

**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



Name of the Faculty :- Humanities - Social Sciences

Program M.A. –I Sem I & II

Syllabus

Course

M.A. I Psychology (C.B.C.S.)

With effect from June-2020-21

Title of the Program- M.A. Psychology

- **Preamble of the Program:-**

M.A. Psychology the CBCS pattern four semester course that aim providing specialization in streams of psychology students, The learner can opt for specialization in Clinical and counselling psychology. M.A. Post graduate Psychology course includes comprehensive theoretical, and applied. Through Study of psychology as deadline at advanced level. M.A. Psychology degree course cover the study of mind process, theoretical perspective and empirical findings of cognitive Psychology based on application. It also covers cognition, physiology, neurology psychology, personality psychology domains of personality, research methodology statistics social psychology, psychology of emotion, human development , sport psychology. M.A. Psychology degree course covers different area of experimentation in cognition and Psychological assessment. This degree course study includes clinical psychology, psychotherapies, psychopathology health & positive psychology community psychology , psychology of adjustment, cross cultural psychology, rehabilitation and forensic psychology and psychodiagnostics in modern society. This course provide broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer.

- **Objective of the Program**

- a) To acquaint students of Basic assumptions principles, roots of modern scientific and applied psychology.
- b) To Help students to acquire knowledge and cognitive, biological, neuropsychological, research, explanation and insight in the clinical & counselling psychology.
- c) To train the students in various psychotherapies, selecting and applying different tests for different purpose.
- d) To explain the contemporary theoretical development in modern applied psychology.
- e) To make students understand the humans various psychological mental disorders.
- f) To enable student to develop skills & competencies deal with specialized areas of counselling, psychotherapies, community, interventions psychometric techniques and mental status examination methods

- **Outcomes of the Program**

- a) Be able serves as basis of further higher study and research in the field such a Ph.D. M.Phil.
- b) Once completion of M.A. Psychology in any Specialization, students can apply for NET, SET examination. The success in these examinations makes teaching or research as good option.
- c) Be able to competent opt for further higher studies and career in various specialized fields like clinical, educational, counselling, rehabilitation.
- d) Be able to opportunities in job like clinical psychologist, counselling psychologist, child psychologist. psychologist Neuropsychologist, biopsychologist, school psychologist Rehabilitation psychologist, career counsellor, child care worker. Child support specialist, special educational teacher. Psychiatric assistant. Social worker, community relation officer, Psychometric specialist; psychiatric technician, psychotherapist, Behaviour Specialist, Human resource assistant, caregivers, public relation officer.
- e) Be able to work in various employment areas such as Mental hospitals, Child youth guidance centre, Community mental health centre, Defense force personal administration

organization, college, Universities, specialized schools. Private practice in psychometric centre, and Research establishment.

- **Eligibility of the Program;**

Possessing a graduate degree (10+2+3) with psychology or B.A or passed entrance examination in psychology (any graduate any faculty of any university or its equivalent) The entrance examination format include as per University Entrance Exam Rules The questions related to subject knowledge will be based on the undergraduate syllabus of the university The admission based on BA psychology specialization, students in entrance exam merits and reservation rules. Any faculty or stream graduate Student qualifying in the entrance examination will be admitted as per merit from the seats vacant at the centre.

- **Duration of the Program:**

Two consecutive (1 Odd + 1 Even) semester constitute 1 academic year.

- **Medium of Instructions:** English

- **Examination** (80 Marks Theory + 20 Marks Internal)

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

M.A. I Psychology of CBCS w.e.f. 2020-2021

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credit
			Theory	IA	Total				
First									
Subject		Hard core Compulsory Paper							
HCT	1.1	Applied Cognitive Psychology	80	20	100	4	1	0	5
HCT	1.2	Research Methodology in Psychology	80	20	100	4	1	0	5
HCT	1.3	Practicum/ Experiments – Cognitive Process	80	20	100			10	5
	DSC	DSE (Discipline Specific Elective)							
		A (Any One) Optional							
SCT	1.1	Personality Psychology	80	20	100	4	1	0	5
SCT	1.2	Neuro psychology	80	20	100	4	1	0	5
		Soft Core B (Any One) Optional							
SCT	1.1	Advanced Social Psychology	80	20	100	4	1	0	5
SCT	1.2	Educational Psychology	80	20	100	4	1	0	5
		Semester Total	400	100	500	16	04	10	25
Second									
Subject		Hard core Compulsory Paper							
HCT	1.1	Physiological Psychology	80	20	100	4	1	0	5
HCT	1.2	Statistics in Psychology	80	20	100	4	1	0	5
HCT	1.3	Practicum/ Tests – Psychological Assessment	80	20	100			10	5
		DSE (Discipline Specific Elective)							
		Soft Core A (Any One) Optional							
SCT	1.1	Domains of Personality	80	20	100	4	1	0	5
SCT	1.2	Psychology of Emotion	80	20	100	4	1	0	5
		Generic Elective (Any One)							
OET	1.1	Life Span Development	80	20	100	4	1	0	5
OET	1.2	Sports Psychology	80	20	100	4	1	0	5
		Semester Total	400	100	500	16	04	10	25

CBCS MA PART I SEMESTER I
HCT 1.1
TITLE OF THE PAPER- Applied Cognitive Psychology

MODULE CREDIT 0.4L+0.1T= 05

NO. OF CONTACT HOURS 60

Course Objectives:

- 1) To develop insight into one's own and others behavioural and mental process.
- 2) To enrich students understanding the major concepts, theoretical perspectives and empirical finding in cognitive Psychology.

Course Outcomes:

After completion of this course the students will be able:

- 1) To know the History of Cognitive Psychology and its applications in various fields
 - 2) To explain theories and research in the field of perception and attention
 - 3) To describe the concept of memory like memory.
 - 4) To describe Decision Making, Problem Solving & Reasoning.
-

Cont Hours: 15

Module No and Title:- 1 Introduction to Cognitive Psychology

- 1.1 Definition of Cognitive Psychology
- 1.2 Philosophical and psychological antecedents(History) of psychology
- 1.3 Emergence of Pognitive Psychology
- 1.4 Research methods in cognitive psychology

Cont Hours: 15

Module No and Title:- 2 Perception

- 2.1 Sensation to representation
- 2.2 Iconic and Echoic store
- 2.3 Theoretical approaches to perception .
- 2.4 Deficits in perception

Cont Hours: 15

Module No and Title:- 3 Problem Solving and Creativity

3.1 The problem solving cycle

3.2 Types of problem, Obstacles of aids to problem solving

3.3 Definition of creativity ,creative process

3.4 Investment theory of creativity and judging creativity .

Cont Hours: 15

Module No and Title:- 4 Decision Making and Reasoning

4.1 Judgement and decision making

4.2 Deductive reasoning

4.3 Inductive reasoning

4.4 Artificial intelligence

Book for study:

1) Robert J. Sternberg : (2007): Cognitive Psychology (Fourth Edition). Thomson, wads worth, Indian Edition.

