

Date :- 29/06/2019

NOTIFICATION

Sub :- CBCS Syllabi of B. A./M. A. in Psychology (Sem I & II)

Ref. :- Decision of the Academic Council at its meeting held on 28/06/2019.

The Syllabi of B. A./M. A. in Psychology (First and Second Semesters) as per CBCS-UG/PG Regulations, 2016 and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2019-20.

Copy of the Syllabi shall be downloaded from the College Website
(www.kcesmjcollege.in)


Chairman
Board of Studies



Principal,
M. J. College, Jalgaon

To :

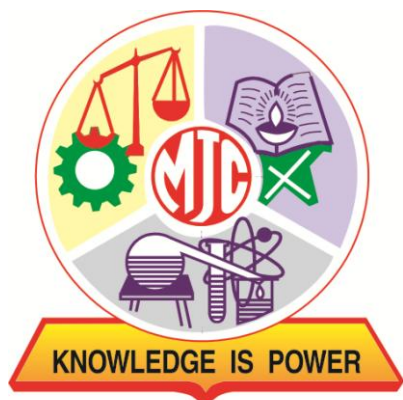
- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The Director, School of Social Sciences, M. J. College, Jalgaon.
- 3) The office of the COE, M. J. College, Jalgaon.
- 4) The office of the Registrar, M. J. College, Jalgaon.
- 5) Office File.

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Moolji Jaitha College, Jalgaon

An "Autonomous College" Affiliated
to KBC North Maharashtra University, Jalgaon



ESTD. 1945

SYLLABUS

Psychology

M. A. I

(Semester I & II)

Under Choice Based Credit System (CBCS)

[w. e. f. Academic Year: 2019-20]

M.A. - I & II SEM

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

[Academic Year: 2019-20]

CBCS Autonomous Structure for MA. - 1st Year (Psychology)

Semester	Core Course	Paper No	Name of Course	No. of Credits	No. of Hours per Week	No. of Lectures per Week
I	DSC	PSY. 101	Approaches and Aspects of Personality	4		
		PSY. 102	Cognitive Psychology	4		
		PSY. 103	Advanced Psychological Testing	4		
	SEC	PSY.104	Behavior Modification - I	4		
	DSE	PSY.105 DSE-1	Psychological Practical (Tests)	4		
II	DSC	PSY. 201	Motivation and Emotion	4		
		PSY. 202	Cognitive Phenomenon	4		
		PSY. 203	Statistics in Psychology	4		
	DSE	PSY.204 DSE-1	Psychological Practical (Experiments)	4		
	GE	PSY. 205	Behavior Modification - II	4		
			Total Credits			

CBCS Autonomous Structure for MA. – 2nd Year (ECONOMICS)

Semester	Core Course	Paper No	Name of Course	No. of Credits	No. of Hours per Week	No. of Lecture per Week
III	DSC	PSY. 301	Health Issues and Well-Being	4		
		PSY. 302 A OR PSY. 302 B	A Psychological Disorders OR B Counselling Psychology	4		
		PSY. 303 A OR PSY. 303 B	Psycho-Diagnostics OR Counselling in Special Areas	4		
	SEC	PSY. 304	Personnel Psychology	4		
	DSE	PSY. 305 DSE-1	Research Methodology in Psychology	4		
IV	DSC	PSY. 401	Health Issues & Modern Life	4		
		PSY. 402 A OR PSY. 402 B	Abnormal Psychology OR Counselling Assessment and Therapies	4		
		PSY. 403 A OR PSY.403 B	Psycho-Diagnostics Theory and Therapies OR Counselling Specialties	4		
	DSE	PSY. 404 DSE-1	Dissertation	4		
				4		
	GE	PSY. 405	Industrial Psychology	4		
			Total Credits			

☐ **Syllabus Pattern for The all Courses (60: 40)**

Nature	Marks
External Marks	60
Internal Marks	40
Total Marks	100

M. A Semester- I
PSY . 101 Approaches and Aspects of Personality
(With effect from June 2019)

Obejctives:

1. To introduce students the basic aspects of personality.
2. To help students to understand the development of personality.

