY122T	04	00	04	60	30	70	100

Learning Objectives:

To acquaint the students with:

1. Various psychological assessment techniques.
2. Application of psychological tests in different fields.

Notes: -

- While teaching these tests in the context of the specified area, teachers are supposed to acquaint the students with their applications in other areas too.
- Teachers are supposed to familiarize the students with Indian adaptation of tests.

Course Outcomes:

1. Develop psychological assessment techniques among students.
2. Aware with the application of psychological tests in different fields.

Detailed Syllabus:**Unit 1 PSYCHOMETRICS IN EDUCATIONAL SETTING (15)**

- 1.1. General mental ability tests: Group tests – SPM, Dubey's Reasoning Ability Test (RAT)
- 1.2. General mental ability tests: Individual tests- WISC, WAIS, Malin's Intelligence Scale for Indian Children (MISIC)
- 1.3. Differential Aptitude Test (DAT)
- 1.4. Personality and interest inventories- CPQ, HSPQ, SCII
- 1.5. School and college entrance tests- SAT, GRE

Unit 2 PSYCHOMETRICS IN CLINICAL SETTING (15)

- 2.1 Tests of Personality-I: Sixteen Personality Factor (16 PF) Questionnaire, NEO-PI R, EPQ-R
- 2.2 Tests of Personality-II: Structural Clinical Interview, Choice Dilemmas Questionnaire (CDQ), Kundu's Neurotic Personality Inventory (KNPI)
- 2.3 Rosenzweig Picture-Frustration study for children, State-Trait Anger Test, Anxiety Scale
- 2.4 Minnesota Multiphasic Personality Inventory (MMPI), Dimensional Personality

Inventory (DPI)

2.5 Neuropsychological testing: Tests screening & assessing neuropsychological impairments

Unit 3 PSYCHOMETRICS IN INDUSTRIAL AND BUSINESS SETTING (15)

3.1 The selection of employees- Concepts of base rates and hit rates; Taylor Russell tables; Utility theory and decision analysis; incremental validity.

3.2 Personality tests used for personnel selection- MBTI, Multi-Dimensional Assessment of Personality Series (MDAPS)

3.3 Dexterity tests - O'Conner Finger Dexterity Test, Bennett Hand-Tool Dexterity Test, Minnesota Manual Dexterity Test, Mechanical Reasoning Test

3.4 Situational testing (games, role play) and in-basket exercises

3.5 Measuring interpersonal relationship – BIRO-P / FIRO-B and leadership assessment.

Unit 4 PSYCHOMETRICS IN COUNSELING & GUIDANCE SETTING (15)

4.1 Aptitude & Creativity tests: Multiple aptitude tests – GATB, Passi Creativity Test

4.2 Self-Concept & Interest tests: Self-Concept Inventory, Strong-Campbell Interest Inventory (SCII)

4.3 Anxiety and adjustment test- STAI, STAXI, College Adjustment Inventory, Moos' Family Environment Scale (FES)

4.4 Attitude Scale: Brief Criminal Attitude Scale (BCAS), Tobacco Use Questionnaire

4.5 Projective testing: TAT, Sentence Completion Test.

Suggested Readings:

- 1 Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes
- 2 Anastasi A. (1988). Psychological Testing. New York: McMillan
- 3 Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- 4 Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins
- 5 Gary, G.M. (2003) Handbook of Psychological Assessment 4th Edition, Wiley Pub, USA
- 6 Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi:
- 7 Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- 8 Kline, P. (1983). Personality measurement and theory. Hutchinson.
- 9 Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.
- 10 Nunnally, J.C. (1981). Psychometric theory. ND: Tata McGraw-Hill. Pearson Education. Publishers
- 11 Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman.
- 12 Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
New Arts, Commerce and Science College, Ahmednagar
(Autonomous)
Syllabus
M. A. Psychology

Title of the Course: Leadership								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-7	MA-PY123T	04	00	04	60	30	70	100

Learning Objectives:

1. To make aware students about work of Leaders.
2. To know the classification of work in various categories
3. To know the type of leaders and their roles.

Course outcomes:

1. Students will aware about the work of leaders.
2. The students will identify the leadership qualities within and develop the same.

Detailed Syllabus:**Unit-1 SOCIAL INFLUENCE (15)**

- 1.1 Social Influence- Definition, Nature and Process
- 1.2 Social influence through Social Ideal.
- 1.3 Group Pressure and social influence and different personalities.
- 1.4 Compliance- Definition, Nature, Techniques.

Unit-2 LEADERSHIP PERSONALITY (15)

- 2.1 Leadership-Definition and Nature
- 2.2 Work of Leaders.
- 2.3 Types of Leaders.
- 2.4 Personality Traits of Leaders, Characteristics of Leaders.

Unit-3 LEADERSHIP SKILLS (15)

- 3.1 Leadership-Hereditary or Environmental?
- 3.2 Impact of Followers on Leaders.
- 3.3 Dictatoritic and Democretic Leadership.
- 3.4 Leadership Skills.

