

**MODERN EDUCATION SOCIETY'S**

**NOWROSJEE WADIA COLLEGE**

**NAAC ACREDITED A+ WITH CGPA 3.51**

**(An Autonomous College Affiliated to Savitribai Phule Pune  
University)**

**TWO YEAR M.A. DEGREE PROGRAM IN PSYCHOLOGY**

**(FACULTY OF HUMANITIES)**

**SYLLABUS FOR M.A PART I PSYCHOLOGY**

**(BASED ON NEP 2020 FRAMEWORK)**

**REVISED 2024**

**(TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2024-25)**

## **PREAMBLE:**

The M.A. Psychology course includes the latest trends in psychology with an emphasis on practical training and field work that will stimulate the interest in students for pursuing careers in different fields of psychology. Catering to the needs of the present scenario, our curriculum focuses on theoretical as well as applied aspects of the subject. Students develop critical research skills through coursework and graduate-level research projects with distinguished faculty. The course provides a deep understanding of the self, other people, and how to apply that knowledge to a broad range of professional fields. The course aims to prepare students to become resourceful professional psychologists, counsellors, and mental health practitioners. M.A (Psychology) is an postgraduate course of two years divided into four semesters. It is a Full-Time Degree Program. A student with completed 12<sup>th</sup> grade certificate is eligible for the degree course, based on merit.

## **Eligibility for admission in M.A. in Psychology Major under NEP guidelines is as below:**

Student with Bachelor's Degree in Psychology is eligible to apply for MA with Psychology Major as per SPPU, UGC and State Government Guidelines.

## **PROGRAMME OUTCOMES:**

The students at the end of the program will be able to:

1. Critically evaluate psychological concepts and existing theories and apply them to the understanding of human behavior
2. Identify issues relevant to the psychological and social well-being of individuals at the local, national and global levels and create awareness about them
3. Demonstrate communication skills, empathy and leadership skills that are an integral part of the psychology profession.
4. Demonstrate research skills by applying the acquired knowledge, facts and techniques in undertaking a research project
5. Acquire skills, competencies and moral and ethical principles that are essential to become a successful psychology professional
6. Pursue doctoral studies and or careers in psychology related to professional/academic disciplines

## M. A PART I

### SEMESTER 1: TOTAL CREDITS - 20

| Course                  | Course Code | Course Title                                   | Credits   | Hours / Week |
|-------------------------|-------------|--|-----------|--------------|
| Mandatory               | PPSYMJ111   | Cognitive Psychology: Understanding            | 04        | 04           |
|                         | PPSYMJ112   | Psychometrics                                  | 04        | 04           |
|                         | PPSYMJ114   | Psychological Practical - Tests                | 02        | 08           |
|                         | PPSYMJ113   | Principles of Academic Writing                 | 02        | 02           |
| Elective<br>(Any one)   | PPSYMJ115   | Criminal Psychology<br>Or<br>Sports Psychology | 04        | 04           |
| Research<br>Methodology | PPSYRM116   | Research Methods and Statistics                | 04        | 04           |
|                         |             | <b>Total</b>                                   | <b>20</b> | <b>26</b>    |

### SEMESTER 1: TOTAL CREDITS - 20

| Course                | Course Code | Course Title  | Credits   | Hours / Week |
|-----------------------|-------------|---|-----------|--------------|
| Mandatory             | PPSYMJ121   | Cognitive Psychology: Advanced                      | 04        | 04           |
|                       | PPSYMJ122   | Biopsychology                                       | 04        | 04           |
|                       | PPSYMJ124   | Psychological Practical - Experiments               | 02        | 08           |
|                       | PPSYMJ123   | Qualitative Research Methods                        | 02        | 02           |
| Elective<br>(Any one) | PPSYMJ125   | Forensic Psychology<br>Or<br>Educational Psychology | 04        | 04           |
| OJT/FP                | PPSYRM126   | Field Visit   | 04        | 04           |
|                       |             | <b>Total</b>  | <b>20</b> | <b>26</b>    |

# SEMESTER I

**COGNITIVE PSYCHOLOGY:  
UNDERSTANDING  
(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. Describe the basic cognitive processes of sensation, attention and perception.
2. Distinguish between the perceptual processes underlying language-related phenomena.
3. Evaluate and use various problem-solving strategies.
4. Develop a positive attitude towards daily problems and finding solutions.

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
|-------------|---|------------------------|
| <b>1</b>    | <b>Introduction to Cognitive Psychology</b><br>1.1. Definition, Nature and Scope of Cognitive Psychology<br>1.2. History of Cognitive Psychology<br>1.3. Methods to study cognitive Psychology-I Observation, Introspection, Experimental<br>1.4. Methods to study cognitive Psychology-II Quasi-Experimental, Neuropsychological<br>1.5. Application: Understanding Cognitive Map                                  | 10                     |
| <b>2</b>    | <b>Exploring/ Basic in Cognitive Psychology</b><br>2.1. Sensation: Introduction to Psychophysics<br>2.2. Sensation: Visual & Auditory Theories<br>2.3. Perception: Gestalt, Bottom Up theories of Perception, Top down perception theories<br>2.4. Attention: Bottleneck theory, Automatic versus controlled processing, Feature integration theory, Signal Detection<br>2.5. Application: Extra Sensory Perception | 15                     |
| <b>3</b>    | <b>Advance in Cognitive Psychology</b><br>3.1. Definition and Nature: Consciousness<br>3.2. Definition and Nature: Critical Thinking<br>3.3. Definition and Nature: Neuropsychology<br>3.4. Definition and Nature: Creativity<br>3.5. Application: Meta-cognition   | 15                     |

