

**MODERN EDUCATION SOCIETY'S**

**NOWROSJEE WADIA COLLEGE**

**NAAC ACREDITED A+**

**M.A. (Master of Arts) Post Graduate Degree Program in Psychology**

**(Faculty of Humanities)**

**Affiliated to Savitribai Phule Pune University**

**M.A. PSYCHOLOGY – Part 1**

**Choice Based Credit System (Semester Pattern) Syllabus**

**To be implemented from Academic Year 2022-2023**

## M.A. – I: PSYCHOLOGY

1: This is 64 credit PG degree course.

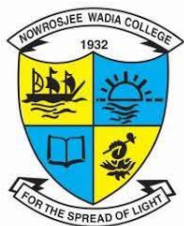
2: Each semester shall have 16 credits.

3: Internal and external examination pattern would be based on BOE structure.

4: Changes as per the university guidelines shall be communicated from time to time

	<b>Semester</b>	<b>Paper No</b>	<b>Title of Paper</b>	<b>Lectures per week</b>	<b>Credits for semester</b>
First Year	1	MAPSY101	Cognitive Psychology: Understanding and Processes	4	4
		MAPSY102	Psychometrics	4	4
		MAPSY103	Preliminary Research Methods And Statistics	4	4
		MAPSY104	Psychological Practical - Tests	8	4
	2	MAPSY201	Cognitive Psychology: Advance Processes and Applications	4	4
		MAPSY202	Bio-Psychology	4	4
		MAPSY203	Preliminary Research Methods And Statistics	4	4
		MAPSY204	Psychological Practical - Experiments	8	4

# SEMESTER I



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**Curriculum For M. A. I Sem 1 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓	✓			
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Shalaka Kelkar				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Cognitive Psychology: Understanding and Processes				
Course Code:	MAPSY101				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%		Less	
				✓	
Date of Implementation of	June 2022				

**Course Outcomes:****On successful completion of the course students will be able to:**

1. Describe the basic cognitive processes of sensation, attention and perception.
2. Distinguish between the perceptual processes underlying language-related phenomena.
3. Evaluate and use various problem solving strategies.
4. Develop positive attitude towards daily problems and finding solutions.

**DETAILED SYLLABUS**

Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	<b>Introduction to Cognitive Psychology</b> 1.1. Definition, Nature and Scope of Cognitive Psychology 1.2. History of Cognitive Psychology 1.3. Methods to study cognitive Psychology-I Observation, Introspection, Experimental 1.4. Methods to study cognitive Psychology-II Quasi-Experimental, Neuropsychological 1.5. Application: Understanding Cognitive Map	15
2.	<b>Exploring/ Basic in Cognitive Psychology</b> 2.1. Sensation: Introduction to Psychophysics, Theories of Color Vision, Theories of Pitch 2.2. Perception: Gestalt, Bottom Up theories of Perception, Top down perception theories 2.3. Attention: Bottleneck theory, Automatic versus controlled processing, Feature integration theory, Stroop Effect, Signal Detection, and Vigilance 2.4. Problem Solving: Heuristics, Means-End Hypothesis, Analogy Approach 2.5. Application: Extra Sensory Perception	15
3.	<b>Exploring/ Basic in Cognitive Psychology</b> 3.1. Understanding spoken language: Approaches, Speech perception, transformational grammar and factors affecting comprehension 3.2. Introduction to Reading, Writing, Speaking 3.3. Definition and Nature : Artificial Intelligence and Creativity 3.4. Definition and Nature Decision making 3.5 Application: Development in reading ability, multilingualism	15
4.	<b>Advance in Cognitive Psychology</b> 4.1. Definition and Nature: Consciousness 4.2. Definition and Nature: Critical Thinking 4.3. Definition and Nature: Neuropsychology 4.4. Conceptual Understanding: Meta-cognition 4.5. Application : Brain Assessment Tools : CT Scan, MRI, fMRI, PET Scan	15
5.	<b>Assignments / Continuous Internal Assessment (CIA):</b> CIA 1 – (10 marks) CIA 2 – (10 marks) CIA 3 – (10 marks) CIA 4 – (15 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	65

**Recommended Books/ References / Example**

- Anderson, J. R. (2015). Cognitive psychology and its implications. New York: Worth Publishers
- Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications
- Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
- Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
- Solso, R. L. (2004). *Cognitive Psychology (6th ed.)*. Delhi: Pearson Education.



