

**Rayat Shikshan Sanstha's,  
Sadguru Gadage Maharaj College, Karad  
(An Autonomous)  
Department of Psychology**

**MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS IN THE  
POST GRADUATE DEGREE PROGRAMMES OF  
PSYCHOLOGY**

(Regulations in accordance with National Education Policy 2020 to be  
implemented from Academic Year 2023-24 onwards)

Syllabus For

**Master of Arts in Psychology**

**(Semester I and Semester II)**

**[FACULTY OF HUMANITIES]**

## **TITLE:**

**Psychology (under the faculty of Humanities)**

### **1. YEAR OF IMPLEMENTATION:**

Under Academic Flexibility, the New M.A. Psychology Syllabus will be implemented **from June, 2023 onwards** in the Sadguru Gadage Maharaj College, Karad.  
(An Autonomous)

### **2. 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.

### **3. GENERAL OBJECTIVES OF PSYCHOLOGY COURSE:**

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, upheld 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.

### **5. DURATION:**

- The course shall be a Post-Graduate Full Time Course
- The duration of course shall be of Two years /Four Semesters.

### **6. PATTERN:**

The pattern of Examination will be Semester.

### **7. MEDIUM OF INSTRUCTION:**

**The medium of instruction shall be in English. (Student will have option to write answer scripts in Marathi)**

**8. STRUCTURE OF COURSE: [For Both Part –I and II].**

**M.A. PART I, PSYCHOLOGY**

**Semester System**

**[To be introduced w.e.f. 2023-2024 for M. A. Part I]**

**COURSE STRUCTURE WITH CREDIT POINTS AND MARKS**

<p><b>M. A. Psychology, Part – I: Semester – I</b></p> <p><b>[To be introduced from 2023-2024 NEP-2020]</b></p>
<p><b>SEMESTER – I and II: MAJOR MANDATORY AND ELECTIVE</b></p>

**Rules regarding selection of Specialization Group and Papers for Semester – I and II:**

**9. M.A. Psychology: SCHEME OF EXAMINATION: SEMESTER**

**NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:**

The Entire M.A. -I Psychology Course shall have 6 theory papers and 2 practical papers carrying 80 marks. 2 Papers in Internship and Research project and 2 Papers in skill enhancement course thus, entire M.A. examination shall be of 1100 total marks.

**SEMESTER EXAMINATION:**

The system of examination would be Semester. The examination shall be conducted at the end of each semester.

**10. NATURE OF QUESTION PAPER AND SCHEME OF MARKING: -**

11. There will be four questions in the question paper each carrying 20 marks. All questions shall be compulsory.

**12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING**

Question No. 1:	(A) Multiple choice questions.	10
	(B) Answer in one or two sentences.	10
Question No. 2:	Short notes: (Any four out of six)	20
Question No. 3:	Descriptive type question with internal choice.	20
Question No. 4:	Descriptive type question with internal choice.	20

**8. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS):**

**EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)**

**SEMESTER - I**

<b>Semester</b>	<b>Nature Of Subjects</b>	<b>Course Code</b>	<b>Title of the Paper</b>	<b>Credits</b>	<b>Lecture Hours</b>
<b>Major Mandatory Subjects</b>					
I	Major Mandatory		Applied Cognitive Psychology	04	60
I	Major Mandatory		Theories Of Personality	04	60
I	Major Mandatory		Positive Psychology	02	30
I	Major Mandatory		Practical (Laboratory Experiments and Testing)	04	60
<b>Elective Subjects (Choose any one)</b>					
I	Elective Subjects		1.Health Psychology	04	60
<b>Research Methodology</b>					
I	RM		Research Methods in Psychology	04	60

## SEMESTER - II

Semester	Nature Of Subjects	Course Code	Title of the Paper	Credits	Lecture Hours
<b>Major Mandatory Subjects</b>					
I	Major Mandatory		Statistic in Psychology	04	60
I	Major Mandatory		Theories of Learning	04	60
I	Major Mandatory		Soft Skills in Psychology	02	30
I	Major Mandatory		Practical (Activity based practical)	04	60
<b>Elective Subjects (Choose any one)</b>					
I	Elective Subjects		1. Mindfulness for everyday life	04	60
<b>On Job Training</b>					
I	OJT		Internship	04	60

