

# **SAVITRIBAI PHULE PUNE UNIVERSITY**

**(Formerly University of Pune)**



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

**MA- Psychology Program**

**Syllabus under NEP for Affiliated Colleges**

**To be implemented from Academic Year 2023-24**

## **Concept Note:**

In the wake of the National Education Policy, 2020 (NEP-2020), we are seeing the overall and significant transformation in nature of educational ecosystem in India. This educational ecosystem has led us to take a critical look at the objectives of the curriculum, and it's constantly evolving nature in psychology. A curriculum is not just about the experiences it intends for the learner; it must also factor in content alignment, learning activities, assessment, physical environments and ways of thinking and practicing. Many theorists also underline the importance of the socio-epistemic context in which the curriculum is put to use. Moreover, in times of digital learning and the availability of a variety of teaching and learning materials, it is important to use textbooks but beyond that experiential learning and research aptitude is also significant. The classroom space needs strengthening and expansion in terms of multi-dimensionality. Innovative approaches, for teaching-learning and evaluation, should be adopted in addition to imparting immense value to the skill development and understanding of the ever-changing dynamics between the local and the global. This calls for a careful incorporation of digital technologies with experiential and activity-based learning. In this context, BOS assumes that these changes could be accomplished only through a systematic curriculum. In this backdrop, the present syllabus aims to fulfill the required educational and vocational needs of students. From this perspective, this present syllabus has been prepared.

## **M.A. –I- Psychology**

- This is a 4-semester 88-credit program.
- Each semester shall have 22 credits.
- There are four major mandatory courses and one RM course which are compulsory courses. The students have the choice to select one of the electives offered under the major program.
- Students may opt for exit at the end of the first year of M.A., thereby earning a P.G. Diploma in Psychology.
- This will be earned provided the student has earned the requisite credits and completed the 4-credit On-the-job Training (OJT) during the summer break.
- Eligibility criteria for PG admission– (MA Psychology)- preference will be given as...
  - 1- He/she must have Bachelor degree in psychology.
  - 2- He/ she must have Bachelor degree with psychology subject as general/minor level.
  - 3- Bachelor degree in allied subjects.

## Structure:

### Semester- 1

Course Type	Course Code	Course Name	Credits for semester	Lectures per week
Major Mandatory	PSY-MJ-101	Cognitive Processes	4	4
Major Mandatory	PSY-MJ-102	Psychometrics	4	4
Major Mandatory	PSY-MJ-103	Statistics for Psychology	4	4
RM	PSY-RM-104	Research Methods in Psychology	4	4
Major Mandatory	PSY-MJP-105	Psychology Practical: Tests	2	8
Elective (Select any One)	PSY-EL- 106	Psychology of Adjustment	4	4
	PSY-EL- 107	Psychology of Aging	4	
	PSY-EL- 108	Sports psychology	4	
			22 credits	

### Semester- 2

Course Type	Course Code	Course Name	Credits for semester	Lectures per week
Major Mandatory	PSY-MJ-201	Learning and Memory	4	4
Major Mandatory	PSY-MJ-202	Biopsychology	4	4
Major Mandatory	PSY-MJ-203	Personality	4	4
OJT/FP	PSY-OJT-204	On-the job training/ Field Project	4	4
Major Mandatory	PSY-MJP-205	Psychology Practical: Experiments	2	8
Elective (Select any One)	PSY-EL- 206	Media psychology	4	4
	PSY-EL- 207	Educational psychology	4	
	PSY-EL- 208	Criminal psychology	4	
			22 credits	

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: COGNITIVE PROCESSES</b>
<b>Course Code</b>	<b>: PSY-MJ-101</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the theoretical foundations of cognitive psychology, including theories, research methods.
2. Illustrate how sensation, attention and perception form the building blocks of cognition.
- 3: Demonstrate an understanding of the cognitive phenomenon of language acquisition and usage.
- 4: Clarify the cognitive phenomena of problem-solving and creativity.

**Unit 1. NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY [15]**

- 1.1 Cognitive Psychology: Definition, nature and scope
- 1.2 History and methods of Cognitive Psychology
- 1.3 Theories of cognitive development – Piaget, Vygotsky
- 1.4 Contemporary approaches of cognitive psychology – Information processing approach, ecological approach
- 1.5 Application: AI; Cognitive map

**Unit 2. SENSATION, ATTENTION AND PERCEPTION [15]**

- 2.1 Sensation – Introduction to psychophysics: Basic concepts: PSE, AT/AL, DL
- 2.2 Attention: Types of Attention, Theories of attention – Bottleneck, automatic vs. controlled processing, integration theory, Signal Detection Theory and Stroop effect.
- 2.3 Perception: Theories of Perception: Top-Down and Bottom-Up theory and Computational model, Gestalt approach
- 2.4 Concepts and categorization: Nature and categorization of concepts, formation of new concepts
- 2.5 Application: Subliminal perception and perceptual defence.

**Unit 3. LANGUAGE: COGNITIVE PHENOMENA [15]**

- 3.1 Structure of language: Phonology, syntax, semantics, pragmatics
- 3.2 Theories of language acquisition: Chomsky's theory, psycholinguistic theory; Factors affecting comprehension
- 3.3 Basic speaking, reading, writing process:
  - (i) Speaking – producing a word and sentence, speech errors
  - (ii) Reading: theoretical approach: the direct access route, the indirect access route
  - (iii) Writing: the cognitive components of writing: working memory, long term memory

3.4 Bilingualism and second language acquisition: background, second language proficiency – vocabulary and grammar

3.5 Applications: Multilingualism, development in reading ability

#### **Unit 4. PROBLEM SOLVING, CREATIVITY AND DECISION MAKING [15]**

4.1 Problem: Nature, problem solving cycle, types, obstacles and aids

4.2 Problem solving approaches – Algorithm; heuristics: means-end analysis, computer simulation, and analogy

4.3 Definition of creativity, stages of creativity

4.4 Reasoning and decision-making: Types of reasoning, factors influencing decision-making.

4.5 Application: Training for developing creativity

#### **READINGS:**

Anderson, J. R. (2015). *Cognitive psychology and its implications*. New York: Worth Publishers

Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.

Borude, R.R. *Bodhanikmanasashastra*. ChhayaPrakashan.

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.

Solso, R. L. (2004). *Cognitive Psychology* (6<sup>th</sup> ed). Delhi: Pearson Education.

Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.

