



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara
(Autonomous)

Tal: Satara Dist.: Satara-415001 (Maharashtra)

A Constituent College of
Karmaveer Bhaurao Patil University, Satara

M.A. (Mater of Arts) in Psychology
(Specialization in Clinical Psychology)
(Under the Faculty of Humanities)

SYLLABUS UNDER

NATIONAL EDUCATION POLICY: 2020

CHOICE BASED CREDIT SYSTEM WITH MULTIPLE ENTRY AND
MULTIPLE EXIT OPTIONS IN THE POST GRADUATE DEGREE
PROGRAMMES OF PSYCHOLOGY

M.A. PART: I (PSYCHOLOGY) SEMESTER I & II

To be implemented from Academic Year: 2023-2024 Onwards



Rayat Shikshan Sanstha's
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Department of Psychology
Syllabus for
Master of Arts in Psychology
(Semester I & II)
(Choice Based Credit System)
[FACULTY OF HUMANITIES]
(Introduced from June, 2023 onwards)

➤ **TITLE:**

PSYCHOLOGY (Under the Faculty of Humanities)

➤ **YEAR OF IMPLEMENTATION:**

Under Academic Flexibility, the New M.A. Psychology Syllabus will be implemented from June, 2023 onwards in the Chhatrapati Shivaji College, Satara (Autonomous)

➤ **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.

➤ **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, 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.

➤ **DURATION :**

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

➤ **PATTERN:**

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 Two Years-Four Semester)

➤ **ADMISSION INTAKE : THIRTY STUDENTS**

➤ **ELIGIBILITY: QUALIFYING EXAMINATION:**

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, College, HEIs, university, government and other relevant statutory authorities.

➤ **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.

➤ **EXAMINATION PATTERN:**

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

➤ **EXAMINATION PATTERN:**

The system of examination would be Semester. The pattern of examination will be Semester End Examination with Internal Evaluation.

I. Standard of Passing:

1. To pass each paper 40 marks out of 100 are required.
2. To pass each paper 20 marks out of 50 are required.
3. Semester Examination: In every theory and practical/practicum paper a candidate should obtain a minimum of 40 % of total marks i.e. 24 mark out of 60 marks/12 mark out of 30 marks for Semester End Examination and 16 mark out of 40 marks/08 mark out of 20 marks for Internal Evaluation.
4. Internal Evaluation should be for semester I & II and internal evaluation should be completed for semester I & II for each paper.

II. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

There will be four questions in the question paper each carrying 15 marks for 60 marks. All questions shall be compulsory.

Title and Subject Code: M.A.I Psychology

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
Major Mandatory				
01	I	Applied Cognitive Psychology	MMPSY10101	Psychology Course-1
02	I	Positive Psychology	MMPSY10102	Psychology Course-2
03	I	Psychology Practical: Experiments	MMPSY10103	Psychology Course-3
04	I	Community Psychology	MMPSY10104	Psychology Course-4
Major Electives				
05	I	Theories of Personality OR Psychology in Social Context	MEPSY10101	Psychology Course-5
Research Methodology				
06	I	Research Methodology in Psychology	RMPSY10101	Psychology Course-6
Major Mandatory				
1.	II	Statistics in Psychology	MMPSY10205	Psychology Course-7
2.	II	Theories of Learning	MMPSY10206	Psychology Course-8
3.	II	Psychology Practical: Tests	MMPSY10207	Psychology Course-9
4.	II	Psychology of Emotion	MMPSY10208	Psychology Course-10
Major Electives				
5.	II	Health Psychology OR	MEPSY10202	Psychology Course-11
6.		Introduction to Neuropsychology		
OJT				
7.	II	OJT= On Job Training	OJPSY10201	Psychology Course-12

COURSE STRUCTURE: M.A. PART - I: PSYCHOLOGY

Sem.	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	ESE	CCE
I	Applied Cognitive Psychology	Psychology Course-1	4	4 Lectures	44	60	40
I	Positive Psychology	Psychology Course-2	4	4 Lectures		60	40
I	Psychology Practical: Experiments	Psychology Course-3	4	8 Lectures		60	40
I	Community Psychology	Psychology Course-4	2	2 Lectures		30	20
II	Theories of Personality OR Psychology in Social Context	Psychology Course-5	4	4 Lectures		60	40
I	Research Methodology in Psychology	Psychology Course-6	4	4 Lectures		60	40
II	Statistics in Psychology	Psychology Course-7	4	4 Lectures		60	40
II	Theories of Learning	Psychology Course-8	4	4 Lectures		60	40
II	Psychology Practical: Tests	Psychology Course-9	4	8 Lectures		60	40
II	Psychology of Emotion	Psychology Course-10	2	2 Lectures		30	20
II	Health	Psychology	4	4 Lectures	60	40	

	Psychology OR Introduction to Neuropsychology	Course-11					
II	OJT= On Job Training	Psychology Course-12	4	4 Lectures		60	40

ESE= End Semester Examination

CCE= Continues Comprehensive Evaluation

Note: A copy of New Syllabus for M.A. Psychology course (Semester-I, and II) is enclosed herewith



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Choice Based Credit System
M.A. Part-I Semester-I
APPLIED COGNITIVE PSYCHOLOGY
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Applied Cognitive Psychology

Course Number: I

Course Code: MMPSY10101

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: The curriculum of the paper Applied Cognitive Psychology has been made very innovative. It covers the concept, scope, and research methods of cognitive psychology. The present course covers the memory process and its types. Also, the present course covers problem-solving, creativity, reasoning, and the decision-making process in cognitive psychology. Therefore, through this course, students will understand various modern concepts in cognitive psychology. Similarly, the present course will help students to understand the scope, nature, and research methods of cognitive psychology. Also, through this course, students will be able to understand the memory process, problem-solving process, reasoning process, and decision process in a scientific way.

Objectives:

1. To introduce students to the cognitive psychology.
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.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO-1. Acquaint the student with the field of cognitive psychology.
2. CO-2. Introduction with the field of cognitive psychology
3. CO-3. Understand the process of memory.
4. CO-4. Acquaint the students with Problem Solving and Creativity
5. CO-5. Understand the process of Reasoning and Decision

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Creativity skill
3. Comprehension skill
4. Analytical skill
5. Comparison skill
6. Problem solving skill
7. Discussion Making Skill

Module	No. of Hours	No. of credits
Introduction to Cognitive Psychology	15	01
Memory Systems	15	01
Problem Solving and Creativity	15	01
Reasoning and Decision Making	15	01
Contents	Periods	Cos
MODULE:I: INTRODUCTION TO COGNITIVE PSYCHOLOGY		
1.1. Definition, History, and Scope of Cognitive Psychology	15	CO1,2

<p>1.2. Cognitive Metaphors, Models, Theories and Perspectives</p> <ul style="list-style-type: none"> a) Metaphors b) Models c) Theories d) Perspectives <ul style="list-style-type: none"> i. Information Processing ii. Neuroscience iii. Computer Science iv. Evolutionary Psychology <p>1.3. The Brain</p> <ul style="list-style-type: none"> a) Cerebral Cortex b) Parallel Processing <p>1.4. Research Methods in Cognitive Psychology.</p> <ul style="list-style-type: none"> a) Behavioral Measures. b) Physiological Measures. 		
<p>MODULE:II: MEMORY SYSTEMS</p> <p>2.1. Sensory Memory</p> <ul style="list-style-type: none"> a) Iconic Memory b) Echoic Memory <p>2.2. Short Term versus Long Term Memory.</p> <ul style="list-style-type: none"> a) Serial Position Effects. b) Capacity and Duration c) Other Distinguishing Criteria. <p>2.3. Working Memory.</p> <ul style="list-style-type: none"> a) Multiple Component Model. b) Embedded Process Model. <p>2.4. Types of Long Term Memory.</p>	15	CO3

<ul style="list-style-type: none"> a) Declarative, Procedural Memory. b) Episodic Versus Semantic Memory. c) Criticisms of Multiple systems. 		
<p>MODULE:III: PROBLEM SOLVING AND CREATIVITY</p> <p>3.1.The Problem-Solving Cycle</p> <p>3.2.Types of Problems & Obstacles and Aids to Problem Solving</p> <p>3.3.Creativity</p> <ul style="list-style-type: none"> a) Historical Versus Process of Creativity b) Stages of Creativity c) Creativity Blocks d) Sources of Creativity e) Creativity Production <p>3.4.Human Intelligence</p> <ul style="list-style-type: none"> a) The Problem of Definition b) Cognitive Theories of Intelligence <ul style="list-style-type: none"> i. Information Processing Speed ii. General Knowledge iii. Reasoning and Problem Solving iv. Cognitive Neuroscience Support 	15	CO4
<p>MODULE:IV: REASONING AND DECISION MAKING</p> <p>4.1. Syllogistic Reasoning</p> <ul style="list-style-type: none"> a) Syllogistic Forms b) Common Errors c) Cognitive Constraints <p>4.2.Conditional Reasoning</p> <ul style="list-style-type: none"> a) Valid and Invalid Conditional Reasoning 	15	CO5

<p>c) Common Errors d) Cognitive Constraints</p> <p>4.3. Meaning of Decision</p> <p>4.4. Decision Making</p> <p>a) Subjective Utility b) Heuristics for Decision Making c) Emotion and Thinking</p>		
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Project on memory types and functions 2. Project on problem solving techniques 3. Brain Mapping Techniques 4. Application of Meditation 5. Case Study 6. Home Assignment 7. Class Test: Online/Offline 8. PowerPoint Presentation on Syllabus related any Topic 		<p>CO1-CO5</p>
<p>● Books for Reading</p> <ol style="list-style-type: none"> 1. Kellogg, R. T. (2012). <i>Fundamentals of Cognitive Psychology</i>, (2nd Ed.), Sage South Asian Edition, New Delhi: Sage Publication India Pvt. Ltd 2. Sternberg, R. J. (2009). <i>Applied Cognitive Psychology: Perceiving, Learning and Remembering</i>. New Delhi: Cengage Learning India Private Limited, Indian Edition <p>● BOOKS FOR REFERENCE:</p> <ol style="list-style-type: none"> 1. Borude, R. R. (2002). <i>Bodhanik Manasashara</i>, Aurangabad, Chhaya Publication house. 2. Hunt, R.R., Ellis H. C. (2004). <i>Fundamentals of Cognitive Psychology</i>. New Delhi: McGraw Hill. 		

2. Solso, R. L. (2001). *Cognitive Psychology* (6th Edition) Allyn and Bacon, Person Education. Singapore Pvt. Ltd. India Branch Delhi, (Second Indian reprint 2005).

