

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



Choice Based Credit System (CBCS)

Masters of Arts (M. A.)

Syllabus of

**M.A. I - PSYCHOLOGY**

Implemented from

**Academic year 2021 -22**

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.	Prof. 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:**

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.

### Programme Structure and Course Titles

Sr. No.	Class	Semester	Course Code	Course Title	Credits
1.	MA I	I	MA-PSY 111 T	Research Methods	04
2.	MA I	I	MA-PSY 112 T	Psychometrics : Theory	04
3.	MA I	I	MA-PSY 113 P	Psychological Practical : Tests	04
4.	MA I	I	MA-PSY 114 T	(A) Cognitive Psychology (B) Social Psychology –I	04
5.	MA I	I	MA-PSY GE- 115	Leadership	02
6.	MA I	II	MA-PSY 211 T	Statistical Methods	04
7.	MA I	II	MA-PSY 212 T	Psychometrics: Applications	04
8.	MA I	II	MA-PSY 213 P	Psychological Practical : Experiments	04
9.	MA I	II	MA-PSY 214 T	(A) Learning & Memory (B) Social Psychology -II	04
10.	MA I	II	MA-PSY GE- 215	Psychology for mental health management	02
11.	MA II	III	MA-PSY 311 T	Theories of Personality	04
12.	MA II	III	MA-PSY 312 T	(A)Clinical Based: Psychopathology-I (B)Counselling Based: Counselling Process	04
13.	MA II	III	MA-PSY 313 T	(A) Clinical Based: Psycho-diagnostics (B) Counselling Based: Counselling Skills & Therapies	04
14.	MA II	III	MA-PSY 314 P	(A)Clinical Based: Project (B)Counselling Based: Project	04
15.	MA II	III	MA-PSY GE-315	Positive Psychology: Happiness, Wellbeing and Resilience	02
16.	MA II	IV	MA-PSY 411 T	Motivation & Emotions	04
17.	MA II	IV	MA-PSY 412 T	(A)Clinical Based: Psychopathology –II (B)Counselling Based: Guidance and Career Counselling	04
18.	MA II	IV	MA-PSY 413 T	(A) Clinical Based: Psychotherapies (B) Counselling Based: Areas of Counselling	04
19.	MA II	IV	MA-PSY 414 P	(A)Clinical Based: Practicum (B)Counselling Based: Practicum	04
20.	MAII	IV	MA-PSY GE-415	Communication and Social Skills	02
	<b>Total</b>	<b>04</b>	<b>20</b>	<b>20</b>	<b>72</b>

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Semester – I	Paper
Course Code: MA-PSY 111 T	Title of the Course: Research Methods
Credits: 04	Total Lectures: 60 Hrs.

### MA-PSY 111 T: RESEARCH METHODS

**Course 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.

**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, 7<sup>th</sup> Edition
20. Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. N.D.: Pearson Education.
21. Richards Lyn and Morcse Janice M. (2013) *README FIRST FOR A USER'S GUIDE TO Qualitative methods*, Third Edition, Sage Publication.
22. Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.
23. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer* (3rd ed). Upper Saddle River NJ: Prentice-Hall
24. Shaughnessy J.J. and Zechmeister E.B. (1997). *Research Methods in Psychology* (4th ed)
25. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
26. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology*. Upper Saddle River NJ: Prentice-Hall.
27. Tabachnick B.G. and Fidell L.J. (2001). *Using Multivariable statistics* (4th ed)
28. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*.



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Semester – I	Paper
<b>Course Code:</b> MA-PSY 112 T	<b>Title of the Course:</b> Psychometrics : Theory
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

### MA-PSY 112 T: PSYCHOMETRICS: THEORY

#### Course 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.

#### Unit 1 PERSPECTIVES ON PSYCHOMETRICS (15)

- 1.1 Scientific method, realism, truth and psychology
- 1.2 Scientific measurement in psychometrics and measurement in the natural sciences
- 1.3 Measurement models: Classical test theory, Latent variable model, Representational measurement model
- 1.4 The theory of true scores, the statistical true score, the platonic true score, Psychological vs. Physical true score, the true psychometric: trait or function
- 1.5 Ethical issues in psychological testing

#### Unit 2 PROCESS OF TEST CONSTRUCTION (15)

- 2.1 Knowledge-based and person-based questionnaire: a) Objective and open-ended tests  
b) Norm-referenced and criterion-referenced 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