2) James W Kalet(2014) Biological Psychology(Eleventh Edition) Cengage Learning

Books for Reference

1) Robert J. Sternberg (2009) Applied cognitive Psychology: Cen gage Learning, Pashupati Printers (P) Ltd.

2) Mark H. Ascraft, Gabriel, Gabriel A. Radvansky & (c (2010): Cognition Pearson; Repro India Ltd.

3) Edward E. Smith, Stephen M. Kosslyn (2009), Cognitive Psychology, New Delhi, PHI Learning Private Limited.

4) Borude R.R. (2005) Bodhnik Manasashtra Chhaya Prakashan.

CBCS MA PART I Semester I

HCT 1.2

TITLE OF THE PAPER- Research Methodology in Psychology

COURSE CREDIT :0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives

- 1) To acquaint the student with basic research process, research design and types of investigation that they can follow the research report and papers in different the students of psychology.
- 2) To acquaint the students the scientific research, Sampling and data collection, research design.

Course Outcomes:

- 1) Student will able with basic research process, research design and types of investigation that they can follow the research report and papers in different the students of psychology.
- 2) Student will learn scientific research, Sampling and data collection, research design.

Cont Hours: 15

Module No and Title:- 1 Scientific Research

- 1.1 Scientific research problem, selection and definition
- 1.2 Hypothesis- definition, types and characteristics
- 1.3 Variables- definitions and types
- 1.4 Sampling –definition, principals and types
- 1.5 data collection Methods

Cont Hours: 15

Module No and Title:- 2 Research Design

- 2.1 Meaning, purpose and principles
- 2.2 Adequate and inadequate, design criteria
- 2.3 General research design
- 2.4 Research design and its Application with Randomized group
- 2.5 Research design and its Application with correlated group

Cont Hours: 15

Module No and Title:- 3 Types of Investigation and data collection

- 3.1 controlled lab experiment
- 3.2 field experiment
- 3.3 Ex-post facto research, Lab and field studies between groups design and within-groups design, Lab, Filed Experiment, Ex post facto.
- 3.4 Methods of data collection: Observation, laboratory experiments and field experiments

Cont Hours: 15

Module No and Title:- 4 Research proposal, Interpretation and computer Application

4.1 APA format of research proposal and writing research report

4.2 Meaning of interpretation. Why Interpretation.

4.3 Techniques and precisions in interpretation.

4.4 Application of computer system in research

4.5 Guideline for evaluating research. Tips for reading or research report.

Book for study

J. S. Zechmeister EB zechmiester, J.J. Shaughnessy Essentials of Research methods in psychology TATA McGraw-Hill Edition.

Fred N. Kerlinger (2005) "Foundation of Behavioural Research" Surjeet Publications. IInd Edi.

Book for Reference:

C.R. Kotahi, "Research Methodology methods & Techniques. IInd di wiy Eastern mied.

Barude R. R. (2006) "Sanshodhan Padhatishastra" Pune Vidyamarathi Grhua.

B.N. Barve(2009) "Manshshatratil Sanshodhan Pathithi" Vidya prakashan Nagpur.

CBCS MA PART I Semester I

HC Practical 1.3

TITLE OF THE COURSE- Practicum/ Experiments – Cognitive Process

COURSE CREDIT :-10

COURSE CONTACT HOUR:-120

Course Objectives:-

- 1) To acquaint the students with the different areas of experimentation in psychology
- 2) To enable students to skills of conducting experiments in psychology
- 3) To enable students to analyze and report data of experiments
- 4) To help students to understanding skills in presentation of seminar.

Course Outcomes:

After completion of this course the students will be able:

- 1) to know the method of conducting psychological experiment
- 2) to learn application of cognitive process in experiment.
- 3) to know designing a psychological experiment .
- 5) to write report on psychological experiments
- 6) to make students aware about various experimental design

*** Cognitive Process (Any Three)**

(30 Marks)

- 1) Concept Formation
- 2) Illusion
- 3) Phi-phenomenon
- 5) Division of Attention
- 6) Localization of sound
- 7) Depth Perception
- 8) Time Perception
- 9) Problem solving (wiggly Blocks/Heart - Bow)
- 10) Perceptual Defense
- 11) Rational Learning
- 12) Stroop Effect

*** Learning and Memory (Any Three)**

(30 Marks)

- 1) Forgetting
- 2) Memory for associated and unassociated fear of words
- 3) Effect Mnemonic strategies
- 4) Conditioning (Watson Hand with draw/verbal conditioning)
- 5) Retroactive or Proactive Inhibition (Interference)
- 6) Maze Learning (Bolt-Head)
- 7) pair associate learning
- 8) Short term Memory/long term memory
- 9) Long-term Memory¹⁶
- 10) Bilateral Transfer mirror tracing

*** Motivation / Emotion (Any Two)**

(20 Marks)

- 1) Judging emotions from facial expression
- 2) Effect on Anxiety on performance
- 3) Knowledge of Result
- 4) Good setting behaviour
- 5) Zeigarnik effect

6) Determining aspiration level

Section B(CA) (20 Marks)

• Essay Writing: From following topics any one topic randomly assigned for essay writing in internal assessment to each student by course teacher. (15 Marks)

- a. Evolution of Perception
- b. Evolution of Emotions
- c. Evolution of motivation
- d. Evolution and Consciousness
- e. Evolution Child Psychology
- f. Evolution Social Psychology
- g. Evolution of Abnormal Behaviour
- h. Evolution Clinical Psychology
- i. Evolution Personality Theories
- j. Evolution Psychotherapy
- k. Evolution Developmental Psychology
- l. Evolution Applied Psychology
- m. Evolution of Sport Psychology
- n. Biopsychology
- o. Evolution criminal psychology.
- p. Evolution of Attention
- q. Evolution of Memory
- r. Stress Management
- s. Time Management
- t. Communicational Skills
- u. Counselling Skills
- v. Prevention of MR
- w. Cognitive Neuroscience
- x. Family Counselling¹⁷
- y. Evolution of Educational psychology
- z. Evolution of Forensic psychoiogy

- Tutorials : On prescribed Experiments in syllabus(10 Marks)

Distribution of Marks

Section A –

Record Book (Journal) - 20

Procedure - 15

Report Writing - 25

Viva - 20

Total Marks - 80

Books for study –

- 1) Mohsin S.M. (1975) Experiments Psychology – orient Longman
- 2) Tinkar M.A. & Russel W.A. – Introduction to methods in Psychology Appleton
- 3) Jolata S (1962) – Experiments in Psychology – Asia Publishing House
- 4) Galloti K. M. (2004) – Cognitive Psychology in and out of the laboratory U.S.A. Thomson Wordsworth.
- 5) Stenberge R.J. (1990) - Cognitive Psychology N.Y. Harcourt Brace college Pub.
- 6) Munn (1984) – Experimental Psychology Journal.

