



**SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
MAHARASHTRA**

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शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दूरध्वनी - इंपीएसीएस - २६०९०००, अन्यासमंडळे विभाग - ०२३१-२६०९०९१४



Ref. No./SU/BOS/Humanities/560

Date :26/07/2023

To,

1. The Principal,
All Concerenced Affiliated
Colleges/Institutions,
Shivaji University, Kolhapur

2. The Head,
All Concerenced Department,
Shivaji University, Kolhapur

Subject : Regarding syllabi of M. A. & M.R.S. Part I (sem. I & II) degree programme
under the Faculty of Humanities as per National Education Policy, 2020 (NEP)
Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of M. A. & M.R.S. Part I (Sem. I & II) under the Faculty of Humanities as per National Education Policy, 2020. (NEP)

English	Hindi	Marathi	Sanskrit	History
Sociology	Economics	Political Science	Russian	Psychology
Bhasha Proudyogiki	M.R.S.			

This syllabi shall be implemented from the academic year 2023-24 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

For students of Distance Education this syllabi be implemented from the academic year 2023-24.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

(Dr. S. M. Kubal)

Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Computer Center/I. T. Cell.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	Distance Education Section.
O. E. Exam. 1 & 2 Section.	Affiliation Section (T. 1 & T 2)
P. G. Admission Section.	

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A⁺⁺ Accredited by NAAC (2021) With CGPA 3.52

New Syllabus For Master of Arts [M. A. in Psychology] UNDER Faculty of Humanities

M. A. Part - I (Sem - I and II)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2023-24 ONWARDS)

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1. PREAMBLE:

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

2. PROGRAMME LEARNING OUTCOMES (PO)

After successful completion students will be able to:

1. Understand the ideologies, methodologies, values and ethical principles of psychologist's practices working in various settings with individuals and groups.
2. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.
3. Develop interdisciplinary and specialized professional outlook, uphold the dignity and esteem of the psychology profession and achieve self-actualization.
4. Inculcate the analytical ability, research aptitude and relevant skills for professional life.

3. DURATION:

The Master of Arts in Psychology programme shall be A FULL TIME COURSE OF TWO YEARS - FOUR SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 88)

4. ELIGIBILITY FOR ADMISSION:

ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

5. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH. However, the students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH AND MARATHI. (EXCEPT LANGUAGES)

6. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

7. SCHEME OF TEACHING AND EXAMINATION:

M. A. Programme Structure for Semester I and II

Semester - I											
Teaching Scheme					Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures per Week	Hours	Credits		Paper Hours	Max	Min	Internal	Max	Min
1	MM 1	4	4	4		3	80	32	--	20	08
2	MM 2	4	4	4		3	80	32	--	20	08
3	MM 3	4	4	4		3	80	32	--	20	08
4	MM 4	2	2	2		2	40	16	--	10	04
5	ME --	4	4	4		3	80	32	--	20	08
6	RM	4	4	4		3	80	32	--	20	08
Total		22	22	22		440			--	110	
										SEE + IA:	
										$440 + 110 = 550$	

Semester - II												
Teaching Scheme						Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)	Semester - end Examination (SEE)			Internal Assessment (IA)			
	Course Type	No. of Lectures	Hours	Credits	Hrs	Credits	Paper Hours	Max	Min	Internal	Max	Min
1	MM 5	4	4	4			3	80	32	--	20	08
2	MM 6	4	4	4			3	80	32	--	20	08
3	MM 7	4	4	4			3	80	32	--	20	08
4	MM 8	2	2	2			2	40	16	--	10	04
5	ME --	4	4	4			3	80	32	--	20	08
6	OJT/FP	-	-	-	4	4	Certified Submission of Dissertation/ OJT Report/ Project Report	80	32	Viva-Voce/ Presentation	20	08
Total		18	18	18	4	4		440			110	
										SEE + IA:		
										$440 + 110 = 550$		
Semester I and II		40	40	40	4	4		880	-	SEE + IA:		
										$880 + 220 = 1100$		
Total credits required for completing. M.A. I: 44 credits												

MM: Major Mandatory - There will be FOUR mandatory courses for each semester.

ME: Major Elective (Student should opt for ANY ONE course from the group of elective courses/basket).

RM: Research Methodology - It is a mandatory course.

OJT/FP: On Job Training - Internship/Apprenticeship or Field Project: It is a mandatory course. **It should be completed during the period from the end of first semester to the end of second semester.**

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment.

8. STRUCTURE OF PROGRAMME:

(Credit Distribution Structure for with Multiple Entry and Exit Options M.A.- I in Psychology

Year	Level	Sem	Major with Course Code (Credits)		RM	OJT / FP	Total Credits	Degree
			Mandatory	Electives (Choose ONE elective)				
I	6.0	Sem I	<p>1. Course Code: MAU0325MML518G1 Course Name (Credits): Applied Cognitive Psychology (4)</p> <p>2. Course Code: MAU0325MML518G2 Course Name (Credits): Theories of Personality (4)</p> <p>3. Course Code: MAU0325MML518G3 Course Name (Credits): Positive Psychology (2)</p> <p>4. Course Code: MAU0325MMP518G4 Course Name (Credits): Practical (Laboratory Experiments and Testing) (4)</p>	<p>1. Course Code: MAU0325MEL518G1 Course Name (Credits): Counselling Skills for Counsellor (4)</p> <p>2. Course Code: MAU0325MEL518G2 Course Name (Credits): Health Psychology (4)</p> <p>3. Course Code: MAU0325MEL518G3 Course Name (Credits): Sport Psychology (4)</p>	<p>Course Code: MAU0325RML518G Course Name (Credits): Research Methodology (4)</p>	--	22	PG Diploma (After 3 year Degree)
		Sem II	<p>1. Course Code: MAU0325MML518H1 Course Name (Credits): Statistic in Psychology (4)</p> <p>2. Course Code: MAU0325MML518H2 Course Name (Credits): Theories of Learning (4)</p> <p>3. Course Code: MAU0325MML518H3 Course Name (Credits): Soft Skills in Psychology (2)</p> <p>4. Course Code: MAU0325MMP518H4 Course Name (Credits): Practical (Activity-Based Practical) (4)</p>	<p>1. Course Code: MAU0325MEL518H1 Course Name (Credits): Contemporary Psychology (4)</p> <p>2. Course Code: MAU0325MEL518H2 Course Name (Credits): Environmental Psychology (4)</p> <p>3. Course Code: MAU0325MEL518H3 Course Name (Credits): Mindfulness for Everyday Life (4)</p>	<p>Course Code: MAU0325OJL518H Course Name (Credits): OJT: On Job Training (Internship) (4)</p>	--	22	
Cumulative Credits for PG Diploma			28	8	4	4	44	

9. COURSE CODE TABLE:

M. A. I Sem- I and II

Semester No.	Course Code	Title of New Course
I	MAU0325MML518G1	Applied Cognitive Psychology
I	MAU0325MML518G2	Theories of Personality
I	MAU0325MML518G3	Positive Psychology
I	MAU0325MMP518G4	Practical (Laboratory Experiments and Testing)
I	MAU0325MEL518G1	Counselling Skills for Counsellor
I	MAU0325MEL518G2	Health Psychology
I	MAU0325MEL518G3	Sport Psychology
I	MAU0325RML518G	Research Methodology
II	MAU0325MML518H1	Statistic in Psychology
II	MAU0325MML518H2	Theories of Learning
II	MAU0325MML518H3	Soft Skills in Psychology
II	MAU0325MMP518H4	Practical (Activity-Based Practical)
II	MAU0325MEL518H1	Contemporary Psychology
II	MAU0325MEL518H2	Environmental Psychology
II	MAU0325MEL518H3	Mindfulness for Everyday Life
II	MAU0325OJL518H	On Job Training (Internship)