Suggested Research Journal

1. Journal of Memory and Language
2. Journal of Experimental Psychology: Learning, Memory, and Cognition
3. Journal of Cognitive Neuroscience
4. Journal of Cognitive Psychology
5. Journal of Consciousness and Cognition
6. Journal of Social Cognitive and Affective Neuroscience
7. Journal of Cognition and Emotion
8. Journal of Attention, Perception, & Psychophysics
9. Journal of Cognitive, Affective, & Behavioral Neuroscience
10. Journal of Memory & Cognition
11. Journal of Mindfulness
12. Journal of Psychonomic Bulletin & Review.

Additional readings:

1. Topics in Cognitive Science
2. Brain and Cognition
3. Nature Human Behaviour

Medium of Instruction – Marathi/English



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Choice Based Credit System
M.A. Part-I Semester-I
POSITIVE PSYCHOLOGY
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Positive Psychology

Course Number: II

Course Code: MMPSY10102

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Positive Psychology is a very recent branch of psychology that is an applied branch of psychology. The Positive Psychology course will definitely benefit the students. The Positive Psychology course covers its nature and scope. Also, important concepts like self-efficacy, optimism, hope have been taken in this course. The course also includes positive emotions and well-being. Therefore, this course will definitely benefit the students of psychology. This course will help the students to understand the concepts of positive emotions, mood, self-efficacy, optimism, resilience, and well-being.

Objectives:

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

Course Outcomes: *After studying the course the student will be able to ...*

CO-1: Introduction with fields of positive psychology.

CO-2: Understand the positive psychology and principles of pleasure

CO-3: Understand the nature and significance of the emerging area of positive psychology within a life span perspective.

CO-4: Understand and analyze the self-efficacy, optimism hope, and happiness processes in the experience of health.

CO-5: Understand the importance of resilience.

CO-6: Understand the importance of positive emotions and wellbeing in human life.

Expected Skills impartation (Through theory and practical`s)

1. Understanding skill
2. Self-Efficacy Skill
3. Well-Being Skill
4. Creativity skill
5. Comprehension skill
6. Analytical skill
7. Comparison skill

Module	No. of Hours	No. of credits
Positive Psychology and Principles of Pleasure	15	01
Self–Efficacy, Optimism, Hope and Happiness	15	01
Resilience	15	01
Positive Emotions and Well- Being	15	01
Contents	Periods	Cos
<p>MODULE :I: POSITIVE PSYCHOLOGY AND PRINCIPLES OF PLEASURE</p> <p>1.1. Definition, Historical, Philosophical, and Epistemological Perspectives of Positive Psychology, Indian Perspectives and Positive Psychology</p> <p>1.2. Defining Emotional Terms</p> <p>a) Affect</p> <p>b) Emotion</p> <p>c) Happiness</p> <p>d) Subjective Wellbeing</p> <p>1.3. Distinguishing the Positive and the Negative, Determinants of subjective Well-being</p> <p>1.4. Emotional Intelligence: Learning the skills that make a difference</p>	15	<p>CO1</p> <p>CO2</p> <p>CO3</p>
<p>MODULE:II: SELF–EFFICACY, OPTIMISM, HOPE AND HAPPINESS</p> <p>2.1. Self-Efficacy</p> <p>a) Definition of Self-Efficacy</p> <p>b) Childhood Antecedents</p> <p>c) The Neurobiology of Self-Efficacy</p> <p>d) Scales</p> <p>e) Self-efficacy's influence in life arenas</p>	15	CO4

<p>2.2. Learned Optimism</p> <p>a) A Definition of Learned Optimism</p> <p>b) Childhood Antecedents of Learned Optimism</p> <p>c) The Neurobiology of Optimism and Pessimism</p> <p>d) Scales</p> <p>e) What Learned Optimism predicts</p> <p>2.3. Optimism</p> <p>a) Definition of Optimism</p> <p>b) Childhood Antecedents of Optimism</p> <p>c) Scales</p> <p>d) What learned optimism predicts</p> <p>2.4. Hope</p> <p>a) Definition of Hope</p> <p>b) Childhood Antecedents of Hope</p> <p>c) The Neurobiology of Hope</p> <p>d) Scales</p>		
<p>MODULE:III: RESILIENCE</p> <p>3.1. What is Resilience?</p> <p>a) Developmental Perspectives</p> <p>b) Clinical Perspectives.</p> <p>3.2. Resilience Research</p> <p>a) Sources of Resilience</p> <p>b) The dangers of blaming the victim</p> <p>c) Sources of resilience in children</p> <p>d) Focus on research: Resilience among disadvantaged youth</p> <p>e) Sources of Resilience in adulthood and later life</p>	15	CO5

<p>f) Successful aging</p> <p>3.3. Growth Through Trauma</p> <p>a) Negative effects of trauma</p> <p>b) Positive effects of trauma</p> <p>c) Explanations for growth through trauma</p> <p>3.4. Resilience: Relevance to Military Context</p>		
<p>MODULE:IV: POSITIVE EMOTIONS AND WELL-BEING</p> <p>4.1. What are positive emotions?</p> <p>a) Focus on Theory: The Broaden- and–Build theory of positive emotions</p> <p>b) Positive emotions and health resources</p> <p>c) Physical resource d) Psychological resource</p> <p>d) Social resource</p> <p>e) Limits of positive emotions.</p> <p>4.2. Positive emotions and well-being</p> <p>a) Happiness and positive behaviour</p> <p>b) Positive emotions and success</p> <p>c) Positive emotions and flourishing</p> <p>4.3. Cultivating positive emotion</p> <p>a) Flow experiences</p> <p>b) Savoring</p> <p>4.4. Virtues and Well-being, Positive Social Support and Flourishing Relationships</p>	<p>15</p>	<p>CO6</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Measurement of Emotion , Self-Efficacy, Well-Being 2. Project on Emotion, Self-Efficacy, Well-Being, Resilience, Optimism 3. Project on Need of Positive Psychology 4. Home Assignment 5. Class Test: Online /Offline 		

6. Case Study

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.

Suggested Research Journal

1. International Journal of Applied Positive Psychology
2. The Journal of Positive Psychology
3. Journal of Positive Psychology and Wellbeing
4. Journal of Positive Psychology.
5. Journal of Happiness Studies.
6. Journal of Well-Being Assessment.
7. Journal of Wellness.

Additional readings:

1. American Psychologist: Special Issue on Positive Psychology, 2000.
2. American Psychologist: Special Issue on Comprehensive Soldier Fitness, 2011

Medium of Instruction – Marathi/English



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M.A. Part-I Semester-I
PSYCHOLOGY PRACTICAL: EXPERIMENTS
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Psychology Practical: Experiments

Course Number: III

Course Code: MMPSY10103

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Practical Knowledge and Skills are important in psychology. Therefore, the present course includes psychological experiments and tests. Incorporating psychological experiments into this course will help students to gain knowledge and skills of the experiments. Similarly, the inclusion of psychological testing in the course will help students to gain knowledge and skills in test administration and their report writing.

Objectives:

1. To introduce students to the conduct different experiments in controlled environment.
2. To introduce the students with discuss and conclude the results obtained by experiments in scientific ways.
3. To acquaint the students with the different areas of experiments in psychology.

4. To acquaint the students with the various skills of conducting experiments and writing its reports.
5. To introduce and develop the students with various skills of reading, analyzing and writing reports of books, websites, research articles and movies based on psychology.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO1: Conduct different experiments in controlled environment.
2. CO2: Discuss and conclude the results obtained by experiments in scientific ways.
3. CO3: Understand different areas of experiment in psychology.
4. CO4: Understand various skills of conducting experiments and writing its reports.
5. CO5: Various skills of reading, analyzing, and writing reports of books, websites, research articles, and movies based on psychology.

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills
5. Report Writing Skills
6. Skills of conducting experiments
7. Research article writing Skills

Module	No. of Hours	No. of credits
Experiments On Learning (Any Two)	30	01
Experiments On Memory and Forgetting (Any Three)	30	01
Experiments On Motivation and Emotion (Any Two)	30	01
Experiments On Cognitive Process (Any Two)	30	01
Contents	Periods	Cos
MODULE:I: EXPERIMENTS ON LEARNING (ANY		

<p style="text-align: center;">Two)</p> <ol style="list-style-type: none"> 1. Maze learning 2. Method of serial anticipation 3. Transfer of Learning 4. Massed Vs. Distributed Method of Learning 5. Serial Position Effect on Learning 6. Paired Associate learning 	30	CO1-4
<p style="text-align: center;">MODULE:II: EXPERIEMENTS ON MEMORY AND FORGETTING (ANY THREE)</p> <ol style="list-style-type: none"> 1. Short term Memory 2. Reminiscence 3. Retroactive interference 4. Proactive interference 5. Effect of Meaningfulness Material on Retention 6. Memory for Associated and Un-associated pairs of words 7. Recall and Recognition 8. Immediate memory span 	30	CO1-4
<p style="text-align: center;">MODULE:III: EXPERIMENTS ON MOTIVATION AND EMOTION (ANY TWO)</p> <ol style="list-style-type: none"> 1. Recognizing Facial Expressions 2. Determining aspiration level 3. Zeigarnik Effect 4. Goal Setting Behavior 5. Effect of anxiety on performance 6. Knowledge of Result (KoR) 	30	CO1-4
<p style="text-align: center;">MODULE:IV: EXPERIMENTS ON COGNITIVE PROCESS & PSYCHOPHYSICS (ANY THREE)</p>		

<ol style="list-style-type: none"> 1. Perceptual Defense 2. Problem solving 3. Division of Attention / Span of Attention 4. Measurement of illusion 5. Method of Average Error 6. Method of Constant Stimuli 7. Method of Limit 8. Concept formation 	30	CO1-4
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> a) Publish Research Paper/ Article b) Review Books of Psychology c) Review Psychology Website d) Review Research Article in Psychology journal 		CO1-4
<p>CONDUCT OF PRACTICAL EXAMINATION:</p> <ol style="list-style-type: none"> 1. The practical examination will be conducted at the end of the semester (Semester: I). 2. The students will be asked to administer one experiment allotted to him/her on the subject and to write its full report. 3. 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 of practical examination. 4. Each batch of practicals will consist of a maximum of 10 students. 5. A separate batch for practical examination will be formed if this number exceeds even by one. 6. Duration of the End Semester Examination of practicals will be of 4 hours per batch. 7. The practical paper for the End Semester Examination will carry 60 marks. 8. Duration of the Internal Evaluation or Continuous Comprehensive Evaluation 		

practical examination will be of 3 hours per batch.

