

# SHIVAJI UNIVERSITY, KOLHAPUR



**Accredited by NAAC 'A++' Grade**

**CHOICE BASED CREDIT SYSTEM WITH**

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

(Regulations in accordance with National Education Policy 2020 to  
be implemented from Academic Year 2022-23 onwards)

# Shivaji University, Kolhapur

Syllabus For

**Master of Arts in Psychology**

**(Semester I and Semester II)**

**[FACULTY OF HUMANITIES]**

## **1. TITLE:**

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

## **2. YEAR OF IMPLEMENTATION:**

Under Academic Flexibility, the New M.A. Psychology Syllabus will be implemented **from June, 2022 onwards** in the affiliated colleges of Shivaji University, Kolhapur.

## **3. 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.

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

After successful completion students will be able to:

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

#### **5. DURATION:**

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

#### **6. PATTERN:**

The pattern of Examination will be Semester.

#### **7. ADMISSION AND INTAKE:**

##### **i) Admission Committee:**

- 1) For the admission of the M.A. Psychology course the composition of Admission Committee which will be the final authority.

**ii) Merit List for admission rounds:**

1. The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate at the B.A. Degree in psychology (special).
2. In case there are two or more candidates with the equal marks, elder student will be considered first considering their date of birth.
3. If the tie still continues, merit position/s will be decided on the basis of alphabetical order considering surname first.

**iii) Reservation:**

**I) Intake Capacity of M.A. Psychology Course and Reservation quota for admission will be as per the rules of the State Government.**

**• Note:-**

1. As per G.R. No. TEM (3397)/1297 TE-1 dated 11-7-1997 the constitutional reservation should not exceed 50% and hence the necessary adjustment giving reservation to S.B.C. as per GR.
2. 3% seats are reserved for persons with disabilities as per Govt. letter no. Misc. 1003 (510/2003) Est. 1 dated 27-10- 2003 (Encl: G.R.)
3. Candidate should produce the caste certificate at the time of submission of the admission form.
4. The candidates belonging to VJA, NTB, NTC, NTD, OBC, and SBC should produce non-creamy layer certificate at the time of admission.
5. The prescribed percentage for De-reservation policy will be implemented as per Govt. of Maharashtra G.R.No. TEM- 3397/12926/ (9086)/TE-1 dtd. 11-07-1997.
6. If any difficulty arises during the admission process, the admission committee should take the appropriate decision, which should be considered as final decision.

**8. Eligibility: Qualifying Examination:**

- i. Candidates who have passed in Bachelors’ degree in Psychology [special] of Shivaji University or any other Statutory University recognized equivalent thereto, with minimum of 45 percent Marks/ Second Class.
- ii. The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate in the examination.

**9. MEDIUM OF INSTRUCTION:**

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

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

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

**Semester System**

**[To be introduced w.e.f. 2019-2020 for M. A. Part I]**

**COURSE STRUCTURE WITH CREDIT POINTS AND MARKS**

<p><b>M. A. Psychology, Part – I: Semester – I</b></p> <p><b>[To be introduced from 2019-2020]</b></p>
<p><b>SEMESTER - I: COMPULSORY /CORE PAPERS</b></p>

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

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

## **1. NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:**

The Entire M.A. Psychology Course shall have 7 theory papers and 1 practical paper each paper carrying 80 marks. Thus, entire M.A. examination shall be of 1600 total marks.

## **2. SEMESTER EXAMINATION:**

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

## **3. SEMESTER-Re-Examination:**

In case candidates fail in any of the papers in any semester **examination**, they can appear for the re-examination in the subsequent semester.

## **12. Standard of Passing:**

1. To pass each paper 40 marks out of 100 are required.
2. Semester Examination: In every theory and practical paper a candidate should obtain a minimum of 40 % of total marks i.e. 32 marks out of 80 marks.
3. To pass each theory and practical paper 8 marks are required for internal assessment.
4. Seminar should be presented for 20 marks for semester I and Home assignment should be submitted for semester II for each paper for internal assessment.