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<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: PSYCHOMETRICS</b>
<b>Course Code</b>	<b>: PSY-MJ-102</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the basic concepts necessary for creating a psychological test.
2. Illustrate the usage of psychological assessment in different fields
- 3: Make judgments based on criteria and standards through checking and critiquing of the methods used in the standardisation of different psychological tests
- 4: Develop skills necessary for test construction and standardisation, such as item writing, item analysis etc.

**Unit 1. INTRODUCTION TO PSYCHOLOGICAL TESTING (15)**

- 1.1 Definition, characteristics and classification of psychological tests
- 1.2 General steps in test construction
- 1.3 Ethical issues in psychological testing, copyright of psychological tests
- 1.4 Issues in test administration: bias, cultural fairness
- 1.5 Item bias: Identifying item bias: Intrinsic test bias, Extrinsic test bias:

**Unit 2. ITEM ANALYSIS (15)**

- 2.1. Classical item analysis statistics for knowledge-based tests
- 2.2. Classical item analysis for person-based tests
- 2..3. Item analysis in criterion-referenced testing
- 2.4. Item Difficulty and Item discrimination, Item characteristic curve
- 2.5 The use of Factor Analysis in test construction

**Unit 3. STANDARDIZATION OF TESTS (15)**

- 3.1 Reliability: Concept and types of reliability, Standard errors of measurement
- 3.2. Validity: Concepts and types of validity, validity coefficient, Error of Estimate
- 3.3 Norms: Basic concept and Types, Developmental norms, Within-group norms, standard scores (Types)
- 3.4 Relativity of norms
- 3.5 Interpretation of test scores

#### Unit 4. APPLICATIONS OF PSYCHOLOGICAL TESTING

(15)

- 4.1 Tests of Intelligence: Stanford-Binet, Binet-Kamat, Malin's, Wechsler Intelligence Scale for Children (WISC); Standard Progressive Matrices (SPM)
- 4.2 Tests of Personality: 16PF; NEO-PI,
- 4.3 Tests in field of Clinical Psychology: Minnesota Multiphasic Personality Inventory (MMPI), Rorschach, TAT
- 4.4 Tests in field of Industrial Psychology: FIRO-B, Myers-Briggs Type Indicator (MBTI), Situational judgement tests
- 4.5 Tests in field of Counselling Psychology: WHO Quality of Life Scale, STAI, Depression Anxiety Stress Scale (DASS)

#### READINGS

- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Buros, O. (ed). (1965, 1972). *The mental measurement Year Book*, NJ: Gryphon Press.
- Campbell, E. (1990). *Testing the copyright clause: Copyright protection for educational and psychological tests*. *Neb. L. Rev.*, 69, 791.
- Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
- Cronbach L. J. (1984). *Essentials of Psychological Testing* (4<sup>th</sup> Ed)
- Freeman, F.S. (1965). *Psychological testing*. 3<sup>rd</sup> ed. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed). NY: McGraw-Hill.
- Selvarajah, K., & Richards, D. (2005). Using Artificial Intelligence to Assist Psychological Testing. In *Artificial Intelligence and Applications* (pp. 573-578).
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
- Whetzel, D. L., Sullivan, T. S., & McCloy, R. A. (2020). Situational judgment tests: An overview of development practices and psychometric characteristics. *Personnel Assessment and Decisions*, 6(1), 1.

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<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: STATISTICS FOR PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-MJ-103</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the basic concepts of statistical methods used in psychology
2. Demonstrate skills for conducting data analysis using different statistical methods
- 3: Demonstrate the skill of choosing the appropriate statistical analysis technique for given data
- 4: Use statistical software to conduct basic statistical analysis

**Unit 1. FUNDAMENTALS OF STATISTICAL METHODS (15)**

- 1.1 Statistics: Definition, Nature and Uses of Statistics; Types of measurement scales
- 1.2 Frequency Distribution, graphical representation of data
- 1.3 Measures of central tendency and variability
- 1.4 Percentile, Percentile Rank, Z-score
- 1.5 Concept of probability, Properties of Normal Distribution Curve and its applications

**Unit 2. CORRELATION AND REGRESSION (15)**

- 2.1 Correlation: Conceptual understanding
- 2.2 Correlation techniques: Pearson, Spearman
- 2.3 Other correlation techniques: Tetrachoric, Biserial, Point Biserial, Phi Coefficient
- 2.4 Partial and Multiple correlation: Conceptual understanding
- 2.5 Linear Regression

**Unit 3. INFERENCE STATISTICS (15)**

- 3.1 Standard Error of Mean and other statistics
- 3.2 Errors in framing Hypothesis, One tailed and two tailed test
- 3.3 Significance of differences between means for independent groups (independent t-test) and dependent groups (paired t-test)
- 3.4 ANOVA: One-way and Two-way
- 3.5 Concept of Repeated Measures ANOVA and ANCOVA



## Unit 4. NON-PARAMETRIC STATISTICS AND APPLICATION OF COMPUTER SOFTWARES (15)

- 4.1 Chi Square Test, Yates correction
- 4.2 Tests for independent groups: Mann-Whitney U, Kruskal-Wallis H
- 4.3 Tests for dependent groups: Sign Test, Wilcoxon Signed-Ranks Test
- 4.4 Introduction to Software used in Statistics: Excel, SPSS, R-software, JASP
- 4.5 Application: Conducting data analysis using any software

### NOTE-

1. Students can use non-scientific calculator during examination.
2. Calculation exercises in the question paper shall be restricted to the following:
  - a. Percentile and Percentile Ranks
  - b. Applications of Normal Probability Curve
  - c. Product Moment Correlation
  - d. t-test
  - e. One-way ANOVA
  - f. Chi-square Tests, exercises shall be set on only 2x2, Equal probability.
  - g. Questions may also be asked on interpretation of obtained calculations

### READINGS

- Aron, A., & Aron, E. N. (2002). *Statistics for the behavioral and social sciences*. Prentice Hall Press.
- Dancey, C. P., & Reidy, J. (2007). *Statistics without maths for psychology*. Pearson education.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.
- Field, A., Miles, J., & Field, Z. (2017). *Discovering statistics using R*. Sage
- Garrett, H. E. (1953). *Statistics in psychology and education*.
- Guilford J. P. & Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6<sup>th</sup> ed) McGraw – Hill
- Howell, D. C. (2012). *Statistical methods for psychology*. Cengage Learning.
- Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
- Minium E.W., King B. M., Bear G. (2003). *Statistical Reasoning in Psychology and Education* (4<sup>th</sup> ed). John Wiley & Sons
- Pallant, Julie (2016). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS* (6th edition). McGraw-Hill