Unit-4 LEADERSHIP SKILLS (15)

- 4.1 Developing creativity
- 4.2 Emotional intelligence

4.3 Problem –Solving Skill and Decision making

4.4 Stress and Gender–Coping Mechanism

Suggested Readings:

1. Baron R, Byrne D, Branscombe N (2014), Social Psychology ,13 th edition, Pearson Publications, New Delhi
2. Baron R, Byrne D, Branscombe N, BharadwajG (2009), Social Psychology, Indian adaptation, Pearson, New Delhi
3. Taylor, Pepleau and Sears (2005), Social Psychology, 12th edition, Pearson, New Delhi.
4. Natu S.A, Vaidya A, Rajhans M (2012),Samajik Manasshastra, , Pearson Publications, New Delhi
5. Golwilkar S, Abhyankar S, Kher T (2012), Samajik Manasshastra, Narendra Prakashan, Pune
6. Gadekar (2013), Pragatik Samajik Manasshastra, Diamond Publications, Pune

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New Arts, Commerce and Science College, Ahmednagar
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Syllabus
M. A. Psychology

Title of the Course: Psychological Practical's: Experiments								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-8	MA-PY124P	02	00	02	60	15	35	50

Learning 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:

1. Develop skills of conducting experiments and observations.
2. Ability to applying experimental designs.
3. Develop report writing style.

Detailed Syllabus:**Unit 1 COGNITIVE PROCESSES****(ANY 2)**

1. Signal Detection - ROC
2. Perceptual Defense
3. Concept Formation
4. Problem Solving
5. Study of Mental Imagery
6. Peterson's Test of Rational Learning
7. Stroop Effect in Visual Perception
8. Effect of feedback on Illusion
9. Time perception

Unit 2 LEARNING**(ANY 2)**

1. Learning by Insight (Bolt Head Maze)
2. Interference: Retroactive / Proactive
3. Paired Associate Learning
4. Serial Learning
5. Verbal Conditioning
6. Transfer of training in maze learning (Finger Maze with two Subjects)

Unit 3 MEMORY**(ANY 2)**

1. Short Term Memory
2. Effect of Mnemonic Strategy on Memory

3. Immediate Memory Span: Meaningful Vs. Meaningless Material
4. Organization in Memory
5. Memory for Unattended Material
6. Memory for Associated and Un-Associated Pairs of Words

Unit 4 MOTIVATION AND EMOTION

(ANY 2)

1. Zeigarnik Effect
2. Effect of Anxiety on Performance
3. Knowledge of Result
4. Goal Setting
5. Level of Aspiration- Steadiness Tester or Tower Building Blocks

Suggested Readings:

1. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
2. Berkowitz, L. (1974). *Advanced experimental social psychology*. Academic Press.
3. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
4. Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall.
5. Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
6. Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. London: Sage Publications.
7. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
8. Guenther, R.K. (1998). *Human cognition*. NJ: Prentice-Hall.
9. Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
10. Jaronde, D.R. (2018). *Manasshastriy prayog*, Prashant publication, Jalgaon, MS.
11. Kuppuswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.
12. Mohanthy. *Experiments in psychology*.
13. Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
14. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay-Lalvani Publishing House.
15. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
16. Snodgrass J. G., Levy-Berger, Hyden (1985). *Human Experimental Psychology*. New York: Oxford University Press.
17. Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.
18. Tinker, M.A. & Russell, W.A. *Introduction to methods in experimental psychology*. Appleton– Century Crofts.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's
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(Autonomous)
Syllabus
M. A. Psychology

Title of the Course: Statistical Method								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSE-2	MA-PY125T	04	00	04	60	30	70	100

Learning Objectives:

1. To acquaint the students and make them understand the different statistical methods, application and interpretations.
2. To develop computational skills in students.
3. To make them learn the statistical rigors in statistical methods and statistical software's.
4. To enable them to analyze the data of research by using t-test, ANOVA

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

1. Compute basic statistics required for psychology research.
2. Use advanced statistical techniques like ANOVA, t-test, Correlation, Regression
3. Use various statistical software's like SPSS, R-Statistic, SEM.

Detailed Syllabus:**UNIT 1 OVERVIEW OF DISCREPITIVE STATISTICS (15)**

- 1.1 Meaning, Importance and Need of Statistics.
- 1.2 Types of Variables.
- 1.3 Meaning of data and Organization of Data.
- 1.4 Frequency Distribution.
- 1.5 Graphical Representation of Data.

Unit 2 CENTRAL TENDANCY AND VARIABILITY (15)

- 2.1 Measures of Central Tendency.
- 2.2 Computation of Mean, Mode and Median.
- 2.3 Quartile, Decile and Percentile.
- 2.4 Meaning of Variability
- 2.5 Types of Variability.

Unit 3 CORRELATION AND REGRESSION (15)

- 3.1 Concept of Correlation.
- 3.2 Scatter Diagram and Types of Correlation.
- 3.3 Computation of Correlation.

3.4 Concept of Regression

3.5 Types of Regression

Unit 4 INFERENTIAL STATISTICS

(15)

4.1 Concept of Statistics and Parameter.

4.2 What is Normal Distribution and Its Applications

4.3 ANOVA, t- test

4.4 Chi- Square

4.5 Statistical Software: MS-Excel, SPSS, R-Statistic, SEM

Suggested Readings:

1. Black, T.R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. London: Sage Pub.
2. Fergusson, G. A. (1976). *Statistical analysis in psychology and education*. McGraw-Hill.
3. Foster, J.J. (2001). *Data analysis: Using SPSS for windows*. London: Sage Pub.
4. Glass, G. V. & Stanley, J. C. (1970). *Statistical methods in education and psychology*. Prentice-Hall.
5. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw – Hill
6. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
7. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
8. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.
9. Lomax, R. G. (1998). *Statistical concepts: A second course for education and behavioural sciences*. N.J.: Lawrence Erlbaum Asso. Inc.
10. Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
11. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*
12. Sarma K.V.S. (2001) *Statistic Made Simple: Do it Yourself on PC*
13. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural science (3rd ed.)*. N.Y.: Academic Press.

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Syllabus
M. A. Psychology

Title of the Course: On Job Training								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
OJT-1	MA-PY126T	04	00	04	60	30	70	100