|   |  |    |
|---|--|----|
| 4   | <b>Exploring Linguistic in Cognitive Psychology</b><br>4.1. Understanding spoken language: Speech perception, transformational grammar and factors affecting comprehension<br>4.2 Theories of language acquisition: Chomsky's theory, psycholinguistic theory; Factors affecting comprehension<br>4.3 Introduction to Reading, Writing, Speaking<br>4.4 Structure of language: Phonology, syntax, semantics, pragmatics<br>4.5 Application: Bilingualism and Multilingualism | 15 |
|   | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)  | 5  |
|   | <b>Total Number of Lectures</b>  | 60 |
| <b>Recommended Books/ References / Example</b> <ul style="list-style-type: none"> <li>• Anderson, J. R. (2015). Cognitive psychology and its implications. New York: Worth Publishers</li> <li>• Best, J. B. (1999). <i>Cognitive Psychology</i>. USA: Wadsworth Publishing Co.</li> <li>• Galloti, K. M. (2004). <i>Cognitive psychology in and out of the laboratory</i>. USA: Thomson Wadsworth.</li> <li>• Kellogg, R. T. (2007). <i>Fundamentals of Cognitive Psychology</i>. N.D. Sage Publications</li> <li>• Matlin, M. (1994). <i>Cognition</i>. Bangalore: Harcourt Brace Pub.</li> <li>• Sternberg, R. J. (2007). <i>Cognitive Psychology</i>. Australia: Thomson Wadsworth.</li> <li>• Solso, R. L. (2004). <i>Cognitive Psychology (6th ed.)</i>. Delhi: Pearson Education.</li> </ul> |  |    |

| <b>PSYCHOMETRICS</b><br><b>(4 CREDITS)</b>   |   |                 |
|--|---|-----------------|
| <b>Course Outcomes:</b><br><b>On successful completion of the course students will be able to:</b> <ol style="list-style-type: none"> <li>1. To acquaint them with the characteristics of standardized tests.</li> <li>2. To familiarize the students with psychometric theory and principles of test construction.</li> <li>3. To create critical understanding of measurement issues and techniques in psychological inquiry.</li> <li>4. To enable students to develop skills and competencies in test construction and standardization.</li> <li>5. To understand the various biases in psychological testing and assessment</li> <li>6. Differentiate between different types of norms with suitable examples</li> <li>7. Write items and uses appropriate methods to construct a psychological test</li> </ol> |   |                 |
| Unit   | CONTENTS OF THE COURSE  | No. of Lectures |
| 1.   | <b>Nature and Scope of Psychological Testing</b> <ol style="list-style-type: none"> <li>i. Definition and characteristics of psychological tests</li> <li>ii. Classification and uses of psychological tests</li> <li>iii. Measurement models: Classical test theory, Latent variable model, True Score and levels of measurement</li> <li>iv. Scaling: Purpose, psychophysical scaling types (Thurstone-type scales i.e., differential, and Likert-type scales i.e. Summated)</li> <li>v. Ethical issues in psychological testing</li> </ol> | 10              |
| 2.   | <b>Process of Test Construction</b> <ol style="list-style-type: none"> <li>i. General steps in test construction</li> <li>ii. Knowledge-based and person-based questionnaire               <ul style="list-style-type: none"> <li>· Objective and open-ended tests</li> <li>· Norm-referenced and criterion-referenced testing</li> <li>· The correction for guessing in objective knowledge-based test</li> </ul> </li> <li>iii. item analysis</li> <li>iv. Item response theory (IRT)</li> <li>v. Item characteristic curve</li> </ol>      | 15              |

|    |  |    |
|----|--|----|
| 3. | <b>Standardization of tests: Reliability and Validity</b> <ol style="list-style-type: none"> <li>Normalization: Algebraic normalization, graphical normalization</li> <li>Reliability: Concept and types of reliability, forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient</li> <li>Factors that influence reliability</li> <li>Validity: Concepts and types of validity; Political validity; Confusion between validation and validity.</li> <li>Construct-identification procedures</li> </ol> | 15 |
| 4. | <b>Standardization of tests: Norms and Computerized Testing</b> <ol style="list-style-type: none"> <li>Norms: Concepts and types of norms, Intrinsic and extrinsic bias</li> <li>The use of Factor Analysis in test construction</li> <li>Within-group norms- Percentiles, standard scores, the Deviation IQ (To solve sums)</li> <li>Computerization in psychological Testing and Artificial intelligence</li> <li>Psychological Tests used in various setting (Clinical, Counselling, Industrial and Education)</li> </ol>             | 15 |
|    | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)  | 05 |
|    | <b>Total Number of Lectures</b>  | 60 |

**Recommended Books/ References / Example**

- Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.
- Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Kline, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.
- Michell, J. (1990). *An Introduction to the logic of psychological measurement*. Hillsdale, MI: Erlbaum.
- Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.



**PSYCHOLOGICAL PRACTICAL – TESTS  
(2 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. The administration of the standardized psychological tests, rapport establishment, interpretation of scores and report writing.
2. The criteria's of evaluating psychological tests
3. Certain counseling skills on the basis of psychological results
4. Construct psychological test and learn standardization process of the test