Course Code List for Courses

Course Code	Name of the Course
01	Marathi
02	Hindi
03	English
04	Sanskrit (Lower)
05	Sanskrit (Higher)
06	Ardhamagadhi
07	Persian
08	Urdu
09	Kannada
10	Military Science
11	NSS
12	Music
13	History
14	Sociology

Course Code	Name of the Course
15	Economics
16	Political Science
17	Philosophy
18	Psychology
19	Social Work
20	AHIC
21	Linguistics
22	Geography
23	Home Science
24	Statistics
25	Education
26	Physical Education
27	Journalism

10. EQUIVALENCE OF THE PAPERS:

Equivalence: M. A. I Sem- I and II

Sem No.	Paper Code	Title of Old Paper	Sem No.	Credit	Course Code	Title of New Course	Credit
I	DSC-II	Applied Cognitive psychology	I		MAU0325MML518G1	Applied Cognitive Psychology	04
I	DSE-I	Theories of Personality	I		MAU0325MML518G2	Theories of Personality	04
I	DSE-II	Positive Psychology	I		MAU0325MML518G3	Positive Psychology	02
I	--	--	I		MAU0325MMP518G4	Practical (Laboratory Experiments and Testing)	04
I	--	--	I		MAU0325MEL518G1	Counselling Skill	04
I	--	--	I		MAU0325MEL518G2	Health Psychology	04
I	--	--	I		MAU0325MEL518G3	Sport Psychology	04
I	DSC-I	Research Methodology	I		MAU0325RML518G	Research Methodology	04
II	DSC-III	Statistics in Psychology	II		MAU0325MML518H1	Statistic in Psychology	04
II	DSC-IV	Health Psychology	II		MAU0325MML518H2	Theories of Learning	04
II	DSE-III	Theories of Learning	II		MAU0325MML518H3	Soft Skills in Psychology	02
II	DSE-IV	Practical	II		MAU0325MMP518H4	Practical (Activity-Based Practical)	04
II	--	--	II		MAU0325MEL518H1	Contemporary Psychology	04
II	--	--	II		MAU0325MEL518H2	Environmental Psychology	04
II	--	--	II		MAU0325MEL518H3	Mindfulness for Everyday Life	04
II	--	--	II		MAU0325OJL518H	On Job Training (Internship)	04

11. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

➤ **In each semester, marks obtained in each course (Paper) are converted to grade points:**

- If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
- If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2: Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i^{th} semester is denoted by S_i . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credit of j^{th} course , G_j is the grade points earned in the j^{th} course and k be the number of courses in i^{th} semester.

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where C_i is the total number of credits in i^{th} semester, S_i is the SGPA of i^{th} semester and m is the number of semesters in the programme.

➤ **Based on CGPA, final letter grade is assigned as below :**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks:

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

B) FOR TWO CREDITS: Total Marks: 40

Note: Following pattern is given by taking nature of courses in languages and Social Sciences into consideration.

Que. No. 1: Multiple choice questions (FIVE) (02 marks each) 10 Marks

The patterns are given below:

Pattern 1: Plain question with 4 alternatives. **(3 MCQs for 6 Marks)**

Pattern 2: Match the following with four alternatives **(1 MCQs for 2 Marks)**

Group 1	Group 2
1.	a)
2.	b)
3.	c)
4.	d)

A) 1-a, 2-b, 3-c, 4-d B) 1-b, 2-a, 3-c, 4-d C) 1-c, 2-b, 3-a, 4-d D) 1-d, 2-b, 3-c, 4-a

Pattern 3: Give Two Statements (1 MCOs for 2 Marks)

1. 2.

Which is the correct option? (or Which is the incorrect option)

A) Statement 1 is True/Correct and Statement 2 is False/Incorrect

B) Statement 2 is True/Correct and Statement 1 is False/Incorrect

Que. No. 2: Short notes (Any Two out of Four) (Answer Limit: 150-200 Words)

(For)

OR

Que. No. 2: Short Answer Question (Any One out of Two) (Answer Limit: 300-400 Words)

(For Languages)

Que. No. 3: Long Answer Questions (Any One out of Two (Answer Limit: 600-800 Words)

13: SYLLABUS

M. A. I, SEMESTER – I

Type: Major Mandatory

Course Name: Applied Cognitive Psychology

Course Number: MM-I

Course Code: MAU0325MML518G1

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- To illustrate various sub-fields of cognitive psychology.
- Understand the process of memory and apply strategies for improving memory.
- Improve skills in Problem Solving and Creativity
- Apply process of Reasoning and Decision Making in day-to-day life.

MODULE 1: Introduction to Cognitive Psychology

(Hours - 15, Credit - 01)

1.1 Definition and Scope of Cognitive Psychology

1.2 Core Concepts of Cognitive Psychology.

1.3 The Brain

- A) Cerebral Cortex
- B) Parallel Processing

1.4 Research Methods in Cognitive Psychology.

- A) Behavioral Measures.
- B) Physiological Measures.

MODULE 2: Memory Systems

(Hours - 15, Credit - 01)

2.1 Sensory Memory

- a) Iconic Memory
- b) Echoic Memory

2.2 Short Term versus Long Term Memory.

- a) Serial Position Effects.
- b) Capacity and Duration
- c) Other Distinguishing Criteria.

2.3 Working Memory.

- a) Multiple Component Model.
- b) Embedded Process Model.

2.4 Types of Long-Term Memory.

- a) Declarative, Procedural Memory.
- b) Episodic Versus Semantic Memory.
- c) Criticisms of Multiple systems.

MODULE 3: Problem Solving and Creativity

(Hours - 15, Credit - 01)

3.1 The Problem-Solving Cycle

3.2 Types of Problems

3.3 Obstacles and Aids to Problem Solving

3.4 Creativity

- a) Historical Versus Process of Creativity
- b) Stages of Creativity
- c) Creativity Blocks
- d) Sources of Creativity
- e) Creativity Production

MODULE 4: Reasoning and Decision Making

(Hours - 15, Credit - 01)

4.1 Syllogistic Reasoning

- a) Syllogistic Forms
- b) Common Errors
- c) Cognitive Constraints

4.2 Conditional Reasoning

- a) Valid and Invalid Conditional Reasoning
- b) Common Errors
- c) Cognitive Constraints

4.3 Decision Making

- a) Subjective Utility
- b) Heuristics for Decision Making
- c) Emotion and Thinking

LIST FOR READING:

1. Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology, (2nd Ed.), Sage SouthAsian Edition, New Delhi: Sage Publication India Pvt. Ltd.
2. Sternberg, R. J. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. New Delhi: Cengage Learning India Private Limited, Indian Edition.

LIST FOR REFERENCES:

1. Borude, R. R. (2002). Bodhanik Manasashara, Aurangabad: Chhaya Publicationhouse.
2. Hunt, R.R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi:McGraw Hill.
3. Solso, R. L. (2001). Cognitive Psychology (6th ED.) Allyn and Bacon, Person Education. Singapore Pvt. Ltd. India Branch Delhi, (Second Indian reprint 2005).