Outcomes:

1. Understand the basic aspects of personality.
2. Understand how to develop personality.
3. Application of personality theories in day to day life.
4. How to shape behavior by using techniques- Shaping, Systematic Desensitization, Token Economy, Flooding, Virtual Reality.

Unit	Topic	Sub-Topic	Lectures
I	Psycho-analytic and Neo-analytic aspect of personality	1.1 Personality: Nature, Definition, History of Personality Psychology 1.2 Sigmund Freud: Psych-analysis. Basic concepts of psychoanalysis, Structure of personality, Psycho-sexual stages. 1.3 Neo Analytic aspects of Personality, Alfred Adler: Individual Psychology, Unity of personality, Inferiority Complex, Striving for Superiority, Social Interest, Birth Order. Carl Jung: Analytical Psychology, Structure of Personality, Archetypes, Typology, Functions and Attitudes. 1.4 Erik Erikson: Ego Psychology, Structure of Personality, Eight Ages of Man 1.5 Application: Defense mechanisms	15
II	Behaviouristic and Biological Aspect of Personality	2.1 Ivan Pavlov: Classical Conditioning of Personality, Learning of Neurotic Behavior. B.F. Skinner: Operant Conditioning in Personality, Schedule of Reinforcement. 2.2 J.B. Watson: Applying Conditioning to Little Hans, Learning of fear. 2.3 Biological Contributions to Personality: Natural 2.4 Sexual identity and homosexuality: Homosexuality, Exotic becomes Erotic, Kin selection, Sex hormones and experience. 2.5 Applying behaviourism : shaping, systematic	14

		desensitization, token economy, flooding, virtual reality.	
III	Cognitive and Trait Approaches to Personality	<p>3.1 Albert Bandura: Social Cognitive Learning theory, Reciprocal determinism, Observational Learning (Modeling) Self Efficacy.</p> <p>3.2 George Kelly: Personal Construct Theory, Structure of Personality, Characteristics of Personal Construct, Human as a Scientist.</p> <p>3.3 Gordon Allport: Trait Theory, Structure of Personality, Classification of Personality traits, Proprium.</p> <p>3.4 Big Five Trait Approach: Development of Big Five OCEAN</p> <p>3.5 Application: Contemporary HEXACO Model.</p>	18
IV	Humanistic and Existential Aspects of Personality	<p>4.1 Carl Rogers: Person Centered Theory, Basic Concepts: Actualisation, Empathy, Genuineness, Need for positive Regards, Structure of Personality, Experience and Organismic, Valuing process, The self Concept and Self Actualisation.</p> <p>4.2 Abraham Maslow: Self Actualisation Theory, Deficiency and Growth Motives, Hierarchical Model of personality and Motivation, Development of Self Actualizing person.</p> <p>4.3 Erich Fromm: Escape from Freedom, Loving as an art, Organic and Non-Organic drives, Evidence supporting Fromm's approach.</p> <p>4.4 a) Rollo May: Anxiety and Dread. b) Victor Frankle: Free Will.</p> <p>4.5 Application: Positive Psychology and importance of Positive thinking.</p>	13

Reference Books

Friedman Howard S and Schustack Miriam W.-Personality: Classic Theories and Modern Research. IIIrd edition, Pearson Education, Delhi.

Ewen, R., B., (2010): An Introduction to theories of Personality, Psychology press, Taylor and Francis group, New York.

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.

Barve, B., N., (2006): Vyaktimatwa Siddhant, Vidya Prakashan, Nagpur.

Schultz, D.P & Schultz, E.S. (2005). Theories of personality, Delhi, Thomson Wordsworth.

Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons.

Ryckman, R.M. (1978). Theories of Personality. D. Van Nostrand Company: New York.