9. The Internal Evaluation or Continuous Comprehensive Evaluation Examination practical paper will carry 40 marks.

10. The student has to bring his/her subject for practical examination.

11. Practical examinations shall be conducted by two examiners, One Internal and One External examiners appointed by the Examination Cell of the Autonomous College.

➤ **IMPORTANT NOTE:**

1. There shall be two practicals of 4 periods each per week per batch consisting of 10 students. (Total workload for practical will be 8 periods per week, per batch).
2. A separate batch for practicals will be formed if this number exceeds even by one.
3. Eligibility for the practical examination is subject to certification of journal report as well as assignment writing by the student, duly signed by the teacher in charge and HOD.

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 will be given to the students.

SCHEME OF MARKING FOR PRACTICAL EXAMINATION

END SEMESTER EXAMINATION: ESE (60 MARKS)

1. Journal =20 Marks (10 Marks assessment by HOD/ Concerned teacher and 10 Marks assessment by External Examiners)
2. Instructions and conduct= 10 Marks (External Examiners)
3. Report writing= 20 Marks (External Examiners)
4. Oral=10 Marks (External Examiners)

CONTINUOUS COMPREHENSIVE EVALUATION (40 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by Internal Examiners (Completed 50 % Practical of the

Syllabus))

2. Instructions and conduct= 10 Marks (HOD/ Concerned teacher /Internal Examiners)
3. Report writing= 10 Marks (HOD/ Concerned teacher /Internal Examiners)
4. Oral=05 Marks (HOD/ Concerned teacher /Internal Examiners)
5. Review Writing or Research Writing/Publication =05 Marks (HOD/ Concerned teacher /Internal Examiners)

Books for Reading

1. Andrade, Jackie & May, Jan (2004). *Cognitive Psychology*. New Delhi: Bios Scientific Publishers.
2. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
3. Berkowitz, L. (1974). *Advanced experimental social psychology*. Academic Press.
4. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
5. Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall.
6. Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
7. Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. London: Sage Publications.
8. Friederiberg, J. & Silverman, G. (2006). *Cognitive Science: An Introduction to the study of mind*. London: Sage Publishers
9. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
10. Galloti, K.M. (2004). *Cognitive Psychology in and out of the Laboratory*. USA: Thomson Wadsworth.
11. Guenther, R.K. (1998). *Human cognition*. NJ: Prentice-Hall.
12. Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
13. Kothurkar & VAnarase (1986). *Experimental Psychology -A Systematic*

Introduction. Wiley Eastern Ltd.

14. Kuppaswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.
15. Mohanthy. *Experiments in psychology*.
16. Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
17. Nunn, J. (1998). *Laboratory Psychology: A beginner's guide*. Psychology Hove: Press ltd.
18. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
19. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*. Vol. 1 and 2, New Delhi: Concept Publishing Company.
20. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2 New Delhi: Concept Publishing Company.
21. Snodgrass J. G., Levy-Berger, Hyden (1985). *Human Experimental Psychology*. New York: Oxford University Press.
22. Solso, R.L. (2001): *Cognitive Psychology*. 6th Edition, Allyn and Bacon Publication.
23. Stenberg, R.J. (1996). *Cognitive Psychology*. New York: Harcourt Brace College Publisher
24. Stenberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.

Suggested Research Journal

1. Journal of Experimental Psychology: General
2. Journal of Experimental Psychology: Animal Learning and Cognition.
3. Journal of Experimental Psychology: Applied.
4. Journal of Experimental Psychology: Human Perception and Performance.

Additional readings:

1. Journal of Experimental Psychology: Learning, Memory, and Cognition.
2. Applied Psychological Measurement

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara (Autonomous)
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Choice Based Credit System
M.A. Part -I Semester -I
COMMUNITY PSYCHOLOGY
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Community Psychology

Course Number: IV

Course Code: MMPSY10104

Course Credits: 2

Examination Pattern: End Semester Examination : 30

Comprehensive Continuous Evaluation : 20

Total Marks: 50

Preamble: This paper is specially designed for imparting knowledge and skills about community psychology to students. The students pursuing this course will help them understand ecological levels of analysis and research methods in community psychology. They will also have help with understanding the Community, Program Evaluation, and Social Change.

Objectives:

1. To introduce students to the basic concepts in community psychology.
2. To help the students know community psychology.
3. To acquaint the students with the community, program evaluation, and social change.
4. To help the students know the elements of effective community change

initiatives.

5. To acquaint the students with promoting community and social change.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO-1. Understand basic concepts in community psychology.
2. CO-2. Understanding community psychology.
3. CO-3. Knowledge about the community, program evaluation, and social change.
4. CO-4. Understanding the elements of effective community change initiatives.
5. CO-5. Identify and compare the major promoting community and social change.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Creativity skill
3. Comprehension skill
4. Analytical skill
5. Comparison skill

Module	No. of Hours	No. of credits
Introducing Community Psychology	15	01
Community, Program Evaluation and Social Change	15	01

Contents	Periods	Cos
<p>MODULE :I: INTRODUCING COMMUNITY PSYCHOLOGY</p> <p>1.1.What is Community Psychology?</p> <p>1.2.Ecological Levels of Analysis in Community Psychology</p> <p>a) Individuals</p> <p>b) Microsystems</p>	15	CO1

<p>a. Public Policy</p> <p>b. Crime Policy: Punishment vs. Prevention</p> <p>2.3. A Four-Step Model of Program Evaluation</p> <p>Step 1: Identify Goals and Desired Outcomes</p> <p>Step 2: Process Evaluation</p> <p>Step 3: Outcome Evaluation</p> <p>Step 4: Impact Evaluation</p> <p>2.4. Promoting Community and Social Change</p> <p>a. Opportunities for Citizens</p> <p>b. Prospects for Community Psychologists</p> <p>c. Qualities for a Community Psychologist</p> <p>d. Training in Community Psychology</p>		
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Power point presentation on any syllabus related topic. 2. Project on any psychologist. 3. Home Assignment 4. Online/ Offline Unit Class Test 5. Case Study any Social Issue 6. Project on community psychology 		<p>CO1- CO5</p>
<p>Books for Reading</p> <ol style="list-style-type: none"> 1. Bret Kloos, Jean Hill, Elizabeth Thomas, Abraham Wandersman, Maurice J. Elias & James H. Dalton. (2012). <i>Community Psychology: Linking Individuals and Communities</i>; Wadsworth, Cengage Learning. <p>Books for References:</p> <ol style="list-style-type: none"> 1. Geoffrey Nelson, Bret Kloos, and José Ornelas. (2014). <i>Community Psychology and Community Mental Health</i>. New York, Oxford University Press. 2. Jim, Oxford.(2008). <i>Community psychology: challenges, controversies, and</i> 		

emerging consensus. England, John Wiley & Sons Ltd.

3. John Moritsugu, Elizabeth Vera, Frank Y. Wong & Karen Grover Duffy. (2014). *Community psychology*. New York, Pearson Education, Inc.
4. Julian, Rappaport, & Edward Seidman. (2007). *Handbook of Community Psychology*. New York, Springer Science Ilusincss Media.

Suggested Research Journal

1. Journal of Community Psychology
2. Indian Journal of Community Psychology
3. Journal of Community Psychology (international journal)
4. Journal of Rural Community Psychology (e-journal)

Additional readings:

1. The Australian Community Psychologist (Journal of the Australian Psychological Society)
2. Journal of Community & Applied Social Psychology (international journal)

Medium of Instruction – Marathi/English



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Choice Based Credit System
M.A. Part -I Semester -I
(Introduced from June, 2023 onwards)
THEORIES OF PERSONALITY

Course Type: Major Elective

Course Name: Theories of Personality

Course Number: V

Course Code: MEPSY10101

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: The concept of personality is multi-dimensional. Personality development is a very important factor in human life. The present course covers different personality approaches. It includes psychoanalytic approaches, psychosocial approaches, humanistic approaches, and a factor approach of personality. This course will help students to understand different personality approaches. Also, through this course, students will understand the basic differences between psychoanalytic approaches, psychosocial approaches, humanistic approaches, and factor approaches. Therefore, personality concepts will be studied from different angles.

Objectives:

1. To help the students know the concept of personality.
2. To introduce the students to different theories of personality.

3. To acquaint the students with the psychoanalytical approach of personality.
4. To acquaint the students with the psychosocial approach of personality.
5. To introduce the students' social learning approach of personality.
6. To acquaint the students with the humanistic approach of personality.
7. To introduce the students' factor theories of personality.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO-1: Understand the personality psychology.
2. CO-2: Understand the different theories of personality
3. CO-3: Understand and analyze the psychoanalytical approach of personality.
4. CO-4: Understand and analyze the psychosocial approach of personality
5. CO-5: Understand and analyze the social learning approach of personality
6. CO-6: Understand and analyze the humanistic approach of personality.
7. CO-7: Understand and analyze the factor theories of personality.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Creativity skill
3. Comprehension skill
4. Analytical skill
5. Comparison skill
6. Personality Development Skill

Module	No. of Hours	No. of credits
Psychoanalytic Approach	15	01
Psychosocial & Social Learning Approach	15	01
Individual and Humanistic Approach	15	01
Factor Approach	15	01
Contents	Periods	Cos
MODULE:I: PSYCHOANALYTIC APPROACH		
1.1. Introduction to Personality Theory: What is	15	CO1,3

<p style="text-align: center;">Personality and Theory?</p> <p>1.2. Sigmund Freud:</p> <ul style="list-style-type: none"> 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) d) Stages of Development <p>1.3. Carl Jung:</p> <ul style="list-style-type: none"> a) Collective Unconscious b) Archetypes: Persona, Shadow, Anima, Animus, Great Mother, Wise Old Man, Hero, Self 		
<p style="text-align: center;">MODULE :II:PSYCHOSOCIAL & SOCIAL LEARNING APPROACH</p> <p>2.1. Erik Erikson</p> <ul style="list-style-type: none"> a) Stages of Psychosocial Development: Infancy, Early Childhood, Play Age, School Age b) Stages of Psychosocial Development: Adolescence, Young Adulthood, Adulthood, Old Ag c) Summary of the Life Cycle d) Erikson's Methods of investigation Anthropological Studies, Psychohistory <p>2.2. Albert Bandura's social cognitive theory</p> <ul style="list-style-type: none"> a) Learning: Observational Learning, Enactive Learning b) Triadic Reciprocal Causation c) Human Agency: Core Features of Human 	15	CO4