# COURSE STRUCTURE WITH CREDIT POINTS AND MARKS

## CBCS Patterns

### Master of Arts (M.A. Psychology)

#### Semester -I

Course No	Course Title	Marks					Credit
		Sem Exam Maximum Marks	Minimum Marks	Internal Maximum Marks	Minimum Marks	Total	
MM-1	Applied Cognitive Psychology	80	32	20	8	100	4
MM-2	Theories of Personality	80	32	20	8	100	4
MM-3	Positive Psychology	40	14	10	4	50	2
MM-4	Practical (Laboratory Experiments and Testing)	80	32	20	8	100	4
ME-1	Health Psychology	80	32	20	8	100	4
Research Methodology (RM)		80	40	20	8	100	4
Total		440		110		550	22



## Semester- II

Course No	Course Title	Marks					Credit
		Sem Exam Maximum Marks	Minimum Marks	Internal Maximum Marks	Minimum Marks	Total	
MM-5	Statistic in Psychology	80	32	20	8	100	4
MM-6	Theories of Learning	80	32	20	8	100	4
MM-7	Soft Skills in Psychology	40	14	10	10	50	2
MM-8	Practical (Activity-Based Practical)	80	32	20	8	100	4
ME-2	Mindfulness for Everyday Life	80	32	20	8	100	4
On Job Training (Internship)		80	32	20	08	100	4
Total		440		110		550	22

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, 2023)**

**I. Paper No: MM -I**

**II. Title of Course: APPLIED COGNITIVE PSYCHOLOGY**

**III. Specific Objectives:**

1. To make the students familiar with the field of cognition in general.
2. To make the students understand the process of memory.
3. To acquaint the students with Problem Solving and Creativity
4. To make the student understand the process of Reasoning and Decision Making.

<b>VI) Module</b>	<b>No. of credits</b>
Module- 1 Introduction to Cognitive Psychology	01
Module-2 Memory Systems	01
Module-3 Problem Solving and Creativity	01
Module-4 Reasoning and Decision Making	01

**V) a) Books for reading:**

1. Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology, (2<sup>nd</sup> 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

**b) Books for reference:**

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

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, 2023)**

**APPLIED COGNITIVE PSYCHOLOGY (MM - I)**

**Module 1: Introduction to Cognitive Psychology**

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**

**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**

- 3.1 The Problem-Solving Cycle
- 3.2 Types of Problems
- 3.3 Obstacles and Aids to Problem Solving
- 4.4 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**

- 1.1 Syllogistic Reasoning
  - A) Syllogistic Forms
  - B) Common Errors
  - C) Cognitive Constraints
- 1.2 Conditional Reasoning
  - A) Valid and Invalid Conditional Reasoning
  - B) Common Errors
  - C) Cognitive Constraints
- 1.3 Decision Making
  - A) Subjective Utility
  - B) Heuristics for Decision Making
  - C) Emotion and Thinking

#### **Evaluation: Internal assessment (20 marks)**

- One classroom presentation on topic allotted by the course teacher for 10 marks

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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater student

**M.A. (Psychology) (Part I) (Semester I)  
(Choice Based Credit System with MEM)  
(Introduced from June- NEP- 2023)**

**I. Paper No: MM - II**

**II. Title of Course: THEORIES OF PERSONALITY**

**III. Specific Objectives:**

1. To understand basic concepts in different theories of personality
2. To explore various approaches towards personality development
3. To develop sound knowledge about dynamics of personality through comparative understanding

VI) Module	No. of credits
Module- 1 Psychoanalytic Approach	01
Module-2 Psychosocial Approach	01
Module-3 Individual and Humanistic Approach	01
Module-4 Factor Approach	01

