



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Two Year Degree Program in Psychology

(Faculty of Humanities)

CBCS Syllabus

M.A. (Psychology) Part-I Semester -II

For Department of Psychology

TuljaramChaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

Title of the Programme: M.A. (Psychology)**Preamble**

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a need of professionals in the field. Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the various fields. The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment.

This course provides broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

Programme Specific Outcomes (PSOs)

- PSO1.** Students will develop strong observational skills and the ability to identify psychosocial problems in society.
- PSO2.** Equipping students with understanding of application of psychological principles to solve human problems.
- PSO3.** Create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- PSO4.** Enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.
- PSO5.** Provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.
- PSO6.** Students would develop in assessment and intervention in neurodevelopmental disorders.
- PSO7.** To provide the student an introduction to the processes involved in clinical work and psychodynamic psychotherapy.
- PSO8.** The student will be acquainted with the challenges likely to be encountered while working with difficult patient groups as well as traumatized individuals and communities. In effect the programme will initiate the participants into their future professional life.
- PSO9.** Preparing the clinical psychologists of the future, equipping them with skills and adequate knowledge-bases.
- PSO10.** Students will learn advanced theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.
- PSO11.** Develop an in-depth understanding of multivariate methods and computer applications to statistics.

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in Psychology

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Dr. Shinde V.B.	Chairman
2.	Dr. Dhame G.M.	Member
3.	Dr. Jagtap R.D.	Member
4.	Dr. Awate J.N.	Member
5.	Mr. Londhe D.V.	Member
6.	Dr. Waman R.R.	Vice-Chancellor Nominee
7.	Dr. Shitole S. K.	Expert from other University
8.	Dr. Singh Bhupender	Expert from other University
9.	Mr. Shinde Sandip	Industry Expert
10.	Mrs. Shah Smita	Meritorious Alumni
11.	Mr. Kunal Kumbhar	Student Representative
12.	Miss. Ankita Kumbhar	Student Representative
13.	Miss Pranoti Dombe	Student Representative
14.	Miss Mayuri Kharat	Student Representative

Anekant Education Society's
TuljaramChaturchand College of Arts, Science and Commerce, Baramati
(Autonomous)

Course Structure for (M. A. Psychology) Part-I (2023 Pattern)

Sem.	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
I	Major (Mandatory)	PSY-501-MJM	Cognitive Psychology	Theory	04
	Major (Mandatory)	PSY -502-MJM	Psychometrics	Theory	04
	Major (Mandatory)	PSY -503-MJM	Statistical Methods	Theory	04
	Major (Mandatory)	PSY -504-MJM	Psychology Practical: Tests	Practical	02
	Major (Elective)	PSY -511-MJE	Psychology of Adjustment	Theory	04
	Research Methodology (RM)	PSY -521-RM	Research Methodology in Psychology	Theory	04
Total Credits Semester I					22
II	Major (Mandatory)	PSY -551-MJM	Learning and Memory	Theory	04
	Major (Mandatory)	PSY -552-MJM	Psychological Testing: Applications	Theory	04
	Major (Mandatory)	PSY -553-MJM	Research Methodology	Theory	04
	Major (Mandatory)	PSY -554-MJM	Psychology Practical: Experiments	Practical	02
	Major (Elective)	PSY-561-MJE	Sports Psychology	Theory	04
	On Job Training (OJT)/Field Project (FP)	PSY -581-OJT/FP	On Job Training/ Field Project	Training/ Project	04
Total Credits Semester II					22
Cumulative Credits of Semester I and II					44

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. I
Semester	: II
Course Type	: MAJORMANDATORYTHEORY
Course Name	: LEARNING AND MEMORY
Course Code	: PSY-551-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. Explore and explain key theoretical concepts related to learning and memory.
2. To acquaints the students with the processes of learning and memory.
3. To provide a historical overview of the development of theories and models of learning and memory.
4. To investigate the neurological and physiological bases of learning and memory.
5. To examining the various factors that influence memory, including attention, motivation, stress, emotion, and the effect of age-related changes on memory function. To make the students understand the process of attention.
6. To explore memory-related disorders, such as amnesia, Alzheimer's disease, and other cognitive impairments, and understand their underlying causes.
7. To familiarize students with research methods used in the study of learning and memory.

B) Course Outcomes

CO1.Students should gain a deep understanding of the theoretical foundations and empirical research related to learning and memory.