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
|-------------|---|------------------------|
| <b>1.</b>   | <b>GENERAL AND SPECIAL ABILITY TESTS (any two)</b> <ol style="list-style-type: none"> <li>i. Standard Progressive Matrices/ Culture Fair Test of Intelligence/ Spiritual Intelligence</li> <li>ii. WAIS-IV (India), GATB, GMAT, Bhatia's, Malin's</li> <li>iii. DAT, DBDA, EATB</li> <li>iv. Torrence test of Creativity / Salahkar Creativity Test / Passi Creativity test</li> <li>v. Reasoning Ability Test, Cognitive Ability Test</li> </ol> | 20                     |
| <b>2.</b>   | <b>PERSONALITY TESTS (any two)</b> <ol style="list-style-type: none"> <li>i. NEO-PI-R, 16 PF, MBTI (Form F)</li> <li>ii. Vocational Preference Inventory by J. I Holland</li> <li>iii. Bell's Adjustment Inventory</li> <li>iv. Attitude and Value Scale</li> <li>v. Narcissistic Personality Inventory</li> </ol>  | 20                     |
| <b>3.</b>   | <b>SPECIALIZATION FOCUSED TESTS (Any one)</b> <ol style="list-style-type: none"> <li>i. Counter Productive work Behaviour/ Motivation/ Leadership</li> <li>ii. Neuropsychological Assessment Battery (NAB)</li> <li>iii. State-Trait Anger Expression Inventory-2 (STAXI-2)</li> <li>iv. Depression Scale</li> <li>v. Organizational Stress</li> </ol>  | 15                     |
|             | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>VIVA – (10 marks)<br>JOURNAL – (15 marks)<br>CONDUCTION – (20 marks)<br>ATTENDANCE– (5 marks)   | 05                     |
|             | <b>Total Number of Lectures</b>   | 60                     |

**Recommended Books/ References / Example**

- Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Buros, O. (ed). (1965, 1972). The mental measurement. Year Book, NJ: Gryphon Press.
- Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

**A. General Instructions:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D.

**B. Conduct of practical Examination of Credit System**

Evaluation of Practical- (Total 4 Credits)

There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of

Semester Examination (2 Credits) Assessment criteria provided in syllabus

**PRINCIPLES OF ACADEMIC WRITING  
(2 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. The basic terminology of advanced research techniques so that they can follow the research reports and papers in different branches of psychology
2. Understand complex techniques to analyse data and the APA style of preparing research proposal and writing research report
3. To develop academic writing skills
4. Ability to build their research aptitude and build their own research problems

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
|-------------|---|------------------------|
| <b>1</b>    | <b>Introduction to Psychological Research</b> <ol style="list-style-type: none"> <li>i. Meaning, purpose and scope of research in the social sciences</li> <li>ii. The research process and approaches (qualitative, quantitative, mixed and other)</li> <li>iii. Research problem</li> <li>iv. Review of literature</li> <li>v. Ethical problems and principles in social science</li> </ol>   | 14                     |
| <b>2</b>    | <b>Academic Writing and Research Skills</b> <ol style="list-style-type: none"> <li>i. Introduction to Academic Writing: Overview of current status of academic writing and its importance</li> <li>ii. Guidelines and rules in Academic Writing: APA format, plagiarism, biases and frequent errors</li> <li>iii. UGC CARE List</li> <li>iv. Proposal and research report writing (Thesis, journal)</li> <li>v. Case study</li> </ol> | 14                     |
|             | <b>Assignments / Continuous Internal Assessment (CIA): 15</b><br>CIA 1 – (10 marks)<br>CIA 4 – (10 marks)<br>Attendance/Class engagement – (5 marks)  | 2                      |
|             | <b>Total Number of Lectures</b>   | 30                     |

**Recommended Books/ References / Example**

- Aron, Arthur; Aron, Elaine N.; Coups, Elliot J. (2006). *Statistics for Psychology* (4thEdn.). Dorling Kindersley (India) Pvt. Ltd. With Pearson Education Limited.
- Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.
- Chadha, N. K. (2009). *Applied psychometry*. New Delhi, India: Sage.
- Kerlinger, Fred N. (2009). *Foundation of behavioral research* (9th reprint). Holt, Rinehart and Winston, Inc. USA. (Surjeet Publications, New Delhi).
- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2nd revised edition). New Age International Publishers, New Delhi
- Singh, A. K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences* (5th Edition). Bharati Bhawan: Publishers and Distributors.

**RESEARCH METHODS AND STATISTICS**  
**(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. Describe various research approaches used in social sciences and is able to classify characteristics of quantitative and qualitative research
2. Evaluate the application of basic experimental designs to varied research problems.
3. Differentiate various data collection and sampling methods employed in quantitative research
4. Understand quantitative data arrangement, organization and analyze it appropriately.
5. Apply inferential statistics like t-tests, correlation and ANOVA using manual technique to suitable research problem
6. To develop computational skills
7. Ability to build their research aptitude and build their own research problems

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>  | <b>No. of Lectures</b> |
|-------------|--|------------------------|
| <b>1</b>    | <b>Introduction to Psychological Research</b> <ol style="list-style-type: none"> <li>i. Meaning, purpose and scope of research in the social sciences</li> <li>ii. The research process and approaches (qualitative, quantitative, mixed and other)</li> <li>iii. Research problem, operationally defining variables and hypothesis types</li> <li>iv. Sampling: definition, purpose and types</li> <li>v. Ethical problems and principles in social science</li> </ol>  | 10                     |
| <b>2</b>    | <b>Quantitative Research Designs</b> <ol style="list-style-type: none"> <li>i. Survey: Cross sectional, successive independent samples and longitudinal</li> <li>ii. Experimental designs: Definition, principles and functions</li> <li>iii. Types of experimental design: a) two group designs, b) randomized block designs with more than two groups, c) Factorial Design d) Repeated measures and mixed designs</li> <li>iv. Quasi experimental designs</li> <li>v. Appropriate selection of Statistical techniques</li> </ol> | 15                     |