Book for Reference –

- 1) Baker and Taylor (1960) – Laboratory experiments in Psychology
- 2) Snodgrass (1985) – Human experimental Psychology
- 3) Woodworth and schols berge (1982) – Experimental Psychology.

CBCS MA PART I Semester I
SCT DSE A 1.1
TITLE OF THE COURSE - Personality Psychology

COURSE CREDIT :0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives –

- 1) To help the students to understand the difference between personality theories and personality psychology.
- 2) This course helps the students to understand Indian as familiarity to personality related concepts and functions.

Course Outcomes:

After completion of this course the students will be able:

1. to know the nature of personality and characteristics of good Personality.
2. to understand the taxonomies personality from different theories dispositions from psychoanalytical perspective
3. to understand personality development from genetics physiology & evolutionary approach
4. to understand personality development from Humanistic and Existential perspectives
5. to know recent development in the field of Psychoanalytic approach.
6. to know researches in the field of personality psychology.

Cont Hours: 15

Module No and Title:- 1 Introduction to Personality Psychology

- 1.1 Definition of Personality and its description.
- 1.2 Three level of personality analysis
- 1.3 Six domains of knowledge about human nature
- 1.4 Research design in personality

Credit 1.20

Cont Hours: 15

Module No and Title:- 2 Trait and trait taxonomies / dispositions to Personality

- 2.1 What is trait, Two basic formulation, identification of important traits – lexical, theoretical , evaluation. Trait and type distinction.
- 2.2 Taxonomies of personality - Eysenk, cattel, circumplex, five factor, Indian.
- 2.3 Conceptual issues - stability, change, consequence
- 2.4 Personality stability, change, consequence overtime

Credit 1.20

Cont Hours: 15

Module No and Title:- 3 Genetics / Physiological / Evolutionary approaches to Personality

- 3.1 The human genome, What is heritability?
- 3.2 Behavioural genetic methods, major findings
- 3.3 Physiological majors, physiologically based theories of personality
- 3.4 Evolutionary psychology, human nature, sex and individual differences

Module No and Title:- 4 Psychoanalytic approach to personality

- 4.1 Fundamental assumptions of psychoanalytic theory – Basic insists, unconscious motivation, psychic determinism
- 4.2 Structure of personality – Id, Ego, Super Ego, dynamics of personality
- 4.3 Psychosexual stages of personality development
- 4.4 Personality and psychoanalysis

Book for study

1) Randy Larsen, David Buss, Megha Deuskar. (2014) Fourth edition Personality Psychology: Domains of knowledge About Human Nature. NJ: McGraw-Hill Education.

Book for references.

- 1) Career C.S. and Scheier M.F. (1996) personality Perspectives on 3rd Edi. Allyn & Becan
- 2) Schultz D.P. and Schultz S.C.(2009) Personality theories , Cenage
- 3) Pervein L.A. (1996) Personality , Jhon Villy
- 4) Hall and Lindzey (1984) Theories of personality, Willy Estern
- 5) Buss D.M. , Larsen R.J. (2009) Personality Psychology Domains of knowledge About Human Nature. NJ: McGraw-Hill Humanities
- 6) Corr., P.J. & Gerald Matthews, G (2009), The Cambridge Handbook of Personality psychology Cambridge : Cambridge university press.
- 7) Buzge J.M (2010) Personality wadsworth publishing
- 8) John, O.P. Robins, R.W. & Pervin . L.A. (Eds.) (2010) Handbook of personality, Third Edition. Theory and Research New York, NY: Guilford
- 9) Larsen R.J. (2010) clasing views personality Psychology Dushkin/mcgraw – hill
- 10) Miserandino M (2011) Personality Psychology foundation & findings, Person Education.
- 11) Barve (2011) Vaykatimatwa Shindhant

CBCS MA PART I Semester I
SCT DSE A 1.2
TITLE OF THE COURSE - Neuropsychology

COURSE CREDIT :- 0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objective-

- 1) To Introduce the student the recent trends in Neuropsychology
- 2) To acquaint the student knowledge neuropsychology, neuroanatomy, Techniques of neuropsychology.

Course Outcomes:

Course Outcomes:-

- 1) Student learn relation between heart mind brain
- 2) Student understand knowledge neuropsychology, neuroanatomy, Techniques of neuropsychology.

Cont Hours: 15

Module No and Title:-1 Introduction to Neuropsychology

1.1 What is Neuropsychology

- A) Heart, Mind and Brain: The Early History of Neuropsychology.
- B) The Mind body Problem.

1.2 The Recent History of Neuropsychology

- A) Cataloging the effects of Lesions
- B) Focus on the Neuron
- C) The Brain Mappers
- D) Functional Neurosurgery

Cont Hours: 15

Module No and Title:-2 Neuroanatomy

2.1 Cells of the Nervous System

- A) Neurons and glia Structure and function
- B) Communication within the Neuron: The Action Potential
- C) Communication between Neurons : The Synapse
- D) Neurotransmitters- Acetylcholine, Monoamines, soluble Gases, Amino Acids, Neuropeptides,

2.2 The Nervous system

A)Positional terms

B)Divisions of the Brain: The hindbrain, The Midbrain, The forebrain.

Cont Hours: 15

Module No and Title:-3 Techniques in Neuropsychology

3.1 Study of the Damaged Nervous system

A)The Scientific Method

B)Non-human animal models

C)Cognitive Testing

3.2 Brain Imaging

A)Structural Imaging : X-Rays, Computed, Tomography, Magnetic Resonance Imaging

B)B) Electrophysiological methods : Electroencephalogram (EEG), Event- Related Potentials (ERPS), Magnetoencephalography (MEG)

Cont Hours: 15

Module No and Title:-4 Laterality

4.1 Methods: split brain, Intracarotid Amobarbital testing, visual system.

4.2 Neuroanatomical, Neurochemical and Behaviour findings

A)Neuroanatomical Asymmetries

B)Asymmetries in specific Structures within the Hemispheres.