CO2. Students should be able to critically analyze and evaluate theory, practice, and practical applications of learning and memory concepts.

CO3.Students can develop research skills, including designing experiments, collecting and analyzing data, and interpreting research findings.

CO4.Students should be able to apply their learning understanding and memory to real-world situations.

CO5.Students should be equipped with problem-solving skills related to memory problems, both in personal and professional contexts.

CO6.Students should be able to effectively communicate complex ideas related to learning and memory, in written and oral presentations.

CO7.Students should develop an awareness of ethical considerations related to memory research and its applications.

Topics and Learning Points

Unit-I Process of Learning

(15 lectures)

- 1.1 Classical conditioning: concepts, types and principles
- 1.2 Operant conditioning concepts, reinforcement: types and schedules
- 1.3 Cognitive approaches to learning: Latent and observational learning
- 1.4 Cultural influence on learning
- 1.5 Application: Experimental analysis of behaviour

Unit -II Process of Memory

(15 lectures)

- 2.1 Sensory Memory: Iconic and Echoic
- 2.2 Short term and Working Memory
- 2.3 Long Term Memory: Types, Unusual form of Memory: Eyewitness Memory, Flashbulb memory, autobiographical memory
- 2.4 Useful steps to improving your memory
- 2.5. Application: Metacognitive skills and memory development

Unit-III Models and Theories of Memory

(15lectures)

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

Unit-IV Neurological Basis of Learning and Memory

(15 lectures)

- 4.1 Brain areas associated with learning and memory
- 4.2 Amnesia: Definition and types

- 4.3 Brain: studies on learning and Memory
- 4.4 Synaptic Mechanism: Synaptic Plasticity in Learning and memory
- 4.5 Application: Neuro-linguistic Programming

Reference Books

1. Matlin, M. (2012). *Cognition. (8th ed)*. John Wiley.
2. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
4. Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
5. Solso, R. L. (2004). *Cognitive Psychology (6th ed)*. Delhi: Pearson Education.
6. Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.
7. Gavin, H. (1998). *The essence of cognitive psychology*. London: Prentice-Hall.
8. Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
9. Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London: Arnold.
10. Reed, S.K. (1988). *Cognition: Theory and applications (3rd ed)*. California: Brooks/Cole Pub.Co.
11. Reed S. K. (2004). *Cognition: Theory and application (3rd ed)*. California: Brooks/Cole Pub. Company.
12. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
13. Desai, B. and Abhyankar, S. C. (2007). *PrayogikManasashastra ani SanshodhanPaddhati*. Pune: Narendra Prakashan.
14. Borude, R.R. (2005). *Bodhanikmanasashastra*. Chhaya Prakashan.
15. Groome, D., Eysenck, M.W., Baker, K., et al., (2016). *An introduction to applied Cognitive Psychology, (2nd ed.)*. New York: Routledge
16. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
17. Kothurkar, V. K. (1985). *About learning and memory*. ND: Wiley Eastern.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. I
Semester	: II
Course Type	: MAJOR MANDATORY THEORY
Course Name	: PSYCHOLOGICAL TESTING: APPLICATIONS
Course Code	: PSY-552-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

To acquaint the students with:

1. Various psychological assessment techniques
2. Application of psychological tests in different fields.
3. To understand the use and interpretation of various psychological tests used in educational field.
4. To understand the use of psychological tests in clinical and organizational Settings.
5. To create critical understanding of measurement issues and techniques in psychological testing inquiry.
6. To understand the various biases in psychological testing and assessment.
7. To execute and to scientifically report the psychological test.

B) Course Outcomes

- CO1. Developing the awareness of psychological tools.
- CO2. Differentiate between the various psychometric properties of a test.
- CO3. Students will understand the basics of test construction.
- CO4. Explain the applications of psychological tests.
- CO5. Develop psychological test using the knowledge obtained in the syllabus.
- CO6. Learning theoretical concepts through test.
- CO7. Acquiring skills executing and reporting the test.