|          |   |    |
|----------|---|----|
| <b>3</b> | <b>Introduction to statistics I</b> <ul style="list-style-type: none"> <li>i. Nature of data</li> <li>ii. Measures of central tendency and variability</li> <li>iii. Normal Distribution Curve: Definition, purpose and Characteristics</li> <li>iv. Assumption Testing on data set (normality, homogeneity, collinearity, etc)</li> <li>v. Confidence interval, Type I and Type II errors</li> </ul>   | 15 |
| <b>4</b> | <b>Introduction to statistics II</b> <ul style="list-style-type: none"> <li>i. Parametric Statistics Vs Non Parametric Statistics: Overview to techniques</li> <li>ii. Correlation and Regression</li> <li>iii. Multivariate analysis- Introduction (MANOVA, MANCOVA, ANCOVA, SEM)</li> <li>iv. Factor analysis: Overview &amp; higher order factor analysis</li> <li>v. Mediation and Moderation Analysis</li> </ul> <p>Quantitative analysis for examination purpose: NDC, independent sample t- test, correlation and regression</p> | 15 |
|          | <b>Assignments / Continuous Internal Assessment (CIA): 50 marks</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)  | 05 |
|          | <b>Total Number of Lectures</b>   | 60 |

**Recommended Books/ References / Example**

- Aron, Arthur; Aron, Elaine N.; Coups, Elliot J. (2006). *Statistics for Psychology* (4thEdn.). Dorling Kindersley (India) Pvt. Ltd. With Pearson Education Limited.
- Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.
- Chadha, N. K. (2009). *Applied psychometry*. New Delhi, India: Sage.
- Kerlinger, Fred N. (2009). *Foundation of behavioral research* (9th reprint). Holt, Rinehart and Winston, Inc. USA. (Surjeet Publications, New Delhi).
- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2nd revised edition). New Age International Publishers, New Delhi
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.
- Singh, A. K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences* (5th Edition). Bharati Bhawan: Publishers and Distributors.

**ELECTIVES (Any One)**  
**(Sem I)**



**CRIMINAL PSYCHOLOGY  
(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. Define and explain the meaning and scope of criminal psychology, including theories and various schools.
- 2: Explain the influence of psychological disorders on criminal behaviour and the assessment of criminal tendencies
- 3: Identify the different types of criminal behaviour such as cyber-crime, stalking, etc.
- 4: Describe the role of psychologist in criminal investigations

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
|-------------|---|------------------------|
| <b>1</b>    | <b>PSYCHOLOGY OF CRIMINAL BEHAVIOUR</b><br><br>1.1 Definition and nature of criminal psychology<br>1.2 Role of Psychology and Psychologist in Criminology<br>1.2 Psychological Theories of crime (Rational choice theory, trait theory, Developmental theories)<br>1.3 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School<br>1.4 Psychological profiling   | 15                     |
| <b>2</b>    | <b>TYPES OF CRIMINAL BEHAVIOR</b><br>2.1 Psychology of aggression and violence<br>2.2 Terrorism, Drugs and Crime<br>2.3 Cyber-crimes<br>2.4 Bullying, Harassment and Stalking<br>2.5 Application: Crime prevention  | 10                     |
| <b>3</b>    | <b>PSYCHOLOGICAL DISORDERS AND CRIMINAL BEHAVIOUR</b><br>3.1 Psychopathology – Juvenile delinquency<br>3.2 Mentally ill offenders <ul style="list-style-type: none"> <li>3.2.1 Paedophilia</li> <li>3.2.2 Sexual Paraphilia</li> <li>3.2.3 OCD</li> <li>3.2.4 Conduct disorder</li> <li>3.2.5 Anti-Social Personality Disorder</li> </ul> 3.3 Serial killers & Rampage killers, Sex offenders<br>3.4 Tests used in assessment of Criminal tendencies<br>3.5 Application of Psychology in Prison | 20                     |

|   |   |    |
|---|---|----|
| <b>4</b>  | <b>VICTIM AND VICTIMIZATION</b><br>4.1 The Causes of Violence<br>4.2 Problems of Crime Victims<br>4.2.1 Economic Loss<br>4.2.2. Suffering Stress and PTSD<br>4.2.3 Fear<br>4.3 The Nature of Victimization<br>4.4 Victim Characteristics<br>4.5 Theories of Victimization | 10 |
|   | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)   | 5  |
|   | <b>Total Number of Lectures</b>   | 60 |
| <b>Recommended Books/ References / Example</b> <ul style="list-style-type: none"> <li>• Bongar Bruce et al (2007). Psychology of terrorism. Oxford university press.</li> <li>• CJH Series (2010), Handbook on the Crime prevention guidelines, making them work, United Nations.</li> <li>• Helen Gavin (2013). Criminological and Forensic Psychology.</li> <li>• Russil Durrant (2018). An Introduction to Criminal Psychology 2nd Edition, Routledge 2018</li> <li>• Sanjeev P. Sahni (2021). Criminal Psychology and the Criminal Justice System in India , Springer- 2021</li> <li>• Siegel, L.J (2003) Criminology, Theories, Patterns, and Typologies (10th Edition) Wadsworth, USA.</li> <li>• Taxmann's Cyber Crimes &amp; Laws   Choice Based Credit System (CBCS) B.Com-Hons. 4th Edition January 2021</li> </ul> |   |    |

**SPORTS PSYCHOLOGY:  
(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

- 1: Define and explain the basic foundations of Sports psychology, including history and research methods.
2. Determine the relationship of personality, motivation, and emotion with performance
- 3: Evaluate the role of leadership dynamics in sports
- 4: Create an interventional strategy for a sport