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<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: RESEARCH METHODOLOGY</b>
<b>Course Name</b>	<b>: RESEARCH METHODS IN PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-RM-104</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the basics of scientific research in applied psychology
2. Differentiate between the different experimental and quasi-experimental methods applicable in psychology
- 3: Summarize the various multivariate research methods used in psychology
- 4: Create a research proposal as per the APA style

**UNIT 1 OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH (15)**

- 1.1. Meaning and Types of research, Overview of basic research concepts; Ethical issues in research
- 1.2. Sampling techniques
- 1.3. Methods of data collection: Primary data and secondary data; selection of appropriate method for data collection
- 1.4. Survey research designs- Cross-sectional, successive independent samples, longitudinal
- 1.5. APA style of preparing research proposal & writing research report

**UNIT 2 EXPERIMENTAL RESEARCH DESIGNS AND SCALING (15)**

- 2.1 Important Concepts Relating To Research Design
- 2.2 Basic Principles and Functions Of Experimental Designs
- 2.3 Between-group research designs
- 2.4 Within-group designs
- 2.5. Scaling: Psychophysical, Psychological

**UNIT 3 QUASI-EXPERIMENTAL DESIGNS AND MUTLIVARIATE RESEARCH (15)**

- 3.1. Single-case designs and small-n research
- 3.2. Quasi-experimental designs: Non-equivalent Control Group Designs, Regression-Discontinuity designs, Cohort designs, Time Series designs
- 3.3. Multivariate techniques: Multiple regression, multivariate analysis of variance, Path Analysis, Structural Equation Modelling (SEM)
- 3.4. Factor analysis: Basic terms, overview of extraction methods, Overview of rotation methods
- 3.5 Higher order factor analysis

## UNIT 4 QUALITATIVE RESEARCH: INTRODUCTION, PROCESS AND ANALYSIS (15)

- 4.1 Definition and scope of qualitative research
- 4.2 Qualitative data Collection methods: Qualitative Interviewing, Focus groups, Ethnography, Participant Observation
- 4.3 Qualitative data Analysis 1: Data Transcription method, Thematic Analysis, Grounded theory, Social constructionist discourse Analysis
- 4.4 Qualitative data Analysis 2: Conversation Analysis, Foucauldian discourse analysis, Phenomenology, Interpretative phenomenological analysis, Narrative Analysis
- 4.5 Evaluating and writing up Qualitative research.

### READINGS

- Gliner, Jeffrey; Morgan George; Leech Nancy (2017). *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis* (3<sup>rd</sup> Edition). Routledge.
- Howitt, D. (2019). *Introduction to Qualitative Methods in Psychology*. Pearson Education.
- Howitt, D., & Cramer, D. (2020). *Research methods in psychology*. Harlow: Pearson.
- Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)
- Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan
- Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY PRACTICAL</b>
<b>Course Name</b>	<b>: PSYCHOLOGY PRACTICAL: TESTS</b>
<b>Course Code</b>	<b>: PSY-MJP-105</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 02</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

1. Learn the importance and certain skills of psychological testing.
2. Apply knowledge of psychological testing to real-world scenarios, such as diagnosing psychological disorders, making educational recommendations, or personnel selection.
3. Exhibit proficiency in administering a variety of psychological tests and assessments.
4. Demonstrate ethical conduct in test administration and interpretation, adhering to relevant guidelines and professional standards.

*\*Note: Only Standardized Test Should be used*

**UNIT 1 GENERAL ABILITY TESTS (any Two): (20)**

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

**UNIT 2 SPECIAL ABILITY TESTS (any One): (10)**

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

**UNIT 3 PERSONALITY AND CLINICAL ASSESSMENT TESTS (any Two) (20)**

1. Self-report inventory
2. Projective test: Pictorial
3. Interest inventory
4. Attitude / Values
5. Anxiety/ Depression
7. Autism/ ADHD
8. Neuropsychological Assessment

**UNIT 4 OTHER TESTS (any one) (10)**

1. Stress / Frustration
2. Environmental Assessment

3. Achievement Test
4. Self-Concept

**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 the Credit System and National Education Policy.

**Conduct of Practical Examination:**

**B. Evaluation of Practical-(Total 2 Credits)**

1. The total evaluation for the two-credit course will be 50 marks. However, for the convenience of assessment and evaluation, there will be 50 marks for continuous (internal) assessment (1 credit) and 50 marks for End of Semester Examination (ESE, 1 Credit).
2. Continuous (Internal) Assessment of practical -50 marks (1 Credits) There will be internal practical examination after the completion of Three practicals and the division of 50 internal marks like following:

Items	Marks
Punctuality and Attendance in Semester	05
Instruction and Conductance	10
Journal on Three Practical	15
Report writing on given Practical	10
Viva	10
<b>Total</b>	<b>50</b>

Internal examination will be conducted at the departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set the question paper.
3. Each separate batch will only one question paper set.
4. Duration of the internal examination of practical will be 3 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

C.) End of Semester Examination (ESE)-50 marks (1 Credit). The End Semester Examination will be of 50 marks and division of marks like following.

Items	Marks
Instruction and Conductance (internal and external)	10
Journal on Six Practicals (internal and external)	15
Report writing on given Practical (external only)	10
Viva (internal and external)	15
<b>Total</b>	<b>50</b>

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

1. Two examiners will be appointed by 48(3)(a)(iv) 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 3 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 separate batch will have only one question paper set.
7. The question paper will contain problems based on the practicals 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.
9. Though the overall assessment will be made for 100 marks (internal 50 + external 50 marks), the final marks to be submitted to SPPU will be out of 50 marks.

#### **D.) Remuneration to examiners for End Semester Examination**

1. Each question paper will have only one subset per batch. i.e. (Batch-I, A), (Batch-II, B) & (Batch-III, C) the three subsets together will be treated as separate one question paper per batch for billing purpose.
2. Remuneration for question paper setting will be equally divided between the two examiners.

#### **Remuneration details (According to SPPU manual 2019-20)**

1. For PaperSetting Per Paper Rs-715
2. Per Candidate, per Practical Course Rs.- 36 each examiner
3. Model Answer, Scheme of Marking: Rs. 400 /150
4. Marathi version of the question paper.-Rs. 200
5. Allowed staff- Expert Asstt.-1, Laboratory Asstt.-1, Peon-1

#### **READINGS**

Test manuals of the respective tests.

and

Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.

Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

Cronbach L. J. (1984). Essentials of Psychological Testing (4<sup>th</sup> Ed)

Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.

Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

Stanley, J.C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. ND: Prentice-Hall of India.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: PSYCHOLOGY OF ADJUSTMENT</b>
<b>Course Code</b>	<b>: PSY-EL-106</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Explain the meaning, determinants, and approaches to adjustment
2. Understand the nature of various relationships and how to make these relationships work
3. Comprehend how to choose a career, adjust to the workplace, and manage work-related issues
4. Understand the concepts of gender, sexual identity and sexual orientation

### **UNIT 1 THE PSYCHOLOGY OF ADJUSTMENT (15)**

- 1.1 Definition, nature of adjustment, personal growth
- 1.2 Determinants of individual Adjustment
- 1.3 Approaches to the psychology of adjustment: Clinical, Healthy-Personality
- 1.4 The Roots of Happiness
- 1.5 Application: Thinking Critically About Mindfulness

### **UNIT 2- ADJUSTMENT IN RELATIONSHIPS AND MARRIAGE (15)**

- 2.1 Kin and family relationship adjustment
- 2.2 Friendship- And Conflict in Friendship
- 2.3 Understanding Love and relationships
- 2.4 Marriage and Marital Adjustment
- 2.4 Divorce and its Aftermath
- 2.5 Application: Making Relationships Work

### **UNIT 3 ADJUSTMENT IN WORK AND CAREER (15)**

- 3.1 Choosing a Career
- 3.2 Models of Career Choice and Development
- 3.3 The Changing World of Work
- 3.4 Coping with work Stress and job burnout
- 3.5 Application: Work-life balance



## **UNIT 4 GENDER AND SEXUALITY**

**(15)**

- 4.1 Gender: Meaning, stereotypes, similarities and differences
- 4.2 Gender Differences: Biological origins, environmental origins
- 4.3 Gender Role expectations; sexism and sexual harassment at workplace
- 4.4 Sexual identity and sexual orientation
- 4.5 Sexual expression and patterns of sexual behaviour

### **READINGS**

- Krish, S. J., Duffy, K. G., Atwater, E. (2013). Psychology for Living: Adjustment, Growth, And Behavior Today. Pearson
- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). Psychology of adjustment: The search for meaningful balance. SAGE Publications.
- Nevid, J. S., & Rathus, S. A. (2009). Psychology and the challenges of life. John Wiley & Sons.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2014). Psychology applied to modern life: Adjustment in the 21<sup>st</sup> century. Cengage Learning.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: PSYCHOLOGY OF AGING</b>
<b>Course Code</b>	<b>: PSY-EL-107</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the basic concept of aging, including theories and research methods.
2. Identify the physical changes associated with aging.
- 3: Summarise the changes in cognitive processing in old age.
- 4: Describe the interaction between personal life and environmental aspects in old age.

**UNIT 1 CONCEPTUAL UNDERSTANDING OF AGING [15]**

- 1.1 Definition, meaning and nature of Aging
- 1.2 Life Span perspective, Demographics of Aging
- 1.3 Issues in studying Adult Development & Aging
- 1.4 Research designs for studying development
- 1.5 Application: Psychological issues in old age homes

**UNIT 2 PHYSICAL CHANGES [15]**

- 2.1 Biological theories of aging (Rate-of-Living theories, Cellular theories, Programmed-Cell-Death theories)
- 2.2 Appearance & Mobility (Changes in Skin, Hair and Voice, Changes in Body build)
- 2.3 Changes in Mobility and its Psychological implications
- 2.4 Brain- behaviour Relationship: Central Nervous System (Neurofibrillary tangles, Plasticity, Amyloid), Autonomic Nervous System (Regulating body temperature, Sleep & aging)
- 2.5 Application: Preventing Parkinson's disease

**UNIT 3 COGNITIVE PROCESSES IN AGING [15]**

- 3.1 Attention Control: Speed of processing, Inhibitory loss, attentional resources
- 3.2 Ageing and Memory: Working memory, Long-term memory and its types.
- 3.3 Factors affecting Age differences in Memory: Automatic retrieval, Misinformation & Memory.
- 3.4 Self-Evaluations of Memory Abilities: Metamemory, Memory monitoring, Memory self-efficacy,
- 3.5 Application: techniques for memory improvement

## UNIT 4 PERSON-ENVIRONMENT INTERACTIONS

[15]

- 4.1 The Congruence Model, Leisure Activities & Retirement
  - 4.2 Lifestyles, Family dynamics, Caregiving
  - 4.3 Grief Process: Elizabeth Kubler-Ross Model, End of Life issues
  - 4.4 Home Modification, Adult day care, Congregate Housing, Assisted living
  - 4.5 Application: Role of Psychology in maintaining mental health in aging
- 

### READINGS

- American Psychological Association (2004). Guidelines for psychological practice with older adults. *American Psychologist*, 59, 236-260.
- Baltes, P. B. (1993). The aging mind: potential and limits. *The Gerontologist*, 33, 580-594.
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- Segal, D., Qualls, S., & Smyer, M. (2011). *Aging and mental health* (2nd Ed). NJ: Wiley Blackwell.
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- Urry, H. L., & Gross, J. J. (2010). Emotion regulation in older age. *Current Directions in Psychological Science*, 19, 352-357.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: SPORTS PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-108</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the basic foundations of Sports psychology, including history and research methods.
2. Determine the relationship of personality, motivation, and emotion with performance
- 3: Evaluate the role of leadership dynamics in sports
- 4: Create an interventional strategy for a sport

**UNIT 1. BASICS OF SPORT & EXERCISE PSYCHOLOGY (15)**

- 1.1 Introduction: Meaning, Definition and nature of exercise and sports psychology;  
History and Development sports psychology
- 1.2 Relationship of Sports Psychology with other Sports Sciences.
- 1.3 Methods of study in Sports Psychology
- 1.4 Importance of Sport Psychology for Athletes and Coaches

**UNIT 2. PERSONALITY, MOTIVATION AND EMOTION IN SPORTS (15)**

- 2.1 Personality and Performance in Sports (Ice Berg Profile by Morgan)
- 2.2 Motivation-Performance Relationship
- 2.3 Emotion Performance Relationship
- 2.4 Motor Learning in Sport

**UNIT 3. LEADERSHIP AND SPECTATORS IN SPORT (15)**

- 3.1 Introduction to Leadership in Sport. Theories [Trait Theory, Fielders Contingency Theories, Situational Leadership, Hersey and Blanchard's Situational Leadership]
- 3.2 Types of Leadership
- 3.3 Inter-personnel Communication and Coach-Athlete Relationship
- 3.4 Spectators, Types and their Effect on Sport Performance

**UNIT 4. INTERVENTION STRATEGIES IN SPORTS (15)**

- 4.1 Relaxation Procedures: Progressive Relaxation, Autogenic Training, Yoga and Meditation.
- 4.2 Biofeedback
- 4.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk,
- 4.4 Psyching up strategies.