## **13. NATURE OF QUESTION PAPER AND SCHEME OF MARKING: -**

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

#### **14. NATURE OF QUESTION PAPER AND SCHEME OF MARKING**

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

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

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

<b>Sr. No.</b>	<b>Title of Old Paper</b>	<b>Title of New Paper</b>
<b>Semester - I</b>		
1.	RESEARCH METHODS IN PSYCHOLOGY	RESEARCH METHODS IN PSYCHOLOGY
2	APPLIED COGNITIVE PSYCHOLOGY	APPLIED COGNITIVE PSYCHOLOGY
3	PERSONALITY PSYCHOLOGY	THEORIES OF PERSONALITY
4	PRACTICAL	POSITIVE PSYCHOLOGY
<b>Semester - II</b>		
1	STATISTICS IN PSYCHOLOGY	STATISTICS IN PSYCHOLOGY
2	HEALTH PSYCHOLOGY	HEALTH PSYCHOLOGY
3	POSITIVE PSYCHOLOGY	THEORIES OF LEARNING
4	PRACTICAL	PRACTICAL



16. 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)**  
**(Introduced from June, 2022)**

**I. Paper No.: I**

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

**III. Objectives:**

To acquaint the students with:

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

**VI. Module**

**No. of credits**

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

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

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

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

1. Uwe Flick (2017). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. 2<sup>nd</sup> Edition, Sage Texts, Sage Publications India Pvt Ltd.
2. Edwards, A.L. (1985): *Experimental Designs in Psychological Research*. New Delhi: Harper and Row.
3. Kerlinger, Fred N. (1994). *Foundations of Behavioural Research*. 3rd ed., Delhi: Surjeet Publications.
4. Robinson, P.W. (1976). *Fundamentals of Experimental Psychology*. Prentice Hall

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### **RESEARCH METHODS IN PSYCHOLOGY (Paper- I)**

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

- 1.1. Research: What does it mean?
- 1.2. Research Process: Characteristics and requirements.
- 1.3. Types of Research
- 1.4. The research Process: An Eight Step Model
- 1.5. The Place of the Literature review in Research

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

- 2.1. The Research Problem, its Importance and Sources of Research Problem
- 2.2. Steps in Formulating a Research Problem and the Formulation of Research Objectives
- 2.3. What is Variable? The Difference between concept and a variable
- 2.4. Types of Variables and Measurements of Scale

2.5. Definition, Characteristics and Types of Hypotheses

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

3.1. Research Design.

a. Meaning of Research Design

b. Why should we Care about Research Design?

3.2. Types of Research Design

a. Qualitative Research Design

b. Action Research Design and It's Types

3.3. What is Quantitative Research Design

3.4. Types of Quantitative Research Designs

a. Experimental Research Design

b. Quasi-experimental Research Design

c. Cross-sectional Research Design

d. Survey Research Design

e. Correlational Research Design

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

4.1. Collecting a Data Using Primary Sources

a. Observation

b. The Interview

c. The Questionnaire

4.2. Collecting Data Using Secondary Sources

4.3. Selecting a Sample

a. Sampling in Quantitative Research

4.4. Types of sampling

a. Random or Probability Sampling Design

b. Specific Random or Probability Sampling Design

c. Non-random or Nonprobability Sampling Designs

4.5. Writing a Research Proposal (APA Style)

a. Contents of Research Report (APA Style)

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**I. Paper No : II**

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

**III. Specific Objectives:**

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

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

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

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

**b) Books for reference:**

1. Borude, R. R. (2002). Bodhanik Manasashara, Aurangabad: Chhaya Publication house.

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

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**APPLIED COGNITIVE PSYCHOLOGY (Paper - V)**

**Module 1: Introduction to Cognitive Psychology**

- 1.1 Definition and Scope of Cognitive Psychology
- 1.2 Core Concepts of Cognitive Psychology.
- 1.3 The Brain
  - A) Cerebral Cortex
  - B) Parallel Processing
- 1.4 Research Methods in Cognitive Psychology.
  - A) Behavioral Measures.
  - B) Physiological Measures.

**Module 2: Memory Systems**

- 2.1 Sensory Memory
  - A) Iconic Memory
  - B) Echoic Memory
- 2.2 Short Term versus Long Term Memory.
  - A) Serial Position Effects.
  - B) Capacity and Duration
  - C) Other Distinguishing Criteria.

### 2.3 Working Memory.

- A) Multiple Component Model.
- B) Embedded Process Model.

### 2.4 Types of Long Term Memory.

- A) Declarative, Procedural Memory.
- B) Episodic Versus Semantic Memory.
- C) Criticisms of Multiple systems.