Books for Study

●Lorin Elias and Deborah Saucier, (2018) “Neuropsychology: Clinical and Experimental Foundations”1st Edition, Pearson Education, Limited.

Books For References

●Naima Khattun,(2012) “Health Psychology” Dorling Kindersley(India) Pvt. Ltd., Licensees of Pearson Education in south Asia.

●John .w.Santrock 2007“ A typical approach to Life Span.Development ” Third Edn.Tata McGraw Hill.

Books for Reference

●Dacey and Travers (1996) “Human Development ‘Across the Life Span” Brown and Benchmark publisher 3rd Edition.

●Diane E Papalia and Sally olds (1985) “Human development,” Tata McGraw-Hill edition, 5th Edition.

●Hurlock E.B (2001) “Development Psychology :A Life Span approach, ”TMH Publishing Company,New Delhi

CBCS MA PART I Semester I
SCT B 1.1
TITLE OF THE COURSE - Advanced Social Psychology

COURSE CREDIT :- 0.41+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives:

1. Introducing the nature and scope of social psychology
2. Familiarizing the key topics/areas of social psychology as well as emerging trends
3. Acquainting students how principles of social psychology are applied to real life situations

Course Outcomes:

1. Student understand the nature and scope of social psychology
2. Student become Familiarize the key topics/areas of social psychology as well as emerging trends
3. Student able understand how principles of social psychology are applied to real life situations

Cont Hours: 15

Module No and Title: 1 Introducing Social Psychology

- 1.1 Defining social psychology
- 1.2 Interdisciplinary flavour
- 1.3 Core concerns, and emerging trends in social psychology
- 1.4 Theoretical perspectives in social psychology²²

Cont Hours: 15

Module No and Title: 2 The Self and the Social Processes

- 2.1. Self and identity
- 2.2 Social perception and cognition
- 2.3 Fundamental principles of the psychology of decision-making
- 2.4 Status of theory and research on love

Cont Hours: 15

Module No and Title: 3 The Group Processes

- 3.1 Attitudes and persuasion
- 3.2 Intergroup conflict and negotiation
- 3.3 Social psychology of leadership
- 3.4 Collective behavior and social change

Module No and Title: 4 Applications of Social psychology

- 4.1 Social psychology and the law
- 4.2 Implications of social psychology for health behaviour
- 4.3 Contributions of social psychology to clinical psychology
- 4.4 Social psychology and politics

Books For Reading:

Fiske, S.T., Gilbert, D.T., & Lindzey, G. (2010). Handbook of Social Psychology (5th Ed.). New Jersey: John Wiley and Sons Ltd.

Kruglanski, A. W., Higgins, E.T. (2007). Social Psychology: Handbook of basic Principles (Second Ed.). New York: The Guilford Press.

Lesko, W. A. (2009). Readings in Social Psychology: General, Classic and Contemporary Selections (Eighth Ed.). New Delhi: Pearson.

DeLamater, J.D., & Myers, D.J. (2011). Social Psychology (Seventh Ed.). USA: Wadsworth

Fletcher, G.J.O., & Clark, M.S. (2003). Blackwell Handbook of Social Psychology: Interpersonal Processes. USA: Blackwell Publishers Ltd.

Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). Advanced Social Psychology: State of the Science. New York: Oxford University Press.

Books For References:

Albarracin, D., Jonson, B.T., Zanna, M.P. (2014). The Handbook of Attitudes. New York, NY: The Psychology Press.

Bunk, A. P., & Van Vugt, M. (2007). Applying social psychology: From problems to solutions. London: Sage Publications.

Bellack, A.S. & Hersen, M. (1998). Behavioral assessment: A Practical Handbook (4th ed.), Needham Heights, MA: Allyn & Bacon.

Bromley, D.B. (1986). Case study method in Psychology and related disciplines. Chichester: Wiley. 23

Shaw, M. E & Wright, J. M. (1967). Scales for the Measurement of Attitude. USA: McGraw-Hill

CBCS MA PART I Semester I
SCT B 1.2
TITLE OF THE COURSE - Educational Psychology

COURSE CREDIT :- 0.41+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives:

- 1) To make the students aware about the applications of psychology in educational settings
- 2) To help student understand the needs of children with disabilities
- 3) To help the students understand Pedagogical Content Knowledge and assessment of students in classroom
- 4) To know how to plan teacher-centered and student-centered lessons
- 5) To understand how technology can be used for education
- 6) Help students to develop an understanding of strategies for effective classroom management
- 7) To help students know the techniques for the management of problem behaviours

Course Outcomes:

After completion of this course the students will be able:

- 1) To describe the applications of psychology in educational settings
- 2) To explain the needs of children with disabilities
- 3) To explain Pedagogical Content Knowledge and assessment of students in classroom
- 4) To discuss planning for teacher-centered and student-centered lessons
- 5) To understand and use technology for educational purpose
- 6) To discuss and use strategies for effective classroom management
- 7) To describe and use different techniques for the management of problem behaviours⁴²

Cont Hours: 15

Module No and Title: 1 Learners Who Are Exceptional

1.1. Learning and Thinking Styles: Impulsive/ reflective, Deep/ surface, Optimistic/

Pessimistic, Criticism of learning and thinking style.

1.2. Children with disabilities: Learning disability, ADHD, Intellectual disability, Physical Disorders, Sensory Disorders, Speech and Language Disorder, Autism Spectrum Disorder, Emotional and behavioral Disorders.

1.3. Educational Issues Involving Children with Disability: Legal Aspects, Technology

1.4. Children who are Gifted: Characteristics, Nature/ Nurture and Domain – Specific

Giftedness, Educating Children who are Gifted

Cont Hours: 15

Module No and Title: 2 Learning And Cognition In The Content Areas And Classroom Assessment

- 2.1. Expert Knowledge and Pedagogical Content Knowledge: Reading, Writing, Mathematics, Science, Social Science
- 2.2. The Classroom as an Assessment Context: (a) Assessment as an Integral Part of Teaching, (b) Making Assessment Compatible with Contemporary views of Learning, (c) Motivation, (d) Creating Clear, Appropriate Learning Targets (e) Establishing High Quality Assessments, (f) Current Trends
- 2.3. Traditional Test: Selected Response Items, Constructed Response Items
- 2.4. Alternative Assessments: Trends in Alternative Assessment, Performance assessment, Portfolio Assessment

