

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and
Commerce, Baramati
Autonomous**

Department of Psychology

Course Structure for MA-I First Year

To be implemented on Academic Year 2022-23

Preamble:

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a need of professionals in the field. Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the various fields. The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment. This course provides broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

Semester	Paper Code	Title of Paper	No. of Credits
I	PAPS111	Cognitive Psychology	4
	PAPS112	Psychometrics	4
	PAPS113	Statistical Methods	4
	PAPS114	Psychology Practical: Tests	4
II	PAPS121	Learning and Memory	4
	PAPS122	Psychological Testing : Applications	4
	PAPS123	Research Methodology	4
	PAPS124	Psychology Practical: Experiments	4

MA-I Sem. II Syllabus
Academic Year 2022-23

PAPS121 LEARNING AND MEMORY

Objectives

1. To acquaints the students with the process of learning and memory.
2. To develop insights of neurological basis of learning and memory.
3. To comprehend the various types, models and theories of learning & Memory
4. Application of principle of learning and memory.

Course Outcomes:

1. Apply learning principles for behavioral modification/ training
2. Improve memory by using various techniques.
3. Analyze self memory and learning abilities.

UNIT-I PROCESS OF LEARNING (10)

- 1.1 Classical conditioning: concepts, types and principles
- 1.2 Operant conditioning concepts, reinforcement: types and schedules
- 1.3 Cognitive approaches to learning: Tolman theory and Bandura observational learning
- 1.4 Cultural influence on learning
- 1.5 Application: Phases of Skills acquisition

UNIT-II PROCESS OF MEMORY (10)

- 2.1 Sensory Memory: Iconic and Echoic
- 2.2 Short term Memory: Research and Experiments
- 2.3 Long term memory and Everyday Memory
- 2.4 Useful steps to improving your memory
- 2.5 Application: Techniques use in Cognitive Interview

UNIT-III MODELS AND THEORIES OF MEMORY (10)

- 3.1 Unitary and Dual theory of Waugh & Norman
- 3.2 Multi process Models: Atkinson & Shiffrin, Craik & Lockhart
- 3.3 Connectionist Model: Rumelhart & McClelland
- 3.4 Theories of Forgetting
- 3.5 Application: How psychologists study memory

UNIT-IV NEUROLOGICAL BASIS OF LEARNING AND MEMORY (10)

- 4.1 Brain areas associated with learning and memory
- 4.2 Amnesia: Definition and types
- 4.3 Brain: studies on learning and Memory
- 4.4 Synaptic Mechanism: Synaptic Plasticity in Learning and memory
- 4.5 Application: Neuro-linguistic Programming

REFERENCE BOOKS:

1. Matlin, M. (2012). *Cognition*. (8th ed). John Wiley
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. Kothurkar, V. K. (1985). *About learning and memory*. ND: Wiley Eastern.
9. Wade, C. and Tavris, C. (2007). *Psychology*. Pearson Education.
10. Reed S. K. (2004). *Cognition: Theory and application (3rd ed)*. California: Brooks/Cole Pub. Company
11. Emilien, G., Durlach, C., Antoniadis, E., Linden, M. Vd. & Maloteaux, J.M. (2004). *Memory*. NY: Psychology Press.
12. Malim, T. (1994). *Cognitive processes*. London: MacMillan.
13. Desai, B. and Abhyankar, S. C. (2007). *Prayogik manasashastra and sanshodhan paddhati*. Pune: Narendra Prakashan.
14. Borude, R.R. *Bodhanik manasashastra*. Chhaya Prakashan.

PAPS122: PSYCHOLOGICAL TESTING: APPLICATIONS

A) Learning Objectives:

To acquaint the students with:

1. Various psychological assessment techniques
2. Application of psychological tests in different fields.
3. To understand the use and interpretation of various psychological tests used in educational field.
4. To understand the use of psychological tests in clinical and organizational Settings.

B) Learning Outcomes:

1. Developing the awareness of psychological tools.
2. Differentiate between the various psychometric properties of a test.
3. Explain the applications of psychological tests.
4. Develop psychological test using the knowledge obtained in the syllabus.