M. A. Semester- I
PSY. 102 Cognitive Psychology
(With effect from June 2019)

Objectives:

- 1) To introduce the nature and basic processes of cognitive psychology to students.
- 2) To acquaint the students with the application of cognitive process in day-to-day life

Outcomes:

1. Understanding basic processes of cognitive psychology to students.
2. Acquaint the students with the application of cognitive process in day-to-day life.
3. How to solve problems with the help of abstract thinking, creative thinking.

Unit	Topic	Sub-Topic	Lectures
I	Introduction to Cognitive Psychology	1.1 Definition and origin of cognitive psychology 1.2 Modern cognitive psychology and theories of cognitive psychology 1.3 Some Isms of Cognitive Psychology 1.4 Current status of cognitive psychology 1.4 Methods and paradigms of cognitive psychology	15
II	Attention Processes	2.1 Attention Processes : Nature and Definition and Types 2.2 Processing capacity and Selective attention 2.3 Models of selective attention-The Filter model, Broadbent and The Attenuation model, Treisman 2.4 Divided attention-Dual -Task performance, The Attention hypothesis of Automatisation, The psychological refractory period 2.5 Automaticity and the effect of practice-The stroop task , Automatic verses attentional (controlled) processing, Feature integration theory	16
III	Perception	3.1 Definition of perception and nature of perception 3.2 pattern recognition 3.3 Gestalt approaches to perception- Bottom up processes, Top down processes 3.4 Feature analysis- Eye moment and pattern perception 3.5 Prototype matching- abstraction of visual information, Psudomemory, Prototype theory	12

IV	Concept formation and problem solving	4.1 Concept formation strategies, Acquiring Prototypes, Tip of the tongue phenomenon 4.2 Meta cognition, Meta memory 4.3 Problem solving-classification of problem 4.4 Problem solving approaches- Problem space theory, Means-end hypothesis, The analogy approaches, Algorithm technique, Heuristics 4.5 Application- Finding Creative solution, Critical thinking.	17
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Reference Books:

1. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
2. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
3. Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
4. Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
5. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
6. Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall.
7. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall.
8. Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall.
9. Corens, S., Ward, L.M., & Enns, J. (1994). Sensation and perception. NY: Harcourt Brace & Co.
10. Messer, D. & Miller, S. (1999). Exploring developmental psychology. London:Arnold.
11. Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall.
12. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
13. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall

M. A I Semester-I
PSY-103 Advanced Psychological Testing
(With effect from June 2019)

Objectives:

1. To acquaint student with the characteristics of standardized tests.
2. To familiarize the students with psychometric theories and principles of test construction.
3. To develop occupational skills in student related with psychological testing.

Outcomes:

1. Acquaint student with the characteristics of psychological tests.
2. To Understand psychometric theories and principles of test construction.
3. Develop occupational skills in student related with psychological testing.

Unit	Topic	Sub-Topic	Lectures
I	Measurement and Psychological test	1.1 Measurement and Evaluation, History of Psychological Measurement 1.2 Levels and Function of Measurement (Scales) 1.3 Psychological test: Meaning, Nature and Types 1.4 Characteristics and ethical issues of psychological test 1.5 Importance and Uses of psychological test	14
II	Test Construction and Norms	2.1 Test construction: Meaning and Nature 2.2 Steps of Test construction 2.3 Norms: Meaning and Development 2.4 Within-group norms- Percentiles, standard scores 2.5 the Deviation IQ Relativity of norms	16
III	Item analysis	3.1 Meaning and Purpose 3.2 Item difficulty and Discrimination 3.3 Item response theory 3.4 Item analysis of speed test. 3.5 Factor analysis: Concept and Characteristics	15
IV	Reliability and Validity	4.1 Meaning and types reliability 4.2 Reliability coefficient 4.3 Factors influencing reliability	15

	4.4 Meaning and Types of validity	
	4.5 Test validity and decision theory	

References:

- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhavan.
- Singh A.K. (2006). *Research Methods in Psychology, Sociology and Education*. Delhi: Motilal Banarasis Publication.
- Anastasi, A. (1988). *Psychological testing*. NY: Macmillan.
- Freeman, F.S. (1965). *Psychological testing*. 3rd Ed. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Miller, McIntire and Lovler (2011). *Foundation of psychological testing*, 3rd, Sage publication, California.
- Cronbach, L. J. (1990). *Essentials of psychological testing*. 5th Ed. New York: Harper Collins Publishers:
- Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
- Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*.
New Jersey: Prentice Hall Inc.
- Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
- Chadha, N. K. (1996). *Theory and practice of psychometric*. New Delhi: New Age International Ltd.
- Kothari C.R. (2004). *Research Methodology*. 2nd ed. New Delhi: New Age International Ltd.

M. A I Semester-I
PSY-104 Psychology Practical (Tests)
(With effect from June 2019)

Objectives:

1. To create interest in Psychological Phenomenon.
2. To know applying psychological parameters for Counseling and guidance.

Outcomes:

1. To develop awareness of Psychological tools, test and techniques.
2. Evaluation and prediction of specific aspects of human behavior.

Unit	Topic	Sub-Topic	Lectures
I	Group A: Clinical (Any Four)	<ol style="list-style-type: none"> 1. Beck's Depression Inventory 2. Personal stress source inventory 3. Suicidal ideation scale 4. Kundu Neurotic Personality Inventory 5. Autism distress behavior scale 6. BGI Battery of Dysfunction 7. Sexual Anxiety Scale 8. Altman's Mania Scale 9. Depression proneness 10. Neurosis measurement scale 11. Children Apperception Test (CAT) 	14
II	Group B: Counseling (Any Four)	<ol style="list-style-type: none"> 1. Big five Personality inventory 2. Social Maturity Scale 3. Socio-Emotional School Climate Inventory 4. Self Concept 5. Marital Adjustment Questionnaire 6. Self Confidence record 7. Children Curiosity (CC-K) 8. Locus of Control Scale 	16

		9. Parental encouragement 10. Family Climate	
III	Group C. Other Tests (Any Two)	1. Raven's Standard Progressive Matrices 2. Spiritual Personality Inventory 3. Prejudice Scale (PSBS) 4. Leadership Performance Scale 5. Social Distance Scale	15
IV	Group D. Other Tests (Any Two)	1. Emotional Intelligence Scale 2. Creativity test 3. Carrier preference record 4. Social networking addiction test 5. Malin's Intelligence Scale	15

External Evaluation: 60 Marks

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|---------------------------------|-------------|
| 1. Instruction and administered | -- 15 Marks |
| 2. Journal | -- 15 Marks |
| 3. Report writing | -- 15 Marks |
| 4. Viva-voce | -- 15 Marks |

Recommended Books

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. N. D.: Pearson Education.
2. Chadha, N. K. (1996). Theory and Practice of Psychometry. N. D.: New Age International Ltd.
3. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)
4. Kaplan, R. M. & Saccuzzo, D. P. (2007). Psychological Testing: principles. Application and Issues. Australia: Thomson Wadsworth.
5. Singh, A. K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.

M. A. Semester-I
PSY-105: Behavior Modification-I
(With effect from June 2019)

Objectives:

1. Understanding the Human Behavior
2. To Develop the approach Self-Management of Personal Problems
3. Understanding the Basic Behavioral Principles

Outcomes:

1. **Explain Human Behavior**
2. **Apply Basic Principal of Behavior Modification**