Cont Hours: 15

Module No and Title: 3 Planning, Instruction, And Technology

- 3.1. Planning: Instructional Planning, Time Frames and Planning
- 3.2. Teacher-Centered Lesson Planning and Instruction: Teacher-Centered Lesson Planning, Direct Instruction, Teacher-Centered Instructional Strategies, Evaluating Teacher-Centered Instructions
- 3.3. Learner-Centered Lesson Planning: Learner-Centered Principles, Some Learner-Centered Instructional Strategies, Evaluating Learner-Centered Instructions
- 3.4. Technology and Education: The Technology Revolution and the Internet, Standards for Technology-Literate Students, Teaching, Learning and Technology

Cont Hours: 15

Module No and Title: 4 Achievement And Classroom Management

- 4.1. Achievement Processes and Achievement difficulties: Extrinsic and intrinsic motivation, attribution, mastery motivation and mindset, self-efficacy, goal setting, planning & self-monitoring, expectations, Delay of Gratifications, value and purpose
- 4.2. Why classroom Need to Be Managed Effectively: Management issues in Elementary and Secondary School Classrooms, The Crowded, Complex, and Potentially Chaotic Classroom, Getting off the Right Start, Emphasizing Instruction and a Positive Classroom Climate, Management Goals and Strategies
- 4.3. Classroom Management: Designing the Physical Environment of the Classroom, Creating a positive environment for learning and Being a Good Communicator
- 4.4. Dealing with Problems Behaviors: Management Strategies, Dealing with Aggression.

Books for Reference:

- 1) Santrock, J.W. (2018). Educational Psychology (6th Edition, Indian Edition). Chennai: McGraw Hill Education India Pvt. Ltd.
- 2) Woolfolk, A., & Vij, S. (2017). Educational Psychology (13th Ed.). Pearson Education.
- 3) Slavin, R.E. (2017). Educational Psychology: Theory and Practice (12th Ed.). Pearson Education.
- 4) Sindhu, I.S. (2012). Educational Psychology. Pearson Education India.

Books for References:

- 1) Salkind, N.J. (2008). Encyclopedia of Educational Psychology (Volume 1 & 2).SagePublication.
- 2) Preiss, D.D. & Sternberg, R.J. (2010). Innovations in Educational Psychology: Perspectiveson Learning, Teaching & Human Development. NY: Springer Publishing Company.
- 3) Larson, J.E. (2009). Educational Psychology: Cognition and Learning, IndividualDifferences and Motivation. NY: Nova Science Publishers, Inc.
- 4) Phye, G.D. (1997). Handbook of Classroom Assessment: Learning, Adjustment andAchievement. California: Academic Press.
- 5) Eloff, I. &Ebersohn, L. (2004). Keys to Educational Psychology.Cap Town: UCT Press.
- 6) Mangal, S.K. (2007). Essentials of Education.Prentice Hall India Learning Private Limited.
- 7) Asthana, B. (2016). Measurement, Evaluation and Assessment in Education.AgrawalPublications.
- 8) Pathak, R.P. &Chaudhary, J. (2011). Educational Technology.Pearson Education India.
- 9) Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. Prentice HallIndia Learning Private Limited

CBCS MA PART I Semester II
HCT
TITLE OF THE COURSE - Physiological Psychology

COURSE CREDIT :- 0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives:

- 1) To acquaint understand fundamental physiological mechanism under the psychological processes
- 2) To provide student different physiological concepts relating to the basis of behaviour

Course Outcomes:

- 1) Student understand physiological psychology and role of evaluation in behaviour
- 2) Student understand neurons and Its conduction and transmission in behaviour
- 3) Student enrich the knowledge about the Nervous System in the mental disorders
- 4) Student understand internal and hormonal regulation of behaviour

Cont Hours: 15

Module No and Title: 1Introduction to physiological psychology

1.1. Introduction to physiological psychology; Neuron: Anatomy, Excitatory post synaptic influences, Inhibitory post synaptic influences, Chemical basis –neurotransmitters and Pre synaptic influences

1.2 Research Methods in physiological psychology

1.3 Human evaluation and behaviour

1.4 Evaluation and Genetics

Cont Hours: 15

Module No and Title: 2Neurons, Neural Communications and Conduction

2.1 Neurons

2.2Neural Communications and Conduction

2.3Synaptic transmission

2.4Neuro-transmitters and effect of drugs

Cont Hours: 15

Module No and Title: 3Nervous Systems

3.1 Anatomy of Brain

3.2 Structure of Nervoussystem

3.3 Central Nervous System

3.4PeripheralNervous System

3.5Hemispheric Specialization

Cont Hours: 15

Module No and Title: 4 Internal & Hormonal Regulation / Sleep

4.1 Homeostasis

4.2 Metabolism

4.3 Hormonal regulation of behaviour

4.4 Circadian Rhythm & Sleep

Books for Study:

- 1) Meetu Khosla (2017). An Introduction Physiological Psychology Published by Vivekmehta Sage Publication
- 2) Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.

Books for Reference:

- 1) Pinel, J.P.J. (2006). Biopsychology, 6th edition. New Delhi, Pearson Education.
- 2) Morgan, T.C and Stella, E . (1950). Physiological Psychology
- 3) Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.
- 4) Bridgeman, . (1994) The Biology of the Behaviour and mind, New York, Prentice Hall

CBCS MA PART I Semester II
HCT 1.2
TITLE OF THE COURSE - Statistics in Psychology

COURSE CREDIT :- 0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives:

- 1) To make the students the concepts and applications of descriptive statistics and probability
- 2) To help student understand when and how to use 't' test, ANOVA, ANCOVA, MANOVA and other non-parametric tests to study group differences
- 3) To help student understand when and how to use different methods of correlations to study the strength of relationship between the variables
- 4) To help student understand how predictions about variables can be made
- 5) To help students know the non-parametric alternatives to measure the relationship between the variables
- 6) To help students know the techniques of factor analysis, path analysis and structural equation modeling

Course Outcomes:

After completion of this course the students will be able:

- 1) To explain the concepts and applications of descriptive statistics and probability
- 2) To use 't' test, ANOVA, ANCOVA, MANOVA and other non-parametric tests to study group differences
- 3) To describe and use different methods of correlations for studying the strength of relationship between the variables
- 4) To explain how predictions about variables can be made
- 5) To describe and use the non-parametric alternatives to measure the relationship between the variables
- 6) To describe the techniques of factor analysis, path analysis and structural equation modeling

Module No and Title: 1: Overview of Descriptive Statistics and Probability

- 1.1. Overview of measures of Central tendency and variability.
- 1.2. Percentiles, percentile ranks and standard scores.
- 1.3. Probability: Concept, definition, axioms, random variables, expected value, central limit theorem.
- 1.4. Distributions: normal distribution, Skewedness and kurtosis.