**MODERN EDUCATION SOCIETY'S**

**NOWROSJEE WADIA COLLEGE**

**NAAC ACREDITED A+ WITH CGPA 3.51**

**Curriculum For M. A. I Sem 1 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓	✓			
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Sailee Modak and Prof. Shalaka Kelkar				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Psychometrics				
Course Code:	MAPSY102				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%			Less
					✓
Date of Implementation of	June 2022				

**Course Outcomes:****On successful completion of the course students will be able to:**

1. To acquaint them with the characteristics of standardized tests.
2. To familiarize the students with psychometric theory and principles of test construction.
3. To create critical understanding of measurement issues and techniques in psychological inquiry.
4. To enable students to develop skills and competencies in test construction and standardization.
5. To understand the various biases in psychological testing and assessment
6. Differentiate between different types of norms with suitable examples
7. Write items and uses appropriate methods to construct a psychological test

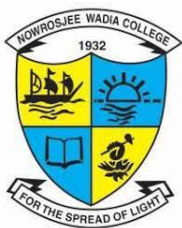


**DETAILED SYLLABUS**

Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	<b>Nature and Scope of Psychological Testing</b> <ol style="list-style-type: none"> <li>i. Definition and characteristics of psychological tests</li> <li>ii. Classification and uses of psychological tests</li> <li>iii. Measurement models: Classical test theory, Latent variable model, True Score and levels of measurement</li> <li>iv. Scaling: Purpose, psychophysical scaling types (Thurstone-type scales i.e. differential, and Likert-type scales i.e. Summated)</li> <li>v. Ethical issues in psychological testing</li> </ol>	15
2.	<b>Process of Test Construction</b> <ol style="list-style-type: none"> <li>i. General steps in test construction</li> <li>ii. Knowledge-based and person-based questionnaire                             <ul style="list-style-type: none"> <li>• Objective and open-ended tests</li> <li>• Norm-referenced and criterion-referenced testing</li> <li>• The correction for guessing in objective knowledge based test</li> </ul> </li> <li>iii. item analysis</li> <li>iv. Item response theory (IRT)</li> <li>v. Item characteristic curve</li> </ol>	15
3.	<b>Standardization of tests: Reliability and Validity</b> <ol style="list-style-type: none"> <li>i. Normalization: Algebraic normalization, graphical normalization</li> <li>ii. Reliability: Concept and types of reliability, forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient</li> <li>iii. Factors that influence reliability</li> <li>iv. Validity: Concepts and types of validity; Political validity; Confusion between validation and validity.</li> <li>v. Construct-identification procedures</li> </ol>	15
4.	<b>Standardization of tests: Norms and Computerized Testing</b> <ol style="list-style-type: none"> <li>i. Norms: Concepts and types of norms, Intrinsic and extrinsic bias</li> <li>ii. The use of Factor Analysis in test construction</li> <li>iii. Within-group norms- Percentiles, standard scores, the Deviation IQ (To solve sums)</li> <li>iv. Computerization in psychological Testing and Artificial intelligence</li> <li>v. Psychological Tests used in various setting (Clinical, Counselling, Industrial and Education)</li> </ol>	15
5.	<b>Assignments / Continuous Internal Assessment (CIA):</b> CIA 1 – (10 marks) CIA 2 – (10 marks) CIA 3 – (10 marks) CIA 4 – (15 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	65

### **Recommended Books/ References / Example**

- Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.
- Chadha, N. K. (2009). *Applied psychometry*. New Delhi, India: Sage.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Kline, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.
- Michell, J. (1990). *An Introduction to the logic of psychological measurement*. Hillsdale, MI: Erlbaum.
- Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.