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Developing and presenting theoretical models in cognitive psychology
- Memory improvement techniques presentation
- Solving small problems with reasoning and decision-making processes
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Major Mandatory

Course Name: Theories of Personality

Course Number: MM-2

Course Code: MAU0325MML518G2

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Understand and compare various theories of personality
- Develop programmes on personality development based on various theories.
- Identify personality development issues across life span.

MODULE 1: Psychoanalytic Approach

(Hours - 15, Credit - 01)

1.1. Sigmund Freud:

- A) Levels of Mental Life (Unconscious, Preconscious, Conscious)
- B) Provinces of the Mind (The Id, The Ego, The Superego)
- C) Defense Mechanisms (Repression, Reaction Formation, Displacement, Fixation, Regression, Projection, Introjection, Sublimation)

1.2. Carl Jung:

- A) Collective Unconscious
- B) Archetypes: Persona, Shadow, Anima, Animus, Great Mother, Wise Old Man, Hero, Self

MODULE 2: Psychosocial Approach Erik Erikson

(Hours - 15, Credit - 01)

- 2.1 Stages of Psychosocial Development: Infancy, Early Childhood, Play Age, School Age
- 2.2 Stages of Psychosocial Development: Adolescence, Young Adulthood, Adulthood, Old Age
- 2.3 Summary of the Life Cycle
- 2.4 Erikson's Methods of Investigation Anthropological Studies, Psychohistory

MODULE 3: Individual and Humanistic Approach

(Hours - 15, Credit - 01)

3.1. Alfred Adler

- A) Striving for Success or Superiority: The Final Goal, The Striving Force as Compensation,

Striving for Personal Superiority, Striving for Success

- B) Unity and Self-Consistency of Personality: Organ Dialect, Conscious and Unconscious,
- C) Social Interest: Origins of Social Interest, Importance of Social Interest
- D) Style of Life, Creative Power

3.2. Abraham Maslow:

- a) Maslow's View of Motivation: Hierarchy of Needs, Physiological Needs, Safety Needs, Love and Belongingness Needs, Esteem Needs, Self-Actualization Needs, Aesthetic Needs, Cognitive Needs, Neurotic Needs, Comparison of Higher and Lower Needs
- b) Characteristics of Self-Actualizing People

MODULE 4: Factor Approach

(Hours - 15, Credit - 01)

4.1. Eysenck's Factor Theory:

- a) Hierarchy of Behavior Organization
- b) Dimensions of Personality (Extraversion, Neuroticism, Psychoticism)

4.2. Robert R. McCrae and Paul T. Costa, Jr. Big Five Factors:

- a) In Search of the Big Five (Five Factors Found, Description of the Five Factors)
- b) Evolution of the Five-Factor Theory (Units of the Five-Factor Theory, Core Components of Personality, Peripheral Components)

LIST FOR READING:

1. Jeiss, Feist and Gregory J. Feist (2008). Theories of Personality, McGraw-Hill Companies Inc, Seventh Edition, ISBN-10: 0-39-043533-3; ISBN-13: 978-0-39-043533-0
2. Schultz, D.P. and Schultz, S.E. (2008). Theories of Personality; Wadsworth Publishing Co Inc; Ninth Edition; ISBN-10: 0495506257, ISBN-13: 978-0495506256

LIST FOR REFERENCES:

1. Gardner, Lindzey G, Campbell J. and Hall C. (2007). Theories of Personality, Willey Publishers; Fourth Edition; ISBN-10: 8126510927, ISBN-13: 978-8126510924.
2. Pervin, Lawrence (1989). Personality: Theory and Research; John Wiley & Sons; Fifth Edition; ISBN-10: 0471503517, ISBN-13: 978-0471503514
3. Cloninger, Susan C. (2007). Theories of Personality: Understanding Persons; Pearson Publication; Fifth Edition, ISBN-10: 0132434091, ISBN-13: 978-0132434096

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Poster Presentation
- Developmental History of a case based on any theory
- Seminar/Personal Talk with PPT
- Any other exercise/activity approved by concerned teacher

M. A. I, SEMESTER – I

Type: Major Mandatory

Course Name: Positive Psychology

Course Number: MM-3

Course Code: MAU0325MML518G3

Course Credits: 2

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes:

After completing this course, learner is able to:

- Manage their emotions effectively.
- Develop mature and balanced outlook toward self and others.
- Enhance their positive attitude towards self and others.
- Improve their optimism

MODULE 1: Positive Psychology and Wellbeing

(Hours - 15, Credit - 01)

1.1. Definition of Positive Psychology

1.2. Defining Emotional Terms

- a) Affect
- b) Emotion
- c) Happiness
- d) Subjective Wellbeing

1.3. Wellbeing

- a) Nature of well-being
- b) Definition of well-being
- c) Happiness and positive behavior

MODULE 2: Self –Efficacy, Optimism, and Hope

(Hours - 15, Credit - 01)

2.1 Self-Efficacy

- a) Definition of Self-Efficacy
- b) Self-efficacy's influence in life arenas

2.2 Learned Optimism

- a) Definition of Learned Optimum
- b) Childhood Antecedents of Learned Optimism

2.3 Hope

- a) Definition of Hope
- b) Childhood Antecedents of Hope

LIST FOR READING:

1. Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia.
2. Snyder, C.R. and Lopez, S.J. (Positive Psychology: The Scientific and Practical Explorations of Human Strengths, New Delhi: Sage Publications India Pvt. Ltd.

LIST FOR REFERENCES:

1. Seligman, Martin A.P., (2007). Authentic Happiness, London: Nicholas Brealey Publishing

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Make list of factors that influence happiness
- Measure self-efficacy and find out gender differences
- Make list of factors that influence optimism
- Measure emotional intelligence of students and find out gender differences
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Major Mandatory

Course Name: Practical (Laboratory Experiments and Testing)

Course Number: MM-4

Course Code: MAU0325MMP518G4

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student is able to:

- Conduct different experiments in controlled environment.
- Discuss and conclude the results obtained by experiments in scientific ways.
- Administer various psychological tests in standardized ways.
- Prepare personal or group profile based on test batteries.

MODULE 1: ATTENTION AND MEMORY (any 2):

(Hours - 30, Credit - 01)

- 1.Span of attention
- 2.Division of attention
- 3.Immediate memory span
- 4.Short Term Memory

MODULE 2: LEARNING AND PROBLEM SOLVING (any 2):

(Hours - 30, Credit - 01)

1. Verbal Conditioning
2. Serial Learning
3. Concept formation
4. Problem solving

MODULE 3: INDIVIDUAL TESTING (any 3):

(Hours - 30, Credit - 01)

1. SPM
2. DAT Aptitude test
3. Eysenck Personality Inventory
4. Draw a man test
5. Level of Aspiration
6. 16 PF

MODULE 4: GROUP TESTING (Minimum 10 Sample) (any 3): (Hours - 30, Credit - 01)

1. Neo-FFI
2. comprehensive interest schedule
3. Study habit
4. Assertiveness scale
5. Aggression
6. Mental health

LIST FOR READING:

1. Baumgardner, Steve & Marie Andrade, Jackie and May, Jan (2004). Cognitive Psychology. New Delhi: Bios Scientific Publishers.
2. Friederberg, J. Silverman, G. (2006). Cognitive Science: An Introduction to the study of mind. London: Sage Publishers.
3. Gallotti, K.M. (2004). Cognitive Psychology in and out of the Laboratory. USA: Thomson Wadsworth.
4. Kothurkar and VAnarase (1986). Experimental Psychology –A Systematic Introduction. Wiley Eastern Ltd.
5. Nunn, J. (1998). Laboratory Psychology: A beginner's guide. Psychology Hove: Press Ltd.
6. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments. Vol.1 and 2, New Delhi: Concept Publishing Company.
7. Solso, R.L. (2001): Cognitive Psychology. 6th Ed., Allyn and Baon Publication.
8. Stenberg, R.J. (1996). Cognitive Psychology. New York: Harcourt Brace College Publishers.