<p>Agency, Self-Efficacy, Proxy Agency, Collective Efficacy</p> <p>d) Self-Regulation: External Factors in Self-Regulation, Internal Factors in Self-Regulation, Self-Regulation , Through Moral Agency</p> <p>e)Dysfunctional Behavior: Depression, Phobias, Aggression</p>		<p>CO5</p>
<p>MODULE:III: INDIVIDUAL AND HUMANISTIC APPROACH</p> <p>3.1. Alfred Adler</p> <p>a) Striving for Success or Superiority: The Final Goal, The Striving Force as Compensation, Striving for Personal Superiority, Striving for Success</p> <p>b) Unity and Self-Consistency of Personality: Organ Dialect, Conscious and Unconscious,</p> <p>c) Social Interest: Origins of Social Interest, Importance of Social Interest</p> <p>d) Style of Life, Creative Power</p> <p>3.2.Abraham Maslow:</p> <p>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</p> <p>b) Characteristics of Self-Actualizing People</p>	<p>15</p>	<p>CO6</p>
<p>MODULE:IV: FACTOR APPROACH</p> <p>4.1.Eysenck's Factor Theory:</p> <p>a) Hierarchy of Behaviour Organization</p> <p>b) Dimensions of Personality (Extraversion,</p>		

<p>Neuroticism, Psychoticism)</p> <p>4.2. Robert R. McCrae and Paul T. Costa, Jr. Big Five Factors:</p> <p>a) In Search of the Big Five (Five Factors Found, Description of the Five Factors)</p> <p>b) Evolution of the Five-Factor Theory (Units of the Five-Factor Theory, Core Components of Personality, Peripheral Components)</p>	<p>15</p>	<p>CO7</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Techniques of personality development 2. Personality Measurement 3. Project on personality traits 4. Home Assignment 5. Class Test: Online /Offline 6. Power Point Presentation any topic related in syllabus 7. Case Studies 		<p>CO1-7</p>
<p>Books for Reading</p> <ol style="list-style-type: none"> 1. Jeiss, Feist., & Gregory, J. Feist. (2008). <i>Theories of Personality</i>. McGraw-Hill Companies Inc, Seventh Edition. <p>Books for References:</p> <ol style="list-style-type: none"> 1. Schultz, D. P. & Schultz, S. E. (2008). <i>Theories of Personality</i>. Wadsworth Publishing Co Inc; Ninth Edition; ISBN-10: 0495506257, ISBN-13: 978-0495506256 2. Gardner, Lindzey., G, Campbell, J., & Hall, C. (2007). <i>Theories of Personality</i>. Willey Publishers; Fourth Edition; ISBN-10: 8126510927, ISBN-13: 978-8126510924 3. Pervin, Lawrence. (1989). <i>Personality: Theory and Research</i>; John Wiley & Sons; Fifth Edition; ISBN-10: 0471503517, ISBN-13: 978-0471503514 		

4. Cloninger, Susan, C. (2007). *Theories of Personality*. Understanding Persons. Pearson Publication; Fifth Edition, ISBN-10: 0132434091, ISBN-13: 978-013243409

Suggested Research Journal

1. Personality theories
2. Journal of Personality and Social Psychology
3. Personality and Social Psychology Review
4. Personality and Individual Differences
5. Personality and Social Psychology Bulletin
6. Journal of Personality
7. Behavioral and Brain Sciences
8. Multivariate Behavioral Research
9. Journal of Consulting and Clinical Psychology

Additional readings:

1. Annual Review of Psychology
2. Journal of Cross-Cultural Psychology
3. Journal of Applied Psychology
4. Personality Disorders: Theory, Research, and Treatment

Medium of Instruction – Marathi/English



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Choice Based Credit System
M.A. Part -I Semester -I
PSYCHOLOGY IN SOCIAL CONTEXT
(Introduced from June, 2023 onwards)

Course Type: Major Elective

Course Name: Psychology in Social Context

Course Number: V

Course Code: MEPSY10101

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Psychologists can play a larger role in the solution of important social problems. Psychology brings attention to psychological processes and rigorous methodology these two important qualities to the study of social problems. The key task in the designed course is to define social problems in part as psychological problems. This syllabus will help to understand the relationship between Psychology and Society, psychology and mental health, and psychology and psychology and society. Also, this syllabus will help to understand the importance of psychology in everyday life.

Objectives: *To acquaint the students with:*

1. To help the students know Psychology in Social Context.
2. To introduce the students' psychology of society.

3. To acquaint the students with the psychology of women.
4. To acquaint the students with the psychology of mental health.
5. To acquaint the students with the psychology of everyday life.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1. Understand the Psychology in Social Context.

CO-2. Understand the psychology of society.

CO-3. Understand the psychology of women.

CO-4. Understand and Explain the psychology of mental health.

CO-5. Explain the psychology of everyday life.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Creativity skill
3. Comprehension skill
4. Analytical skill
5. Comparison skill

Module	No. of Hours	No. of credits
Psychology and Society	15	01
Psychology and Women	15	01
Psychology and Mental Health	15	01
Psychology in Everyday Life	15	01

Contents	Periods	Cos
<p>MODULE:I: PSYCHOLOGY AND SOCIETY</p> <p>1.1. Historical Origins of Ethical Standards in Psychology</p> <p>a) A foundation built from medical ethics 1</p> <p>b) The Nuremberg code</p> <p>1.2. The American Psychological Association Ethical Standards</p> <p>a) Changing standards in changing times</p>	15	CO1 CO2

<p>1.3. History as Metatheory</p> <ul style="list-style-type: none"> a) Critical psychology b) History as metatheory <p>1.4. Psychology’s Relationship with Society</p> <ul style="list-style-type: none"> a) A reflexive relationship b) Society shaping psychology c) Psychology shaping society 		
<p>MODULE:II: PSYCHOLOGY AND WOMEN</p> <p>2.1. Early History of Psychology</p> <p>2.2. Measuring Masculinity and Femininity</p> <ul style="list-style-type: none"> a) Terman and Miles b) Beyond binary distinctions c) Modern Psychology of Sex and Gender Differences d) Defining sex and gender e) Investigating differences f) Women and men’s language <p>2.3. Developmental psychology and gender</p> <p>2.4. Feminist psychology</p>	15	CO3
<p>MODULE:III: PSYCHOLOGY AND MENTAL HEALTH</p> <p>3.1. Mental Health in History</p> <ul style="list-style-type: none"> a) From pre-history to the Graeco-Roman Era b) The medieval period <p>3.2. The Emergence of Modern Views of Mental Illness</p> <ul style="list-style-type: none"> a) Freudian psychoanalysis and biological explanations b) A brief history of Clinical Psychology 	15	CO4

<p>3.3. Diagnosing Mental Illness: A Critical Analysis</p> <ul style="list-style-type: none"> a) The DSM and homosexuality b) Future disorders: The development of DSM-V <p>3.4. The Mind–Body Relationship</p> <ul style="list-style-type: none"> a) Characterizing “mind” b) Theories of the mind–body relationship 		
MODULE:IV: PSYCHOLOGY IN EVERYDAY LIFE		
<p>4.1. Everyday Psychology as Reflexive Discourse</p> <ul style="list-style-type: none"> a) Defining everyday psychology b) The determinants of everyday psychology c) Everyday psychology and disciplinary psychology <p>4.2. Introducing “Popular” Psychology</p> <ul style="list-style-type: none"> a) Defining “pop” psychology b) Evaluating “pop” psychology <p>4.3. Questioning Psychology</p> <ul style="list-style-type: none"> a) Mainstream views of psychology b) Critical views of psychology c) Known facts”, disputed claims, and consensus knowledge <p>4.4. Reshaping Psychology</p> <ul style="list-style-type: none"> a) Refining psychological research b) A vision for psychology 	15	CO5
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Project on any psychologist 2. Home Assignment 3. Class Test: Online /Offline 4. Power Point Presentation any topic related in syllabus 5. Case Studies 		

Books for Reading

1. Philip John Tyson, Dai Jones, & Jonathan Elcock. (2011). *Psychology in Social Context: Issues and Debates*. United Kingdom, BPS Blackwell.

➤ **Books for References:**

1. Richard J. Crisp (2010). *The Psychology of Social and Cultural Diversity*. United Kingdom, BPS Blackwell.
2. Norman T. Feather (2002). *Values, Achievement, and Justice : Studies in the Psychology*. New York, Kluwer Academic Publisher.

Suggested Research Journal

1. Journal of Social Psychology
2. Psychology and Developing Societies i
3. Social Issues and Policy Review
4. Journal of Social Issues
5. Personality and Social Psychology Review
6. Social Psychology Quarterly

Additional readings:

1. Annual Review of Psychology
2. Journal of Cross-Cultural Psychology
3. Journal of Applied Psychology
4. Journal of Humanistic Psychology
5. Journal of Social Psychology

Medium of Instruction – Marathi/English



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(Introduced from June, 2023 onwards)
RESEARCH METHODOLOGY IN PSYCHOLOGY

Course Type: Research Methodology

Course Name: Research Methods in Psychology

Course Number: VI

Course Code: RMPSY10101

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: The 'Research Methods in Psychology' course is beneficial for introducing students to research methods in psychology. This course lights on the research methodology in psychology. It covers important research concepts such as the research process, statement of the problem, formation of variables, formation of a hypothesis, etc. Similarly, research design and methods of data collection are important concepts that are included in the present course. Therefore, this course will help students to understand research methods, their characteristics, and types of research. Also, through this course, students will be able to understand the research process. Similarly, the present course will help the students to learn the skills of research problem formation, variables formation, and hypothesis formation. In short, this course will definitely be useful and beneficial for the student to understand the research methods in psychology.

Objectives:

1. To introduce the students research methods in psychology.
2. To introduce students to the basic research concepts, variables and sampling.
3. To make the students to understand the research problem, variables, and hypothesis.
4. To acquaint the students with Qualitative- Quantitative Research Design.
5. To acquaint the students with method of data collection & sampling methods.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1.Understand the psychological research methodology.

CO-2. Understand the research problem, variables, and hypothesis.

CO-3. Understand the Qualitative- Quantitative Research Design.

CO-4.Understand and analyze qualitative and quantitative research design.

CO-5.Analyze the sample selection methods of data collection.