## **Module 3: Problem Solving and Creativity**

- 3.1 The Problem-Solving Cycle
- 3.2 Types of Problems
- 3.3 Obstacles and Aids to Problem Solving
- 4.4 Creativity
  - A) Historical Versus Process of Creativity
  - B) Stages of Creativity
  - C) Creativity Blocks
  - D) Sources of Creativity
  - E) Creativity Production

## **Module 4: Reasoning and Decision Making**

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

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**I. Paper No : III**

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

**III. Specific Objectives:**

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

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

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

- 1. Jeiss, Feist and Gregory J. Feist (2008). Theories of Personality, McGraw–Hill Companies Inc, Seventh Edition, ISBN–10: 0–39–043533–3; ISBN–13: 978–0–39–043533–0**
- 2. Schultz, D.P. and Schultz, S.E. (2008). Theories of Personality; Wadsworth Publishing Co Inc; Ninth Edition; ISBN-10: 0495506257, ISBN-13: 978-0495506256**
- 3. Gardner, Lindzey G, Campbell J. and Hall C. (2007). Theories of Personality, Willey Publishers; Fourth Edition; ISBN-10: 8126510927, ISBN-13: 978-8126510924**
- 4. Pervin, Lawrence (1989). Personality: Theory and Research; John Wiley & Sons; Fifth Edition; ISBN-10: 0471503517, ISBN-13: 978-0471503514**

5. Cloninger, Susan C. (2007). **Theories of Personality: Understanding Persons;** Pearson Publication; Fifth Edition, ISBN-10: 0132434091, ISBN-13: 978-0132434096

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**THEORIES OF PERSONALITY (Paper – III)**

**Module I: Psychoanalytic Approach**

**1.1.Sigmund Freud:**

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

**1.2.Carl Jung:**

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

**Module II: Psychosocial Approach**

**Erik Erikson**

- A) Stages of Psychosocial Development: Infancy , Early Childhood, Play Age, School Age
- B) Stages of Psychosocial Development: Adolescence, Young Adulthood, Adulthood, Old Age
- C) Summary of the Life Cycle
- D) Erikson’s Methods of Investigation Anthropological Studies, Psychohistory
- E) Related Research: Generativity and Parenting, Generativity Versus Stagnation

**Module III: Individual and Humanistic Approach**



### **3.1. Alfred Adler**

- A) Striving for Success or Superiority: The Final Goal, The Striving Force as Compensation, Striving for Personal Superiority, Striving for Success
- B) Unity and Self-Consistency of Personality: Organ Dialect, Conscious and Unconscious,
- C) Social Interest: Origins of Social Interest, Importance of Social Interest
- D) Style of Life, Creative Power

### **3.2. Abraham Maslow:**

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

## **Module IV: Factor Approach**

### **4.1. Eysenck's Factor Theory:**

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

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

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

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- I. **Paper No: IV**
- II. **Title of Course : POSITIVE PSYCHOLOGY**
- III. **Objectives:**
  - 1. Introduce growing fields of positive psychology to students.

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

<b>VI. Module</b>	<b>No. of credits</b>
Module- 1 Positive Psychology and Principles of Pleasure	01
Module-2 Self –Efficacy, Optimism, and Hope	01
Module-3 Resilience	01
Module-4 Positive Emotions and Well- Being	01

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

1. Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia.

2. Snyder, C.R. and Lopez, S.J. (Positive Psychology: The Scientific and Practical Explorations of Human Strengths, New Delhi: Sage Publications India Pvt. Ltd.

**b) Book for Reference:**

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

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**POSITIVE PSYCHOLOGY (Paper – IV)**

**Module 1: Positive Psychology and Principles of Pleasure**

- 1.1. Definition of Positive Psychology
- 1.2. Defining Emotional Terms

- a) Affect
- b) Emotion
- c) Happiness
- d) Subjective Wellbeing
- 1.3. Distinguishing the Positive and the Negative
- 1.4. Determinants of subjective Well-being
- 1.5. Emotional Intelligence: Learning the skills that make a difference

## **Module 2: Self –Efficacy, Optimism, and Hope**

### 2.1 Self-Efficacy

- a) Definition of Self-Efficacy
- b) Childhood Antecedents
- c) The Neurobiology of Self-Efficacy
- d) Scales
- e) Self-efficacy's influence in life arenas

### 2.2 Learned Optimism

- a) A Definition of Learned Optimism
- b) Childhood Antecedents of Learned Optimism
- c) The Neurobiology of Optimism and Pessimism
- d) Scales
- d) What Learned Optimism predicts

### 2.3 Optimism

- a) Definition of Optimism
- b) Childhood Antecedents of Optimism
- c) Scales
- d) What learned optimism predicts

### 2.4 Hope

- a) Definition of Hope
- b) Childhood Antecedents of Hope
- c) The Neurobiology of Hope
- d) Scales

## **Module 3. Resilience**

### 3.1 What is Resilience?

- a) Developmental Perspectives
- b) Clinical Perspectives.