## **READINGS**

- Beauchamp, M. R., & Eys, M. A. (Eds.). (2014). Group dynamics in exercise and sport psychology. Routledge.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
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- Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.

# SEMESTER-II

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: LEARNING AND MEMORY</b>
<b>Course Code</b>	<b>: PSY-MJ-201</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the fundamental concepts of Learning, including theories and their applications.
- 2: Define and explain the fundamental concepts of Memory, including theories and their applications.
- 3: Summarise the techniques in behaviour modification and memory improvement
- 4: Demonstrate an understanding of phenomena such as distortion of memory, etc.

**UNIT 1. LEARNING: METHODS AND FUNDAMENTAL CONCEPTS (15)**

- 1.1 Learning: definition, types, methods of learning
- 1.2 Conditioning: Classical Conditioning, Instrumental Conditioning
- 1.3 Observational Learning, Latent Learning, Serial Learning
- 1.4 Cultural Influences of Learning
- 1.5 Application: Understanding Systematic Desensitization

**UNIT 2. LEARNING: THEORIES AND APPLICATION (15)**

- 2.1 Learning: Dollard & Millar's theory, Guthrie's theory
- 2.2 Learning: Thorndike, Hull
- 2.3 Neurophysiology of Learning
- 2.4 Transfer of Learning
- 2.5 Application: Understanding Behaviour Modification

**UNIT 3. MEMORY: MODELS AND FUNDAMENTAL CONCEPTS (15)**

- 3.1 Memory: Concepts, types and related phenomena (Episodic memory, declarative memory, Tip-Of-Tongue, Flashbulb)
- 3.2 Models of Memory: Unitary, Dual and Multimodal
- 3.3 Tulving Model, Connectionist Model
- 3.4 Working Memory: George Miller Theory, Visual Sketch Pad, Central Executive
- 3.5 Application: Working Memory & Academic Performance

#### **UNIT 4. MEMORY: FAILURE IN MEMORY**

**(15)**

- 4.1 Forgetting Theories: Psychoanalytic, Trace Decay, Interference, Amnesic theory
- 4.2 Synaptic Plasticity
- 4.3 Distortion of Memory
- 4.4 Eyewitness Testimony (suggestibility, Source Monitoring Error, Outgroup, Homogeneity)
- 4.5 Applications: Educational and Clinical implications of failure in memory

#### **READINGS**

- Baron, R. A. & Mishra, G. (2016). *Psychology*. New Delhi: Pearson India Education Services Pvt. Ltd
- Feldman, Robert (2009). *Understanding Psychology*, 9th edition, Tata McGraw Hill.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
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- Solso, R. L. (2004). *Cognitive Psychology* (6th ed). Delhi: Pearson Education.
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<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: BIOPSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-MJ-202</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the biological foundations of behavior, including theories, research methods.
2. Carry out or using a procedure for executing, implementing innovative techniques in biopsychology.
- 3: Determine how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing related to physiology and behaviour.
- 4: Make judgments based on criteria and standards through checking and critiquing of the behaviour in various states.

**UNIT 1: INTRODUCTION TO BIOPSYCHOLOGY (15)**

- 1.1: Defining Biopsychology, Nature and scope of biopsychology
- 1.2: Approaches to biopsychology
- 1.3: Methods to study biopsychology
- 1.4: Genetics and Evolution of human behaviour
- 1.5: Application - Lie detector (Polygraph), Brain Mapping and Narcoanalysis

**UNIT 2: NERVOUS SYSTEM (15)**

- 2.1: Neuron- Structure and function, Nerve impulse and synapse
- 2.2: Central nervous system
- 2.3: Peripheral nervous system
- 2.4: Five senses: biological base and behaviour
- 2.5: Application- Neuroplasticity

**UNIT 3: HUNGER, EATING, HEALTH AND MOVEMENT (15)**

- 3.1: Eating: biopsychology
- 3.2: Theories of hunger and eating
- 3.3: Eating: determining factors
- 3.4: Overeating, Body-weight regulation
- 3.5: Application: Movement- Brain Mechanisms

#### **UNIT 4: SLEEP, WAKEFULNESS, DREAMING AND DRUGS**

**(15)**

4.1: Sleep, wakefulness-Brain Mechanisms

4.2: Sleep disorders

4.3: Dreaming – biological perspective

4.4: Five commonly used drugs

4.5: Application- Drugs that affect sleep

#### **READINGS:**

Kalat, James W. (2019). *Biological Psychology* (13<sup>th</sup> Edition). Cengage

Khosala Meetu et all (2019). *Biopsychology*. Published by School of Social Sciences, Indira Gandhi National Open University

Pinel, John P. J.; Barnes Steven J. (2022). *Biopsychology* (11<sup>th</sup> Global Edition). Pearson

Wickens, Andrew (2002). *Foundations of Biopsychology* (2<sup>nd</sup> Edition). Prentice Hall

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: PERSONALITY</b>
<b>Course Code</b>	<b>: PSY-MJ-203</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the fundamental concepts of Personality, including the misconceptions and approaches
- 2: Explain the differences in the psychoanalytic and neo-psychoanalytic theories of personality
- 3: Demonstrate the applications of personality theories in different walks of life
- 4: Observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.