Module No and Title: 2 Inferential Statistics: Inference About Location

- 2.1. Two group differences: t test- independent and dependent samples. Bootstrapping.
- 2.2. Multi-group differences: one-way ANOVA: independent and dependent samples. Two-way ANOVA: independent samples

2.3. ANCOVA and Repeated Measure ANOVA

2.4. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test

2.5. MANOVA and discriminant function analysis

Module No and Title: 3 Associations, Prediction and Other Methods

3.1. Correlation: product moment, partial correlation, special correlations.

3.2. Linear regression (OLS)

3.3. Multiple regressions, logistic regression.

3.4. Nonparametric correlations: Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test.

Module No and Title: 4 Factor Analysis and Software Packages

4.1. Factor analysis: basic concepts, methods of extraction and methods of rotation

4.2. Confirmatory factor analysis.

4.3. Path Analysis

4.4. Structural Equations Modeling.

Books For Study: 1) Howell, D. (2009). Statistical Methods for Psychology (7th ed.). Wadsworth.

2) Wilcox R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.

3) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.

4) Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson

Books for References:

- 1) Daniel, W. W. (1995). Biostatistics.(6th Ed.). N.Y.: John Wiley.
- 2) Field, A., Miles, J., and Field, Z. (2012). Discovering Statistics Using R. NY: Sage.
- 3) Gouch, R. L. (1983). Factor Analysis. Lorrence Erlbaum
- 4) Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.
- 6) Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Mulivariate dataanalysis.(5th Ed.). N.J.: Prentice-Hall Inc.
- 7) Hatekar, N. R. (2009). Principles of Econometrics: An Introduction (Using R). ND:Sage.
- 8) Loehlin, J. (1998). Latent Variable Models: an introduction to factor, path, and structural analysis. Hillsdale, N.J.: LEA.
- 9) Marcoulides, A. G. & Schumacker, E. R. (2001). New developments and techniques in structural equation modeling. Hilsdel, New Jersey: Lawrence Erlbaum.

- 10) R Development Core Team. (2011). R: A Language and Environment for Statistical Computing. Vienna, Austria: R Foundation for Statistical Computing. (<http://www.Rproject.org>)
- 11) Sheskin, D. (2011). Handbook of Parametric and Nonparametric Statistical Procedures, (5th ed). Chapman and Hall/CRC.
- 12) Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Ed.). Boston: Allyn and Bacon.
- 13) Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.
- 14) Wilcox, R. R. (1996). Statistics for social sciences. San Diego: Academic Press.

CBCS MA PART I Semester II

HCT 1.3

TITLE OF THE COURSE - Practicum/ Tests – Psychological Assessment

COURSE CREDIT :-10

COURSE CONTACT HOUR:-120

Course Objectives –

- 1) To develop interest and awareness of psychological tests interpretation of score and report writing.
- 2) To acquaint the students with procedure and evaluation of psychological tests.
- 3) To acquaint the students with the skills of observations on the basis of psychological tests.

Course Outcomes –

- 1) Student able to develops interest in psychological tests interpretation of score and report writing.
- 2) Student learn to acquaint procedure and evaluation of psychological tests.
- 3) Student able to acquaint skills of observations on the basis of psychological tests.

• Selection A (UA) (80 Marks)

• General Mental Ability / Aptitude Tests (Any three) (30Marks)

- 1) Wechsler Adult intelligence scale. India GATB, GMT
- 2) Malins intelligence scale
- 3) Passi test of creativity/ Salakar Creativity test
- 4) Standard progressive Matrices/ Cattell culture fair test

- 5) Finger Dexterity test/ Tweezer Dexterity test
- 6) Reasoning Ability /Cognitive Ability test
- 8) D.A.T.B./D.B.D.A/EATB

• Personality Tests (any Three)

(30 Marks)

- 1) 16 P.F./NEO PI / MBTI
- 2) Eysenk Personality Inventory
- 3) levinson scale of locus of control
- 4) Attitude and Value Scale
- 5) Type – A and B Behavioural Pattern
- 6) Projective Test – Verbal

7) Projective Test Non-verbal

8) M. M. PI - 219

• Cognitive and other tests (any two)

(20 Marks)

1) Cognitive style

2) FIRO -B

3) Self concept

4) Well-being

5) Career and family Value

Section B (CA) (20 Marks)

Small Research Project –

• The student should complete one small research project relating to specific psychological problem under the supervision of a teacher.(10 Marks)

• Tutorials : On prescribed Experiments in syllabus. (10 Marks)

Distribution of Marks

Section A - Record Book - 20

Procedure - 15

Report Writing - 25

Viva - 20

Total Marks - 80

Books for study

1) Kaplan R.M. and saccuzzo D.P. (2007)- Psychological Testing – Principles, Applications and Issues Australia – Thomson Wadsworth.

2) Singh A.K. (2006) – Tests, Measurements and Research methods in BehaviouralSciences Patna – Bharti Bharan.

3) Freeman F.S. 3rd edi. (1965) –Psychological Testing New Delhi – Oxford & IBHPublishing co. Pvt. Ltd.

4) Cronbach L.J. (1984) – Essentials of Psychological Testing 4th Ed.

Books for References :-

1) Anastasi J.C. and Bernstein I. H. (1994) Psychological Theory 3rd Ed. NY:- McGraw –Hill

2) Nunnally J. C. An Bernstein I. H. (1994) Psychological Theory 3rd. Ed. NY. MC Graw –Hill

CBCS MA PART I Semester II
SCT A 1.1
TITLE OF THE COURSE - Domains of Personality

COURSE CREDIT :- 0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives –

1. To introducing the students neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.
2. To help the students allow to compare significant research in Eastern and western culture.

Course Outcomes –

1. Student able to introduce the neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.
2. Student able to allow to compare significant research in Eastern and western culture.

Cont Hours: 15

Module No and Title: 1 Neo – Psychoanalytic and Humanistic Domain

- 1.1 Ego Psychology – Erikson Eight stages, Kaven Horney, Self and Narcissim
- 1.2 Object Relation Theory – Early childhood attachment, Adult relationships
- 1.3 Basic concepts – Needs, Traits, apperception, TAT. Basic three motives : Achievement, power, intimacy.
- 1.4 Humanistic Domain – Maslow and Rogers contribution

Cont Hours: 15

Module No and Title: 2 Cognitive Domain

- 2.1 Personality revealed through perceptions – field of independence, pain tolerance, sensation reducing and augmenting
- 2.2 Personality revealed through interpretation – Kelly’s personal construct theory, locus of control, learn helplessness
- 2.3 Personality revealed through goal.
- 2.4 Personal project analysis – Cognitive social learning theory, intelligence.