UNIT-I TESTING IN EDUCATIONAL SETTING

[10]

- 1.1 General mental ability tests: Group tests – SPM (Standard Progressive Matrices-J.C. Raven), Cattell’s Culture-fair Test of Intelligence
- 1.2 General mental ability tests: Individual tests- Binet- Kamath test, Malin’s Intelligence Test for Indian Children (MISIC), Bhatia Intelligence test
- 1.3 Multidimensional Differential Aptitude Test-MATB (Jackson & Chaddha)
- 1.4 Personality and interest inventories- CPR-Career Preference Record (Bhargava), Strong-Campbell Interest Inventory (SCII)
- 1.5 School and college entrance tests- SAT (Scholastic Assessment Test), GRE (Graduate Record Examination Test)

UNIT-II TESTING IN CLINICAL SETTING

[10]

- 2.1 Testing based on diagnostic and intervention- MPQ-The Medico Psychological Questionnaire (Bharatraj), DTLDD- Diagnostic Test of Learning Disability (Swarup, Mehta)
- 2.2 Tests based on the Criterion-Group Strategy, MMPI-Minnesota Multiphasic Personality Inventory (S. R. Hathaway & J. C. Mckinley), California Psychological Inventory
- 2.3 Tests based on the Factor-Analytic Strategy- 16 PF- Personality Factor Test (Cattell), NEO-PI R- NEO Personality Inventory-Revised (McCrae & Costa) , EPQ-R - Eysencks Personality Questionnaire (Eysenck)
- 2.4 Tests based on the Theoretical Strategy- EPPS- Edwards Personal Preference Schedule (Edward), SCRS-Self-Concept Rating Scale (Deo), Vyaktitva Shodhika (Khire & Rajguru)
- 2.5 Types of Projective Techniques

UNIT-III TESTING IN INDUSTRIAL AND BUSINESS SETTING [10]

- 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-Myers- Briggs Type Indicator
- 3.3 Dexterity tests - O'Conner Finger Dexterity Test, Minnesota Manual Dexterity Test,
- 3.4 Situational testing (games, role play) and in-basket exercises
- 3.5 Measuring interpersonal relationship – FIRO-B and leadership assessment.

UNIT-IV TESTING IN COUNSELING SETTING [10]

- 4.1 General ability testing: Individual tests, and group tests (NVTI- Nonverbal Test Inventory, Passi Creativity Tests)
- 4.2 Multiple aptitude tests – DBDA-David Battery of Differential Abilities (Sanjay Vohra)
- 4.3 Strong Vocational Interest Blank (SVIB)
- 4.4 Anxiety and adjustment test- Sinha's Comprehensive Anxiety Test (SCAT)-A.K.P.Sinha & L.K.P Sinha, Anxiety, Depression and Stress Scale (Pallavi Bhatnaga, Bell's Adjustment Inventory, Moos' Family Environment Scale (FES)
- 4.5 Sack's Sentence Completion Test

Reference Books

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.
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.

PAPS123 RESEARCH METHODOLOGY

A) Learning Objectives:

1. To acquaint the students with the basic research concepts, Steps in research process.
2. To prepare students to write research proposals and research reports as per APA guidelines.
3. To enable learners to design research.
4. To prepare students to execute appropriate referencing and citations to avoid plagiarism.

B) Learning Outcomes:

After completion of this course the students will be able to:

1. Express research ideas using research methodology and apply various research designs.
 2. Create research proposal and report as per APA guidelines.
 3. Develop an in-depth understanding of research tools, methodology and ethical research practices.
 4. Execute appropriate referencing and citations to avoid plagiarism.
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UNIT-I OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH [10]

- 1.1 Basic research concepts and Research process (problem, hypothesis, variables and operational Definitions & Ideas in Research).
- 1.2 Sampling and It's Types.
- 1.3 Methods of data collection: Observation, Interview, Questionnaires, Schedule, Survey and Experiments.
- 1.4 Survey research: Its type problem and applications designs-Cross-sectional, successive independent samples, Longitudinal.

UNIT-II RESEARCH DESIGNS.

[10]

- 2.1 Research Design: Meaning and its importance.
- 2.2 Independent Group Designs.
- 2.3 Repeated measures Designs.
- 2.4 Complex Designs.
- 2.5 Quasi Experimental Designs and Program Evaluations.