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
|-------------|---|------------------------|
| <b>1</b>    | <b>BASICS OF SPORT &amp; EXERCISE PSYCHOLOGY</b><br>1.1 Introduction: Meaning, Definition and nature of exercise and sports psychology; History and Development sports psychology<br>1.2 Relationship of Sports Psychology with other Sports Sciences.<br>1.3 Methods of study in Sports Psychology<br>1.4 Importance of Sport Psychology for Athletes and Coaches                | 10                     |
| <b>2</b>    | <b>PERSONALITY, MOTIVATION AND EMOTION IN SPORTS</b><br>2.1 Personality and Performance in Sports (Ice Berg Profile by Morgan)<br>2.2 Motivation-Performance Relationship<br>2.3 Emotion Performance Relationship<br>2.4 Motor Learning in Sport  | 15                     |
| <b>3</b>    | <b>LEADERSHIP AND SPECTATORS IN SPORT</b><br>3.1 Introduction to Leadership in Sport. Theories [Trait Theory, Fielders Contingency Theories, Situational Leadership, Hersey and Blanchard's Situational Leadership]<br>3.2 Types of Leadership<br>3.3 Inter-personnel Communication and Coach-Athlete Relationship<br>3.4 Spectators, Types and their Effect on Sport Performance | 15                     |
| <b>4</b>    | <b>INTERVENTION STRATEGIES IN SPORTS</b><br>4.1 Relaxation Procedures: Progressive Relaxation, Autogenic Training, Yoga and Meditation.<br>4.2 Biofeedback<br>4.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk<br>4.4 Psyching up strategies.   | 15                     |
|             | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)   | 5                      |
|             | <b>Total Number of Lectures</b>   | 60                     |

**Recommended Books/ References / Example**

- Beauchamp, M. R., & Eys, M. A. (Eds.). (2014). Group dynamics in exercise and sport psychology. Routledge.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
- Kamlesh, M.L. (2011) Psychology in Physical Education and Sport, 3rd ed. Metropolitan Book Co. Pvt. Ltd Delhi.
- Murphy, S.M. (1995), Sport Psychology Interventions, Human Kinetics, Auckland)
- Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.UK
- Suinn, r.m. (2002) Psychology in Sports, Methods & Application, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07
- Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.

# SEMESTER II

| <b>COGNITIVE PSYCHOLOGY: ADVANCED<br/>(4 CREDITS)</b>   |   |                        |
|---|---|------------------------|
| <b>Course Outcomes:</b><br><b>On successful completion of the course students will be able to:</b> <ol style="list-style-type: none"> <li>1. To acquaint the students with, various types, models and theories of learning and memory</li> <li>2. Understand neurological basis of learning and memory</li> <li>3. Applications of the principles of learning and memory</li> <li>4. To understand the advances in cognitive psychology</li> <li>5. To study the application of cognitive psychology in different fields</li> </ol> |   |                        |
| <b>Unit</b>   | <b>CONTENTS OF THE COURSE</b>   | <b>No. of Lectures</b> |
| <b>1</b>  | <b>Learning: Theories and Applications</b><br>1.1. Learning: Definition, types and methods<br>1.2. Classical Conditioning: Concept and applications<br>1.3. Operant Conditioning: Reinforcement, schedules of reinforcement, and systematic desensitisation<br>1.4. Cognitive approaches to learning: Latent learning, observational learning, and applications | 10                     |
| <b>2</b>  | <b>Memory and Models of Memory</b><br>2.1. Sensory memory, Short Term Memory: Concept and Types<br>2.2. Long Term Memory: Concept and Types<br>2.3. Models of Memory<br>2.4. Serial Position Effect   | 15                     |
| <b>3</b>  | <b>Forgetting and Applications in Memory</b><br>3.1 Forgetting Theories: Psychoanalytic, Trace Decay, Interference<br>3.2 Synaptic Plasticity, Distortion of Memory<br>3.3 Computer Science & Artificial Intelligence<br>3.4 Application in Computer Science: Information processing and SDT  | 15                     |
| <b>4</b>  | <b>Applications of Cognitive Psychology</b><br>4.1. Application in Clinical Psychology: Attachment Styles<br>4.2. Application in Clinical Psychology: Parenting Styles<br>4.3. Application in Industrial Psychology: Leadership Styles<br>4.4. Application in Industrial Psychology: Decision Making Styles   | 15                     |

|   |   |    |
|---|---|----|
|   | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks) | 05 |
|   | <b>Total Number of Lectures</b>   | 60 |
| <b>Recommended Books/ References / Example</b> <ul style="list-style-type: none"> <li>• Anderson, J. R. (2015). <i>Cognitive psychology and its implications</i>. New York: Worth Publishers</li> <li>• Best, J. B. (1999). <i>Cognitive Psychology</i>. USA: Wadsworth Publishing Co.</li> <li>• Galloti, K. M. (2004). <i>Cognitive psychology in and out of the laboratory</i>. USA: Thomson Wadsworth.</li> <li>• Horn, G. (1985). <i>Memory imprinting and the brain</i>. Oxford: Clarendon Press.</li> <li>• Kellogg, R. T. (2007). <i>Fundamentals of Cognitive Psychology</i>. N.D. Sage Publications</li> <li>• Matlin, M. (1994). <i>Cognition</i>. Bangalore: Harcourt Brace Pub.</li> <li>• Pinel, J.P.J. (2007). <i>Biopsychology</i>. N.D.: Pearson Edu.</li> <li>• Sternberg, R. J. (2007). <i>Cognitive Psychology</i>. Australia: Thomson Wadsworth.</li> <li>• Solso, R. L. (2004). <i>Cognitive Psychology (6th ed.)</i>. Delhi: Pearson Education.</li> </ul> |   |    |

**BIO-PSYCHOLOGY**  
**(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. To expose students to biological basis of human behavior
2. To explain neurobiological basis of drives
3. Associate behaviors to specific areas of brain
4. To provide comprehensive overview of the major theories of motivation and emotion
5. To create awareness about the role of biological factors in motivation and emotion.
6. To emphasize the importance of positive and negative emotions in human life.