Unit	Topic	Sub-Topic	Lectures
I	Introduction to Behavior Modification Approach	1.1 What is Behavior and Behaviour Modification 1.2 Behaviour Assessment 1.3 Some Misconceptions about Behaviour Modification 1.4 Importance of behaviour modification, shaping, token economy and its application. 1.5 The Approach of This Book	14
II	Areas of Application	2.1 Education: From Preschool to University 2.2 Severe Problems: Developmental Disabilities, Childhood Autism and Schizophrenia 2.3 Self-Management of Personal Problems Medical and Health Care Gerontology Behavioral Community Psychology Business, Industry, and Government Sport Psychology Behavior Modification with Culturally Diverse Individuals 2.4 Clinical Behavior Therapy 2.5 Transactional analysis Therapy	16
III	Basic Behavioral Principles and Procedures	3.1 Cooperative Behavior 3.2 Positive Reinforcement 3.3 Factors Influencing the Positive Reinforcement 3.4 Ratio and schedules of Reinforcement 3.5 Effective Application of Positive Reinforcement	14

IV	Developing Approach the Behavior Fading	4.1 Fading 4.2 Factors Influencing the Effectiveness of Fading 4.3 Pitfalls of Fading 4.4 Behavioural chaining: Stimulus-response chaining, methods of behaviour chain. 4.5 Effective Application of Fading	16
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References:

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ABRAMOWITZ , J . S . (1996) , Variance of exposure and response prevention in the treatment of obses sive compulsive disorder : A meta - analysis , Behavior Therapy

ADER , R . , & COHEN , N . (1982) . Behaviorally conditioned immunosuppression and murine Systemic lupis erythematosus , Science

ADER , R . , & COHEN , N . (1993) . Psychoneuroimmunology : Conditioning and stress . Airtual Replet) 0 || Psychology

AGATHON , M . (1982) . Behavior therapy in France . 1976 - 1981 . Journal of Beliaior Therapy and Experi nmental Psychiatry

AGRAS , W . S . (1987) . Presidential address : Where do we go from here ? Belarior Therapt / ,

AGRAS , W . S . , TAYLOR , C , B . , FELDMAN , D , E , LOSCH , M . , & BURNETT , K . E (1990) , Developing | computer - assisted therapy for the treatment of obesity . Beliaior Therapy 21 , 99 109 . AIRAPETYANTZ , E . , & BYKOv , D . (1966) . Physiological experiments and the psychology of the Subcon scious . In T . Verhave (Ed .) , The perinterital ariali / sis of beliaior New York : Appleton Century - Crofts .

ALBERTO , P A . , & TROUTMAN , A . C . (1998) . Applied belieroior analysis for teachers (3rd ed .) . Old Tappan | NJ : Prentice - Hall / Simon & Schuster |

ALBION , F M . , & SALZBURG , CL . (1982) . The effects of self - instruction on the rate of correct addition | problems with mentally retarded children . Education and Treatmlefit of Childrent ,

ALDWIN , C . M . (1994) . Stress , coping and developmentit : An integrative perspective . New York : Guilford Press . ALLEN , G . (1973) . Case study : Implementation of behavior modification techniques in summer camp settings . Beliaior Therapy

M. A. Semester- II
PSY – 201 Motivation and Emotion
(With effect from June 2019)

Objectives:

1. To provide comprehensive overview of the major theories of motivation and emotion
2. To create awareness about the role of biological factors in motivation and emotion.
3. To emphasize the importance of positive and negative emotions in human life.

Outcomes:

1. To Understand the major theories of motivation and emotion
2. To Develop positive emotions in human life.

Unit	Topic	Sub-Topic	Lectures
I	Foundations of Motivation	1.1. Definition and Basic Motivational Concepts: instincts, needs, drives, motivational cycle 1.2. Approaches to the study of motivation: Physiological, Ethological, Cognitive, Socio-cultural, Developmental 1.3. Mechanism of hunger and thirst, 1.4 Mechanism of sleep and sex 1.5 Cognitive bases of motivation: Intrinsic motivation, Attribution, Competence	18
II	Theories and Measurement of Motivation	2.1. Murray's theory of psychogenic needs 2.2. Maslow's Need Hierarchy 2.3. McClelland's Human Motivation Theory 2.4. Measurement of motives: Issues and Techniques 2.5 Cross – Cultural perspective of motivation	17
III	Foundations of Emotion	3.1. Concepts and Components of Motivation 3.2. Types of Emotion 3.3. Physiological correlates of emotions 3.4. Cerebral lateralization of cognition and emotion	16

		3.5 Emotion and culture: Etic and Emic approach	
IV	Theories and Measurement of Emotion	4.1. James-Lange Theory of Emotion 4.2. Cannon-Bard Theory of Emotion 4.3. Schachter-Singer Theory of Emotion 4.4. Emotional intelligence: Models and Measurements 4.5 Facial feedback hypothesis	09

Recommended Books

Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.

Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley: India..

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Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.

Frazer, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.

Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.

Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). *Studies in stress and its management*. ND: Oxford & IBH.

Kassinove, H. (ed) (1995). *Anger disorders: Definition, diagnosis and treatment*. Washington, D.C.: Taylor & Francis.

Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.

M. A. Semester- II
PSY- 202 Cognitive Phenomenon
(With effect from June 2019)

Objectives:

1. To Improving decision making skills .
2. To Understand Memory and Cognitive Phenomenon

Outcomes:

1. Understanding the function of brain
2. Create awareness about the role of biological factors in learning and memory process.

Unit	Topic	Sub-Topic	Lectures
I	Learning and Thinking	1.1 Definition and Method of learning 1.2 Theories of learning- Pavlovian classical conditioning 1.3 Thorndike's instrumental learning and law of effect 1.4 Skinner radical behaviour 1.5 Theories of thinking-Central theory, Peripheral theory, Associationism, Gestalt theory, Information processing theory	13
II	Memory and Related Cognitive Phenomenon	2.1 Episodic memory-Theories of memory 2.2 a) Short term memory-Fragility, Capacity, Coding b) Long term memory-Determinants of accuracy, Effect of context 2.3 Models of memory-Craik and Lockhart's level of processing approach, Tulvings model, Encoding specificity model 2.4 Semantic memory- The semantic and episodic distinction, Concepts categories and its prototype view, 2.5 Theories of semantic memory-Feature comparison model, Network model , Exemplar model	16
III	Language	3.1 The structure of language 3.2 Language comprehension and production- Speech perception, speech errors in production, sentence comprehension, comprehending text passages 3.3 Language and cognition-The modularity hypothesis,	15

		3.4 The Whorfian modularity hypothesis 3.5 Neuropsychological views and evidence	
IV	Decision Making	4.1 Phases of decision making 4.2 Basic concepts of probability 4.3 Availability heuristics- Regency, Effect of familiarity 4.4 Overconfidence- Causes , Improving decision making 4.5 The Hindsight Bias	16

REFERENCES FOR SEMESTER – I & II

- Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
- Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
- Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
- Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
- Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
- Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall.
- Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall.
- Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall.
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- Messer, D. & Miller, S. (1999). Exploring developmental psychology. London:Arnold.
- Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall.
- Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
- Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall

M. A Semester-II
PSY 203: Statistics in Psychology
(With effect from June 2019)

Objectives:

1. To introduce fundamental concepts about statistics.
2. To introduce statistical application for Psychology.
3. To introduce multivariate methods and computer applications to statistics.

Outcomes:

1. How to calculate and apply measures of location and measures of dispersion - grouped and ungrouped data cases.
2. How to apply discrete and continuous probability distributions to various business problems.

Unit	Topic	Sub-Topic	Lectures
I	Statistics and Probability	1.1 Statistics: Meaning, Types, Need and Importance 1.2 Characteristics of Central tendency and Variability 1.3 Principles of Probability 1.4 Characteristics and Properties of Normal distribution curve. 1.5 Application of Normal distribution curve.	10
II	Correlation and Regression	2.1 Meaning and Nature of correlation 2.2 Pearson's Product-Moment Correlation, Bi-serial and Point-bi-serial correlation 2.3 Tetra-choric, Phi coefficient, Partial and Multiple Correlation 2.4 Regression: Concept and uses 2.5 Types of Linear and Multiple regression	16
III	Significance of the Difference between Means	3.1 Need and Importance. 3.2 Fundamental Concept: Standard error, Null hypothesis, Level of confidence, Size of sample, One-tailed and Two-tailed test. 3.3 Determine the significance of difference between two means. 3.4 Independent sample t test 3.5 Correlated sample t test	16