UNIT-III MULTIVARIATE AND QUALITATIVE RESEARCH DESIGNS [10]

- 3.1 Factor analysis: Basic terms, overview of extraction methods Overview of rotation methods, higher order factor analysis.
- 3.2 Exploratory and Confirmatory factor analysis.
- 3.3 Other multivariate techniques: Multiple regressions, multivariate analysis of variance, discriminant functions analysis.
- 3.4 Qualitative research design and Analysis of Qualitative data.

CREDIT-IV WRITING RESEARCH PROPOSAL AND REPORT

[10]

- 4.1 Ethical Issues in Psychological Research.
- 4.2 Reviewing the Research Literature to formulate hypotheses based on that.
- 4.3 Writing Research Proposal.(APA Style)
- 4.4 Research Report and Research Paper Writing. (APA Style)
- 4.5 Displaying Results. (Graphs, Figures, Charts, Tables)

Reference Books:

- 1) Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.) NY: McGraw Hill.
- 2) Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
- 3) Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.
- 4) Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
- 5) Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory (3rd ed)*. NY: McGraw-Hill.
- 6) Hair, J.F., Anderson, R. E., Tatham, R.L., & Black, W.C. (2003). *Multivariate data analysis (5th ed)*. ND: Pearson Education, Inc.
- 7) Locke, L.F., Sliverman, S.J. & Spirduso, W.W. (2004). *Reading and understanding research (2nded)*. Thousand Oaks: Sage Publications.
- 8) Bhattacharya, D. K. (2003). *Research Methodology*. New Delhi: Excel Books.
- 9) Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- 10) Elmes, D. G. (2011). *Research Methods in Psychology (9thed.)*. Wadsworth Publishing.
- 11) Goodwin, J. (2009). *Research in Psychology: Methods in Design (6thed.)*. Wiley.
- 12) McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
- 13) Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.
- 14) Wiling, C. (2008). *Introducing Qualitative Research in Psychology (2nded)*. Open University Press.
- 15) American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th Edn.)*. APA.
- 16) Howitt, D. and Crammer, D. (2005). *Introduction to Research Methods in Psychology*. Pearson Education.
- 17) Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. N.D.: Pearson Education.
- 18) Borude, R.R. (2005). *Sanshodhan Paddhatishastra*. Pune: Pune Vidyarthi Gruha
- 19) Desai, B. and Abhyankar, S. C. (2008). *Prayogik manasashastra and sanshodhan paddhati*. Pune: Narendra Prakashan.
- 20) Neuman W. Lawraence (2007) *Social Research Methods*, Pearson Education.

PAPS124 PSYCHOLOGY PRACTICAL: EXPERIMENTS

A) Learning Objectives

1. To acquaint the students with different areas of experimentation in psychology,
2. Various skills of conducting experiments in psychology
3. Awareness of scientific methods and ethics in experiments.

B) Learning Outcomes

1. Develop the capacity to design new experiment on the basis of psychological theory.
 2. Understand the process of conducting a rigorous scientific lab experiment.
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UNIT-I COGNITIVE PROCESSES (ANY 3):

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-II LEARNING (ANY 3):

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-III 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
6. Memory for Unattended Material
7. Memory for Associated and Un-associated Pairs of Words-

UNIT-IV MOTIVATION AND EMOTION (ANY 2):

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

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 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination****a) Continuous (Internal) Assessment of practical -40 marks**

There will be internal practical examination after completion of five practical's and the division of 40 internal marks like following:

Items	Marks
Instruction & Conduction	10
Oral	10
Report Writing of the given Practical	10
Report of five Practical's and Punctuality	10
Total	40

b) End of Semester Examination (ESE) - 60 marks.

The End Semester Examination will be of 60 marks and division of marks like following.

Items	Marks
Instruction & Conduction	10
Oral	10
Report Writing of the given Practical	20
Report of five Practical's and Punctuality	20
Total	60

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

1. Two examiners will be appointed by BOS 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 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.
7. The question paper will contain problems based on the practical conducted at the respective centers.
8. 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.

Reference Books

1. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
2. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
3. Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.
4. Guenther, R.K.(1998). *Human cognition*. NJ: Prentice-Hall.
5. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
6. Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
7. Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study*