LIST FOR REFERENCES:

1. Borude, R. R. (2002). Bodhanik Manasashara, Aurangabad: Chhaya Publicationhouse.
2. Hunt, R.R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.
3. Solso, R. L. (2001). Cognitive Psychology (6th ED.) Allyn and Bacon, Person Education. Singapore Pvt. Ltd. India Branch Delhi, (Second Indian reprint 2005).

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination. Without it student will not be permitted for examination.

3. Each batch of practical will consists of maximum 10 students. A separate batch for practical examination will be formed if this number exceeds even by one.
4. Duration of practical examination will be of 3 hours per batch.
5. The practical paper will carry 70 marks.
6. The student has to bring his/her subject for testing or experiment in the practical examination.

Scheme of marking for practical examination:

Sr. No.	Content	Marks	
1	Journal	25	(15 Marks assessment by HOD/ Concerned teacher and 10 Marks assessment by External Examiners)
2	Instructions and conduct	15	(External Examiners)
3	Report writing	25	(External Examiners)
4	Oral	15	(External Examiners)
<hr/>			
	Total	80	
<hr/>			

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Mock Testing and Preparing Report for any One Test
- PPT presentation on Group Testing and Profile created thereby.
- Group discussion on any two experiments in classroom
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Major Elective

Course Name: Counselling Skills for Counsellor

Course Number: ME-1

Course Code: MAU0325MEL518G1

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Acquire maintain a healthy relationship with clients for efficient counselling work.
- Improve communication and interpersonal skills.
- Enhance active listening and responsiveness skills.

MODULE 1: Nature of counseling

(Hours - 15, Credit - 01)

- 1.1. Definition and Significance
- 1.2. Counselling as a specialist professional role

MODULE 2: Counseling Menu and Setting the Scene

(Hours - 15, Credit - 01)

- 2.1 Clarifying person's goals
- 2.2 Methods of Counseling

MODULE 3: Counseling Space and Collaborative Working

(Hours - 15, Credit - 01)

- 3.1 Counselling space, trust, confidentiality
- 3.2 Opening and closing counseling space

MODULE 4: Effective Conversations and Methods of Dealing

(Hours - 15, Credit - 01)

- 4.1 Emphatic engagement
- 4.2 Dealing with difficult situation
 - a) Ethical Dilemmas
 - b) Risk and self-harm

LIST FOR READING:

1. McLeod, John (2007). Counseling Skills, First edition, UK: Open University Press,
2. Rosie, March-Smith (2005). Counseling Skills for Contemporary Therapists, First edition, UK: Open University Press, Books for Reference:
3. Feltham, C. & Dryden, W. (2006). Brief Counseling: A Practical, Integrative Approach, UK: Open University Press,
4. Kottler, J. & Kottler, E. (2007). Counseling Skills for Teachers, Sage Pub., India
5. Nelson-Jones, R. (2012). Basic Counseling Skills: A Helper's Manual, Third Edition, Sage South Asia Pub.,
6. Noonan, Ellen (1983, 2000). Counseling Young People, Tavistock Routledge, London, First edition.

LIST FOR REFERENCES:

1. Borude, R. R. (2002). Bodhanik Manasashara, Aurangabad: Chhaya Publicationhouse.
2. Hunt, R.R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.
3. Solso, R. L. (2001). Cognitive Psychology (6th ED.) Allyn and Bacon, Person Education. Singapore Pvt. Ltd. India Branch Delhi, (Second Indian reprint 2005).

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- SWOT Analysis
- Family Counselling (any one Activity)
- Career Counselling (any one Activity)
- Creative counseling techniques and activates
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Major Elective

Course Name: Health Psychology

Course Number: ME-2

Course Code: MAU0325MEL518G2

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of Health Psychology course, the student will be able to:

- Illustrate on various sub-fields of Health Psychology.
- Explain the various models of health behaviour.
- Identify Psychological factors in Illness and Diseases and apply suitable intervention.
- Understand sources of stress and design strategies for coping.
- Exercise health promoting strategies.
- Recognize various women health related problems and solutions.

MODULE 1: An Introduction to Health Psychology

(Hours - 15, Credit - 01)

- 1.1. Meaning of Health
- 1.2. The Field of Health Psychology
- 1.3. Psychological Factors in Illness and Diseases
- 1.4. Health
 - a) Cognition Models
 - i) The Health Belief Model (HBM)

MODULE 2: Stress and Coping Skills

(Hours - 15, Credit - 01)

- 2.1. Concept and Meaning of Stress
- 2.2. Hassles of Everyday Life and Major Life Events
- 2.3. Psychoneuroimmunology

MODULE 3: Women's Health Issues

(Hours - 15, Credit - 01)

- 3.1. Pregnancy and birth
- 3.2. Miscarriage
 - a) Termination of pregnancy
- 3.3. The menopause

MODULE 4: Staying Healthy**(Hours - 15, Credit - 01)**

- 4.1 Medical Communication and Physical Health
- 4.2 Prevention of Diseases/Impairments
- 4.3 Primary Prevention and Behavior Outcomes

LIST FOR READING:

1. Baumgardner, Steve & Marie Dimatto, M.R., Martin, R.M. (2012). *Health Psychology*, Fifth Impression, Pearson Education in South Asia.
2. Marks, D.F., Murray, M. Evans, B. and Estacio, E.V. (2011). *Health Psychology*. Sage Publication India Pvt Ltd.
3. Ogden, Jane (2010). *Health Psychology A Text Book*. Tata McGraw Hill Education Private Ltd.

LIST FOR REFERENCES:

1. Seligman, Martin A.P.,(2007). *Authentic Happiness*, London: Nicholas Brealey Publishing.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar with Power Point Presentation
- Prepare report on Hassles of Everyday Life and Major Life Events of 5 persons.
- Take an overview of various techniques for health promotion like Yoga, Aerobics etc.
- Make conversations with women regarding their health issues like pregnancy, miscarriage, menopause, back pain etc.
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Major Elective

Course Name: Sport Psychology

Course Number: ME-3

Course Code: MAU0325MEL518G3

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of Health Psychology course, the student will be able to:

- Understand the basics of Sports and Exercise Psychology.
- Identify professional skills of Sport Psychologists.
- Collaborate with sport persons and coaches by applying psychological principles for peak performance.
- Deal with acquisition of complex mental skills in sport.
- Design psychological fitness programs.