### 3.2 Resilience Research

- a) Sources of Resilience
- b) The dangers of blaming the victim
- c) Sources of resilience in children

- d) Focus on research: Resilience among disadvantaged youth
  - e) Sources of Resilience in adulthood and later life
  - f) Successful aging
- 3.3. Growth through Trauma
- a) Negative effects of trauma
  - b) Positive effects of trauma
  - c) Explanations for growth through trauma

#### **Module 4. Positive Emotions and Well- Being**

- 4.1. What are positive emotions?
- a) Focus on Theory: The Broaden- and –Build theory of positive emotions
  - b) Positive emotions and health resources
  - c) Physical resourced) Psychological resource
  - e) Social resource
  - f) Limits of positive emotions.
- 4.2. Positive emotions and well-being
- a) Happiness and positive behavior
  - b) Positive emotions and success
  - c) Positive emotions and flourishing
- 4.3 Cultivating positive emotion
- a) Flow experiences
  - b) Savoring

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**M.A. (Psychology) (Part I) (Semester II)**  
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**I. Paper No: V**

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

**III. Objectives:**

To acquaint the students with:

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

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

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

1. Baumgardner, Steve & Marie Mohant, Misra (2016). Statistics for Behavioral and Social Sciences. Sage Publication India Pvt. Ltd.
2. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.

**b). Books for References**

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

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# STATISTICS IN PSYCHOLOGY (Paper- V)

## **Module 1: Correlation and Regression**

- a. Correlation: A Matter of Direction and Degree
- b. Where and why Correlations are used?
- c. Computation of  $r$  from Ungrouped Data: Pearson's  $r$  from Original or Raw Scores.
- d. Computation of  $r$  from Ungrouped Data: Pearson's  $r$  from the Deviation Scores from the Actual Means.
- e. Simple Regression: The Linear Regression of Y on X and the Linear Regression of X on Y

## **Module 2 Significance of the Difference between Means**

- a. Significance of the Mean in Large Samples
- b. Significance of the Mean in Small Samples
- c. Significance of the Difference between Two Means
- d. Significance of the Difference between Two Means Using 'z' scores: Assumption, Two tailed Test, One Tailed Test.
- e. Significance of the Difference between Two Means Using 't' Test: 't' Test for Independent Sample Means.

## **Module 3 Analysis of Variance**

- a. The Logic of Analysis of Variance
- b. One-Way Analysis of Variance
- c. Two-Way Analysis of Variance
- d. One-Way (Single-Factor) ANOVA with Repeated-Measures Design
- e. Two-Way (Two-Factor) ANOVA with Repeated-Measures on One Factor

## **Module 4 Non-Parametric Statics**

- a. Parametric and Non-Parametric Statistical Tests
- b. Chi-Square ( $\chi^2$ ) Tests
- c. Spearman Rank-Order Correlation Coefficient ( $r_{ho} = p$ )
- d. The Wilcoxon Matched-Pairs Signed-Ranks Tests
- e. The Mann-Whitney U-Test

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**I. Paper No: VI**

**II. Course Title: HEALTH PSYCHOLOGY**

**III. Objectives:**

To acquaint the students with:

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

**IV. Module**

**No. of credits**

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

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

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

c) Book for Reference:

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

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**HEALTH PSYCHOLOGY (Paper-VI)**

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

1.1. Meaning of Health

1.2. The Field of Health Psychology

1.3. Psychological Factors in Illness and Diseases

1.4 Health

a) Cognition Models

1) The Health Belief Model (HBM)

2) The Protection Motivation Theory (PMT)

b) Social Cognition Models

1) The Theories of Action and Planned Behavior (TAPB)

2) The Health Action Process Approach

**Module 2: Stress and Coping Skills**

2.1. Concept and Meaning of Stress

2.2. Hassles of Everyday Life and Major Life Events

2.3. Psychoneuroimmunology

2.4. Helping People Cope



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

- 3.1 Pregnancy and birth
- 3.2 Miscarriage
- 3.3 Termination of pregnancy
- 3.4 The menopause

### **Module 4: Staying Healthy**

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

**Shivaji University, Kolhapur  
M.A. (Psychology) (Part I) (Semester II)  
(Choice Based Credit System)  
(Introduced from June, 2022)**