Topics and Learning Points

Unit-I Testing in Educational Setting (15 Lectures)

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

Unit-II Testing in Clinical Setting (15Lectures)

- 2.1 Testing based on diagnostic and intervention- SNAS-Social Networking Addiction Scale(Shahnawaz & Ganguli),DTLD- Diagnostic Test of Learning Disability (Swarup, Mehta)
- 2.2 Tests based on the Criterion-Group Strategy- MMPI- Minnesota Multiphasic Personality Inventory(S.R.Hathaway& J.C. Mckinley), California Psychological Inventory
- 2.3 Tests based on the Factor-Analytic Strategy- 16 PF- Personality Factor Test (Cattell), Sports Specific Personality Test(Singh & Cheema)EPQ-R -EysencksPersonalty Questionnaire (Eysenck)
- 2.4 Tests based on the Theoretical Strategy- EPPS- Edwards Personal Preference Schedule(Edward), SCRS-Self-Concept Rating Scale(Deo), VyaktitvaShodhika (Khire & Rajguru)
- 2.5 Types of Projective Techniques

Unit-III Testing in Industrial and Business Setting (15Lectures)

- 3.1 Employee Mental Health Inventory (Jagdish), Job Satisfaction Scale(Meera Dixit)
- 3.2 Personality tests used for personnel selection- MBTI-Myers- Briggs Type Indicator
- 3.3Dexterity tests - O’Conner Finger Dexterity Test, Minnesota Manual Dexterity Test
- 3.4 Situational testing (games, role play) and in-basket exercises
- 3.5 Measuring interpersonal relationship – FIRO-B and leadership assessment.

Unit- IV Testing in Counseling Setting**(15Lectures)**

- 4.1 General ability testing: Individual tests, and group tests (NVTI- Nonverbal Test Inventory, Passi Creativity Tests)
- 4.2 Multiple aptitude tests – DBDA-David Battery of Differential Abilities (Sanjay Vohra)
- 4.3 Strong Vocational Interest Blank (SVIB)
- 4.4 Anxiety and adjustment test- Sexual Anxiety Scale(P.Kumar), Depression and Stress Scale (Pallavi Bhatnagar), Marital Adjustment Scale(Gaytri Tiwari,J.Deora &S.Jain), Suicidal Ideation Scale(D.S.Sisodia&V.Bhatnagar)
- 4.5 Sack's Sentence Completion Test

References:

1. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
2. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
3. Anastasi, A. (1988). *Psychological testing*. NY: Macmillan.
4. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Co. Pvt. Ltd.
5. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers:
6. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing
7. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
8. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
9. Miller, L., Lovler, R & McIntire, S. (2013). *Psychological Testing: A Practical Approach*. Sage Publication.
10. Nunnally, J.C. (1981). *Psychometric theory*. NY: Tata McGraw-Hill
11. Patna: Bharati Bhavan.
12. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. I
Semester	: II
Course Type	: MAJOR MANDATORY THEORY
Course Name	: RESEARCH METHODOLOGY
Course Code	: PSY-553-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives**To acquaint the students with:**

To acquaint the students with:

1. Understand the Scientific Method and Basic Research Concepts.
2. Explore Various Sampling Techniques and Their Applications.
3. Examine Current Issues and Trends in Psychological Research.
4. Comprehend the Meaning and Importance of Research Design.
5. Demonstrate Proficiency in Experimental Design and Analysis.
6. Apply Multivariate Techniques in Psychological Research.
7. Develop Research Proposals, Reports, and Papers in APA Style.

A) Course Outcomes**After completion of this course the students will be able to:**

- CO1. Students will be able to explain the steps of the scientific method, identify key components of research, and demonstrate an understanding of the research process.
- CO2. Students will distinguish between different sampling methods, analyze their strengths and limitations, and apply appropriate sampling techniques to research scenarios.
- CO3. Students will stay informed about contemporary debates and emerging trends in psychological research, fostering a critical perspective on the field.
- CO4. Students will articulate the significance of research design, classify different research designs, and choose appropriate designs for specific research questions.

CO5. Students will design experiments, analyze experimental data, and interpret results, demonstrating a mastery of fundamental experimental design principles.

CO6. Students will be able to use factor analysis, multiple regressions, multivariate analysis of variance, and discriminant functions analysis to analyze complex psychological data.

CO7. Students will create comprehensive research proposals, reports, and papers, adhering to APA formatting and style guidelines, and effectively communicate research findings.

Topics and Learning Points

UNIIT-I Introduction to Research Methods in Psychology

(15Lectures)

1.1 Overview of the scientific method. Basic research concepts and Research process

1.2 Sampling and It's Types

1.3 Data Collection Techniques

1.4 Survey research: Its type problem and applications

1.5 Current Issues and Trends in Psychological Research

UNIIT-II Research Designs

(15Lectures)

2.1 Research Design: Meaning and its importance

2.2 Experimental design

2.3 Complex designs

2.4 Single-case research designs

2.5 Quasi Experimental Designs and Program Evaluations

UNIIT-III Multivariate and Qualitative Research Designs

(15Lectures)

3.1 Factor analysis: Basic terms, overview of extraction methods Overview of rotation methods, higher order factor analysis.