MODULE 1: Introduction to sport psychology

(Hours - 15, Credit - 01)

1.1 Define sport psychology

- A) Definition of psychology
- B) Definition of sport
- C) Definition of sport psychology

1.2 What do sport psychologists do?

- A) Functions of the sport psychologists
- B) Evolution of the sport psychology profession
- C) Tasks of the sport psychologist

1.3 Contentious issues within sport psychology

- A) Communication
- B) Licensure
- C) Credentialing
- D) Territoriality
- E) Training

MODULE 2: Sport and physical activity for all

(Hours - 15, Credit - 01)

2.1 Physical fitness

- A) A definition of physical fitness

- B) Benefits of physical fitness
 - i) Physical benefits
 - ii) Psychological benefits

2.2 Exercise adherence/compliance

- A) Predicts of exercise adherence/compliance
- B) Why people drop out of exercise programs
- C) Improving exercise adherence/compliance

2.3 Cognitive and affective consequences of exercise

- A) Effects of exercise on cognitive processes
- B) Effects of exercise on mood

MODULE 3: Leadership, Cohesion and audience effects

(Hours - 15, Credit - 01)

3.1 Leadership

- A) A brief history
- B) Leadership theories

3.2 Group cohesion

- A) Models of team cohesion
- B) Factors impinging on group cohesion
- C) Measures of team cohesion

3.3 Audience effects

- A) Social facilitation
- B) Interactive audience effects on sport performance

MODULE 4: Aggression and violence in sport

(Hours - 15, Credit - 01)

4.1. Aggression defined

- A) Dimensions of aggression
- B) Hostile aggression, instrumental aggression, and sport assertiveness
- C) Aggression and violence: one and the same?

4.2. Factors promoting aggression

- A) Physical factors
- B) Psychological factors

4.3. Recommendations for curbing violence in sport

- A) Management
- B) The media
- C) Game officials
- D) Coaches
- E) Players

LIST FOR READING:

1. LeUnes, A. D. & Nation, J. R. (1989). Sport Psychology an introduction. Nelson-Hall, Chicago, America.

LIST FOR REFERENCES:

2. Weinberg, R. S. & Gould, D. (2018). Foundations of Sport and Exercise Psychology. 8th ed. Human Kinetics, USA.
3. Williams, J. & Krane, V. (2020). *Applied Sport Psychology*. 8th ed. McGraw Hill, India.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar with Power Point Presentation.
- Collect information of famous national and international sportsman.
- Watch movies related sportsman and prepare a report.
- Visit to any sport coach nearby and collect the information about his/her work.
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – I

Type: Research Methodology

Course Name: Research Methodology

Course Number: RM

Course Code: MAU0325RML518G

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Apply various research methods and principles to conduct qualitative and quantitative research.
- Work on their own observations, idea and assumptions as researchers.
- Enhance their research knowledge and skills.
- Collect data from relevant sources using suitable methods. The students will also be able to analyze and interpret the data they collected.
- Present their research work in various conferences.
- Write a comprehensive and coherent research report that follows the APA style guidelines.

MODULE 1: Research: A Way of Thinking

(Hours - 15, Credit - 01)

- 1.1. Research: What does it means?
- 1.2. Research Process: Characteristics and requirements.
- 1.3. Types of Research
- 1.4. The research Process: An Eight Step Model

MODULE 2: Research Problem, Variables and Hypotheses

(Hours - 15, Credit - 01)

- 2.1 The Research Problem, it's Importance and Sources of Research Problem
- 2.2 Steps in Formulating a Research Problem and the Formulation of Research Objectives
- 2.3 What is Variable? Types of Variables and Measurements of Scale
- 2.4 Definition, Characteristics and Types of Hypotheses

MODULE 3: Qualitative and Quantitative Research Design

(Hours - 15, Credit - 01)

- 3.1 Research Design.
 - a) Meaning of Research Design
 - b) Why should we Care about Research Design?

3.2 Types of Research Design

- a) Qualitative Research Design
- b) Action Research Design and It's Types

3.3 What is Quantitative Research Design

3.4 Types of Quantitative Research Designs

- a) Experimental Research Design
- b) Quasi-experimental Research Design
- c) Cross-sectional Research Design
- d) Survey Research Design
- e) Correlational Research Design

MODULE 4: Selecting a Method of Data Collection

(Hours - 15, Credit - 01)

4.1. Collecting a Data Using Primary Sources

- a. Observation
- b. The Interview
- c. The Questionnaire

4.2. Collecting Data Using Secondary Sources

Selecting a Sample and Types of sampling

- a. Sampling in Quantitative Research
- b. Random or Probability Sampling Design
- c. Specific Random or Probability Sampling Design
- d. Non-random or Nonprobability Sampling Designs

4.3. Writing a Research Proposal (APA Style)

LIST FOR READING:

1. Baumgardner, Steve & Marie Ranjit Kumar (2014). *Research Methodology: A step-by-step guide for beginners*. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd. (For Module No. 1, 2 & 4)
2. Wang, Li, Peng Liping and Qutub, Khan (2018). *Research Methods in Education*. 1st Edition. Sage Texts, Sage Publications India Pvt Ltd. (For Module No. 3)

LIST FOR REFERENCES:

1. Uwe Flick (2017). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.
2. Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.
3. Kerlinger, Fred N. (1994). Foundations of Behavioral Research.3rd ed., Delhi: Surjeet Publications.

4. Robinson, P.W. (1976). Fundamentals of Experimental Psychology. Prentice Hall

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Conducting a short survey research on a research topic of their choice.
- Participating in a research workshop or seminar and write a summary of what research knowledge they gained.
- Designing a poster that explains their research problem, objectives, variables and hypotheses.
- Creating a YouTube video of their research design and data collection methods.
- Reading and writing a critique on published research papers available in the college library or on the website.
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: Major Mandatory

Course Name: Statistic in Psychology

Course Number: MM-5

Course Code: MAU0325MML518H1

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Apply the concepts of probability to real-life situations.
- Calculate and interpret Pearson's correlation coefficient for different pairs of variables. Students can also identify the direction and strength of the relationship between variables using scatterplots.
- Collect and analyze the data using suitable methods.
- Calculate and interpret secondary data such as census and other government reports.
- Test and interpret the null hypothesis by parametric and nonparametric statistical tests.

MODULE 1: Probability

(Hours - 15, Credit - 01)

- 1.1 Elementary principles of probability
- 1.2 Normal distribution / probability curve
- 1.3 Areas under normal distribution curve
- 1.4 Applications of N.D.C.

MODULE 2: Correlation and Regression

(Hours - 15, Credit - 01)

- 2.1 Correlation: A Matter of Direction and Degree
- 2.2 Where and why Correlations are used?
- 2.3 Computation of r from Ungrouped Data: Pearson's r from Original or Raw Scores.
- 2.4 Computation of r from Ungrouped Data: Pearson's r from the Deviation Scores from the Actual Means.