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Semester – I	Paper
<b>Course Code:</b> MA-PSY 113 P	<b>Title of the Course:</b> Psychological Practical : Tests
<b>Credits: 04</b>	<b>Total Lectures:</b> 8 (Batch wise workload, 8 students / batch. [Demo+ conduction= 8 working hrs.) <b>Total Lectures: 120 Hrs.</b>

**MA-PSY 113 P: PSYCHOLOGY PRACTICAL – TESTS**

**Course 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 Three)**

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 Four)**

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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Semester – I	Paper
<b>Course Code:</b> MA-PSY 114 T	<b>Title of the Course:</b> (A) Cognitive Psychology
<b>Credits: 04</b>	<b>Total Lectures: 60 Hrs.</b>

### MA-PSY 114 T: (A) COGNITIVE PSYCHOLOGY

**Course Objectives:**

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

**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 (AI for eg.)
- 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 Tavis, C. (2007). *Psychology*. ND: Pearson Education.

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Semester – I	Paper
<b>Course Code:</b> MA-PSY 114 T	<b>Title of the Course:</b> (B) Social Psychology -I
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

### MA-PSY 114 T: (B) SOCIAL PSYCHOLOGY-I

**Course Objectives:**

1. Acquaint Students with basic concepts, theories and applications of Social psychology.
1. Familiarize students with group behavior.
2. Underline the importance of Close Relationships and Pro- social behavior.

**Course Outcomes:**

1. Develop understanding about basic concepts, theories and applications of social psychology.
2. Develop sense of group behavior.
3. Understand the importance of close relationship and pro- social behavior.

**Unit 1 UNDERSTANDING THE FIELD OF SOCIAL PSYCHOLOGY (15)**

- 1.1 Definition and Three levels of Behavior
- 1.2 History and Related Fields (Anthropology, Sociology, Gender Studies)
- 1.3 Role of theory in Social Psychology – Cognitive, Learning, Motivation
- 1.4 Social Psychology Research in the areas of Family, Law, Health and Industry
- 1.5 Application – Use of Internet in data collection in Social Psychology

**Unit 2 UNDERSTANDING SELF AND GENDER (15)**

- 2.1 What is Self? – Real, Ideal and Social Self
- 2.2 Concepts related to self – Self Concept, Self-Presentation, Self-Regulation and Impression Management
- 2.3 What is Gender, Gender Role Development?
- 2.4 Gender Differences in Self Esteem
- 2.5 Application – Improving Self Esteem (Tests)

**Unit 3 BEHAVIOUR IN GROUPS AND SOCIAL INFLUENCE (15)**

- 3.1 Definition, Characteristics and Types of Behavior
- 3.2 Group Decision Making, Cooperation v/s Competition
- 3.3 Leadership- definition and characteristics
- 3.4 Conformity- nature and factors, Obedience
- 3.5 Application- Use of Compliance techniques – foot in the door, door in the face,



that's not all, low ball, pique technique 21

**Unit 4 ATTITUDES AND PREJUDICE****(15)**

- 4.1 Definition, nature, components of attitudes
- 4.2 Attitude and Behavior
- 4.3 Definition and Causes of Prejudice
- 4.4 Relationship between Prejudice, Discrimination and Exclusion
- 4.5 Application – Attitudinal Change and Reducing Prejudices

**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

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Semester – I	Paper
Course Code: MA-PSY GE-115T	Title of the Course: Leadership
Credits: 02	Total Lectures: 30 Hrs.

### MA-PSY GE-115T: LEADERSHIP

#### Course 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.

#### Unit-1 SOCIAL INFLUENCE

- 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.
- 1.5 Techniques of Compliance.

#### Unit-2 LEADERSHIP-1

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

#### Unit-3 LEADERSHIP-2

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

**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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**SEMESTER - II**

Semester - II	Paper
<b>Course Code:</b> MA-PSY 211 T	<b>Title of the Course:</b> Statistical Methods
<b>Credits:</b> 04	<b>Total Lectures:</b> 60 Hrs.

**MA-PSY 211 T: STATISTICAL METHODS**

**Course 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.

**UNIT 1 OVERVIEW OF DISCREPTIVE 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)**

- 3.1 Measures of Central Tendency.
- 3.2 Computation of Mean, Mode and Median.
- 3.3 Quartile, Decile and Percentile.
- 3.4 Meaning of Variability
- 3.5 Types of Variability.