**UNIT 1- INTRODUCTION TO PERSONALITY [15]**

- 1.1. Personality: Definitions, nature and determinants
- 1.2. Misconceptions of personality in society
- 1.3. Characteristics of good personality theory and Evaluation of personality theory
- 1.4. Approaches: Person-Situation interaction, Idiographic & Nomothetic
- 1.5 Application: Role of personality in Industrial set-up

**UNIT 2- PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY [15]**

- 2.1. Classical Psychoanalysis: Sigmund Freud
- 2.2. Carl Jung, Otto Rank
- 2.3. Adler, Horney
- 2.4. Erik Erikson
- 2.5 Application: Role of personality in Clinical set-up

**UNIT 3- TRAIT APPROACHES TO PERSONALITY [15]**

- 3.1. Trait Approach: Concept and History
- 3.2. G. Allport, Raymond Cattell
- 3.3. Hans. J. Eysenck, Five Factor Model – Costa & McCrae
- 3.4 Marvin Zukerman, Martin Seligman
- 3.5 Indian Perspective of Personality and its application

## **UNIT 4- LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY**

[15]

- 4.1. Learning Perspectives: Bandura's Observational learning, Julian Rotter's expectancy model
- 4.2. Cognitive Perspectives: Kelly's constructive alternativism
- 4.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 4.4. Existential Positions: Viktor Frankl, Rollo May
- 4.5 Application: Existential vacuum

### **READINGS**

- Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
- Feshbach, S. & Weiner, B. (1991) (3rd ed). *Personality*. Toronto: Health & Co.
- Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4 th Edn. Wiley: India.
- Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
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- Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
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- London, H. & Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
- Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall.
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- Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
- Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company: New York.
- Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
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<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: OJT/FP</b>
<b>Course Name</b>	<b>: ON-THE-JOB TRAINING (OJT) / FIELD PROJECT</b>
<b>Course Code</b>	<b>: PSY-OJT-204</b>
<b>No. of hours</b>	<b>: 120</b>
<b>No. of Credits</b>	<b>: 04</b>

### **Course outcomes:**

Upon successful completion of this course, students will be able to:

1. Balance theoretical understanding with practical experience
2. Understand the requirements of running Mental Health Organizations
3. Demonstrate the practical skills required in the field of mental health

### **Introduction:**

On the job training is one of the best ways to deliver type of specific and continuous learning. On the job training is a form of training provided at the workplace. We have some organisations related to our subject area. Our students need to visit some organisations/ institutes related to psychology to understand the workings of those institutes.

### **Format of OJT**

1. Students must complete the 120-hour OJT with any Organisation/ Industry, NGO, Counselling Cell of College, Rehabilitation Centres, Old Age Homes, Remand Homes, Special and Regular Schools, Wellbeing Centres, etc.
2. This will be similar to an internship where the student will have active participation in the work of the organisation in the form of volunteering, helping to run activities for the organisation, etc. so as to improve their mental health skills and knowledge.
  - a. Apart from observation work, students are encouraged to conduct psychological tests (if applicable), create reports for the same, etc.
3. The student must maintain a diary of the work done, and signature of Agency Supervisor (in the NGO, Organisation, etc.) will be taken at the end of the OJT.
4. At the end of the OJT, the Organization must provide a certificate stating that the student has completed the 120-hour internship with that Organization.
5. The student must submit a report of the work done during the 120-hour OJT for the final assessment. The format of the report must be as follows:
  - a. Information about the Organization
  - b. Goal of internship
  - c. Attaching the diary and summary of work done
  - d. Discussion and outcomes – students’ learning out of the internship.
  - e. Conclusion
  - f. References (as applicable).

### **Important notes:**

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

1. Each batch of OJT 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 diary for this course and obtain the completion certificate from the Agency Supervisor, 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 and National Education Policy 2020.

### **Conduct of Examination.**

#### **B. Evaluation of OJT - (Total 4 Credits)**

1. There will be 50 marks for continuous (internal) assessment (2 credit) and 50 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment -50 marks (2 Credits)

The internal assessment will be done by both the teacher-in charge. The division of the 50 internal marks like following:

<b>Items</b>	<b>Marks</b>
Punctuality and Attendance in Semester	25
Viva	25
<b>Total</b>	<b>50</b>

**C.) End of Semester Examination (ESE)-50 marks (2 Credit).** The End Semester Examination will be of 50 marks and division of marks like the following.

<b>Items</b>	<b>Marks</b>
Report	20
Presentation of work done	10
Viva	20
<b>Total</b>	<b>50</b>

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

1. Two examiners will be appointed by 48(3)(a)(iv) 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 of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.

5. 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.

#### **D.) Remuneration to examiners for End Semester Examination**

1. Remuneration will be equally divided between the two examiners.

- Examiners & Viva= Rs. 150 per student. (As per examination manual (10/08/2019) page no. 28, 4.2)

**Course Name** : **FIELD PROJECT (FP)**

#### **Course outcomes:**

Upon successful completion of this course, students will be able to:

1. Design the complete project as per APA guidelines.
2. Judge the authentic reviews related to concern subject area.
3. Correlate all the concepts related to methodology/ design of research.
4. Articulate research conclusions to society.

#### **A: Format of FP**

- Field project should be based on survey or qualitative research.
- Survey of any psychological/ psychosocial issues currently faced in society,
- Survey of psychological dynamics of any event
- Survey of prevalence of attitudes in society
- Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
- Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
- Project report should be written in APA format.
- Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

#### **B: FIELD PROJECT ASSESSMENT– 100 MARKS**

1. Project assessment will be based on presentation of project before the internal and external examiners.

2. There will be 50 marks for continuous (internal) assessment and 50 marks for End of Semester Examination (ESE).

##### **a) Continuous (Internal) Assessment of project-50 marks**

1. Term Paper: 1

Introduction , Definitions of main concepts ,rationale , significance of the topic of research project -15 marks

2. Term Paper 2:

Review of literature-15 marks

3. Presentation of project report in the classroom -20 marks (Expert teacher appointed by HOD will give marks to each student)

## **b) Semester-End Examination (SEE)-50 marks**

### **(1) Evaluation of Project Report-20 marks**

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

1. Problem selected, its rationale and significance-3
2. Review work-5
3. Method -05
4. Interpretation, discussion & implications-5
5. Overall quality of the report-2

### **(2) Presentation & Viva-voce –30marks**

1. Presentation -15 marks
2. Viva-voce-15 marks

### **C: Note :**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48(3)(a)(iv) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

### **D: Remuneration to examiners for End Semester Examination**

1. Remuneration will be equally divided between the two examiners.  
- Examiners & Viva= Rs. 150 per student. (As per examination manual (10/08/2019) page no. 28, 4.2)



<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PAPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY PRACTICAL</b>
<b>Course Name</b>	<b>: PSYCHOLOGY PRACTICAL: EXPERIMENTS</b>
<b>Course Code</b>	<b>: PSY-MJP-205</b>
<b>No. of Hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 02</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

1. Understand the process of conducting laboratory experiments.
2. Understand the importance of controlled conditions for conducting a laboratory experiment.
3. Develop the capacity to design new experiment on the basis of psychological theory.
4. Understand the importance and application of the experiments.