**MODERN EDUCATION SOCIETY'S**

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**Curriculum For M. A. I Sem 1 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓	✓			
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Sailee Modak				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Preliminary Research Methods And Statistics				
Course Code:	MAPSY103				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%			Less
					✓
Date of Implementation of	June 2022				

**Course Outcomes:****On successful completion of the course students will be able to:**

1. Describe various research approaches used in social sciences and is able to classify characteristics of quantitative and qualitative research
2. Evaluate the application of basic experimental designs to varied research problems.
3. Differentiate various data collection and sampling methods employed in quantitative research
4. Understand quantitative data arrangement, organization and analyze it appropriately.
5. Apply inferential statistics like t-tests, correlation and ANOVA using manual technique to suitable research problem
6. To develop computational skills
7. Ability to build their research aptitude and build their own research problems

## DETAILED SYLLABUS

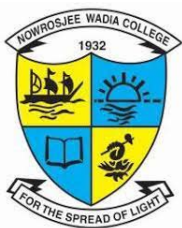
Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	<b>Introduction to Psychological Research</b> <ol style="list-style-type: none"> <li>i. Meaning, purpose and scope of research in the social sciences</li> <li>ii. The research process and approaches (qualitative, quantitative, mixed and other)</li> <li>iii. Research problem, operationally defining variables and hypothesis types</li> <li>iv. Sampling: definition, purpose and types</li> <li>v. Ethical problems and principles in social science</li> </ol>	15
2.	<b>Quantitative Research Designs</b> <ol style="list-style-type: none"> <li>i. Survey: Cross sectional, successive independent samples and longitudinal</li> <li>ii. Experimental designs: Definition, principles and functions</li> <li>iii. Types of experimental design: a) two group designs, b) randomized block designs with more than two groups, c) Factorial Design d) Repeated measures and mixed designs</li> <li>iv. Quasi experimental designs</li> <li>v. Appropriate selection of Statistical techniques</li> </ol>	15
3.	<b>Introduction to statistics I</b> <ol style="list-style-type: none"> <li>i. Nature of data</li> <li>ii. Measures of central tendency and variability</li> <li>iii. Normal Distribution Curve: Definition, purpose and Characteristics</li> <li>iv. Assumption Testing on data set (normality, homogeneity, collinearity, etc)</li> <li>v. Confidence interval, Type I and Type II errors; one-tailed and two tailed</li> </ol>	15
4.	<b>Introduction to statistics II</b> <ol style="list-style-type: none"> <li>i. Parametric Statistics: t-test, z-test, ANOVA and two-way ANOVA</li> <li>ii. Non Parametric Statistics: Chi square, Wilcoxon Signed Rank test, Mann-Whitney U-test and Kruskal- Wallis Test</li> <li>iii. Correlation and Regression</li> <li>iv. Statistical software: An introduction – Excel, SPSS and R</li> <li>v. Quantitative analysis for examination purpose: NDC, independent and dependent sample t- test, one way ANOVA, correlation and regression.</li> </ol>	15
5.	<b>Assignments / Continuous Internal Assessment (CIA): 50 marks</b> CIA 1 – (10 marks) CIA 2 – (10 marks) CIA 3 – (10 marks) CIA 4 – (15 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	65

### Recommended Books/ References / Example

- Aron, Arthur; Aron, Elaine N.; Coups, Elliot J. (2006). *Statistics for Psychology* (4th Edn.). Dorling Kindersley (India) Pvt. Ltd. With Pearson Education Limited.
- Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.
- Chadha, N. K. (2009). *Applied psychometry*. New Delhi, India: Sage.
- Kerlinger, Fred N. (2009). *Foundation of behavioral research* (9th reprint). Holt, Rinehart and

Winston, Inc. USA. (Surjeet Publications, New Delhi).

- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2nd revised edition). New Age International Publishers, New Delhi
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.
- Singh, A. K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences* (5th Edition). BharatiBhawan: Publishers and Distributors.



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**Curriculum For M. A. I Sem 1 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓	✓			
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Sailee Modak and Prof. Shalaka Kelkar				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Psychological Practicals - Tests				
Course Code:	MAPSY104				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%			Less
					✓
Date of Implementation of	June 2022				

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. The administration of the standardized psychological tests, rapport establishment, interpretation of scores and report writing.
2. The criteria's of evaluating psychological tests
3. Certain counseling skills on the basis of psychological results