Expected Skills impartation (Through theory and practical's)

1. Understanding skill
2. Comprehension skill
3. Analytical skill
4. Comparison skill

Module	No. of Hours	No. of credits
Research: A Way of Thinking	15	01
Formulating A Research Problem Identifying Variables and Constructing Hypotheses	15	01
Qualitative- Quantitative Research Design	15	01
Selecting A Method of Data Collection & Sampling Methods	15	01

Contents	Periods	Cos
<p>MODULE:I: RESEARCH: A WAY OF THINKING</p> <p>1.1.Research:</p> <p>a) A way of thinking</p> <p>b) An integral part of your professional practice</p> <p>c) A way to gather evidence for your practice</p>	15	CO1

<p>d) Applications of research in practice development and policy formulation</p> <p>e) Research: What does it means?</p> <p>1.2. Research Process: Characteristics and requirements.</p> <p>1.3. A) Types of Research:</p> <ul style="list-style-type: none"> i. Application perspective ii. Objectives perspective iii. Mode of enquiry perspective <p>B) The mixed multiple methods approach :Definition, Uses, Advantages & Disadvantages</p> <p>1.4. The research Process: An Eight Step Model</p>		<p>CO2</p>
<p>MODULE:II: FORMULATING A RESEARCH PROBLEM IDENTIFYING VARIABLES AND CONSTRUCTING HYPOTHESES</p> <p>2.1. The Research Problem:</p> <ul style="list-style-type: none"> a) Importance of Research Problem b) Sources of Research Problem c) Considerations in selecting a research problem <p>2.2. Steps in Formulating a Research Problem and the Formulation of Research Objectives</p> <p>2.3. What is Variable?</p> <ul style="list-style-type: none"> a) Types of Variables <ul style="list-style-type: none"> i. The viewpoint of causal relationship ii. The viewpoint of the study design iii. The viewpoint of the unit of measurement b) Types of Measurements Scale 	<p>15</p>	<p>CO3</p>

<ul style="list-style-type: none"> i. The nominal or classificatory scale ii. The ordinal or ranking scale iii. The interval scale iv. The ratio scale <p>2.4. Definition, Characteristics and Types of Hypotheses</p>		
<p>MODULE:III: QUALITATIVE QUANTITATIVE RESEARCH DESIGN</p> <p>3.1. Research Design.</p> <ul style="list-style-type: none"> a) Meaning of Research Design b) Why should we Care about Research Design? <p>2.3. Types of Research Design</p> <ul style="list-style-type: none"> a) Qualitative Research Design b) Action Research Design and It's Types <p>2.4. What is Quantitative Research Design and Types of Quantitative Research Designs</p> <ul style="list-style-type: none"> a) Experimental Research Design b) Quasi-experimental Research Design c) Cross-sectional Research Design d) Survey Research Design e) Correlational Research Design <p>2.5. Advantages & Disadvantages Qualitative Quantitative Research Design</p>	<p>15</p>	<p>CO4</p>
<p>MODULE :IV: SELECTING A METHOD OF DATA COLLECTION & SAMPLING METHODS</p> <p>4.1. Collecting a Data Using Primary Sources</p> <ul style="list-style-type: none"> a) Observation b) The Interview c) The Questionnaire 		

<p>4.2. Collecting Data Using Secondary Sources</p> <p>4.3. Selecting a Sample and Types of Sampling</p> <p>a) Random or Probability Sampling Design</p> <p>b) Specific Random or Probability Sampling Design</p> <p>c) Non-random or Nonprobability Sampling Designs</p> <p>4.4. Writing a Research Proposal (APA Style)</p> <p>a) Contents of Research Report(APA Style)</p>	<p>15</p>	<p>CO5</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Reviews of research. 2. Writing a Research article 3. Report on APA Style 4. Survey of different social problems 5. Writing a research proposal 6. Home Assignment 7. Class Test: Online /Offline 8. PowerPoint Presentation on syllabus related any Topics 		<p>CO1-CO5</p>
<ul style="list-style-type: none"> ● Books for Reading <ol style="list-style-type: none"> 1. Ranjit, Kumar. (2014). <i>Research Methodology: A step-by-step guide for beginners</i>. 4th Edition. Sage Texts, Sage Publications India Pvt. Ltd. (For Module No. 1, 2 & 4) 2. Wang, Li., Peng, Liping., & Qutub, Khan. (2018). <i>Research Methods in Education</i>,(15th Edition). Sage Texts, Sage Publications India Pvt. Ltd. (For Module No. 3) ● Books for References: <ol style="list-style-type: none"> 1. Uwe, Flick.(2017). <i>Introducing Research Methodology: A Beginner's Guide to Doing a Research Project</i>. 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 Behavioural Research*. 3rd edition, Delhi: Surjeet Publications.
4. Robinson, P .W. (1976). *Fundamentals of Experimental Psychology*. Prentice Hall

Suggested Research Journal

1. Behavior Research Methods
2. International Journal of Psychology
3. Psychological Studies
4. Perspectives on Psychological Science
5. Sociological Methods and Research

Additional Readings:

1. Journal of Experimental Psychology: Learning, Memory, and Cognition
2. Current Directions in Psychological Science

Medium of Instruction – Marathi/English



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Choice Based Credit System
M.A. Part -I Semester -II
STATISTICS IN PSYCHOLOGY
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Statistics in Psychology

Course Number: VII

Course Code: MMPSY10205

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Statistics has a unique significance in psychology. Statistics is widely used in the research of psychology. Therefore, the course has been designed for the students of psychology to understand statistics. This course covers the types and applications of correlation. Also, the present course includes mean, standard deviation, Z score, T score, and analysis of variance. Similarly, this course includes detailed non-parametric statistics. This course will help the students to understand the relationship between statistics and psychology. Also, this course will help students understand the importance of statistics in psychology. This course will help students to understand correlation, mean, standard deviation, Z score, T score, analysis of variance, and non-correlation statistics.

Objectives:

1. To acquaint and make the students understand with statistical methods in

psychology.

2. To introduce the students to the correlation.
3. To acquaint the students with Significance of the Difference between Means.
4. To introduce students to the Analysis of Variance.
5. To introduce students to the Non-Parametric Statistics.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1. Understand the statistical methods.

CO-2. Understand and analyze the correlation.

CO-3. Understand and analyze the Significance of the Difference between Means.

CO-4. Understand the Analysis of Variance.

CO-5. Understand and analyze the Non-Parametric Statistics.

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skill
5. SPSS Software Skills

Module	No. the Hours	No. of credits
Correlation: A Matter of Direction and Degree	15	01
Significance of the Difference Between Means	15	01
Analysis of Variance	15	01
Non-Parametric Statics	15	01

Contents	Periods	Cos
<p>MODULE :I: CORRELATION: A MATTER OF DIRECTION AND DEGREE</p> <p>a) Introduction to the Concept of Correlation, Describing the relationship between variables: Nature of the relationship, Direction of the</p>	15	CO1

<p>relationship, Strength of the relationship</p> <p>b) Where and why Correlations are used?</p> <p>c) Computation for from Ungrouped Data: Pearson's from Original or Raw Scores.</p> <p>d) Computation of r from Ungrouped Data: Pearson's f from the Deviation Scores from the Actual Means.</p> <p>e) Simple Regression: The Linear Regression of Y on X and The Linear Regression of X on Y</p>		<p>CO2</p>
<p>MODULE:II: SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS</p> <p>a) The Sampling Distribution of the Difference, Characteristics of the sampling distribution of the difference</p> <p>b) Significance of the Mean in Large Samples</p> <p>c) Significance of the Mean in Small Samples</p> <p>d) Significance of the Difference between Two Means</p> <p>e) Significance of the Difference between Two Means Using z' scores: Assumption, Two tailed Test, One Tailed Test</p> <p>f) Significance of the Difference between Two Means Using 't' Test: 't' Test for Independent Sample Means</p>	<p>15</p>	<p>CO3</p>
<p>MODULE:III: ANALYSIS OF VARIANCE</p> <p>a) Introduction to Analysis of Variance (ANOVA),Review: testing the difference between the means of two samples, Understanding between-group and within-group variability, Relating between-group and within-group variability, Introduction to analysis of</p>	<p>15</p>	<p>CO4</p>

<p>variance (ANOVA) and the F-ratio Characteristics of the F-ratio distribution</p> <p>b) The Logic of Analysis of Variance</p> <p>c) One-Way Analysis of Variance</p> <p>d) Two-Way Analysis of Variance</p> <p>e) One-Way (Single-Factor) ANOVA with Repeated-Measures Design</p> <p>f) Two-Way (Two-Factor) ANOVA with Repeated-Measures on One Factor</p>		
<p>MODULE :IV: NON-PARAMETRIC Statics</p> <p>a) Parametric and Non-Parametric Statistical Tests</p> <p>b) Introduction to the Chi-Square Statistic: Observed and expected frequencies, Characteristics of the distribution of chi-square statistics, Assumptions underlying the chi-square statistic</p> <p style="padding-left: 40px;">i. Independence of observations</p> <p style="padding-left: 40px;">ii. Minimum expected frequencies</p> <p>c) Chi-Square (X²) Tests</p> <p>d) Spearman Rank-Order Correlation Coefficient (rho=ρ)</p> <p>e) The Wilcoxon Matched-Pairs Signed-Ranks Tests</p> <p>f) The Mann-Whitney U-Test</p>	<p>15</p>	<p>CO5</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <p>1. Statistical Research Project</p> <p>2. Statistical Survey Project</p> <p>3. Seminar on SPSS Software</p> <p>4. Project on SPSS</p> <p>5. PowerPoint Presentation on syllabus related any Topics</p>		<p>CO1-CO5</p>

Books for Reading

1. 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.

Books for References

1. Edwards, Allan (1985). *Experimental Design in Psychological Research*. New York: Harper and Row.
2. Guilford, J.P. & 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.

Suggested Research Journal

1. British Journal of Mathematical and Statistical Psychology
2. Journal of the American Statistical Association
3. Journal of Educational and Behavioral Statistics
4. Journal of the Royal Statistical Society

Additional readings:

1. Journal of Educational and Behavioral Statistics
2. Multivariate Behavioral Research

Medium of Instruction : Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara (Autonomous)
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Choice Based Credit System
M.A. Part -I Semester -II
THEORIES OF LEARNING
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Theories of Learning

Course Number: VIII

Course Code: MMPSY10206

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Learning is an important process in human life. Learning is a continuous process from birth to death. Human beings learn many things in life by studying in different ways. This course incorporates learning theories in the context. The present course covers the nature of learning and important concepts about learning. Also, the course incorporates behavioral, gestalt, social, and neuro-scientific approaches to learning. Through this course, students will understand the nature of learning and important concepts. Similarly, this course will no doubt help the students to understand the behavioral, gestalt, social and neuro-scientific approaches to learning.

Objectives:

1. To understand basic concepts in different theories of learning.
2. To explore various approaches towards learning and growth.
3. To acquaint the students with nature of learning.

4. To develop sound knowledge about learning principles through comparative understanding.
5. To acquaint the students with the behavioral approach of learning.
6. To acquaint the students with the gestalt approach of learning.
7. To introduce the students social approach of learning.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1. Introduction with the learning process.