**UNIT 1. EXPERIMENTS ON LEARNING (any Two) (20)**

1. Problem solving (Hanoi's Tower, Heart & Bow Puzzle, Wiggly Blocks)
2. Method of serial anticipation
3. Conditioning: Verbal or hand withdrawal
4. Retroactive or proactive interference
5. Paired Associate learning
6. Bilateral transfer in Mirror Tracing/maze learning.

**UNIT 2. EXPERIEMENTS ON MEMORY (any one) (10)**

1. Forgetting
2. Short term Memory
3. Effect of Mnemonic strategy on memory
4. The effect of coding on memory
5. Immediate memory
6. Memory for Associated and Un-associated pairs of words
7. Recall and Recognition

**UNIT 3. EXPERIMENTS ON COGNITIVE PROCESS (any Two) (20)**

1. Perceptual Defense
2. Concept formation
3. Mental imagery
4. Rational Learning
5. Stroop effect in serial learning
6. Time perception
7. Phi-Phenomenon
8. Measurement of illusion

**UNIT 4. EXPERIMENTS ON MOTIVATION AND EMOTION (any one) (10)**

1. Determining aspiration level
2. Knowledge of Result (KoR)
3. Zeigarnik Effect
4. Goal Setting
5. Effect of anxiety on performance

**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 4 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 and National Education Policy 2020.

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

**B. Evaluation of Practical-(Total 2 Credits)**

1. The total evaluation for the two-credit course will be 50 marks. However, for the convenience of assessment and evaluation, there will be 50 marks for continuous (internal) assessment (1 credit) and 50 marks for End of Semester Examination (ESE, 1 Credit).
2. Continuous (Internal) Assessment of practical -50 marks (1 Credits) There will be internal practical examination after completion of Three practicals and the division of 50 internal marks like following:

<b>Items</b>	<b>Marks</b>
Punctuality and Attendance in Semester	05
Instruction and Conductance	10
Journal on Three Practical's	15
Report writing on given Practical	10
Oral	10
<b>Total</b>	<b>50</b>

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
3. Each separate batch have only one question paper set.
4. Duration of the internal examination of practical will be 4 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

6. Final mark list will be submitted to the H.O.D.

C.) End Semester Examination (ESE)-50 marks (1 Credit). The End Semester Examination will be of 50 marks and division of marks like following.

<b>Items</b>	<b>Marks</b>
Instruction and Conductance (internal and external)	10
Journal on Six Practicals (internal and external)	15
Report writing on given Practical (external only)	10
Viva (internal and external)	15
<b>Total</b>	<b>50</b>

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

1. Two examiners will be appointed by 48(3)(a)(iv) 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 of 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 separate batch will have only one question paper set.
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.
9. Overall assessment will be made for 100 marks (internal 50 + external 50 marks), the final marks to be submitted to SPPU.

**D.) Remuneration to examiners for End Semester Examination**

1. Each question paper will have only one subset per batchwise. (Batch-I, A), (Batch-II, B) & (Batch-III, C) the three subsets together will be treated as separate one question paper per batch for billing purpose.
2. Remuneration will be equally divided between the two examiners.

### **Remuneration details (According to SPPU manual 2019-20)**

1. For Paper Setting Per Paper Rs-715
2. Per Candidate, per Practical Course Rs.- 36 each examiner
3. Model Answer, Scheme of Marking: Rs. 400 /150
4. Marathi version of the question paper.-Rs. 200
5. Allowed staff- Expert Asstt.-1, Laboratory Asstt.-1, Peon-1

### **READINGS**

- 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.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Kothurkar, V.K. (1985). *About learning and memory*. ND: Wiley Eastern.
- Kuppuswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.
- Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
- Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: MEDIA PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-206</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

1. Explain the scope of Media Psychology along with the research methods used in the field.
2. Describe the psychological effects of media, specifically in context of violence and erotica
3. Develop guidelines for responsible media consumption
4. Propose interventions and strategies to mitigate the negative effects of Media exposure and create media campaigns to promote awareness of media's psychological effects

**UNIT 1: OVERVIEW OF MEDIA PSYCHOLOGY (15)**

- 1.1 Media psychology- Definition, scope & objectives.
- 1.2 Psychology and media- An uneasy relationship.
- 1.3 Developments in Media Research.
- 1.4 Research Methods in Media Psychology.
- 1.5 Applications: Understanding different types of media

**UNIT 2: MEDIA: VIOLENCE AND PRO-SOCIAL BEHAVIOUR (15)**

- 2.1 Effects of media violence.
- 2.2 Cognitive Factors in Media Violence
- 2.3 Media and Prosocial Behaviour
- 2.4 Pro-Social Effects of Media
- 2.5 Application: Future Avenues in Media Violence Research

**UNIT 3: PSYCHOLOGICAL EFFECTS AND IMPACT OF MEDIA (15)**

- 3.1 Pornography and Erotica: Definition, History and Effects.
- 3.2 Advertising: The Role of Psychology in Advertising.
- 3.3 Developmental Issues in Media Psychology-Children.
- 3.4 Developmental Issues in Media Psychology- Adolescents.
- 3.5 Application: Parental Mediation.

**UNIT 4: SOCIAL PSYCHOLOGY OF THE MEDIA (15)**

- 4.1 Gender Representation in the Media.

- 4.2 Representations of Minority Groups in the Media.
- 4.3 Media Representations of Disability.
- 4.4 Media Representations of Mental Health.
- 4.5 Application: Audience Participation and Reality T.V.

## **READINGS**

- Baron, R. A., Branscombe, N.R., & Byrne, d. Bhardwaj, G. (2008). *Social Psychology*. (12th ed). New Delhi: Pearson Education, Indian subcontinent adaption 2009.
- Ciccarelli, S. K., Misra, G., & White, J. N. (2009). *Psychology*. Pearson Education India.
- Feldman, R.S.; *Understanding Psychology*. (8th ed.) McGraw- Hill Publication, New York, 2008
- Giles, D. (2003). *Media psychology*. Routledge.
- Karen, E.D.; *Oxford Handbook of Media Psychology*. (1st ed.). Oxford Library of Psychology
- Lahey, B.B. *Psychology: An Introduction*. (9th ed.). McGraw- Hill Publications, New York. 2007

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: EDUCATIONAL PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-207</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Explain the meaning, scope and nature of educational psychology
- 2: Analyze the influence of growth and development on educational processes and outcomes.
- 3: Develop differentiated instructional strategies to address diverse learner needs effectively
- 4: Apply knowledge of mental health principles to promote well-being and positive learning environments.