**I. Paper No: VI**

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

**III. Objectives:**

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

#### **VI. Module**

#### **No. of credits**

- |  |           |
|--|-----------|
| <b>1. Module- 1 Nature of Learning</b>                   | <b>01</b> |
| <b>2. Module-2 Burrhus F. Skinner theory of learning</b> | <b>01</b> |

3. Module-3 Gestalt and Purposive Approach 01
4. Module-4 Social Learning and Neuroscientific Approach 01

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

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

**b) Books for Reference:**

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

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**THEORIES OF LEARNING (Paper- VII)**

**MODULE I: Nature of Learning**

**1.1. What is learning?**

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

**1.2. Edward L. Thorndike**

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

### **1.3.Ivan P. Pavlov**

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

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

### **2.1. Major theoretical concepts:**

**Respondent and Operant behavior, Type S and Type R conditioning, Skinner on reinforcement, Secondary reinforcement, Positive and negative reinforcer, Punishment, Alternatives to punishment, Schedules of reinforcement**

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

### **2.3. Evaluation of Skinner's theory**

## **MODULE III: Gestalt and Purposive Approach**

### **3.1. Gestalt theory of learning:**

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

### **3.2. Edward C. Tolman**

- a) **Molar behavior and purposive behaviorism**

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

#### **MODULE IV: Social Learning and Neuroscientific Approach**

##### **4.1. Albert Bandura's Explanation of Observational Learning:**

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

##### **4.2. Donald O. Hebb**

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

**Shivaji University, Kolhapur  
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**I. Paper No.: VIII**

**II. Course Title: Practical**

**III. Objectives:**

To acquaint the students with:

1. The different areas of experimentation and test administration in psychology.
  2. Various skills of conducting experiments and test administrations and writing its reports.
2. Various skills of Reading, analyzing and writing reports of Books, Websites, Research Articles and Movies based on Psychology.

<b>VI. Module</b>	<b>No. of credits</b>
<b>Module- 1Experiments (Attention and Memory)</b>	<b>01</b>
<b>Module-2 Experiments (Learning, Illusion and Problem Solving)</b>	<b>01</b>
<b>Module-3 Psychological tests (Cognition, Intelligence and Attitude)</b>	<b>01</b>
<b>Module-4 Psychological tests (Personality and Teaching Learning)</b>	<b>01</b>
<b>Module-5 Review Writing</b>	<b>01</b>

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

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

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**EXPERIMENTS/PSYCHOLOGICAL TESTS/REVIEW**  
**WRITING (Paper –VIII)**

**Section I: Experiments (04)**

**Module 1. A) ATTENTION (any 1):**

1. Span of attention
2. Division of attention
3. Attention Enhancement

**B. MEMORY (any 1):**

1. Immediate memory span
2. Short Term Memory
3. Isolation effect

**Module 2.A) LEARNING (any 1):**

1. Verbal Conditioning
2. Serial Learning
3. Maze Learning

**B. ILLUSION AND PROBLEM SOLVING (any 1):**

1. Illusion
2. Concept formation
3. Problem solving

**Section II: PSYCHOLOGICAL TESTS (04)**

**Module 3. A) TESTS OF COGNITION AND INTELLIGENCE (any 1):**

1. Multiple Intelligence Scale
2. Emotional Intelligence Scale
3. Cognitive Abilities Test
4. Culture Fair (Free) Intelligence Scale

**B. ATTITUDE TESTS (any 1):**

1. Attitude Scale Towards Research

2. **Sexual Attitude Scale**
3. **Secular Attitude Scale**
4. **Community Service Attitude Scale**

**Module 4. A) PERSONALITY INVENTORIES (any 1):**

1. **Big Five Personality Inventory**
2. **Sports Specific Personality Test**
3. **Eysenck Personality Questionnaire**
4. **Thematic Apperception Test Indian Adaptation**

**B) TESTS RELATING TO TEACHING-LEARNING SITUATIONS (any 1):**

1. **Academic Resilience Scale**
2. **Academic Procrastination Scale**
3. **Emotional Competence Scale**
4. **Social Competence Scale**

**Section III: Review Writing (Any Two from the following)**

**Module 5 Review Writing**

1. Books in Psychology
2. Website of Psychology
3. Research Article from any journal in Psychology
4. Movie based on Psychology
5. Article based on psychology in any news paper

**Conduct of Practical Examination:**

1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination.
3. Each batch of practical will consists of maximum 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 4 hours per batch.
6. The practical paper will carry 80 marks.
7. The student has to bring his/her subject for practical examination.

**Standard of Passing:**

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

**Nature of Question Paper:**

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

**Scheme of marking for practical examination:**

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

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