MODULE 3: Analysis of Variance

(Hours - 15, Credit - 01)

- 3.1 'T' test
- 3.2 The Logic of Analysis of Variance and One-Way Analysis of Variance
- 3.3 Two-Way Analysis of Variance
- 3.4 One-Way (Single-Factor) ANOVA with Repeated-Measures Design
- 3.5 Two-Way (Two-Factor) ANOVA with Repeated-Measures on One Factor

MODULE 4: Non-Parametric Statics**(Hours - 15, Credit - 01)**

- 4.1 Parametric and Non-Parametric Statistical Tests
- 4.2 Chi-Square (χ^2) Tests
- 4.3 Spearman Rank-Order Correlation Coefficient ($\rho = p$)
- 4.4 The Wilcoxon Matched-Pairs Signed-Ranks Tests
- 4.5 The Mann-Whitney U-Test

LIST FOR READING:

1. Baumgardner, Steve & Marie Mohant, Misra (2016). Statistics for Behavioral and Social Sciences. Sage Publication India Pvt. Ltd.
2. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.
3. Aron, A.; Coups, Elliot and Aron, Elaine (2019). Statistics for Psychology, sixth edition. New Delhi: Pearson Publications

LIST FOR REFERENCES:

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Raw.
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education. McGraw-Hill.
3. Mangal, S.K. (2006). Statistics in Psychology and Education, 2nd ed. New Delhi: Prentice Hall of India Private Limited.
4. Minium, E.W., King, B.M., Bear, G. (1993). Statistical Reasoning in Psychology and Education. 3rd Ed., Wiley India Edition.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Conducting a probability experiment in the field, such as tossing a coin, rolling a die, or drawing a card and recording the outcomes.
- Conducting a correlation study in the field, such as measuring the height and weight of different people or psychological data.
- Trying to perform the correlation, ANOVA or t-test etc by using a secondary data source, such as a census report etc.
- Conducting and interpreting one-way ANOVA with NSS, NCC and Cultural students' academic achievement score.
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: Major Mandatory

Course Name: Theories of Learning

Course Number: MM-6

Course Code: MAU0325MML518H2

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Understand and compare various theories of learning.
- Illustrate learning processes and thereby improve their learnability.
- Identify learning difficulties among various population groups and rectify them.

MODULE 1: Nature of Learning

(Hours - 15, Credit - 01)

1.1 What is learning?

- a) Must learning result in behavior change?
- b) Learning and Survival
- c) Why study learning?

1.2 Edward L. Thorndike

Major theoretical concepts: Connectionism, Incremental nature, No mediation by ideas, Mammals learn in same manner

1.3 Ivan P. Pavlov

- a) Empirical observations: Pavlov on reinforcement, Experimental extinction, Spontaneous recovery, Higher-order conditioning, Generalization, Discrimination, CS-US relationship
- b) Summary of Pavlov's views on brain functioning
- c) Comparison between classical and instrumental conditioning

MODULE 2: Burrhus F. Skinner theory of learning

(Hours - 15, Credit - 01)

2.1 Major theoretical concepts:

- a) Respondent and Operant behavior
- b) Type S and Type R conditioning

- c) Skinner on reinforcement
- d) Secondary reinforcement
- e) Positive and negative reinforcer,
- f) Punishment, Alternatives to punishment,
- g) Schedules of reinforcement

2.2 Skinner's legacy: Personalized systems of instruction, Computer based instruction

2.3 Evaluation of Skinner's theory

MODULE 3: Gestalt and Purposive Approach

(Hours - 15, Credit - 01)

3.1 Gestalt theory of learning:

- a) Major theoretical concepts: Field theory, Nature versus nurture, Law of Pragnanz, Gestalt principles of learning, The pre-solution period, Insightful learning summarized,
- b) Gestalt psychology on reinforcement
- c) Evaluation of Gestalt theory

3.3 Edward C. Tolman

- a) Molar behavior and purposive behaviorism
- b) Major theoretical concepts: What is learned, Confirmation, Vicarious trial and error, Learning versus performance, Latent learning, Place learning versus response learning, Reinforcement expectancy
- c) Evaluation of Tolman's theory

MODULE 4: Social Learning and Neuroscientific Approach

(Hours - 15, Credit - 01)

4.1 Albert Bandura's Explanation of Observational Learning:

- a) Bandura on reinforcement
- b) Major theoretical concepts: Attentional processes, retention processes, Behavioral production processes, Motivational processes, Reciprocal determinism, Self-regulation of behavior, Moral Conduct
- c) Evaluation of Bandura theory

4.2 Donald O. Hebb

- a) Major theoretical concepts: Restricted environments, Enriched environments, Cell assemblies, Arousal theory, Consolidation and brain
- b) Hebb's influence on neuroscientific research: Reinforcement and brain, neuroplasticity Current trends in learning theory: Everyone is a neuroscientist, Neuroscience and education

LIST FOR READING:

1. Baumgardner, Steve & Marie Oslon, M. H. and Hergenhahn, B.R. (2013): An Introduction to Theories of Learning; Prentice-Hall India, 9th Edition, ISBN-978-81-203-4814-1

LIST FOR REFERENCES:

1. Bower, G. H. and Hilgard, E.R. (1980): Theories of Learning; Pearson Publication; 5th Edition; ISBN-10: 0139144323, ISBN-13: 978-0139144325
2. Malone, J.C. (2002): Theories of Learning: A Historical Approach; WadsworthPub Co.; ISBN-10: 0534971490, ISBN-13: 978-0534971496
3. Phillips, Dennis and Soltis, Jonas (2009): Perspectives on Learning (ThinkingAbout Education); Teachers College Press; 5th Edition; ISBN-10: 9780807749838, ISBN-13: 978-0807749838

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Poster presentation
- Seminar/Talk with PPT
- Panel Discussion and reporting
- Any other exercise/activity approved by concerned teacher

M. A. I, SEMESTER – II

Type: Major Mandatory

Course Name: Soft Skills in Psychology

Course Number: MM-7

Course Code: MAU0325MML518H3

Course Credits: 2

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes:

At the end of the course, the learners will be able to:

- Acquire substantive knowledge regarding soft skills.
- Develop effective communication and improve listening skills
- Execute better presentation skills.
- Participate actively in group discussion/meeting/interviews .

MODULE 1: Functional Skills

(Hours - 15, Credit - 01)

- 1.1. Communication Skills: Verbal and Non - Verbal communication
- 1.2. Using the tools of communicatory
 - a) Interview skills: Acing the interview
 - b) Group dynamics: Mock interviews and Group discussions
 - c) Resume writing: Preparation of Curriculum Vitae
- 1.3. Leadership skills
- 1.4. Personality Skills

MODULE 2: Emotional Skills and Interpersonal skills

(Hours - 15, Credit - 01)

- 2.1. Emotional Intelligence: The five steps to Emotional Quotient
- 2.2. Social Intelligence
- 2.3 SWOT analysis - SOAR analysis
- 2.4 Decision making and Problem solving

LIST FOR READING:

1. Baumgardner, Steve & Marie Mohant, Misra (2016). Statistics for Behavioral and Social Sciences. Sage Publication India Pvt. Ltd.
2. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.
3. Aron, A.; Coups, Elliot and Aron, Elaine (2019). Statistics for Psychology, sixth edition. New Delhi: Pearson Publications

LIST FOR REFERENCES:

1. Daniel Goleman (2006). Social intelligence: The new science of human relationships -
2. Allan and Barbara Pease (2011). Body Language in the workplace
3. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Communication Skill
- Active Listening
- Self-Awareness
- Self-Disclosure
- Presentation skill
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: Major Mandatory

Course Name: Practical (Activity-Based Practical)

Course Number: MM-8

Course Code: MAU0325MMP518H4

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Develop skills of conducting peer activities related to psychological orientation.
- Prepare effective career data presentation with detailed career counselling report.
- Carry SWOC Analysis (strengths, weaknesses, opportunities and challenges) of different cases
- Guide students in academics and professions for efficient performance.
- Organize the career exhibition.
- Enhance observation skills while working on the field.