**DETAILED SYLLABUS**

<b>Unit</b>	<b>CONTENTS OF THE COURSE</b>	<b>No. of Lectures</b>
<b>1.</b>	<b>GENERAL AND SPECIAL ABILITY TESTS (any three)</b> i. Standard Progressive Matrices, Cattell's Culture Fair Test of Intelligence ii. WAIS-IV (India), GATB, GMAT, Bhatia's, Malin's iii. DAT, DBDA, EATB iv. Torrence test of Creativity / Salahkar Creativity Test / Passi Creativity test v. Reasoning Ability Test, Cognitive Ability Test	15
<b>2.</b>	<b>PERSONALITY TESTS (any three)</b> i. NEO-PI-R, 16 PF, MBTI (Form F) ii. Vocational Preference Inventory by J. I Holland iii. Bell's Adjustment Inventory iv. Thematic Apperception Test (TAT) v. Attitude and Value Scale	15
<b>3.</b>	<b>CLINICAL TESTS (Any two)</b> i. MMPI ii. Neuropsychological Assessment Battery (NAB) iii. Adult Neuropsychological Questionnaire iv. State-Trait Anger Expression Inventory-2 (STAXI-2) v. Depression Scale	15
<b>4.</b>	<b>OTHER TESTS (ANY TWO)</b> i. FIRO-B/ BIRO-P/ CWBC ii. Career and Family Value Scale iii. Family Environment Scale iv. Self-Concept v. Other	15
<b>5.</b>	<b>Assignments / Continuous Internal Assessment (CIA):</b> VIVA – (10 marks) JOURNAL – (15 marks) CONDUCTION – (10 marks) OVERALL PERFORMANCE – (10 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	65

### **Recommended Books/ References / Example**

- Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Buros, O. (ed). (1965, 1972). The mental measurement. Year Book, NJ: Gryphon Press.
- Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.
- 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 Behavioural Sciences. Patna: Bharati Bhavan.

### **A. General Instructions:**

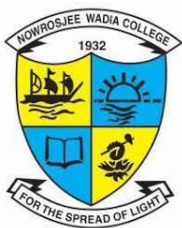
1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D.

### **B. Conduct of practical Examination of Credit System**

Evaluation of Practical-(Total 4 Credits)

There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of Semester Examination (2 Credits). Assessment criteria provided in syllabus.

# SEMESTER II



**MODERN EDUCATION SOCIETY'S**

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**Curriculum For M. A. I Sem II - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester)✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓		✓		
Name of The Board of Studies	Psychology				
Name of The Faculty/s Preparing Syllabus	Prof. Shalaka Kelkar				
Name of The Faculty/s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Cognitive Psychology: Advance Processes and Applications				
Course Code:	MAPSY201				
Number of Credits:	4				
Date of BOS when Course was Approved					
% of Course Revision (Tick the relevant %)✓	100 %	50 % to 99%		Less	
				✓	
Date of Implementation	June 2022				

**Course Outcomes:****On successful completion of the course students will be able to:**

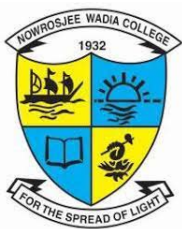
1. To acquaint the students with, various types, models and theories of learning and memory
2. Understand neurological basis of learning and memory
3. Applications of the principles of learning and memory
4. To understand the advances in cognitive psychology
5. To study the application of cognitive psychology in different fields