| <b>Unit</b> | <b>CONTENT<br/>OF THE<br/>COURSE</b>   | <b>No. of Lectures</b> |
|-------------|--|------------------------|
| <b>1.</b>   | <b>INTRODUCTION TO BIOPSYCHOLOGY</b> <ol style="list-style-type: none"> <li>i. Defining Biopsychology, Nature and scope of biopsychology</li> <li>ii. Approaches to biopsychology</li> <li>iii. Methods to study biopsychology</li> <li>iv. Genetics and Evolution of human behaviour</li> <li>v. Application - Lie detector (Polygraph), Brain Mapping and Narcoanalysis</li> </ol>   | 10                     |
| <b>2.</b>   | <b>FOUNDATIONS OF BIOPSYCHOLOGY</b> <ol style="list-style-type: none"> <li>i. Development of the brain- Maturation of the vertebrate brain</li> <li>ii. Growth and development of neuron</li> <li>iii. Neural plasticity: Meaning-</li> <li>iv. Plasticity after brain damage</li> <li>v. Applications</li> </ol>  | 15                     |
| <b>3.</b>   | <b>BIOPSYCHOLOGY OF MOTIVATION</b> <ol style="list-style-type: none"> <li>i. Neuroendocrine System</li> <li>ii. Mechanism of hunger</li> <li>iii. Mechanism of thirst</li> <li>iv. Mechanism of sleep and sex</li> <li>v. Aggression and social attachment</li> </ol>  | 15                     |
| <b>4.</b>   | <b>BIOLOGICAL BASIS OF EMOTIONS</b> <ol style="list-style-type: none"> <li>i. Concepts and Components of Emotion</li> <li>ii. Biological bases of emotions: ANS, endocrine system, immune system, Cerebral lateralization</li> <li>iii. Classical Theories: James-Lange, Cannon-Bard, Schachter-Singer</li> <li>iv. Positive emotions and related interventions: Fredrikson's Broaden and Build theory of positive emotions and optimism</li> <li>v. Emotional intelligence: Models and measurement</li> </ol> | 15                     |



|   |   |    |
|---|---|----|
| 5.  | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks) | 05 |
|   | <b>Total Number of Lectures</b>   | 60 |
| <b>Recommended Books/ References / Example</b> <ul style="list-style-type: none"> <li>• Carlson, N. R. (2007). Foundations of Physiological Psychology, New Delhi, India: Pearson India Education Services Pvt Ltd.</li> <li>• Kalat, J.W. (2011). Biopsychology, Delhi, India: Cengage Learning India Private Limited</li> </ul> |   |    |

| <b>PSYCHOLOGICAL PRACTICAL - EXPERIMENTS<br/>(2 CREDITS)</b> |  |                        |
|--|--|------------------------|
| <b>Unit</b>  | <b>CONTENTS OF THE COURSE</b>  | <b>No. of Lectures</b> |
| <b>1.</b>  | <b>EXPERIMENTS ON LEARNING AND MEMORY (Any two)</b><br>i. Problem solving (Hanoi's Tower/ Heart & Bow Puzzle/ Wiggly Blocks)<br>ii. Conditioning: Verbal/ Paired Associate learning<br>iii. Bilateral transfer in Mirror Tracing/maze learning<br>iv. Short term Memory/ Organization in Memory<br>v. Recall and Recognition/ Forgetting | 20                     |
| <b>2.</b>  | <b>EXPERIMENTS ON MOTIVATION AND EMOTION (Any two)</b><br>i. Determining aspiration level<br>ii. Knowledge of Result (KoR)<br>iii. Zeigarnik Effect<br>iv. Goal Setting<br>v. Effect of anxiety on performance   | 20                     |
| <b>3.</b>  | <b>EXPERIMENTS ON COGNITIVE PROCESS (Any One)</b><br>i. Perceptual Defense<br>ii. Concept formation/ Mental imagery<br>iii. Rational Learning/ Stroop effect in serial learning<br>iv. Time perception<br>v. Phi-Phenomenon/ Measurement of illusion   | 15                     |
|  | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>VIVA – (10 marks)<br>JOURNAL – (15 marks)<br>CONDUCTION – (20 marks)<br>ATTENDANCE– (5 marks)  | 05                     |
|  | <b>Total Number of Lectures</b>  | 60                     |

**Recommended Books/ References / Example**

- Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company.
- Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.
- Mohanthy. Experiments in psychology.
- Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House.
- Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton – Century Crofts.
- Jalota, S. (1962). Experiments in psychology. Asia Publishing House.
- Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
- Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.
- Guenther, R.K. (1998). Human cognition. NJ: Prentice-Hall.
- Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.
- Berkowitz, L. (1974). Advanced experimental social psychology. Academic Press.
- Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall.
- Fergusson, E. D. (1976). Motivation: An experimental approach. Holt Rinehart & Winston.
- Friedenberg, J., Silverman, G. (2006). Cognitive science: An introduction to the study of mind. London: Sage Publications.
- Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd.
- Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.
- Kuppaswamy, B. (1952). Elementary Experiments in Psychology. London: Oxford University Press.

**A. General Instructions:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D.

**B. Conduct of practical Examination of Credit System**

Evaluation of Practical - (Total 4 Credits)

There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for End of Semester Examination (2 Credits). Assessment criteria provided in syllabus.