Cont Hours: 15

Module No and Title: 3 Experiential Domain

- 3.1 Issues in emotional research – emotional state Vs emotional trait, categorical Vs Dimensional approach, content Vs style of emotional life
- 3.2 Components of the self – self concept, : developmental of self concept, self –schemeta
- 3.3 Evaluation of component of self – self esteem : evaluation of one’s self,Research on self-esteem.
- 3.4 Social components of the self : Social identity: The Nature of Identity, Identity Development, Identity crisis.11

Module No and Title: 4 The Social and Cultural Domain

4.1 Sex– Differences in Personality, Temperament, Five factor model, Basic Emotions, others dimensions of personality.

4.2 Masculinity, Femininity, Androgyny and sex roles – Search for Androgyny, Gender stereotype

4.3 Theories of sex differences : socialization and social roles, Hormonal theories.

4.4 Cultural Psychology : Definitions, three major approaches to culture –

1. Evoked culture 2. Transmitted culture 3. Cultural universals.

Book for study

1) Randy Larsen, David Buss, Megha Deuskar. (2014) Fourth edition Personality

2) Psychology: Domains of knowledge About Human Nature. NJ: McGraw-Hill Education.

Book For References.

1) Career C.S. and Scheier M.F. (1996) personality Perspectives on 3rd Edi. Allyn & Becan

2) Schultz D.P. and Schultz S.C. (2009) Personality theories , Cenage

3) Pervein L.A. (1996) Personality , Jhon Villy

4) Hall and Lindzey (1984) Theories of personality, Willy Estern

5) Buss D.M. , Larsen R.J. (2009) Personality Psychology Domains of knowledge About Human Nature. NJ: McGraw-Hill Humanities

6) Corr., P.J. & Gerald Matthews, G (2009), The Cambridge Handbook of Personality psychology Cambridge : Cambridge university press.

7) Buzge J.M (2010) Personality wadsworth publishing

8) John, O.P. Robins, R.W. & Pervin . L.A. (Eds.) (2010) Handbook of personality, Third Edition. Theory and Research New York, NY: Guilford

9) Larsen R.J. (2010) clasing views personality Psychology Dushkin/mcgraw – hill

10) Miserandino M (2011) Personality Psychology foundation & findings, Person Education.

11) Barve (2011) Vaykatimatwa Shindhant

CBCS MA PART I Semester II
SCT A 1.2
TITLE OF THE COURSE - Psychology of Emotion

COURSE CREDIT :-05

COURSE CONTACT HOUR:-60

Course Objectives:

- 1.To impart students' knowledge about emotions.
- 2.To understand to students different approaches of emotions
- 3.To impart students' knowledge about emotional disorders.

Course Outcomes:

- 1.Student understand basic nature of emotion
2. Student comprent different approches of emotions
3. Student learn cultural basis behind emotions
4. Student can understand different emotional disorders

Cont Hours: 15

Module No and Title: 1. Introduction and Approaches of Emotion Part 1

- 1.1.Emotion : Definitions, Nature and Importance of Emotion
- 1.2.Specific Basic Emotions: Anger, Sadness, Anxiety, Fear, Love, Happiness, Jealousy, Shame
- 1.3.Early Approaches of Emotion: Darwin, McDougal, James-Lange, Cannon-Bard
- 1.4.Effect of Emotions on Human (Positive and Negative)

Cont Hours: 15

Module No and Title: 2. Approaches of Emotion Part 2

- 2.1.Phenomenological Approaches of Emotion: Sartre, Buytedjik, Hillman, Fell, De Rivera
- 2.2.Behavioural Approaches of Emotion : Watson, Harlow and Stagner, Millenson, Weiskrantz
- 2.3.Cognitive Approaches of Emotion : Arnold, Schachter, Leventhal, Bower, Lazarus
- 2.4.Social Approaches of Emotion: Ethology: Eibl-Eibesfeldt, Dimensionality : Frijda, Social Sharing: Rime, Group Expression: Heise and O'Brien

Cont Hours: 15

Module No and Title: 3 . Emotion and Culture

- 3.1.Emotion and Work
- 3.2.Emotion and Spirituality
- 3.3.Emotion and Sport
- 3.4.Emotion and Gender Differences

Module No and Title: 4. Emotional Disorders

4.1.Emotion and Mood Disorder

4.2.Emotion and Anxiety,

4.3.Emotion and Psychosomatics

4.4Emotion and Stress and Coping

Books For Study:

1.Ad J.J.M. Vingerhoets, & IvanNyklicek Johan Denollet.(2008). Emotion Regulation:Conceptual and Clinical Issues.New York, Springer Science+Business Media.

2.Borod, Joan, C.(2000). The Neuropsychology of Emotion. New York, Oxford University Press, Inc.

3.Gross, James J. (2007)Handbook Of Emotion Regulation.New York, The Guilford Press

4.Strongman, K. T.(2003). The Psychology of Emotion: from everyday life to theory (Fifth Edition).Printed and bound in Great Britain by Biddles Ltd, Guildford and King's Lynn

Books for References:

1.Schneider, K. (1959). Klinische Psychopathologies [M.W. Hamilton, translator]. New York: Grune& Stratton.

2.Taylor, G. J. (2000). Recent developments in alexithymia theory and research. Canadian Journal of Psychiatry.

3.Taylor, G. J., Bagby, R. M. & Parker, J. D. A. (1997). Disorders of Affect Regulation: Alexithymia in Medical and Psychiatric Illness. Cambridge: Cambridge University Press.

4.Tomkins, S. S. (1962). Affect, Imagery and Consciousness, Vol. 1, The Positive Affects. New York: Springer-Verlag.

5.Tomkins, S. S. (1963). Affect, Imagery and Consciousness, Vol. 2, The Negative Affects. New York: Springer-Verlag.

6.Turner, M. B. (1967). Philosophy and the Science of Behavior. New York: Appleton-CenturyCrofts.

7.Watson, J. B. (1929). Psychology. From the Standpoint of a Behaviorist, 3rd edn, revised. Philadelphia: Lippincott.

8.Weiner, B. (1986). An Attributional Theory of Emotion and Motivation. New York: SpringerVerlag.

9.Weiskrantz, L. (1968). Emotion. In L. Weiskrantz (ed.) Analysis of Behavioural Change, pp. 50–90. New York: Harper & Row.