**DETAILED SYLLABUS**

<b>Unit</b>	<b>CONTENTS OF THE COURSE</b>	<b>No. of Lectures</b>
<b>1.</b>	<p><b>Learning: Theories And Applications</b></p> <p>1.1. Classical Conditioning: Concepts, types and applications</p> <p>1.2. Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications</p> <p>1.3. Cognitive approaches to learning I: Latent learning, observational learning, and applications</p> <p>1.4. Cognitive approaches to learning II: Lewin's Field Theory of Learning, Gagne's Theory of Learning</p> <p>1.5. Application of learning theories</p>	15
<b>2.</b>	<p><b>Memory and Models of Memory</b></p> <p>2.1. Sensory memory, Short Term Memory</p> <p>2.2. Long Term Memory; Types</p> <p>2.3. Unitary and dual process view; Waugh and Norman, Multi-process view</p> <p>2.4. Connectionist model; Rumelhart and McClelland</p> <p>2.5. Theories of forgetting; Psychoanalytical, Trace, Trace Decay, Interference</p>	15
<b>3.</b>	<p><b>Applications of Cognitive Psychology- I</b></p> <p>3.1. Application in Clinical Psychology : Brain and Behaviour Problems</p> <p>3.2. Application in Clinical Psychology: Psychotherapies</p> <p>3.3. Application in Education Psychology: (i) Child development (ii) Learning styles</p> <p>3.4. Application in Education Psychology: (i) Forgetting (ii) Moral development</p> <p>3.5. Application: Cognitive Stages of Development and Teaching methods/techniques</p>	15
<b>4.</b>	<p><b>Applications of Cognitive Psychology- II</b></p> <p>4.1. Application in Forensic Psychology : (i) Cognitive interview (ii) Lie Detector</p> <p>4.2. Application in Forensic Psychology: (iii) Eyewitness testimony (iv) Face Recognition</p> <p>4.3. Application in Computer Science: Memory Models and Computer Science</p> <p>4.4. Application in Computer Science : Information processing, SDT</p> <p>4.5. Application: Brain Assessment Tools : CT Scan, MRI, FMRI, PET Scan</p>	15
<b>5.</b>	<p><b>Assignments / Continuous Internal Assessment (CIA):</b></p> <p>CIA 1 – (10 marks)</p> <p>CIA 2 – (10 marks)</p> <p>CIA 3 – (10 marks)</p> <p>CIA 4 – (15 marks)</p> <p>Attendance/Class engagement – (5 marks)</p>	05
	<b>Total Number of Lectures</b>	65

### **Recommended Books/ References / Example**

- Anderson, J. R. (2015). *Cognitive psychology and its implications*. New York: Worth Publishers
- Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Horn, G. (1985). *Memory imprinting and the brain*. Oxford: Clarendon Press.
- Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications
- Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
- Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
- Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
- Solso, R. L. (2004). *Cognitive Psychology (6th ed.)*. Delhi: Pearson Education.



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**Curriculum For M. A. I Sem 2 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
<b>Program</b>	<b>Program Code</b>				
MSc					
MA Psychology	✓		✓		
<b>Name Of The Board Of Studies</b>	Psychology				
<b>Name Of The Faculty/ s Preparing Syllabus</b>	Prof. Sailee Modak and Prof. Shalaka Kelkar				
<b>Name Of The Faculty/ s Reviewing Syllabus</b>	Dr. Vasant N. Borkar				
<b>Course Title</b>	Bio-Psychology				
<b>Course Code:</b>	MAPSY202				
<b>Number Of Credits:</b>	4				
<b>Date Of BOS When Course Was Approved</b>					
<b>% of Course Revision (Tick the relevant %) ✓</b>	100 %	50 % to 99%			Less
					✓
<b>Date of Implementation of</b>	June 2022				



**CourseOutcomes:**

**On successful completion of the course students will be able to:**

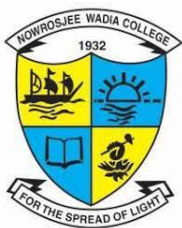
1. To expose students to biological basis of human behavior
2. To explain neurobiological basis of drives
3. Associate behaviors to specific areas of brain
4. To provide comprehensive overview of the major theories of motivation and emotion
5. To create awareness about the role of biological factors in motivation and emotion.
6. To emphasize the importance of positive and negative emotions in human life.

## DETAILED SYLLABUS

Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	<p><b>Foundations of Biopsychology</b></p> <ul style="list-style-type: none"> <li>i. Development of the brain- Maturation of the vertebrate brain</li> <li>ii. Growth and development of neuron</li> <li>iii. Neural plasticity: Meaning-</li> <li>iv. Plasticity after brain damage</li> <li>v. _____</li> </ul>	15
2.	<p><b>Biopsychology of Cognitive Functions</b></p> <ul style="list-style-type: none"> <li>i. Memory: Localized representations of memory</li> <li>ii. Types of memory, types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas</li> <li>iii. Learning: Localized representations of learning</li> <li>iv. Learning difficulties and neurological link</li> <li>v. Brain Imaging techniques and identification of neuropsychological issues</li> </ul>	15
3.	<p><b>Biopsychology of Motivation</b></p> <ul style="list-style-type: none"> <li>i. Neuroendocrine System</li> <li>ii. Approaches to the study of motivation and emotion: Physiological, Ethological, Cognitive, Socio-cultural, Developmental- Inter-actionalistic</li> <li>iii. Mechanism of hunger and thirst</li> <li>iv. Mechanism of sleep and sex</li> <li>v. Aggression and social attachment</li> </ul>	15
4.	<p><b>Biological Basis of Emotions</b></p> <ul style="list-style-type: none"> <li>i. Concepts and Components of Emotion, Etic and Emic approach</li> <li>ii. Biological bases of emotions – ANS, endocrine system, immune system, Cerebral lateralization</li> <li>iii. Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer</li> <li>iv. Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism</li> <li>v. Emotional intelligence: Models, measurement and correlates.</li> </ul>	15
5.	<p><b>Assignments / Continuous Internal Assessment (CIA):</b></p> <p>CIA 1 – (10 marks)            CIA 2 – (10 marks)            CIA 3 – (10 marks)            CIA 4 – (15 marks)            Attendance/Class engagement – (5 marks)</p>	05
	<b>Total Number of Lectures</b>	60