MODULE 1: Activity in Peers

(Hours – 45, Credit - 1.5)

1. Psychological orientation: preparation and presentation (RW)
2. Career poster and presentation (RW)
3. SWOC Analysis and report writing

MODULE 2: Field Activities

(Hours – 45, Credit - 1.5)

1. Workshop conductance and report writing
2. Group Discussion and report writing
3. Career Exhibition and report writing

MODULE 3: Case studies

(Hours - 30, Credit - 01)

1. Cumulative Record Card (CRC)
2. Three Case study reports: Childhood/Adolescent, Adulthood, and old age

LIST FOR READING:

1. Kerlinger, Fred N. (1994). Foundations of Behavioural Research.3rd ed., Delhi: Surjeet Publications
2. McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publication
3. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.
4. American Psychological Association. (2020). Publication manual of the American Psychological Association: The Official Guide to APA style

LIST FOR REFERENCES:

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Raw.
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education. McGraw-Hill.
3. Mangal, S.K. (2006). Statistics in Psychology and Education, 2nd ed. New Delhi: Prentice Hall of India Private Limited.
4. Minium, E.W., King, B.M., Bear, G. (1993). Statistical Reasoning in Psychology and Education.3rd Ed., Wiley India Edition.

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1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination. Without it student will not be allowed to appear for examination.
3. Each batch of practical will consists of maximum 10 students. A separate batch for practical examination will be formed if this number exceeds even by one.
4. Duration of practical examination will be of 3 hours per batch.
5. The student has to carry SWOC analysis of imaginary case in practical examination.

SCHEME OF MARKING FOR PRACTICAL EXAMINATION:

Sr. No.	Content	Marks	
1	Journal (Preparation, PPT, Photo, and Reports)	40	(15 Marks assessment by HOD/ Concerned teacher)
2	SWOC Analysis of imagery case and report writing	20	(External Examiners)
3	Oral	20	(External Examiners)
	Total	80	

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- SWOC Analysis any person outside department regarding healthy relationship
- Analysis of any three Career related websites
- Review of book/movie/drama etc. by using psychological understanding
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: Major Elective

Course Name: Contemporary Psychology

Course Number: ME-4

Course Code: MAU0325MEL518H1

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

After completion of this course, student will be able to:

- Acquaint with the emerging fields and recent trends in psychology.
- Illustrate the significant developments taking place in the field of Criminal Psychology and Cyber-Psychology.
- Elaborate important concepts in Buddhist Psychology.
- Sensitize community about Psychology of Yoga and well-being.

MODULE 1: Criminal Psychology

(Hours - 15, Credit - 01)

1.1 Peer Rejection and Association with Antisocial Peers Parental and Family Risk Factors

- A. Parental Styles and Practices
- B. Parental Monitoring
- C. Parental

1.2 Psychopathology Psychological Risk Factors

- A. Lack of Attachment
- B. Lack of Empathy
- C. attention deficit hyperactivity disorder and ADHD - Criminal Behavior link
- D. Conduct Disorder
- E. Oppositional Defiant Disorder

MODULE 2: Cyber Psychology

(Hours - 15, Credit - 01)

2.1. Digital Usage

- a. Internet usage
- b. Digital technologies: Harmful or empowering for young people?
- c. Illegal content and illegal activities

2.2 Cyber bullying and cyber-harassment

- a. Scams, Children and Teens

- b. Activism
- c. Radicalization Online Gaming and Gambling

2.3 Internet addiction

- a. Internet Gaming addiction
- b. Aggressive video games
- c. Games for learning

MODULE 3: Buddhist Psychology **(Hours - 15, Credit - 01)**

- 3.1. The Buddha's conception of personhood
 - a. Psychophysical Personality
 - b. The Five Aggregates
- 3.2. Suffering
- 3.3. The Psychology of freedom

MODULE 4: Psychology of Yoga **(Hours - 15, Credit - 01)**

- 4.1. Mind and it's layers, states, structures and functions
 - a. Mind's Layers
 - b. Four States of Consciousness
- 4.2. The Unconscious and Its Mechanism
 - a. The Unconsciousness in Yoga and Other Indian Traditions
- 4.3. Transformative Path
 - a. The steps of Hindu Yoga
 - b. The practice of Jnana Yoga
 - c. The Buddhist flow to Nirvana
 - d. The Jaina ladder to perfection

LIST FOR READING:

1. Recommended reading a) Basic Reading: Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1- 292-15771-9, ISBN-10: 1-292-15771-2) (For Module II) 15 Morrison Val and Bennett Paul (2016):
2. Cyber Psychology: The Study of Individuals, Society and Digital Technologies; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) (For Module- III and IV)
3. Kalupahana, D. J. (1987) The Principles of Buddhist Psychology; State University of New York Press, Albany; First Edition. (For Module 3)
4. Feuerstein, G. (2013) The Psychology of Yoga; Shambhala Publications Inc.; First Edition (For Module 4)

LIST FOR REFERENCES:

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Raw.
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education. McGraw-Hill.
3. Mangal, S.K. (2006). Statistics in Psychology and Education, 2nd ed. New Delhi: Prentice Hall of India Private Limited.
4. Minium, E.W., King, B.M., Bear, G. (1993). Statistical Reasoning in Psychology and Education. 3rd Ed., Wiley India Edition.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar
- Meditation exercises and reporting its benefits through writing
- Yoga exercises and their importance
- Description of cyber laws in India
- Explanatory report on various cyber crimes and issues
- Research paper/Project
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: Major Elective

Course Name: Environmental Psychology

Course Number: ME-5

Course Code: MAU0325MEL518H2

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

At the end of the course, the learners will be able to

- Provide an overview of the field of environmental psychology and its relevance in understanding the relationship between humans and the environment.
- Examine the psychological processes involved in perceiving and assessing environmental risks.
- Illustrate an in-depth understanding of climate change as a global environmental problem.
- Explain the concept of environmental stress and its relationship with physical and mental health.

MODULE 1: Introduction to Environmental Psychology

(Hours - 15, Credit - 01)

1.1 Environmental Psychology: Meaning and definitions

1.2 History of the Field

 1.2.1 Towards ‘Architectural’ Psychology

 1.2.2 Towards a Green Psychology

1.3 Current Scope and Characteristics of the Field

 1.3.1 Interactive Approach

 1.3.2 Interdisciplinary Collaboration

 1.3.3 Problem-Focused Approach

 1.3.4 Diversity of Methods

MODULE 2: Environmental Risk Perception

(Hours - 15, Credit - 01)

2.1 What are Environmental Risks?

2.2 Subjective Risk Judgements

 2.2.1 Heuristics and Biases in Risk Judgements

 2.2.2 Temporal Discounting of Environmental Risks

 2.2.3 The Psychometric Paradigm

2.3 Risk, Values, and Morality

 2.3.1 Values

 2.3.2 Morality and Ethics

MODULE 3: Climate Change as Environmental Problem **(Hours - 15, Credit - 01)**

- 3.1 Introduction
- 3.2 Public Understanding of Climate Change
- 3.3 Assessing the Risk of Climate Change
 - 3.3.1 Detecting a Problem
 - 3.3.2 Interpretations of Problems
 - 3.3.3 Accepting Responsibility and Taking Action