**V) a) Books for reading:**

1. Jeiss, Feist and Gregory J. Feist (2008). Theories of Personality, McGraw–HillCompanies 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
3. Gardner, Lindzey G, Campbell J. and Hall C. (2007). Theories of Personality, Willey Publishers; Fourth Edition; ISBN-10: 8126510927, ISBN-13: 978-8126510924.
4. Pervin, Lawrence (1989). Personality: Theory and Research; John Wiley & Sons;Fifth Edition; ISBN-10: 0471503517, ISBN-13: 978-0471503514
5. Cloninger, Susan C. (2007). Theories of Personality: Understanding Persons;Pearson Publication; Fifth Edition, ISBN-10: 0132434091, ISBN-13: 978- 0132434096

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**THEORIES OF PERSONALITY (MM-II)**

**Module I: Psychoanalytic Approach**

**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 II: Psychosocial Approach**

**Erik Erikson**

- A) Stages of Psychosocial Development: Infancy, Early Childhood, Play Age, School Age
- B) Stages of Psychosocial Development: Adolescence, Young Adulthood, Adulthood, Old Age
- C) Summary of the Life Cycle
- D) Erikson's Methods of Investigation Anthropological Studies, Psychohistory

**Module III: Individual and Humanistic Approach**

**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 IV: Factor Approach**

### **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)

## **Evaluation: Internal assessment (20 marks)**

- Project or Home assignment
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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, 2023)**

- I. Paper No: MM -III**
- II. Title of Course: POSITIVE PSYCHOLOGY**
- III. Objectives:**

1. Introduce growing fields of positive psychology to students.
2. To acquaint the students with the nature and significance of the emergence area of positive psychology within a life span perspective.
3. To highlight importance of positive emotions, resilience, self-efficacy, optimism and hope processes in the experience of health and well-being.

<b>VI. Module</b>	<b>No. of credits</b>
Module- 1 Positive Psychology and Well- Being	1
Module-2 Self –Efficacy, Optimism, and Hope	1

**V. a) Books 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.

**b) Book for Reference:**

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



**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP- 2023)**

**POSITIVE PSYCHOLOGY (MM–III)**

**Module 1: Positive Psychology and Wellbeing**

- 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**

- 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

**Evaluation: Internal assessment (20 marks)**

- Home assignment
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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice-Based Credit System with MEM)**  
**(Introduced from June 2023)**

**Practical (Laboratory Experiments and Testing) (MM-IV)**

**I. Paper No.: MM- IV**

**II. Course Title: Practical (Laboratory Experiments and Testing)**

**Objectives:** To acquaint the students with:

1. The different areas of experiments administration in psychology.
2. Various skills of conducting experiments administrations and writing itsreports.

<b>V. Module</b>	<b>No. of credits</b>
<b>Module- 1Experiments (Attention and Memory)</b>	<b>01</b>
<b>Module-2 Experiments (Learning and Problem Solving)</b>	<b>01</b>
<b>Module-3 Psychological Testing (Individual)</b>	<b>01</b>
<b>Module-4 Psychological Testing (Group)</b>	<b>01</b>

**V. a) Books for reading:**

1. Baumgardner, Steve & Marie Andrade, Jackie and May, Jan (2004). Cognitive Psychology. New Delhi: Bios Scientific Publishers.
2. Friederiberg, J. Silverman, G. (2006). Cognitive Science: An Introduction to the study of mind. London: Sage Publishers.
3. Galloti, 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. 6<sup>th</sup> Ed., Allyn and Baon Publication.
8. Stenberg, R.J. (1996). Cognitive Psychology. New York: Harcourt Brace College Publishers.

**Module A. ATTENTION AND MEMORY (any 2):**

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

**Module B. LEARNING AND PROBLEM SOLVING (any 2):**

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

**Module C. INDIVIDUAL TESTING (any 3):**

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

**Module D. GROUP TESTING (Minimum 10 Sample) (any 3):**

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

**Standard of Passing:**

As prescribed under rules and regulations for each degree/ programme/semester.