CO-2. Understand basic concepts in different theories of learning

CO-3. Understand and Analyze the various approaches towards learning and growth

CO-4. Knowledge about learning principles through a comparative understanding

CO-5. Understand the behavioral approach of learning.

CO-6. Understand the gestalt approach of learning.

CO-7. Understand and analyze the social approaches to learning

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills
5. Creativity skills
6. Thinking skills

Module	No. of Hours	No. of credits
Nature of Learning	15	01
Burrhus F. Skinner Theory of Learning	15	01
Gestalt And Purposive Approach	15	01
Social Learning and Neuro-Scientific approach	15	01
Contents	Periods	Cos

<p>MODULE :I:NATURE OF LEARNING</p> <p>1.1. What is learning? a) Must learning result in behavior change? b) Are there different kinds of learning? c) Learning and Survival d) Why study learning?</p> <p>1.2. The systematic study of learning a) What is science? b) Aspects of theory and from research to theory c) Theories as tools</p> <p>1.3. Edward L. Thorndike Major theoretical concepts: Connectionism, Incremental nature, No mediation by ideas, Mammals learn in same manner</p> <p>1.4. 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</p>	<p>15</p>	<p>CO1</p> <p>CO2</p> <p>CO3</p> <p>CO4</p>
<p>MODULE :II: BURRHUS F. SKINNER THEORY OF LEARNING</p> <p>2.1. Major theoretical concepts: Respondent and Operant behavior, Type S and Type R conditioning, Skinner on reinforcement, Secondary Reinforcement, Positive</p>		

<p>and negative reinforce, Punishment, Alternatives to punishment, Schedules of reinforcement</p> <p>2.2. Skinner's legacy: Personalized systems of instruction, Computer based instruction</p> <p>2.3. The Misbehavior of organisms</p> <p>2.4. Evaluation of Skinner's theory</p>	<p>15</p>	<p>CO5</p>
<p>MODULE :III: GESTALT AND PURPOSIVE APPROACH</p> <p>3.1.Gestalt theory of learning:</p> <p>a)Major theoretical concepts: Field theory, Nature versus nurture, Law of Pragnanz,</p> <p>b)Gestalt principles of learning: The pre-resolution period, Insightful learning summarized, Transposition</p> <p>c)Gestalt psychology on reinforcement</p> <p>d) Productive thinking and Memory Trace</p> <p>3.2.Evaluation of Gestalt theory</p> <p>3.3.Edward C. Tolman</p> <p>a) Molar behavior and purposive behaviorism</p> <p>b) Major theoretical concepts: What is learned, Confirmation, Vicarious trial and error, Learning versus performance, Latent learning, Place learning versus response learning, Reinforcement expectancy</p> <p>c) Six Kinds of learning</p> <p>3.4.Evaluation of Tolman's theory</p>	<p>15</p>	<p>CO6</p>
<p>MODULE :IV: SOCIAL LEARNING AND NEURO SCIENTIFICAPPROACH</p> <p>4.1. Albert Bandura's Explanation of</p>		

<p>Observational Learning:</p> <ul style="list-style-type: none"> a) Bandura on reinforcement b) Major theoretical concepts: Attentional processes, Retentional processes, Behavioral production processes, c) Motivational processes, d) Reciprocal determinism, d) Self-regulation of behavior: Moral Conduct, Determinism versus Freedom e) Evaluation of Bandura theory <p>4.2. Donald O. Hebb</p> <ul style="list-style-type: none"> a) Major theoretical concepts: Restricted environments, Enriched environments, Cell assemblies, Arousal theory, Consolidation and brain b) Hebb's influence on neuro- scientific research: Reinforcement and brain, neuroplasticity c) Current trends in learning theory: Everyone is a neuroscientist, Neuroscience and education 	<p>15</p>	<p>CO7</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ol style="list-style-type: none"> 1. Project on Learning Disabilities 2. Project on Learning Theories 3. Project on Visit to Schools 4. Project on Observational Learning 5. Home Assignment 6. Class Test: Online / Offline 7. PowerPoint Presentation on syllabus related any Topics 		<p>CO1-7</p>
<p>Books for Reading</p> <ol style="list-style-type: none"> 1. Oslen, M. H. and Hergenhahn, B.R. (2013): <i>An Introduction to Theories of</i> 		

Learning. Prentice-Hall India, 9th Edition, ISBN-978-81-203-4814-1

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
3. Malone, J.C. (2002): *Theories of Learning: A Historical Approach*; Wadsworth Pub Co.; ISBN-10: 0534971490, ISBN-13: 978-0534971496
4. Phillips, Dennis and Soltis, Jonas (2009): *Perspectives on Learning (Thinking About Education)*; Teachers College Press; 5th Edition; ISBN-10: 9780807749838, ISBN-13: 978-0807749838

Suggested Research Journal

1. Learning Theories
2. Journal of Educational Psychology
3. Journal of Learning Disabilities
4. The Journal of Educational Research
5. Educational Research Review
6. Journal of Management Education
7. Teaching of Psychology
8. Active Learning in Higher Education

Additional readings:

1. American Journal of Distance Education
2. British Journal of Educational Technology
3. Educational Technology & Society
4. Educational Evaluation and Policy Analysis

Medium of Instruction – Marathi/English



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Choice Based Credit System
M.A. Part -I Semester -II
PSYCHOLOGY PRACTICAL: TESTS
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Psychology Practical: Tests

Course Number: IX

Course Code: MMPSY10207

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Practical Knowledge and Skills are important in psychology. Therefore, the present course includes psychological tests and inventories. Incorporating psychological tests into this course will help students to gain knowledge and skills in the tests and inventories. Similarly, the inclusion of psychological testing in the course will help students to gain knowledge and skills in test administration and report writing.

Objectives:

1. To introduce the students to the conduct of different psychological tests in a controlled environment.
2. To introduce the students to discussion and conclude the test results obtained by psychological tests in scientific ways.
3. To acquaint the students with the different areas of psychological inventories in

psychology.

4. To acquaint the students with the various skills of conducting psychological tests and writing reports.
5. To introduce and develop the students with various skills of reading, analyzing, and writing reports of books, websites, research articles, and movies based on psychology.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO1: Conduct different psychological tests in a controlled environment.
2. CO2: Discuss and conclude the results obtained by psychological tests in scientific ways.
3. CO3: Understand different areas of tests in psychology.
4. CO4: Understand various skills of conducting psychological inventories and writing reports.
5. CO5: Various skills of reading, analyzing, and writing reports of books, websites, research articles, and movies based on psychology.

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills
5. Report Writing Skills
6. Skills of conducting experiments
7. Psychological test administration skills
8. Research article writing Skills

Module	No. of credits
Attention & Perception And Memory	01
Learning, Illusion, Problem Solving & Decision Making	01
Cognition And Intelligence, Attitude Tests	01

Personality, Teaching-Learning Situations And Review Writing		01
Contents	Periods	Cos
MODULE:I: ABILITY AND MOTIVATION TESTS (ANY THREE) <ol style="list-style-type: none"> 1. Test of Creativity 2. Reasoning Ability Test, 3. Cognitive Ability Test 4. Intelligence Scale 5. Social Intelligence Scale 6. Emotional Intelligence Scale 7. Achievement Motive Scale 8. Approval Motive Scale 9. Social Motives Scales 	35	CO1
MODULE:II:PERSONALITY,SELF AND ADJUSTMENT TESTS (ANY THREE) <ol style="list-style-type: none"> 1. Five Personality Trait Inventory 2. Eysenck Personality Questionnaire (EPQ- DBTR) 3. Introversion-Extraversion Inventory 4. Adjustment Inventory for College Students 5. Social Relationship Scale 6. Personal Adjustment Inventory 7. Self-Awareness Scale 8. Self-Control Scale 9. Self-Efficacy Scale 	35	CO2
MODULE:III: EDUCATION, VALUE, ATTITUDE		CO2

<p style="text-align: center;">TESTS (ANY TWO)</p> <ol style="list-style-type: none"> 1. Educational Interest Record 2. Career Preference Record 3. Vocational Interest Record 4. Interest Inventory 5. Study Habit Inventory 6. Attitude Scale 7. Spiritual Values 8. Well-Being Scale 	25	
<p>MODULE:IV: CLINICAL TESTS (Any Two)</p> <ol style="list-style-type: none"> 1. Aggression Scale 2. Students Stress Scale 3. Anxiety Test 4. P. G. I. Health Questionnaire 5. Helplessness Scale 6. Social Problem Scale 7. Alienation Scale 8. Depression Scale 	25	CO4
<p>REVIEW WRITING (ANY ONE FROM THE FOLLOWING)</p> <ol style="list-style-type: none"> a) Research Publication in Journal b) Review of any Psychology inventory c) Review of Website of Psychology d) Review of Research Article from any journal in Psychology e) Review of Movie based on Psychology 	CO1-CO5	
<p>CONDUCT OF PRACTICAL EXAMINATION:</p>		

1. The practical examination will be conducted at the end of the semester. (Semester: II).
2. The students will be asked to administer one tests allotted to him/her on the subject and to write its full report.
3. 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 of practical examination.
4. Each batch of practicals will consist of a maximum of 10 students.
5. A separate batch for practical testing will be formed if this number exceeds even by one.
6. Duration of the End Semester Examination of practicals will be of 4 hours per batch.
7. The practical paper for the End Semester Examination will carry 60 marks.
8. Duration of the Internal Evaluation or Continuous Comprehensive Evaluation practical examination will be of 3 hours per batch.
9. The Internal Evaluation or Continuous Comprehensive Evaluation Examination practical paper will carry 40 marks.
10. The student has to bring his/her subject for practical examination.
11. Practical examinations shall be conducted by two examiners, One Internal and One External examiners appointed by the Examination Cell of the Autonomous College.

➤ **IMPORTANT NOTE:**

1. There shall be two practicals of 4 periods each per week per batch consisting of 10 students. (Total workload for practical will be 8 periods per week, per batch).
2. A separate batch for practicals will be formed if this number exceeds even by one.
3. Eligibility for the practical examination is subject to certification of journal report as well as assignment writing by the student, duly signed by the teacher in charge and HOD.

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 will be given to the students.