### Recommended Books/ References / Example

- Carlson, N. R. (2007). Foundations of Physiological Psychology, New Delhi, India: Pearson India Education Services Pvt Ltd.
- Kalat, J.W. (2011). Biopsychology, Delhi, India: Cengage Learning India Private Limited



**MODERN EDUCATION SOCIETY'S**

**NOWROSJEE WADIA COLLEGE**

**NAAC ACREDITATED A+ WITH CGPA 3.51**

**Curriculum For M. A. I Sem 2 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓		✓		
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Sailee Modak				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Preliminary Research Methods And Statistics				
Course Code:	MAPSY203				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%			Less
					✓
Date of Implementation of	June 2022				

**Course Outcomes:****On successful completion of the course students will be able to:**

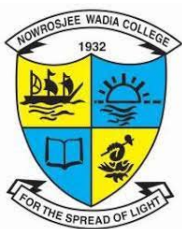
1. To learn about the philosophical foundations, goals and scope of qualitative methodology.
2. To develop an understanding about the relationship between paradigms of science and methods of qualitative inquiry.
3. To understand basic procedures of using qualitative methodology.
4. To learn about scientific rigor in the use of qualitative methodology
5. The basic terminology of advanced research techniques so that they can follow the research reports and papers in different branches of psychology
6. Employ advanced statistical techniques like two-way ANOVA, MANOVA, Regression
7. Understand complex multivariate techniques to analyze data and the APA style of preparing research proposal and writing research report.

**DETAILED SYLLABUS**

Unit	CONTENTS OF THE COURSE	No. of Lectures
1.	<b>Introduction to Qualitative Research Tradition and its Scope</b> <ul style="list-style-type: none"> <li>i. What research problems in psychology require qualitative inquiry?</li> <li>ii. Brief history of qualitative research, basic assumptions, principles and promises of qualitative research</li> <li>iii. The critical understanding of experience within socio-historical context.</li> <li>iv. Formulating research questions</li> <li>v. Introduction to some important methods: Ethnography, grounded theory, narrative inquiry, Case Study, discourse, and phenomenological inquiry.</li> </ul>	15
2.	<b>Qualitative Research Techniques</b> <ul style="list-style-type: none"> <li>i. Nature of qualitative data: Methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies</li> <li>ii. Coding and memo writing</li> <li>iii. Developing semi-structured interview schedule.</li> <li>iv. Theoretical saturation and theoretical sampling</li> <li>v. Researcher's reflexivity: Empathy and reflexivity in qualitative data analysis</li> </ul>	15
3.	<b>Multivariate Statistical Analysis</b> <ul style="list-style-type: none"> <li>i. Multivariate analysis- Introduction (MANOVA, MANCOVA and ANCOVA)</li> <li>ii. Multiple Regression, types and Causal modelling, SEM</li> <li>iii. Factor analysis: Basic terms, overview of extraction methods Overview of rotation methods, higher order factor analysis, EFA and CFA</li> <li>iv. Mediation and Moderation Analysis</li> <li>v. Use of statistical software for multivariate analysis</li> </ul>	15
4.	<b>Academic Writing and Research Skills</b> <ul style="list-style-type: none"> <li>vi. Introduction to Academic Writing: Overview of current status of academic writing and its importance</li> <li>vii. Guidelines and rules in Academic Writing: APA format, plagiarism, biases and frequent errors</li> <li>viii. Review of literature</li> <li>ix. Proposal and research report writing (Thesis, journal)</li> <li>x. Case study/Field work</li> </ul>	15
5.	<b>Assignments / Continuous Internal Assessment (CIA): 50 marks</b> CIA 1 – (10 marks) CIA 2 – (10 marks) CIA 3 – (10 marks) CIA 4 – (15 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	65