**QUALITATIVE RESEARCH METHODS  
(2 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. To learn about the philosophical foundations, goals and scope of qualitative methodology.
2. To develop an understanding about the relationship between paradigms of science and methods of qualitative inquiry.
3. To understand basic procedures of using qualitative methodology.
4. To learn about scientific rigor in the use of qualitative methodology

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>  | <b>No. of Lectures</b> |
|-------------|--|------------------------|
| <b>1</b>    | <b>Introduction to Qualitative Research Tradition and its Scope</b> <ol style="list-style-type: none"> <li>i. What research problems in psychology require qualitative inquiry?</li> <li>ii. Brief history of qualitative research, basic assumptions, principles and promises of qualitative research</li> <li>iii. The critical understanding of experience within socio-historical context.</li> <li>iv. Formulating research questions</li> <li>v. Introduction to some important methods: Ethnography, grounded theory, narrative inquiry, Case Study, discourse, and phenomenological inquiry</li> </ol> | <b>14</b>              |
| <b>2</b>    | <b>Qualitative Research Techniques</b> <ol style="list-style-type: none"> <li>i. Nature of qualitative data: Methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies</li> <li>ii. Coding and memo writing</li> <li>iii. Developing semi-structured interview schedule.</li> <li>iv. Theoretical saturation and theoretical sampling</li> <li>v. Researcher's reflexivity: Empathy and reflexivity in qualitative data analysis</li> </ol>          | <b>14</b>              |
|             | <b>Assignments / Continuous Internal Assessment (CIA): 15</b><br>CIA 1 – (10 marks)<br>CIA 4 – (10 marks)<br>Attendance/Class engagement – (5 marks)   | <b>2</b>               |
|             | <b>Total Number of Lectures</b>  | <b>30</b>              |

**Recommended Books/ References / Example**

- Charmaz, K. (2004). Premises, principles, and practices in qualitative research: Revisiting the foundations. *Qualitative Health Research*, 14, 976-993.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA: Sage.
- Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research design: Selection and implementation. *The Counseling Psychologist*, 35, 236-264.
- Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Ellingson, L. L. (1998). —Then you know how I feel: Empathy, identification, and reflexivity in fieldwork. *Qualitative Inquiry*, 4, 492-514.

**ELECTIVES (Any One)**  
**(Sem II)**

**FORENSIC PSYCHOLOGY  
(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. Define and explain the meaning and scope of criminal psychology, including theories and various schools.
- 2: Explain the influence of psychological disorders on criminal behaviour and the assessment of criminal tendencies
- 3: Identify the different types of criminal behaviour such as cyber-crime, stalking, etc.
- 4: Describe the role of psychologist in criminal investigations

| <b>Unit</b> | <b>CONTENTS OF THE COURSE</b>  | <b>No. of Lectures</b> |
|-------------|--|------------------------|
| <b>1</b>    | INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY<br>1.1 Nature, definition and scope of Forensic Psychology<br>1.2 History of Forensic Psychology<br>1.3 Forensic Professional training and education in forensic psychology<br>1.4 Forensic Psychology in India                                       | 15                     |
| <b>2</b>    | 2.1 Ethical and legal issues in forensic practice<br>2.2 Assessment of Mental Competency<br>2.3 Psychology of Investigation<br>2.4 Psychology of Confession  | 10                     |
| <b>3</b>    | 3.1. Application in Forensic Psychology : (i) Cognitive interview<br>3.2. Application in Forensic Psychology: (ii) Lie Detector, Polygraph and Narco-Analysis<br>3.2. Application in Forensic Psychology: (iii) Eyewitness testimony<br>3.2. Application in Forensic Psychology: (iv) Face Recognition | 20                     |
| <b>4</b>    | 4.1. Application in Forensic Psychology : Case- I<br>4.2. Application in Forensic Psychology: Case-II<br>4.2. Application in Forensic Psychology: Case-III<br>4.2. Application in Forensic Psychology: Movie/ Series Analysis  | 10                     |
|             | <b>Assignments / Continuous Internal Assessment (CIA):</b><br>CIA 1 – (10 marks)<br>CIA 2 – (10 marks)<br>CIA 3 – (10 marks)<br>CIA 4 – (15 marks)<br>Attendance/Class engagement – (5 marks)  | 5                      |
|             | <b>Total Number of Lectures</b>  | 60                     |

**Recommended Books/ References / Example**

- Bongar Bruce et al (2007). Psychology of terrorism. Oxford university press.
- CJH Series (2010), Handbook on the Crime prevention guidelines, making them work, United Nations.
- Helen Gavin (2013). Criminological and Forensic Psychology.
- Russil Durrant (2018). An Introduction to Criminal Psychology 2nd Edition, Routledge 2018
- Sanjeev P. Sahni (2021). Criminal Psychology and the Criminal Justice System in India , Springer· 2021
- Siegel, L.J (2003) Criminology, Theories, Patterns, and Typologies (10th Edition) Wadsworth, USA.
- Taxmann's Cyber Crimes & Laws | Choice Based Credit System (CBCS) B.Com-Hons. 4th Edition January 2021



**EDUCATIONAL PSYCHOLOGY  
(4 CREDITS)**

**Course Outcomes:**

**On successful completion of the course students will be able to:**

1. Get acquainted with the meaning, nature and scope of educational psychology.
2. Understand the growth and development of the learner and its importance in the learning process (with special reference to later childhood and adolescent stage).
3. Get acquainted with psychological principles and techniques to facilitate learning.
4. Get acquainted with the individual differences among and within the individual.