**Nature of Question Paper:**

Examiners shall set the practical examination question papers (Experiments and Psychological Tests) and will be given it to the students.

**Scheme of marking for practical examination:**

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

**Evaluation: Internal assessment (20 marks)**

- Group Discussion and Book review Under the supervision of course teacher, reports to be submitted on Field Work: 20 marks

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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester-I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, 2022)**

**I. Paper No: ME-II**

**II. Course Title: HEALTH PSYCHOLOGY**

**III. Objectives:**

To acquaint the students with:

1. To acquaint the students with the nature and significance of the emergence area of health psychology within a life span perspective.
2. To highlight importance of social and psychological processes in the experience of health and illness.
3. To focus on the behavioral risk factors viz-a-vis disease prevention of health promotion.

**IV. Module**

**No. of credits**

Module- 1 An Introduction to Health Psychology	01
Module-2 Stress and Coping Skills	01
Module-3 Women's Health Issues	01
Module-4 Staying Healthy	01

**V. a) Books 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.

**VI. Book for Reference:**

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

**M.A. (Psychology) (Part I) (Semester I)  
(Choice Based Credit System with MEM)  
(Introduced from June, 2022)**

**HEALTH PSYCHOLOGY (MM-II)**

**Module 1: An Introduction to Health Psychology**

- 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
    - 1) The Health Belief Model (HBM)

**Module 2: Stress and Coping Skills**

- 1.1. Concept and Meaning of Stress
- 1.2. Hassles of Everyday Life and Major Life Events
- 1.3. Psychoneuroimmunology

**Module 3: Women's Health Issues**

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

**Module 4: Staying Healthy**

- 4.1. Medical Communication and Physical Health
- 4.2. Prevention of Diseases/Impairments

### 4.3 Primary Prevention and Behavior Outcomes

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**Note:** Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**I. Paper No.: RM (Research Methodology)**

**II. Course Title: RESEARCH METHODS IN PSYCHOLOGY**

**III. Objectives:**

To acquaint the students with:

1. The basic research concepts, variables and sampling
2. Some commonly used research designs
3. The APA style of preparing research proposal and writing research proposal and writing research report.

**VI. Module**

**No. of credits**

- |  |    |
|--|----|
| 1. Module- 1 Research: A Way of Thinking                 | 01 |
| 2. Module-2 Research Problem, Variables and Hypotheses   | 01 |
| 3. Module-3 Qualitative and Quantitative Research Design | 01 |
| 4. Module-4 Selecting a Method of Data Collection        | 01 |

**V. a) Books for reading:**

1. 1. Baumgardner, Steve & Marie Ranjit Kumar (2014). *Research Methodology: A step-by-step guide for beginners*. 4<sup>th</sup> 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*. 1<sup>st</sup> Edition. Sage Texts, Sage Publications India Pvt Ltd. (For Module No. 3)



## **b) Books for Reference:**

1. Uwe Flick (2017). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 2<sup>nd</sup> 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

**M.A. (Psychology) (Part I) (Semester I)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**RESEARCH METHODS IN PSYCHOLOGY (RM)**

**1. Module I: Research: A Way of Thinking**

- 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

**2. Module II: Research Problem, Variables and Hypotheses**

- 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

**3. Module III: Qualitative and Quantitative Research Design**

- 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

**4. Module IV: Selecting a Method of Data Collection**

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)

**Evaluation: Internal assessment (20 marks)**

**Research Paper Preparation and Presentation**

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**Note:** Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2023 and April, 2024 for the benefit of repeater students

**M.A. (Psychology) (Part I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**I. Paper No: MM-V**

**II. Title of Course: STATISTICS IN PSYCHOLOGY**

**III. Objectives:** To acquaint the students with:

1. To acquaint and make the students understand with different statistical methods.
2. To develop computational skills among students.
3. To enable students to analyze the data of their practical and project work.