**UNIT 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (15)**

- 1.1 Educational Psychology: Meaning and Definitions
- 1.2 Education and Educational Psychology
- 1.3 Nature and Scope of Educational Psychology
- 1.4 Functions of Educational Psychology
- 1.5 Application: Methods of studying behaviour

**UNIT 2: HUMAN GROWTH AND DEVELOPMENT (15)**

- 2.1 Growth and Development-Meaning and Stages
- 2.2 Cognitive or Mental Development.
- 2.3 Emotional Development and Emotional Intelligence
- 2.4 Social and Spiritual Development
- 2.5 Application: Training of Emotions

**UNIT 3: INDIVIDUAL DIFFERENCES (15)**

- 3.1 Individual Differences: Meaning, Nature and Types.
- 3.2 The Gifted and Intellectually Challenged Children
- 3.3 Juvenile Delinquent.
- 3.4 Physically Disabled and Emotionally Disturbed Children.
- 3.5 Application: Provisions for Individual Differences in Schools

**UNIT 4: PERFORMANCE IN THE CLASSROOM (15)**

- 4.1 Factors influencing students' performance.
- 4.2 Enhancing Students' Performance in Traditional and Nontraditional Education
- 4.3 Teacher in classroom: Teacher effectiveness and classroom control

4.4 Learning in the classroom: Social and cultural context

4.5 Motivation to learn: Application of Self-Determination Theory (SDT)

### **READINGS**

Brophy, J. (2010). *Motivating Students to Learn* (3rd edition). New York: Routledge.

Chavan S.S (2006) - *Advanced Educational Psychology*.

Dandapani S. (2000) - *A Textbook of Advanced Educational Psychology*, Anmol Publication Pvt. Ltd, New Delhi.

Frederickson, N., Miller, A. & Cline, T. (2008). *Educational Psychology*. London: Hodder Education.

Hans Raj Bhatia - *A Textbook of Educational Psychology*, Macmillan Ltd.

Mangal S.K. (2011) - *Essentials of Educational Psychology*, PHI Learning Pvt. LTD.

Panda K.C. (1997) - *Education of exceptional children*, Vikas Publishing House Pvt. Ltd. New Delhi.

Rubie-Davies, C. (Ed.) (2011). *Educational Psychology Concepts, Research and Challenges*. New York: Routledge.

Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). *Teaching Students with Special Needs in Inclusive Settings* (6th edition). New Delhi: PHI Learning.

Walia J.S. *Foundations of Educational Psychology*, Paul Publishers, Jalandhar.

Woolfolk, A. E., Hoy, A. W., Hughes, M., & Walkup, V. (2008). *Psychology in education*. Pearson Education.



<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>:</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: II</b>
<b>Course Type</b>	<b>: MAJOR ELECTIVE</b>
<b>Course Name</b>	<b>: CRIMINAL PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-EL-208</b>
<b>No. of hours</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>
<b>Elective 3:</b>	

**Course outcomes:**

Upon successful completion of this course, students will be able to:

- 1: Define and explain the meaning and scope of criminal psychology, including theories and various schools.
- 2: Explain the influence of psychological disorders on criminal behaviour and the assessment of criminal tendencies
- 3: Identify the different types of criminal behaviour such as cyber-crime, stalking, etc.
- 4: Describe the role of forensic psychology in criminal investigation

**UNIT -1. PSYCHOLOGY OF CRIMINAL BEHAVIOUR [15]**

- 1.1 Definition, nature and scope of criminal psychology.
- 1.2 Psychological Theories of crime (Rational choice theory, trait theory, Developmental theories)
- 1.3 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School
- 1.4 The Positive School of Criminology: Cesare Lombroso, Enrico Ferri, Raffaele Garofalo, Gabriel Tarde
- 1.5 Application: Crime prevention – Social development, Community, Situational crime prevention

**UNIT-2. TYPES OF CRIMINAL BEHAVIOR [15]**

- 2.1 Psychology of aggression and violence.
- 2.2 Terrorism, Drugs and Crime.
- 2.3 Cyber-crimes (Computer Fraud, Internet Securities Fraud, Identity Theft), Cyber-terrorism
- 2.4 Bullying, harassment, stalking.
- 2.5 Application: Surface Web, Dark Web, Deep Web

**UNIT 3. PSYCHOLOGICAL DISORDERS AND CRIMINAL BEHAVIOUR [15]**

- 3.1 Psychopathy – Juvenile delinquency.
- 3.2 Mentally ill offenders (Paedophilia, OCD, Conduct disorder, Anti-Social Personality Disorder).
- 3.3 Serial killers & Rampage killers, Sex offenders

3.4 Tests used in assessment of Criminal tendencies: MMPI, MCMI, Rorschach

3.5 Application of Psychology in Prison

#### **UNIT 4. FORENSIC PSYCHOLOGY**

**[15]**

4.1 Role of forensic psychology in the investigation of crime.

4.2 Psychological autopsy – and manner of death.

4.3 Psychological profiling and personality of criminals in the context of Law.

4.4 Process of profiling criminal personality

4.5 Application: Lie detection, Polygraph

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#### **READINGS**

Bongar Bruce et al (2007). Psychology of terrorism. Oxford university press.

CJH Series (2010), Handbook on the Crime prevention guidelines, making them work,  
United Nations.

Helen Gavin (2013). Criminological and Forensic Psychology.

Russil Durrant (2018). An Introduction to Criminal Psychology 2nd Edition, Routledge 2018

Sanjeev P. Sahni (2021). Criminal Psychology and the Criminal Justice System in India ,  
Springer· 2021

Siegel, L.J (2003) Criminology, Theories, Patterns, and Typologies (10th Edition)  
Wadsworth, USA.

Taxmann's Cyber Crimes & Laws | Choice Based Credit System (CBCS) B.Com-Hons. 4th  
Edition January 2021

## Theory Paper Evaluation – Question Paper format

Questions should be based on Bloom's taxonomy and quote it in question paper.

	Marks	BTL
Q.1: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.2: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.3: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.4: Answer any one of the following in about 300 words		
a-	10	...
b-	10	...
Q.5: Answer any two of the following in about 150 words		
a-	5	...
b-	5	...
c-	5	...
d-	5	...