IV	Analysis of Variance and Non-parametric Statistics	4.1 Meaning, Need and Assumptions of analysis of variance 4.2 One-way and Two-way analysis of variance 4.3 Difference between Parametric and Non-parametric statistics, 4.4 Chi Square test: Assumptions, Uses and Procedure 4.5 Non-parametric tests for correlated sample: Rank Difference Correlation, Sign Test, Non-parametric tests for uncorrelated sample: Mann-Whitney U-test, Median test	18
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NOTE:

1. Only problem on t-test, Chi-square, Product movement correlation, One-way ANOVA Allowed for examination
2. Simple Calculator is allowed in examination

References:

- 1) Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: BharatiBhavan.
- 2) Mangal S.K. (2004). *Statistics in Psychology and Education*. Prentice Hall of India, NewDelhi.
- 3) Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*.
- 4) Miller, McIntire and Lovler (2011). *Foundation of psychological testing*. 3rd ed. Sage publication, California.
- 5) Cronbach, L. J. (1990). *Essentials of psychological testing*. 5th Ed. New York: Harper Collins Publishers:
- 6) Aron & Aron (2008). *Statistics for Psychology*. 5th ed. Pearson: New Delhi.
- 7) Howell, D. (2009). *Statistical Methods for Psychology*. 7th ed. Wadsworth.
- 8) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and Education*. Singapore: John-Wiley.
- 9) Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*.
- 10) Borude R.R. (2005). *Research Methodology*. Pune Vidhyarthi ghras Publication, Pune.

11) Broota K.D. (2002). *Experimental design in Psychological research*. New age International, New Delhi.

12) Barve B. N. (2007). *Shaishkashnik Mansashashtriy Sankhyashatra*, 1st edition, Vidhya Prakashan, Nagpur.

M. A Semester- II
PSY- 204 Psychology Practical (Experiments)
(With effect from June 2019)

● **Objectives:**

1. To acquaint the students with Skills of scientific techniques of conducting experiments in psychology
2. The different areas of experimental research in psychology

● **Outcomes:**

1. Acquaint the students with Skills of scientific techniques of conducting experiments in psychology
2. Application of experimental findings in day to day life.

Unit	Topic	Sub-Topic	Lectures
I	Group – A) Psycho- physics and scaling method, motor skills (Any Two)	1) Muller Lyre Illusion 2) Size and Weight Illusion 3) Finger Dexterity 4) Motor skills	14
II	Group – B) Sensation Perception and attention (Any Three)	1) Size Constancy 2) Perception of distance (Howard- Dolman) 3) Division of attention 4) Color Perception (perimeter) 5) Fluctuation of Attention	16
III	Group – C) Learning and memory (Any Five)	1) Multiple Choice 2) Mirror Drawing 3) Conditioning Hand withdrawal 4) Maze Learning 5) Memory Drum – Serial Learning 6) Proactive and Retroactive Inhibition 7) Transfer of Learning	14

		8) STM- Digits and Letters 9) Word association 10) Stuff effect	
IV	Group – D) Cognition Motivation and emotion (Any Two)	1) Concept Formation 2) Reacting Formation 3) Zeigarnic Effect 4) Emotional Expression 5) Retention	16

References

1. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
2. Galloti, K. M. (2004). *Cognitive Psychology*. In and Out of Laboratory. USA: Thomson Wadsworth
3. Mohsin, S. M.: *Experiments in Psychology*.
4. Nunn, V.K. (1988). *Laboratory Psychology: A beginner's guide*. Hove: Psychology Press Ltd.
5. Rajamnickam. M. (2005). *Experimental Psychology: With Advanced Experiments*. Vol. 1&2. New Delhi: Concept Publishing Company.
6. Tinker, M. A. & Russel W. A. *Introduction to Methods in Experimental Psychology*. Appleton- Century Crofts.