<b>VI. Module</b>	<b>No. of credits</b>
Module- 1 <b>Probability</b>	01
Module-2 <b>Correlation and Regression</b>	01
Module-3 <b>Analysis of Variance</b>	01
Module-4 <b>Non-Parametric Statics</b>	01

**V. a) Books 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

**b). Books for References**

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Row.
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, 2<sup>nd</sup> 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.

**M.A. (Psychology) (Part I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**STATISTICS IN PSYCHOLOGY-MM-V**

**Module 1: Probability**

1. Elementary principles of probability
2. Normal distribution / probability curve
3. Areas under normal distribution curve
4. Applications of N.D.C.

**Module 2: Correlation and Regression**

1. Correlation: A Matter of Direction and Degree
2. Where and why Correlations are used?
3. Computation of  $r$  from Ungrouped Data: Pearson's  $r$  from Original or Raw Scores.
4. Computation of  $r$  from Ungrouped Data: Pearson's  $r$  from the Deviation Scores  
From the Actual Means.

**Module 3 Analysis of Variance**

1. 'T' test
2. The Logic of Analysis of Variance and One-Way Analysis of Variance
3. Two-Way Analysis of Variance
4. One-Way (Single-Factor) ANOVA with Repeated-Measures Design
5. Two-Way (Two-Factor) ANOVA with Repeated-Measures on One Factor

**Module 4 Non-Parametric Statics**

1. Parametric and Non-Parametric Statistical Tests
2. Chi-Square ( $\chi^2$ ) Tests
3. Spearman Rank-Order Correlation Coefficient ( $\rho = r_s$ )
4. The Wilcoxon Matched-Pairs Signed-Ranks Tests
5. The Mann-Whitney U-Test

## **Evaluation: Internal assessment (20 marks)**

### **Unit test each Module**

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**Note:** Question papers as per pre-revised syllabi will be set at the examinationsto be held in October, 2023 and April, 2024 for the benefit of repeater students

**M.A. (Psychology) (Part I) (Semester II)  
(Choice Based Credit System with MEM)  
(Introduced from June, 2023)**

**I. Paper No: MM-VI**

**II. Course Title: THEORIES OF LEARNING**

**III. Objectives:**

1. To understand basic concepts in different theories of learning
2. To explore various approaches towards learning and growth
3. To develop sound knowledge about learning principles through comparative understanding

<b>VI. Module</b>	<b>No. of credits</b>
1. Module- 1 Nature of Learning	01
2. Module-2 Burrhus F. Skinner theory of learning	01
3. Module-3 Gestalt and Purposive Approach	01
4. Module-4 Social Learning and Neuroscientific Approach	01

**VI. a) Books for reading:**

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

**b) Books for Reference:**

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 (Thinking About Education); Teachers College Press; 5th Edition; ISBN-10: 9780807749838, ISBN-13: 978-0807749838.



**M.A. (Psychology) (Part I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**THEORIES OF LEARNING (MM-VI)**

**MODULE I: Nature of Learning**

**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 II: Burrhus F. Skinner theory of learning**

**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 III: Gestalt and Purposive Approach**

#### **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

#### **3.2. 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 IV: Social Learning and Neuroscientific Approach**

#### **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.

**Evaluation: Internal assessment (20 marks)**

**Seminar / Group Discussion**

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**Note:** Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I)(Semester II)  
(Choice Based Credit System with MEM)  
(Introduced from June, NEP-2023)**

**Soft Skills in Psychology**

**I. Paper No.: MM-VII**

**II. Course Title: Soft Skills in Psychology**

**III. Course Objective:** At the end of the course, the learners will be able to

1. Develop positive psychological and physical outlook
2. Optimize their life skills experience and create a personal growth plan.
3. Conceptually grounded and practically oriented towards interpersonal and group relationships that evolve beyond academic achievement.
4. Strategies their personality traits towards community immersion and ethical behavior.