| Unit | CONTENTS OF THE COURSE  | No. of Lectures |
|------|---|-----------------|
| 1.   | 1.1 Meaning & nature of educational psychology<br>1.2 Nature & importance of heredity and environment, social heredity.<br>1.3 Stages of growth & development: later childhood & adolescence (physical, mental, emotional, social).<br>1.4 Role of school in growth & development of the learner. | 15              |
| 2.   | 2.1 Identification of children with special needs.<br>2.2 Need of special education.<br>2.3 Catering for their special education needs.<br>2.4 Concept of integrated & inclusive education  | 15              |
| 3.   | 3.1 Teacher effectiveness.<br>3.2 Teacher-student, student-student interaction.<br>3.3 Teacher behaviour & classroom achievement, effects of teachers<br>3.4 Organization of favorable school climate.  | 15              |
| 4.   | Higher Mental Processes.<br>7.1 Sensation, Perception, Imagination, Concept formation, mind mapping.<br>7.2 Sense training programme<br>7.3 Thinking: types & tools of thinking.<br>7.4 Developing thinking, reasoning, problem solving & creativity  | 15              |
|      | <b>Total Number of Lectures</b>   | 60              |

**Recommended Books/ References / Example**

- Hans Raj Bhatia, A Textbook of Educational Psychology Macmillan India Ltd.
- S. B. Kakkar & Mahesh Bhargava, In Education & Psychology, H. P. Bhargava Books House.
- Ram Nath Sharma & Ruchana Sharma, Experimental Psychology Atlantic. Delhi.
- A.R. Rather, Psychology of learning & Development Discovery publishing House, New Delhi.
- Shamshad Hussain, Human behaviour H. P. Bhargava Book House Agra.
- Tara Chand, Modern Child Psychologyí Anmol Publications, New Delhi.
- Tara Chand, ëEducational Psychologyí Anmol Publication, New Delhi.
- Aparna Chattopadhyay, ëWhatís your Emotional I.Q.í Pustak Mahal Delhi.
- S.P.Chaube, ëEducational Psychology and Educational Statistics.í Lakshmi Narain Agrwal, Agra.
- Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao ëEducational Psychologyí Discoueny Publishing house New Delhi.
- W.N.Dandekar, ëExperimental Psychologyí Anmol Prakashan, Pune.

12. K.K. Bhatia & Trinath Purohit, Educational Psychology & Technique of Teaching Kalyani Publishers Ludhiana.
13. S. K. Mangal, Educational Psychology Tandon Publications, Ludiana.
14. D. Bhatia, D.K. Walia, J.C. Mangal & T.C. Datt., Educational Psychology Doaba House, Delhi.
15. S.K. Mangal, Advanced Educational Psychology Prentice Hall of India, New Delhi.
16. W. N. Dandekar & Sanyoglata Makhija, Psychological Foundations of Educaiton, Mac millan India Ltd. Delhi.
17. Sarla Nasa, Educational Psychology A Mittal Publications, New Delhi.
18. Dandapani S.(2000) A textbook of Advanced Educational Psychology, Anmol Publication Pvt. Ltd. New Delhi.
19. Chavan S.S. (2006) ñ Advanced Educational Psychology.
20. Panda K.C. (1997) ñ Education of exceptional children, Vikas Publishing House Pvt. Ltd. New Delhi.
21. A Special Education Research and trends (1986) ñ Edited by Richad J.Maris Burton Blatt, USA Pergamon Press. Pdf Machine - is a pdf writer that produced

**MES's Nowrosjee Wadia College,**

**Department of Psychology**

**NEP Evaluation Structure**

**Level 6 (M.A. SEM I and II)**

**EVALUATION PATTERN: For Four Credit Courses: Total Marks 100**

Four credit course exam pattern and Evaluation pattern is as below:

50% Marks for Internal and 50% marks for external Evaluation

**Internal Examinations pattern**

**Total Marks: 50**

**Written Exam Marks: 20, Duration: 1 hour**

| Question No. | Total Marks | No. Of questions          | Remarks                    |
|--------------|-------------|---------------------------|----------------------------|
| Q. 1.        | 10          | Attempt<br>any 1 out of 2 | Descriptive type questions |
| Q. 2.        | 10          | Attempt<br>any 1 out of 2 | Descriptive type questions |

**Assignments / Internal Assessment marks: 30**

Assignments / Internal Assessment, *Case studies, Group Discussion / Debate / Field Visit / Oral Presentation, Charts and Posters, etc).*

**External Examination Pattern**

**Total Marks: 50**

**Written Exam Marks: 50,     Duration: 2 hours 30 minutes**

| Question No. | Total Marks | No. Of questions       | Remarks                    |
|--------------|-------------|------------------------|----------------------------|
| Q. 1         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 2         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 3         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 4         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 5         | 10          | Attempt any 1 out of 2 | Descriptive type questions |

**MES's Nowrosjee Wadia College,**

**Department of Psychology**

**NEP Evaluation Structure**

**Level 6 (M.A. SEM I and II)**

**EVALUATION PATTERN: For Four Credit Courses: Total Marks 50**

Four credit course exam pattern and Evaluation pattern is as below:

50% Marks for Internal and 50% marks for external Evaluation

**Internal Examinations pattern**

**Total Marks: 25**

**Written Exam Marks: 15, Duration: 1 hour**

| Question No. | Total Marks | No. Of questions          | Remarks                    |
|--------------|-------------|---------------------------|----------------------------|
| Q. 1.        | 10          | Attempt<br>any 1 out of 2 | Descriptive type questions |
| Q. 2.        | 5           | Attempt<br>any 1 out of 2 | Descriptive type questions |

**Assignments / Internal Assessment marks: 10**

Assignments / Internal Assessment, *Case studies, Group Discussion / Debate / Field Visit / Oral Presentation, Charts and Posters, etc).*

**External Examination Pattern**

**Total Marks: 25**

**Written Exam Marks: 25,     Duration: 2 hours 30 minutes**

| Question No. | Total Marks | No. Of questions       | Remarks                    |
|--------------|-------------|------------------------|----------------------------|
| Q. 1         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 2         | 10          | Attempt any 1 out of 2 | Descriptive type questions |
| Q. 3         | 5           | Attempt any 1 out of 2 | Descriptive type questions |