### **Recommended Books/ References / Example**

- Charmaz, K. (2004). Premises, principles, and practices in qualitative research: Revisiting the foundations. *Qualitative Health Research*, 14, 976-993.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage.
- Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research design: Selection and implementation. *The Counseling Psychologist*, 35, 236-264.
- Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage.
- Ellingson, L. L. (1998). —Then you know how I feel: Empathy, identification, and reflexivity in fieldwork. *Qualitative Inquiry*, 4, 492-514.
- Kerlinger F.N. (1994). *Foundations of behavioral research (3rd ed)*
- Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.



**MODERN EDUCATION SOCIETY'S**

**NOWROSJEE WADIA COLLEGE**

**NAAC ACREDITATED A+ WITH CGPA 3.51**

**Curriculum For M. A. I Sem 2 - Psychology**

Master's Degree		First Year		Second Year	
Semester (Tick the relevant semester) ✓		I	II	III	IV
Program	Program Code				
MSc					
MA Psychology	✓		✓		
Name Of The Board Of Studies	Psychology				
Name Of The Faculty/ s Preparing Syllabus	Prof. Sailee Modak and Prof. Shalaka Kelkar				
Name Of The Faculty/ s Reviewing Syllabus	Dr. Vasant N. Borkar				
Course Title	Psychological Practicals – Experiments				
Course Code:	MAPSY204				
Number Of Credits:	4				
Date Of BOS When Course Was Approved					
% of Course Revision (Tick the relevant %) ✓	100 %	50 % to 99%			Less
					✓
Date of Implementation of	June 2022				

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. The various areas of experimentation in psychology
2. Skills required in conducting experiments in psychology
3. Applications of experimental design and report writing style



**DETAILED SYLLABUS**

<b>Unit</b>	<b>CONTENTS OF THE COURSE</b>	<b>No. of Lectures</b>
<b>1.</b>	<b>EXPERIMENTS ON LEARNING (ANY THREE)</b>  i. Problem solving (Hanoi's Tower, Heart & Bow Puzzle, Wiggly Blocks) ii. Method of serial anticipation iii. Conditioning: Verbal or hand withdrawal iv. Retroactive or proactive interference v. Paired Associate learning vi. Bilateral transfer in Mirror Tracing/maze learning	15
<b>2.</b>	<b>EXPERIEMENTS ON MEMORY (ANY TWO)</b>  i. Forgetting ii. Short term Memory iii. Effect of Mnemonic strategy on memory iv. The effect of coding on memory v. Immediate memory vi. Memory for Associated and Un-associated pairs of words vii. Recall and Recognition	15
<b>3.</b>	<b>EXPERIMENTS ON MOTIVATION AND EMOTION (ANY THREE)</b>  i. Determining aspiration level ii. Knowledge of Result (KoR) iii. Zeigarnik Effect iv. Goal Setting v. Effect of anxiety on performance	15
<b>4.</b>	<b>EXPERIMENTS ON COGNITIVE PROCESS (ANY TWO)</b>  i. Perceptual Defense ii. Concept formation iii. Mental imagery iv. Rational Learning v. Stroop effect in serial learning vi. Time perception vii. Phi-Phenomenon viii. Measurement of illusion	15
<b>5.</b>	<b>Assignments / Continuous Internal Assessment (CIA):</b> VIVA – (10 marks) JOURNAL – (15 marks) CONDUCTION – (10 marks) OVERALL PERFORMANCE – (10 marks) Attendance/Class engagement – (5 marks)	05
	<b>Total Number of Lectures</b>	60

### **Recommended Books/ References / Example**

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

#### **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.

#### **B. Conduct of practical Examination of Credit System**

Evaluation of Practical-(Total 4 Credits)

There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of Semester Examination (2 Credits). Assessment criteria provided in syllabus.