SCHEME OF MARKING FOR PRACTICAL EXAMINATION**END SEMESTER EXAMINATION: SEE (60 MARKS)**

1. Journal =20 Marks (10 Marks assessment by HOD/ Concerned teacher and 10 Marks assessment by External Examiners)
2. Instructions and conduct= 10 Marks (External Examiners)
3. Report writing= 20 Marks (External Examiners)
4. Oral=10 Marks (External Examiners)

CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION (40 MARKS)

1. Journal =10 Marks (05 Marks assessment by HOD/ Concerned teacher and 05 Marks assessment by Internal Examiners (Completed 50 % Practical of the Syllabus)
2. Instructions and conduct= 10 Marks (HOD/ Concerned teacher /Internal Examiners)
3. Report writing= 10 Marks (HOD/ Concerned teacher /Internal Examiners)
4. Oral=05 Marks (HOD/ Concerned teacher /Internal Examiners)
5. Research Publication/Review Writing =05 Marks (HOD/ Concerned teacher /Internal Examiners)

Practical work: Case Study / Field Survey / Field Visits / Project

1. Publish Research Paper/ Article
2. Review of Psychological inventory
3. Review Psychology Website
4. Reviews of Movies,
5. Case study project on psychological Disorders
6. Case study project on psychological Disorders

Books for Reading

1. Andrade, Jackie & May, Jan (2004). *Cognitive Psychology*. New Delhi: Bios

Scientific Publishers.

2. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
3. Berkowitz, L. (1974). *Advanced experimental social psychology*. Academic Press.
4. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
5. Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall.
6. Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
7. Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. London: Sage Publications.
8. Friederiberg, J. & Silverman, G. (2006). *Cognitive Science: An Introduction to the study of mind*. London: Sage Publishers
9. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
10. Galloti, K.M. (2004). *Cognitive Psychology in and out of the Laboratory*. USA: Thomson Wadsworth.
11. Guenther, R.K. (1998). *Human cognition*. NJ: Prentice-Hall.
12. Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
13. Kothurkar & VAnarase (1986). *Experimental Psychology -A Systematic Introduction*. Wiley Eastern Ltd.
14. Kuppuswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.
15. Mohanthy. *Experiments in psychology*.
16. Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
17. Nunn, J. (1998). *Laboratory Psychology: A beginner's guide*. Psychology Hove: Press ltd.
18. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
19. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*. Vol. 1 and 2, New Delhi: Concept Publishing Company.

20. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2 New Delhi: Concept Publishing Company.
21. Snodgrass J. G., Levy-Berger, Hyden (1985). *Human Experimental Psychology*. New York: Oxford University Press.
22. Solso, R.L. (2001): *Cognitive Psychology*. 6th Edition, Allyn and Bacon Publication.
23. Sternberg, R.J. (1996). *Cognitive Psychology*. New York: Harcourt Brace College Publisher
24. Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.

Suggested Research Journal

1. Journal of Experimental Psychology: General
2. Journal of Experimental Psychology: Animal Learning and Cognition.
3. Journal of Experimental Psychology: Applied.
4. Journal of Experimental Psychology: Human Perception and Performance.

Additional readings:

1. Journal of Experimental Psychology: Learning, Memory, and Cognition.
2. Applied Psychological Measurement

Medium of Instruction – Marathi/English



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M.A. Part -I Semester -II
PSYCHOLOGY OF EMOTION
(Introduced from June, 2023 onwards)

Course Type: Major Mandatory

Course Name: Psychology of Emotion

Course Number: X

Course Code: MMPSY10208

Course Credits: 4

Examination Pattern: End Semester Examination : 30

Comprehensive Continuous Evaluation : 20

Total Marks: 50

Preamble: The psychology of emotion has recently emerged as a new trend in psychology. It is an applied branch of psychology. The present course has included the Psychology of emotions in detail. It covered the theories of emotion such as evolutionary theories of emotion, and appraisal theories of emotion. Also, the course covered the functions of emotions. The advantage of this course is that it will help the students to understand various theories and functions of emotions.

Objectives:

1. To introduce the students to the psychology of emotion.
2. To acquaint the students with theories of emotion.
3. To acquaint the students with functions of emotion.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO-1: Understand the psychology of emotion.
2. CO-2: Understand the theories of emotion.
3. CO-3: Understand the functions of emotion.

Expected Skills impartation (Through theory and practical`s)

1. Understanding skills
2. Comprehension skill
3. Analytical skill
4. Comparison skills

Module	No. of credits
Theories of Emotion	01
Functions of Emotion	01

Contents	Periods	Cos
<p>MODULE:I: THEORIES OF EMOTION</p> <p>1.1. Definitions of Emotion</p> <p>1.2. Evolutionary Theories of Emotion</p> <p>a) Causes of Emotion: Adaptive Challenges and Opportunities</p> <p>b) Biological Givens: Basic Emotions</p> <p>c) The Integration of Experience: Affect Programs</p> <p>1.3. Appraisal Theories of Emotion</p> <p>a) Causes of Emotion: Specific Appraisal</p> <p>b) Patterns</p> <p>c) Biological Givens: Valence and Novelty Appraisals</p> <p>d) The Integration of Experience: Independent Components</p> <p>1.4. Psychological Constructionism</p> <p>a) Causes of Emotion: Categorizing Affect Responses</p>	15	CO1 CO2

<ul style="list-style-type: none"> b) Biological Givens: Core Affect c) c) The Integration of Experience 		
<p>MODULE :II: FUNCTIONS OF EMOTION</p> <p>2.1. Consequences of Emotion Deficits</p> <p>2.2. Survival Function of Emotion for the Individual</p> <ul style="list-style-type: none"> a) Physiology b) Polyvagal Theory c) Emotions and Goal Adjustment d) The Broaden-and-Build Theory of Positive Emotions <p>2.3. Communication Function of Emotion for the Dyad</p> <ul style="list-style-type: none"> a) Function of Features of Facial Expressions b) Facial Expressions as Behavior Regulators c) Functions of Smiles in Dyadic Interaction d) Social Functional Theories <p>2.4. Social Coordination Function for the Group</p> <ul style="list-style-type: none"> a) Group Formation b) Bringing Group Members Back into Line c) Group Governance d) Collective Action 	<p>15</p>	<p>CO3</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <ul style="list-style-type: none"> 1. Project on any emotion types 2. Project on Measurement of emotion 3. Project any emotional theory 		<p>CO1-CO3</p>

4. Home Assignment 5. Class Test: Online/ Offline 6. PowerPoint Presentation on Syllabus related any Topic	
<p>Books for Reading</p> <ul style="list-style-type: none"> • Paula M. Niedenthal, & François Ric. (2017). <i>Psychology of Emotion</i>. Second Edition. New York, Routledge: Taylor & Francis. <p>Books for References :</p> <ul style="list-style-type: none"> • Simone, Belli. (2023). <i>Critical Approaches To The Psychology Of Emotion</i>. New York, Routledge: Taylor & Francis. • Strongman, K. T. (2003). <i>The Psychology of Emotion</i>. England, John Wiley & Sons Ltd. 	
<p>Suggested Research Journal</p> <ol style="list-style-type: none"> 1. Emotion Review (EMR) 2. British Journal of Health Psychology 3. International Journal of Clinical and Health Psychology 4. Applied Psychology: Health and Well-Being 5. International Journal of Behavioral Medicine 	
<p>Additional readings:</p> <ol style="list-style-type: none"> 1. Health Psychology Review 2. Work and Stress 3. Families, Systems and Health 4. Journal of Consciousness Studies 	
<p>Medium of Instruction – Marathi/English</p>	



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M.A. Part -I Semester -II
HEALTH PSYCHOLOGY
(Introduced from June, 2023 onwards)

Course Type: Major Elective

Course Name: Health Psychology

Course Number: XI

Course Code: MEPSY10202

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Health Psychology has recently emerged as a branch of psychology. It is an applied branch of psychology. The present course includes the branch of Health Psychology in detail. It covers the scope, nature, and theories of health psychology. Also, the course covers stress, coping with stress, and women's health issues. The course also covers various diseases and their prevention. So students will understand the nature and scope of health psychology through this course. Also, this course will help students to understand stress and ways to deal with stress. The advantage of this course is that it will help the students to understand various issues related to women's health. This course will help students to understand different diseases and different ways to prevent them.

Objectives:

2. To introduce the students to Health Psychology.

3. To acquaint the students with the nature and significance of the emerging area of health psychology within a life span perspective.
4. To introduce the students to Stress, Illness, and Coping Skills.
5. To introduce the students to Women's Health Issues.
6. To acquaint the students with Staying Healthy.
7. To highlight the importance of social and psychological processes in the experience of health and illness.

Course Outcomes: *After studying the course the student will be able to ...*

1. CO-1: Understand the Health Psychology.
2. CO-2: Understand the Introduction with the nature and significance of the emerging area of health psychology within a life span perspective.
3. CO-3: Understand the Stress, Illness, and Coping Skills Describe the importance of social and psychological processes in the experience of health and illness.
4. CO-4: Understand the stress and coping skills.
5. CO-5: Understand and explain women's health issues.
6. CO-6: Understand and analyze the skill of Staying Healthy
7. CO-7: Understand and analyze the prevention and control of the disease.

Expected Skills impartation (Through theory and practical's)

1. Understanding skills
2. Stress Reduce Skills
3. Diagnostic Skills
4. Comprehension skill
5. Analytical skill
6. Comparison skills

Module	No. of Hours	No. of credits
An Introduction to Health Psychology	15	01
Stress, Illness and Coping Skills	15	01

Women's Health Issues	15	01
Staying Healthy	15	01
Contents		
MODULE:I: AN INTRODUCTION TO HEALTH PSYCHOLOGY		
<ul style="list-style-type: none"> 1.1. Meaning Health and Nature, Role of health Psychology 1.2. The Field of Health Psychology 1.3. Psychological Factors in Illness and Diseases 1.4. Health Theories & Models <ul style="list-style-type: none"> a) Cognition Models <ul style="list-style-type: none"> 1. The Health Belief Model (HBM) 2. The Protection Motivation Theory (PMT) b) Social Cognition Models <ul style="list-style-type: none"> 1. The Theories of Action and Planned Behaviour (TAPB) 2. The Health Action Process Approach 	15	CO1 CO2
MODULE :II: STRESS, ILLNESS AND COPING SKILLS		
<ul style="list-style-type: none"> 2.1. Concept and Meaning of Stress, The development of stress models, A role for psychological factors in stress, Does stress cause illness? Stress and changes in behavior, Stress and changes in physiology, Individual variability in the stress 2.2. Hassles of Everyday Life and Major Life Events 2.3. Psychoneuroimmunology, The impact of chronic stress. Which factors moderate the stress–illness link? 	15	CO3