External Evaluation: 60 Marks

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|----------------------------|-------------|
| 1. Instruction and conduct | -- 15 Marks |
| 2. Journal | -- 15 Marks |
| 3. Report writing | -- 15 Marks |
| 4. Viva-voce | -- 15 Marks |

M. A. Semester-II
PSY- 205 Behavior Modification -II
(With effect from June 2019)

Objectives:

- 1) Understanding the Behavior Assessment
- 2) To Develop self control
- 3) Understanding the Basic Behavioral Principles and Ethical Issues

Outcomes:

1. Develop the behavior assessment skills
2. Develop the positive self concepts

Unit	Topic	Sub-Topic	Lectures
I	Functional Assessment of the Causes of Problem Behavior	1.1 Approaches to Functional Assessment 1.2 Major Causes of Problem Behavior 1.3 Medical Causes of Problem Behaviors 1.4 Conducting a Functional Assessment 1.5 Functional assessment of applications, analysis and interpretation.	10
II	Helping An Individual to Develop Self-Control	2.1 Causes of Self-Control Problems 2.2 A Model for Self-Control 2.3 Step in a Self-Control Program 2.4 Circumventing the Therapist 2.5 Altering self-control, our sense of self and social development of self.	20
III	Areas of Clinical Behavior Therapy	3.1 Anxiety Disorders: Focus on Agoraphobia 3.2 Obsessive-Compulsive Disorder 3.3 Failure to Cope with Stress 3.4 Depression 3.5 Uses of clinical behavior therapy in the manner of, to improve learning and behavior modification.	15
IV	Ethical Issues	4.1 A Behavioral View of Ethics 4.2 Arguments Against Deliberately Controlling Behavior 4.3 Ethical Guidelines 4.4 Future plans for behavioral modification. 4.5 Conclusions	15

References:

Garry. M; and Joseph. P; (2002) Behavior Modification 7th Ed., Prentice Hall of India Private Limited New Delhi

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ADER , R . , & COHEN , N . (1982) . Behaviorally conditioned immunosuppression and murine Systemic lupis erythematosus , Science

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AGATHON , M . (1982) . Behavior therapy in France . 1976 - 1981 . Journal of Beliabior Therapy and Experi nmental Psychiatry

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IMPORTANT NOTES FOR SEM I & II.

CONDUCTION OF PRACTICALS:

.Each batch of practical (for university exam also) will consist of maximum Ten students and Four Hours.

.Separate batch will be formed if this number exceeds even by two.

.Workload for each batch will be equivalent to eight lecture periods.

.Students have to require maintaining a journal and obtaining the completion certificate signed by teacher in-charge and head of the department. Without this certificate, students will not be allowed to appear for the university examination.

.Conduction of practical's at examination:

.Two external and one internal examiner will be appointed by 32(5a) committee for university assessment.

.If the teacher from the department is not eligible as internal examiner, then from university appointed examiners one will be work as internal examiner.

.External examiners will reach one hour before at the centre for paper setting and laboratory inspection.

.External examiners will jointly set question paper at the respective centre with the help of internal examiner.

.Remuneration of the question paper setting will be equally divided in to internal and external examiners and paid by the respective centre/college.

Following types of job opportunities available after completion of M.A. degree.

.Self skill oriented job: Work as a Counselor in psychiatric clinic or they can run their own counseling clinic. Conduct personality development programmes.

.Public oriented job: Personnel manager in industries, counselor in government sector and HR department. Career counselor and can also work with NGO`s in different fields

.Can appear for MPSC, UPSC and other competitive examinations.

.Can work as a school teacher, lecturer.

.Work as a Rehabilitation teacher for mentally retarded, physically handicapped and for special children