10.Williams, J. M. G., Watts, F. N., MacLeod, C. & Mathews, A. (1997). Cognitive Psychology and Emotional Disorders, 2nd edn. Chichester, UK: John Wiley & Sons.

11.Wittgenstein, L. (1953). Philosophical Investigations, transl. G. E. M. Anscombe. Oxford: Blackwell.

12.Young, P. T. (1961). Motivation and Emotion. New York: John Wiley & Sons.

CBCS MA PART I Semester II
OET Generic Elective 1.1
TITLE OF THE COURSE – Life Span Development

COURSE CREDIT :-05

COURSE CONTACT HOUR:-60

Course Objectives:

1. To acquaint student different life span perspectives.
2. To enable student understand physical cognitive socio emotional development across the life span

Course Outcomes:

1. Student able to learn physical and cognitive perspectives in across the life span.
2. Student understand socio emotional developmental in across the life span
3. Student learns descriptions of different developmental stages.
4. Student will use the knowledge of Human life span in research
5. Student improve their life and motivate deeply about their personal journey through life.

Cont Hours: 15

Module No and Title: 1. Beginnings and Infancy

- 1.1 Biological Beginning
- 1.2 Parental Development and Birth
- 1.3 Physical Development in Infancy
- 1.4 Cognitive Development in Infancy
- 1.5 Socio Emotional Development in Infancy

Cont Hours: 15

Module No and Title: 2. Early Childhood, Middle & Late Adulthood

- 2.1 Physical & Cognitive Development in Early Childhood
- 2.2 Socio Emotional Development in Early Childhood
- 2.3 Physical & Cognitive Development in Middle & Late Adulthood
- 2.4 Socio Emotional Development in Middle & Late Adulthood

Cont Hours: 15

Module No and Title: 3. Adolescence and Early Adulthood

- 3.1 Physical & Cognitive Development in Adolescence
- 3.2 Socio Emotional Development in Adolescence
- 3.3 Physical & Cognitive Development in Early Adulthood
- 3.4 Socio Emotional Development in Early Adulthood

Module No and Title: 3. Middle Adulthood and Late Adulthood

- 4.1 Physical & Cognitive Development in Middle Adulthood
- 4.2 Socio Emotional Development in Middle Adulthood
- 4.3 Physical Development in Late Adulthood
- 4.4 Cognitive Development in Late Adulthood
- 4.5 Socio Emotional Development in Late Adulthood

Books for Study:

1. John W. Santrack (2011) – Life span development. 13rd Ed.
Tata MC Grew Hill Edu. 2011.

Books For References:

1. Robert – S. Feldman (2010) – Discovering the life span – first impression 2010, Pearson education.
2. Papilla Daniel E. (1996) Human Development. 5th Ed. Tata McGraw Hill.
3. Hurlock Elizabeth (1996) Development Psychology – A Life Span approach.
4. Tata M Groups Graw Hill 1996.

CBCS MA PART I Semester II
OET Generic Elective 1.2
TITLE OF THE COURSE - Sports Psychology

COURSE CREDIT :- 0.4I+0.1T=-05

COURSE CONTACT HOUR:-60

Course Objectives :-

- 1) To describe what sport psychology is and what sport psychology do.
- 2) To understand personality through its structure and Major approaches to personality.
- 3) To develop achievement Motivation and competitiveness in sports Person.

Course Outcome

- 1) Student understand nature of Sports Psychology in Everyday life
- 2) Student able to learn about their personality in sports and play.
- 3) Student can develop motivations as a sport person in their sporty life
- 4) Student can learn how to become self confident and be a better performer in sport

Cont Hours: 15

Module No and Title: 1 Introduction of Sport Psychology

- 1.1: History of sport psychology.
- 1.2: What is sport psychology.
- 1.3: Role of sport psychology.
- 1.4: Scope of sport psychology.

Cont Hours: 15

Module No and Title: 2 Personality And Sport

- 2.1: What is personality. Nature and Definition.
- 2.2: Why study personality in sport ?
- 2.3: Approaches of personality.
- 2.4: Importance of exercise.
- 2.5: Assessment of personality.

Cont Hours: 15

Module No and Title: 3 Motivation

- 3.1: Motivation: Nature and Definition
- 3.2: Motivating sportspersons.
- 3.3: Building team Morale Bio-rhythms.

3.4: Training of sport person.

3.5: Developing achievement motivation and competitiveness in sports persons.

Cont Hours: 15

Module No and Title: 4 Self Confidence & Performance

4.1: What is the self confidence.

4.2: Assessing and Building self confidence.

4.3: Factors affecting performance of sports persons.

1: Audience Expectations.

2: Environmental conditions.

3: Media.

4: Self-Presentation and Performance Pressure.

Books for Study:

1) Horn T.S. (Ed). (2002). Advances in sport Psychology. USA: Human Kinetics.Publishers.

2) Weinberg.R.S. &Gould.D. (2003). Foundations of sport and Exercise psychology. USA: Human Kinetics Publishers. INC.

Books for Reference :

1) प्रा.कल्पना नागरे,प्रा.योगीता जाधव&ज्योती गायकवाड.(२०१६).उपयोजित मानसशास्त्र.प्रशांत पब्लिकेशन.जळगांव.महाराष्ट्र.

2) डॉ.म.न.पलसाने & डॉ.सविता नवरे.(१९९३).उपयोजितमानसशास्त्र.वायली ईस्टर्न लिमीटेड पब्लिशर्स.पुणे ३८.

3) प.म.आळेगांवकर.(१९९४). प्रगत क्रिडा मानसशास्त्र. कॉन्टीनेन्टल प्रकाशन.पुणे ३०.

Equivalence of Old and New Courses

Old courses Group F -1		New CBCS Courses Group F- 1	
Paper	Titles Sem I	Paper	Titles Sem I
1	Research Methods in Psychology	HCT 1.2	Research Methods in Psychology
2	Personality Psychology	SCT 1.1	Personality Psychology
3	Cognitive Psychology	HCT 1.1	Applied Cognitive Psychology
4	Practicum – experimental Psychology	HCT 1.3	Practicum/ Experiments – Cognitive Process
Paper	Titles Sem II	Paper	Titles Sem II
5	Statistics for Psychology	HCT 1.2	Statistics in Psychology
6	Domains of personality	SCT 1.1	Domains of Personality
7	Biological Psychology	HCT 1.1	Physiological Psychology
8	Practicum Psychological test	HCT 1.3	Practicum/ Tests – Psychological Assessment

Nature of Question Paper

As per the rule of Faculty of Humanities and Social Sciences