2.4. Helping People Cope is coping, Ways of coping, Social support, Personality, Control, Control and social support in stress and illness		
MODULE:III: WOMEN'S HEALTH ISSUES 1.1. Pregnancy and birth 1.2. Miscarriage 1.3. Termination of pregnancy 1.4. The menopause	15	CO4
MODULE:IV: STAYING HEALTHY 4.1. Medical Communication and Physical Health 4.2. Prevention of Diseses/Impairments 4.3. Primary Prevention and Behavior Outcomes 4.4. Secondary and Tertiary Prevention and Behavior Outcomes	15	CO5 CO6
Practical work: Case Study / Field Survey / Field Visits / Project 1. Project on Coping stress 2. Project on Stress Measurement 3. Survey Project on women health issues 4. Prevention and Control Disease 5. Home Assignment 6. Class Test: Online /Offline 7. Power Point Presentation on Syllabus related any Topic		CO1-CO6
Books for Reading 1. Dimatto, M.R.,Martin, R.M. (2012). <i>Health Psychology</i> . Fifth Impression, Pearson Education in South Asia. 2. Marks, D.F., Murray, M. Evans, B. and Estacio, E.V. (2011). <i>Health Psychology</i> . Sage Publication India Pvt Ltd. 3. Ogden, Jane (2010). <i>Health Psychology A Text Book</i> . Tata McGraw Hill Education Private Ltd. Books for Reference:		

Suggested Research Journal

1. Journal of Occupational Health Psychology
2. Journal of Health Psychology
3. British Journal of Health Psychology
4. International Journal of Clinical and Health Psychology
5. Applied Psychology: Health and Well-Being
6. International Journal of Behavioral Medicine
7. Health Psychology Review
6. Families, Systems and Health

Additional readings:

1. International Journal of Behavioral Medicine
2. Work and Stress
3. Families, Systems and Health

Medium of Instruction – Marathi/English



Rayat Shikshan Sanstha`s
Chhatrapati Shivaji College, Satara (Autonomous)
A Constituent College of
Karmaveer Bhaurao Patil University, Satara
Choice Based Credit System
M.A. Part -I Semester -II
Introduction to Neuropsychology
(Introduced from June, 2023 onwards)

Course Type: Major Elective

Course Name: Introduction to Neuropsychology

Course Number: XI

Course Code: MEPSY10202

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: Neuropsychology has recently emerged as a branch of psychology. It is an applied branch of psychology. The present course includes the branch of neuropsychology in detail. It covered the scope, nature, and history of neuropsychology. Also, the course covered the structure of the Central Nervous System. The course also covered the structure and functions of brain Lobes. So students will understand the nature, history, and scope of Lobes through this course. Also, this course will help students to understand the structure of the Central Nervous System and brain.

Objectives:

- To acquaint the students with the new branch of psychology as neuropsychology.
- To acquaint the students with the discipline of neuropsychology.

- To acquaint the students structure of the central nervous system.
- To acquaint the students with frontal lobes and temporal lobes.
- To acquaint the students with parietal lobes and occipital lobes.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1: Understand and explain the new branch of psychology as neuropsychology.

CO-2: Understand and explain the discipline of neuropsychology.

CO-3: Understand and explain the central nervous system.

CO-4: Understand and explain the frontal lobes and temporal lobes.

CO-5: Understand and explain the parietal lobes and occipital lobes.

Expected Skills impartation (Through theory and practical`s)

1. Understanding skills
2. Diagnostic Skills
3. Comprehension skill
4. Analytical skill
5. Comparison skills

Module	No. of Hours	No. of credits
The Discipline of Neuropsychology	15	01
The Structure of the Central Nervous System	15	01
The Frontal Lobes and Temporal Lobes	15	01
The Parietal Lobes and Occipital Lobes	15	01

Module No.	Contents	Periods	Cos
	<p>MODULE:I: THE DISCIPLINE OF NEUROPSYCHOLOGY</p> <p>1.1. Definition and Branches Neuropsychology.</p> <p>1.2. Comparative Neuropsychology Conceptual Issues</p> <p>1.3. Historical Background</p> <p>1.4. Clinical Neuropsychology, Experimental Neuropsychology, Cognitive Neuropsychology</p>	15	CO1,2

<p>MODULE:II: THE STRUCTURE OF THE CENTRAL NERVOUS SYSTEM</p> <p>2.1. The Environment of the CNS, The Spinal Cord 2.2. Divisions of the Brain 2.3. The Brain Stem and The Cerebellum 2.4. The Diencephalon: The Subcortical Forebrain, The Telencephalon: The Cerebral Cortex</p>	<p>15</p>	<p>CO3</p>
<p>MODULE:III: THE FRONTAL LOBES AND TEMPORAL LOBES</p> <p>3.1. Intelligence, Specific Functions, The Motor and Premotor Cortex, The Prefrontal Cortex 3.2. Modern Theories of Frontal Lobe Function 3.3. Lateralization of the Frontal Lobe 3.4. The Temporal Lobes Audition, Vision , Attention , Memory Personality</p>	<p>15</p>	<p>CO4</p>
<p>MODULE:IV: THE PARIETAL LOBES AND OCCIPITAL LOBES</p> <p>4.1. Tactile Perception and Body Sense 4.2. Spatial Orientation and Spatial Neglect Symbolic Syntheses , Apraxia 4.3. Short-Term Memory and Language 4.4.The Occipital Lobes: Anatomical Divisions, Basic Visual Functions , Visual Perceptual Functions Blindsight, Visual Prostheses</p>	<p>15</p>	<p>CO5</p>
<p>Practical work: Case Study / Field Survey / Field Visits / Project</p> <p>1. Project on Bio-psychology 2. Project on Brain Functions 3. Project on Biology of Mental Disorders 4. Prevention and Control Disease</p>		<p>CO1-CO5</p>

5. Home Assignment 6. Class Test: Online/ Offline 7. PowerPoint Presentation on Syllabus Related any Topic	
Books for Reading 1. Beaumont, J. Graham (2008). <i>Introduction to Neuropsychology</i> . Second Edition, New York, Division of Guilford Publications, Inc. 2. Arthur M. Horton, Danny Wedding. (2008). <i>The Neuropsychology Handbook</i> . Third Edition, New York, Springer Publishing Company, LLC.	
Suggested Research Journal 1. Neuroscience and Biobehavioral Reviews 2. Journal of Memory and Language 3. Neuropsychology Review 4. Psychophysiology journal 5. Learning and Memory journal 6. Cognitive Neuropsychology journal 7. Quarterly Journal of Experimental Psychology	
Additional readings: 1. Memory and Cognition is a journal 2. Frontiers in Behavioral Neuroscience is a journal 3. Computational Brain and Behavior is a journal	
Medium of Instruction – Marathi/English	



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Choice Based Credit System
M.A. Part -I Semester -II
ON JOB TRAINING :OJT (Internship)
(Introduced from June, 2023 onwards)

Course Type: On Job Training

Course Name: On Job Training (Internship)

Course Number: XII

Course Code: OJPSY10201

Course Credits: 4

Examination Pattern: End Semester Examination : 60

Comprehensive Continuous Evaluation : 40

Total Marks: 100

Preamble: 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.

Objectives:

- To acquaint the students with theoretical knowledge and skills in a practical setting.
- To acquaint the students with Developing and enhancing professional skills necessary for a career in psychology.
- To acquaint the students with psychological settings and specialties.
- To acquaint the students with professional networking and collaboration opportunities.

- To acquaint the students with personal and professional growth.

Course Outcomes: *After studying the course the student will be able to ...*

CO-1: Apply theoretical knowledge and skills in a practical setting.

CO-2: Develop and enhance professional skills necessary for a career in psychology.

CO-3: Gain exposure to various psychological settings and specialties.

CO-4: Foster professional networking and collaboration opportunities.

CO-5: Reflect on personal and professional growth.

Expected Skills impartation (Through theory and practical`s)

1. Understanding skills
2. Diagnostic Skills
3. Comprehension skill
4. Analytical skill
5. Comparison skills
6. Therapeutic Skills
7. Professional Skills

Module	No. of Hours	No. of credits
ON JOB TRAINING :OJT (Internship) Project	120	04

Course Description	Periods	Cos
<p>Course Description:</p> <p>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.</p>	120	CO1-5

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

1. Selection of Institute/Organization/Consultant/Professional/ Hospital/Health Care Center etc. should be based on the areas in the mandatory or elective

courses in the concerned subject.

2. The Institute/Organization/Consultant/Professional/ Hospital/Health Care Center 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 **BOUND 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/ Hospital/Health Care Center 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 are 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: -----

Paper Name: -----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.

SCHEME OF MARKING FOR OJT EXAMINATION

END SEMESTER EXAMINATION: SEE (60 MARKS)

1. OJT Project/ Dissertation =60 Marks (Marks assessment by HOD/ Concerned teacher)

CONTINUOUS COMPREHENSIVE EVALUATION INTERNAL EVALUATION (40 MARKS)

1. OJT Project/ Dissertation Presentation= 20 Marks (Marks assessment by HOD/ Concerned teacher)
2. Voce Viva=10 Marks (Marks assessment by HOD/ Concerned teacher)
3. Attendance and Feedback=10 Marks (Marks assessment by HOD/ Concerned teacher)

Medium of Instruction – Marathi/English

- **Examination Pattern: 60:40**

(60 Weightage for End Semester Examination & 40 Weightage for Continuous and comprehensive Evaluation)

- **Nature of Question Paper:**

End Semester Examination Question Paper Pattern for 60 Marks

- Instruction:** 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 60

Time: Two Hours

=====

Q. 1. Choose the correct alternatives from the following 15

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short Notes (Three out of Four) 15

प्रश्न २. टीपा लिहा (चार पैकी तीन)

Q.3. Write short answer (*Three out of Four*) **15**

प्रश्न ३. थोडक्यात उत्तरे लिहा (चार पैकी तीन)

Q.4. Answer the following question in broad. (*One out of Two*) **15**

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा.(दोन पैकी एक)

End Semester Examination Question Paper Pattern for 30 Marks

Instruction: 1) All Questions are Compulsory.
2) All Questions carry equal marks.
3) Figures to the right indicate full marks.

Day and Date:

Total Marks: 30

Time: One Hours

Q. 1. Choose the correct alternatives from the following **08**

प्रश्न १. खालीलपैकी योग्य पर्याय निवडा.

Q.2. Write short Notes (*Two out of Three*) **10**

प्रश्न २. टीपा लिहा (तीन पैकी दोन)

Q.4. Answer the following question in broad. (*One out of Two*) **12**

प्रश्न ४. खालील प्रश्नाचे सविस्तर उत्तर लिहा.(दोन पैकी एक)


1. CCE (Continuous and comprehensive Evaluation):

4.1. Activities 40 Marks: 4 credit

1. Seminar Presentation with Written Draft - 20 Marks
2. Subject Specific Activity - 20 Marks

4.2. Activities 20 Marks: 2 Credit

1. Subject Specific Activity - 20 Marks


Head
Department of Psychology
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