**IV**

Module	Content	No.of Credits
Module-I	<b>Communication Skills</b>	1
Module- II	<b>Emotional Skills and Interpersonal skills</b>	1

**V. Books for Reference:**

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

**M.A. (Psychology) (Part I) (Semester I)  
(Choice Based Credit System with MEM)  
(Introduced from June, 2023)**

**Soft Skills in Psychology (Elective)**

**Module- 1 Functional Skills:**

- 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**

- 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

**Evaluation: Internal assessment (20 marks)**

**Seminars and presentation of soft skills**

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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**Activity based Practical (04)**

**I. Paper No.: MM -VIII**

**II. Course Title: Activity based Practical**

**III. Objectives:** To acquaint the students with:

1. To develop skills among students to conduct the peer activity related to psychological orientation.
2. To prepare the career poster and presentation with detailed reporting.
3. To discover the strengths, weaknesses, opportunities, and challenges related to different cases
4. To guide students in studying the work of different institutes/organizations through field activities and reporting their work in an organized way
5. To organize the career exhibition among students through posters presentations
6. To impart the observation skill among students through field visits

**IV. Module**

**No. of credits**

<b>Module- 1 Activity in Peers</b>	<b>1.5</b>
<b>Module-2 Field activities</b>	<b>1.5</b>
<b>Module-3 Case Studies</b>	<b>01</b>

**V. a) Books 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

**M.A. (Psychology) (Part I) (Semester II)  
(Choice Based Credit System)  
(Introduced from June, 2023)**

**Activity based Practical (Paper –MM-VIII)**

**Activity based Practical (04)**

**Module I: Activity in Peers:**

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

**Module II: Field Activities**

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

**Module III: Case studies**

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

**Standard of Passing:**

As prescribed under rules and regulations for each degree/ programme/semester.

**Nature of Question Paper:**

Examiners shall set the practical examination question papers (Experiments and Psychological Tests) and will be given it to the students.

**Scheme of marking for practical examination:**

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

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**Evaluation: Internal assessment (20 marks)**

**Review Writing and Project**

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**Note:** Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.



**M.A. (Psychology) (Part -I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**I. Paper No.: ME-VI**

**II. Course Title: Mindfulness for everyday life**

**III. Course Objective:** At the end of the course, the learners will be able to

1. To understand the mindfulness and its significance in personal and professional contexts.
2. To Utilize the breath as a focal point for developing present-moment awareness.
3. To Apply active listening and non-reactivity in communication to enhance understanding and connection.
4. To Explore advanced mindfulness techniques, including meta-awareness and choiceless awareness.

**IV. Module**

**No. of credits**

1. Module- 1 Introduction to Mindfulness	01
2. Module-2 Foundations Mindfulness Practice	01
3. Module-3 Applying Mindfulness in Daily Life	01
4. Module-4 Deepening Mindfulness Practice	01

**Books for Reference:**

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).

**References**

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

**M.A. (Psychology) (Part -I) (Semester II)**  
**(Choice Based Credit System)**  
**(Introduced from June, NEP-2023)**

**Mindfulness for everyday life (ME-VI)**

**Module I: Introduction to Mindfulness**

- 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 II: Foundations of Mindfulness Practice**

- 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 III: Applying Mindfulness in Daily Life**

- 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 IV: Developing Mindfulness Practice**

- 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

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Note: Question papers as per pre-revised syllabi will be set at the examinations to be held in October, 2023 and April, 2024 for the benefit of repeater students.

**M.A. (Psychology) (Part I) (Semester II)**  
**(Choice Based Credit System with MEM)**  
**(Introduced from June, NEP-2023)**

**I. Paper No: OJT (Internship)**

**II. Course Title: On Job Training**

**Course Objectives:**

1. To apply theoretical knowledge and skills in a practical setting.
2. To develop and enhance professional skills necessary for a career in psychology.
3. To gain exposure to various psychological settings and specialties.
4. To foster professional networking and collaboration opportunities.
5. To reflect on personal and professional growth through the internship experience.

**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.

## **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.

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**Nature Of Examination**

The examination of skill enhancement course will be conducted as per rules of the university.