**Unit 3 CORRELATION AND REGRESSION (15)**



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Semester - II	Paper
Course Code: MA-PSY 212 T	Title of the Course: Psychometrics: Applications
Credits: 04	Total Lectures: 60 Hrs.

### MA-PSY 212 T: PSYCHOMETRICS: APPLICATIONS

**Course 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.

**Unit 1 TESTING 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 TESTING 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 TESTING 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 TESTING 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 4<sup>th</sup> 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.



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Semester - II	Paper
<b>Course Code:</b> MA-PSY 213 P	<b>Title of the Course:</b> Psychology practical: Experiment
<b>Credits: 04</b>	<b>Total Lectures:</b> 8 (Batch wise workload, 8 students / batch. [Demo+ conduction= 8 working hrs.) <b>Total Lectures: 120 Hrs.</b>

### MA-PSY 213 P: PSYCHOLOGY PRACTICAL: EXPERIMENTS

#### Course Objectives:

To acquaint the students with:

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

#### Course Outcomes:

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

#### Unit 1 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 2 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 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.

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Semester - II	Paper
Course Code: MA-PSY 214 T	Title of the Course: A) Learning & Memory
Credits: 04	Total Lectures: 60 Hrs.

**MA-PSY 214 T: (A) LEARNING AND MEMORY**

**Course Objectives:**

To acquaint the students with:

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

**Course Outcomes:**

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

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

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

- 1.1. Classical theories of Learning-Hull, Guthrie, spencer
- 1.2. Contemporary Theories of learning
- 1.3. Concept formation: Rules, Types, and Strategies
- 1.4. Cultural influences on learning
- 1.5. Application: Prevention of AIDS and HIV, and awareness of media and violence.

**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 Tavris, C. (2007). Psychology. Pearson Education.

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Semester - II	Paper
Course Code: MA-PSY 214 T	Title of the Course: B) Social Psychology- II
Credits: 04	Total Lectures: 60 Hrs.

### MA-PSY 214 T: (B) SOCIAL PSYCHOLOGY-II

**Course 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

**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, 12<sup>th</sup> 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

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Semester - II	Paper
Course Code: MA-PSY GE-215T	Title of the Course: Psychology for Mental Health Management
Credits: 02	Total Lectures: 30 Hrs.

**MA-PSY GE-215T: PSYCHOLOGY FOR MENTAL HEALTH  
MANAGEMENT**

**Course Objectives:**

1. Demonstrating knowledge of mental health.
2. To understand the spectrum of health and illness for better health management.
3. To understand the mental health management.

**Course Outcomes:**

1. Developing adequate knowledge about the promotion of mental health.
2. Students will learn to identify stressors in one's life and how to manage them.
3. Students will learn how to make adjustment and manage to cope stress, anxiety, depression.

**Unit 1 PSYCHOLOGY FOR HEALTH**

- 1.1 Introduction: health psychology, components of health: social, emotional, cognitive physical aspects, mind body relationship.
- 1.2 goals of health psychology, bio-psychosocial model of health.
- 1.3 Behaviour and health: Characteristics of healthy behaviour, barriers to healthy Behaviour.

**Unit 2 HEALTH MANAGEMENT**

- 2.1 Stress, Anxiety & Depression: nature, sources, effects on physical and mental health
- 2.2 Health management: health enhancing behaviour, exercise, nutrition, safety, managing and controlling pain.
- 2.3 Health protective behaviour, Illness management, Yoga practices

**Unit 3 PSYCHOLOGY FOR WELL-BEING**

- 3.1 Health and wellbeing: continuum and model of health and illness: medical, bio-psychosocial, holistic health, health and wellbeing.
- 3.2 Stress Management and Coping strategies.
- 3.3 Classification of human strength and virtues; cultivating inner strength: Hope and optimism.

**Suggested Readings:**

1. Di Matteo, M.R & Martin, L.R (2002). Health Psychology. New Delhi: Pearson.
2. Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
3. Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.
4. Sarafino, Edward P and Smith, Timothy W (2012). Health Psychology - Bio Psychosocial Interaction (7th ed). Wiley India Edition.
5. Taylor, Shelley E. (2018). Health Psychology (10th ed). McGraw Hill Higher Education. Indian Edition
6. Weiten, W. and Lloyd, M. (2007). Psychology applied to modern life: Adjustment in the 21st century, Indian Edition 8th. Thomson