3.2 Exploratory and Confirmatory factor analysis.

3.3 Other multivariate techniques: Multiple regressions, multivariate analysis of variance, discriminant functions analysis.

3.4 Overview of qualitative research

3.5 Data collection methods & Qualitative data analysis

UNIT-IV Writing Research Proposal and Report**(15Lectures)**

- 4.1 Developing the Research Proposal
- 4.2 Proposal writing and grant applications
- 4.3 Research Report and Research Paper Writing.
- 4.4 APA formatting and style
- 4.5 Ethical Issues in Psychological Research

Reference Books

- 1) American Psychological Association. (2013). *Publication Manual of the American Psychological Association* (7th Ed.). APA.
- 2) American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th Edn.). APA.
- 3) Bhattacharya, D.K. (2003). *Research Methodology*. New Delhi: Excel Books.
- 4) Borude, R.R. (2005). *Sanshodhan Paddhatishastra*. Pune: Pune Vidyarthi Gruha
- 5) Desai, B. and Abhyankar, S.C. (2008). *Prayogik manasashastra and sanshodhan paddhati*. Pune: Narendra Prakashan.
- 6) Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.
- 7) Kerlinger, F. N. (2010). *Foundations of behavioral research* (12th Indian reprint). New Delhi: Surjeet Publications,.
- 8) Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International limited.
- 9) Kumar, R. (2014). *Research methodology: A step – by – step guide for beginners* (4th ed.). New Delhi: Sage Publications.
- 10) Mangal, S. K. (2006). *Statistics in Psychology and Education*. N. D.: Prentice-Hall.
- 11) McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in*

Psychology (2nd Edition). Prentice Hall.

12) Myers, J. (2008). *Methods in Psychological Research*. Sage Publications New Delhi.

13) Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.

14) Shaugnessy, John; Zechmeister, Eugene B. Zechmeister, Jeanne S., (2010). *Research methods in psychology* (8th ed.). New York: The McGraw Hill Companies, Inc.

15) Singh A. K. (2006). *Tests, Measurement and Research Methods in Behavioural Sciences*. (5th ed.) Patna: BharatiBhavan.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Program Code	: PPSY
Class	: M.A. II
Semester	: II
Course Type	: MAJOR MANDATORY PRACTICAL
Course Name	: PSYCHOLOGY PRACTICAL: EXPERIMENTS
Course Code	: PSY-554-MJM
No. of Lectures	: 60
No. of Credits	: 02

A) Course Objectives

1. To acquaint the students with different areas of experimentation in psychology
2. Understanding day to day application of experiments in psychology
3. To acquaint the students with Applications of experimental design
4. Awareness of scientific methods and ethics in experiment.
5. Application of Experimental design.
6. To understand Ethics in Experiments.
7. Experiments allow researchers to manipulate independent variables while controlling extraneous variables

B) Course Outcomes

The student should be able to

- CO1. Develop the capacity to design new experiment on the basis of psychological theory.
- CO2. Understand the process of conducting a rigorous scientific laboratory experiments.
- CO3. Students will state different kind of Experiments Results
- CO4. Students Develop Designing new experiment.
- CO5. Students know about Application of the experiments.

CO6. An experiment often leads to new knowledge in psychology.

CO7. The results of experiments may have practical applications, such as information interventions, treatments or policies.

Topics and Learning Points

Unit: I Experiments on Learning (any Two) (20 Lectures)

1. Problem solving (Bolt Head Maze & 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-II Experiments on Memory (any one) (10 Lectures)

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-III Experiments on Cognitive Process (any two) (20 lectures)

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- IV Experiments on Motivation and Emotion (any one) (10 Lectures)

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 New Education Policy 2020.
Conduct of practical Examination of Credit System.

B. Evaluation of Practical-(Total 2 Credits)

1. There will be 40 marks for continuous (internal) assessment (1 credit) and 60 marks for End of Semester Examination (ESE, 1 Credit).
2. Continuous (Internal) Assessment of practical -40 marks (1 Credits) There will be internal practical examination after completion of Three practical's and the division of 40 internal marks like following:

Items	Marks
Punctuality and Attendance in Semester	05
Instruction and Conductance	10
Journal on Three Practical's	10
Report writing on given Practical	05
Oral	10
Total	40

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 question paper will have two subsets i.e. A and B.
4. Duration of the internal examination of practical will be 4hours 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 of Semester Examination (ESE)-60 marks (1 Credit). The End Semester Examination will be of 60 marks and division of marks like following.