MODULE 4: Environmental Stress **(Hours - 15, Credit - 01)**

- 4.1 Introduction
- 4.2 Conceptualizations of Stress
- 4.3 Effects of Environmental Stress
 - 4.3.1 Noise
 - 4.3.2 Crowding
 - 4.3.3 Poor Housing Quality
 - 4.3.4 Poor Neighborhood Quality
 - 4.3.5 Traffic Congestion

LIST FOR READING:

1. Recommended reading a) Basic Reading: Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1- 292-15771-9, ISBN-10: 1-292-15771-2) (For Module II) 15 Morrison Val and Bennett Paul (2016):
2. Cyber Psychology: The Study of Individuals, Society and Digital Technologies; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) (For Module- III and IV)
3. Kalupahana, D. J. (1987) The Principles of Buddhist Psychology; State University of New York Press, Albany; First Edition. (For Module 3)
4. Feuerstein, G. (2013) The Psychology of Yoga; Shambhala Publications Inc.; First Edition (For Module 4)

LIST FOR REFERENCES:

1. Steg, Linda and DE Groot J. I. M. (2019). Environmental Psychology: An Introduction, Hoboken, NJ: John Wiley & Sons Ltd
2. Cassidy, T. (1997). environmental Psychology: Behaviour and Experience In Context, New York: Taylor and Francis group

3. Gifford, R. (2014). Environmental psychology matters. *Annual Review of Psychology*, 65, 541–579.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Make list of environmental risks factors
- Measure effects of environmental stress
- Make list of various values
- Measure environmental attitude of students and find out gender differences
- Any other exercise/activity approved by concerned teacher

M. A. I, SEMESTER – II

Type: Major Elective

Course Name: Mindfulness for Everyday Life

Course Number: ME-6

Course Code: MAU0325MEL518H3

Course Credits: 4

Marks: Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Outcomes:

At the end of the course, the learners will be able to

- Express their thoughts and feelings about mindfulness in a personal and meaningful way.
- Enhance their awareness, concentration, relaxation, and empathy skills.
- Apply the concepts and techniques of mindfulness meditation to real-life situations.
- Practice mindful communication skills, such as active listening and non-reactivity, with others.

MODULE 1: Module I: Introduction to Mindfulness

(Hours - 15, Credit - 01)

- 1.1 Understanding the concept of mindfulness
- 1.2 Origins and history of mindfulness practices
- 1.3 Benefits of incorporating mindfulness into daily life
- 1.4 Exploring different approaches to mindfulness

MODULE 2: Foundations of Mindfulness Practice

(Hours - 15, Credit - 01)

- 2.1 Developing a mindfulness meditation routine
- 2.2 Focusing on the breath as an anchor for awareness
- 2.3 Body scan meditation: cultivating awareness of bodily sensations
- 2.4 Loving-kindness meditation: cultivating compassion and empathy

MODULE 3: Applying Mindfulness in Daily Life

(Hours - 15, Credit - 01)

- 3.1 Mindful communication: active listening and non-reactivity
- 3.2 Cultivating mindfulness in relationships
- 3.3 Mindfulness in the workplace: reducing stress and enhancing productivity
- 3.4 Using mindfulness to manage emotions and navigate challenging situations

MODULE 4: Developing Mindfulness Practice

(Hours - 15, Credit - 01)

- 4.1 Exploring advanced mindfulness techniques

- 4.2 Mindfulness and self-compassion: cultivating kindness towards oneself
- 4.3 Mindfulness and resilience: building emotional strength
- 4.4 Mindfulness and creativity: accessing flow states

LIST FOR READING:

1. Kabat-Zinn, J. (1994). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hachette Books (Module - I).
2. Harris, D. (2014). *10% Happier: How I Tamed the Voice in My Head, Reduced Stress Without Losing My Edge, and Found Self-Help That Actually Works*. HarperOne (Module - II).
3. Chapman, S. (2016). *The Five Keys to Mindful Communication: Using Deep Listening and Mindful Speech to Strengthen Relationships, Heal Conflicts, and Accomplish Your Goals*. Shambhala (Module - III).
4. Kabat-Zinn, J. (2005). *Coming to Our Senses: Healing Ourselves and the World Through Mindfulness*. Hyperion (Module - IV).

LIST FOR REFERENCES:

1. Brach, T. (2004). *Radical Acceptance: Embracing Your Life With the Heart of a Buddha*. Bantam.
2. Hassed, C. (2008). *Mindfulness for Life*. Exisle Publishing.
3. Salzberg, S. (1995). *Lovingkindness: The Revolutionary Art of Happiness*. Shambhala.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Practicing mindful communication skills, such as active listening and non-reactivity, with others.
- Keeping a mindfulness notebook where they write about their experiences while practicing mindfulness in daily life. Write your experience for a week or 15 days.
- Practicing different types of mindfulness meditation, such as breath awareness, body scan, or loving-kindness, using guided audio or video instructions. They can also share their feedback and insights with their subject teacher.
- Any other exercise/activity approved by concerned teacher.

M. A. I, SEMESTER – II

Type: On Job Training

Course Name: On Job Training (Internship)

Course Number: OJ

Course Code: MAU0325OJL518H

Course Credits: 4

Marks: On the Job Training Report: 80 Internal Assessment (Viva Voce): 20 Total Marks: 100

Course Learning Outcomes:

After completion of this training, student will be able to:

- Apply theoretical knowledge and skills in a practical setting.
- Develop and enhance professional skills necessary for a career in psychology.
- Gain exposure to various psychological settings and specialties.
- Foster professional networking and collaboration opportunities.
- Reflect on personal and professional growth.

Course Description:

The Internship Program is designed to provide students with practical experience in the field of psychology. This course aims to bridge the gap between theoretical knowledge and real-world application by engaging students in supervised internships. Through this program, students will gain hands-on experience, develop professional skills, and enhance their understanding of the field.

Instructions for teachers and students while doing On-the-Job Training:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc., under whom the Training/Internship/Apprenticeship is expected, should be **FORMALLY ASSIGNED** (In Written Form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is **A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.**
4. **TWO COPIES** of On-the-Job-Training Report in **BOUNDED FORMAT** should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

FORMAT OF THE INTERNSHIP:

STUDENT FINAL WRITTEN REPORT

Student's Name: -----

Name Of the College: -----

Class: ----- Semester: -----

Subject: ----- Seat Number: -----

Year -----

Internship Site/ Name of the Institution: -----

Supervisor's Name: -----

Introduction:

This section should provide an overview of the internship experience, including the organization where the internship took place, the duties and responsibilities of the internship, and the student's goals and objectives.

Description of the organization:

This section should provide a brief overview of the organization where the internship took place, including its mission, goals, and services.

Duties and responsibilities:

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

Learning and accomplishments:

This section should highlight the key learning and accomplishments the student achieved during the internship, including any skills or knowledge they gained, and any notable achievements or contributions they made to the organization.

Challenges and areas for improvement:

This section should address any challenges or areas for improvement the student encountered during the internship, and should reflect on how they overcame these challenges or developed strategies for improvement.

Reflection:

This section should provide a more in-depth reflection on the student's overall learning and growth during the internship, and should consider how the experience has impacted their future goals and aspirations.

Conclusion:

This section should summarize the key takeaways from the internship experience, and should discuss any future plans or goals that have been influenced by the internship.

Appendices:

This section should include any supporting materials, such as reports, presentations, or documents that were produced during the internship.

INTERNAL EVALUATION (20 MARKS):

The Viva Voce based on Internship/OJT will be carried out in which the student will be critically examined by teacher.