Items	Marks
Punctuality and Attendance in Semester	10
Instruction and Conductance	10
Journal on Six Practical's	20
Reports writing on given Practical	10
Oral	10
Total	60

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

1. Two examiners will be appointed by 32 (5) (a) 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 question paper will have three subsets i.e. A, B, C.
6. The question paper will contain problems based on the practical conducted at the respective centers.
7. 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. Each question paper will have three subsets i.e. A, B, C (the three subsets together will be treated as one question paper for billing purpose).
2. Remuneration will be equally divided between the two examiners.

Reference Books**Reference Books**

1. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
2. Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
3. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
4. Tinker, M.A. & Russell, W.A. *Introduction to methods in experimental psychology*. Appleton – Century Crofts.
5. Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
6. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
7. Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.
8. Guenther, R.K.(1998). *Human cognition*. NJ: Prentice-Hall.
9. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
10. Berkowitz, L. (1974). *Advanced experimental social psychology*. Academic Press.
11. Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall.
12. Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
13. Friedenber, J., Silverman, G. (2006). *Cognitive science: An introduction to the study*

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Program Code	: PAPSY
Class	: M.A. I
Semester	: II
Course Type	: ELECTIVES
Course Name	: SPORTS PSYCHOLOGY
Course Code	: PSY-561-MJE
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. To have an understanding about the basics of sport psychology.
2. To have an understanding about the personality and its role in sports performance.
3. To make the student to understand about the role of motivation in sports.
4. To develop a strong base of knowledge in the ever-expanding field of mental training in sports.
5. To understand the group dynamics and interpersonal relationship challenges in sports.
6. To apply the principles of psychology in sports settings
7. Enhance awareness of psychology of performance as it relates to sport and life.

B) Course Outcomes

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

- CO1. Students will be able to understand the basics of sport and exercise psychology.
- CO2 Students will be able to relate personality with sports performance.
- CO3. Student will be able to define the role of motivation in sports.
- CO4. Demonstrate ability to develop psychological training programs.

CO5. Understand the group dynamics and interpersonal relationship challenges in sports.

CO6. Apply theories of psychology for enhancing the sports performance of athletes.

CO7. Apply their learning in this course to also their lives and to their chosen fields of endeavours.

Topics and Learning Points

UNIT-I: Basics of Sports Psychology

(15lectures)

1.1 Meaning, Definition, Importance and Scope of Sports Psychology

1.2 Historical Development, History of Sports Psychology in India

1.3 Methods in Sports Psychology

1.4 Sports Psychologist as a Career -Role of Sports Psychologist.

UNIT -2 Personality and Motivation in Sports

(15lectures)

2.1 Personality and Performance in Sports.

2.2 Assessment of personality in Sports.

2.3 Motivation-Performance Relationship.

2.4 Techniques of Motivation Enhancement.

UNIT 3 Group Dynamics & Interpersonal Relationship in Sports

(15lectures)

3.1. Group dynamics & Group Cohesion in Sports

3.2. Coach & Athlete Relationship

3.3. Leadership in Sports

3.4. Impact of spectators on Sports Performance

UNIT 4 Applications of Psychology in Sports. (15lectures)

4.1 Importance of Psychological Skills Training (PST)

4.2 Three phases of PST: Education Phase, Acquisition Phase, Practice Phase

4.3 Mental Preparation: Confidence training, Self- Talk, Visualization and Goal- setting

4.4 Arousal & Relaxation Techniques: Mindfulness, Breathing & Relaxation.

Reference Books

- 1) Cox, R. (2006). Sport Psychology. McGraw-Hill Education.
- 2) Jarvis, M. (2006). Sport Psychology: A Students handbook. Rutledge.
- 3) Perry, J. (2016). Sports Psychology: A Complete Introduction. Kindle Edition.
- 4) Robbins, J. E & Madrigal, L. (2016). Sport, Exercise and Performance Psychology. Springer Publisher Company.
- 5) Kamlesh, M.L. (2011) Psychology in Physical Education and Sport, 3rd ed. Metropolitan Book Co. Pvt. Ltd Delhi.
- 6) Suinn, r.m. (2002) Psychology in Sports, Methods & Application, Surjeet Publication, Kamla Nagar, New Delhi-07

SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: M.A.-I
Semester	: II
Course Type	: On Job Training
Course Name	: On Job Training
Course Code	: PSY-581-OJT
No. of Lectures	: 60
No. of Credits	: 4

A) Course Objectives

To acquaint the students with:

1. To acquiring new competencies and skills needed for a job in a real or close to realworking environment.
2. To use of particular tools or equipment in a live-work practice, simulated, or training environment.
3. To Balance theoretical understanding with practical experience.
4. To understand the requirements of running mental health organizations.
5. To demonstrate the practical skills required in the field of mental health.
6. To get a firsthand experiential learning at all the work procedures they can expect to encounter.
7. To learn workplace expectations, equipment operations, and any other skillsstudents need to complete their job successfully

B) Course Outcomes

After the completion of this course students will gain.

- CO1. Students will understand the basics of psychological work environment.
- CO2.Improve the ability of working with equipment's in the workplace.
- CO3. Students will know the more about his/her own strengths to deal with

experiential learning.

CO4. Students will be able to understand the skills in a workplace situation.

CO5. Students will get knowledge about practical skills with demonstration learning process.

CO6. Students will understand the role of professional expertise in day today life.

CO7. Students will learn how to get success on job place.

Topics and Learning Points

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.
5. Field visit is compulsory. (NGO, Hospitals, Old age Home, Orphan Home, Yoga center, Applied Psychology Institutes.

Conduct of Examination.

B. Evaluation of OJT - (Total 4 Credits)

1. There will be 40 marks for continuous (internal) assessment (2 credit) and 60 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment -40 marks (2 Credits) The internal assessment will be done by both the teacher-in charge. The division of the 40 internal marks like following:

Internal Evaluation Items	Marks
Punctuality and Attendance in a Semester	10
Submission of Dairy and Work Done by Students Through the Semester	15
Submission of Report (Only a, b and c) and Viva	15
Total	40

C.) End of Semester Examination (ESE)-60 marks (2 Credit). The End Semester Examination will be of 60 marks and division of marks like the following:

External Evaluation Items	Marks
Final Submission of Report (a, b, c, d, e and f)	20
Presentation of work done by Students	20
Viva- Conduct by Internal and External Examiner	20
Total	60

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 to 10 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)

SYLLABUS (CBCS as per NEP 2020) FOR M. A. I.**(w. e. from November, 2023)**

Name of the Programme	: M.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: M.A.-I
Semester	: II
Course Type	: Field Project
Course Name	: Field Project
Course Code	: PSY-581-OJT
No. of Lectures	: 60
No. of Credits	: 4

A) Course Objectives**Upon successfully 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.
5. To demonstrate the practical skills required in the field of mental health.
6. To get a firsthand experiential learning at all the work procedures they can expect to encounter.
7. To learn workplace expectations, equipment operations, and any other skills students need to complete their job successfully.

B) Course Outcomes

After the completion of this course students will gain.

- CO1. Students will understand the basics of psychological work environment.
- CO2. Improve the ability of working with equipment's in the concern subject.
- CO3. Students will know the more about his/her own strengths to deal with experiential learning.
- CO4. Students will be able to understand the skills in a workplace situation.
- CO5. Students will get knowledge about practical skills with demonstration learning

process.

CO6.Students will understand the role of professional expertise in day today life.

CO7.Students will learn how to get success on job place.

A: Format of FP

1. Field project should be based on survey or qualitative research.
2. Survey of any psychological/ psychosocial issues currently faced in society.
3. Survey of psychological dynamics of any event.
4. Survey of prevalence of attitudes in society.
5. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
6. Sample size should be minimum 30 in each group, e.g.: normal and maladapted.
7. Project report should be written in APA format.
8. 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 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project-40 marks

1. Term Paper: 1Introduction, Definitions of main concepts, rationale, significance of the topic of research project -10 marks
2. Term Paper 2: Review of literature-10 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)-60 marks

- (1) Evaluation of Project Report-30 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-5
 2. Review work-5
 3. Method -05

4. Interpretation, discussion & implications-5

5. Overall quality of the report-10

(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 HOD.

2. Each batch will consist of only 8 to 10 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.

6. Field visit is compulsory. (NGO, Hospitals, Old age Home, Orphan Home, Yoga center, Applied Psychology Institutes.

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)