SAVITRIBAI PHULE PUNE UNIVERSITY



SYLLABUS FOR DEPARTMENT OF PSYCHOLOGY M. A. IN PSYCHOLOGY

M. A. Part- I & II (Semester I, II, III and IV-choice based Credit system) w.e.f. July 2023

Total Number of Credits: 88

Savitribai Phule Pune University SYLLABUS FOR M. A. PSYCHOLOGY (PART-I SEM-I & SEM-II)

(* The major papers are compulsory and from elective papers any one should be opted by students for M. A. Part-I. One specialization should select at Part-II from 3 specialization).

	Semester I	
Major Core Courses		
Subject Code	Subject Title	Number of Credits
EP: 101	Cognitive Psychology	4
EP: 102	Psychological Testing: Theory & Applications	4
EP: 103	Experimental Psychology: Practical	4
EP: 104	Research Methodology	4
EP: 105	Statistics Methods	2
,	Major Elective Courses (any one)	
EP: 110	Sports Psychology	4
EP: 111	Psychology of Sustainability	4
1	Semester-II	
	Major Core Courses	
Subject Code	Subject Title	Number of Credits
EP: 201	Neuropsychology	4
EP: 202	Learning & Memory	4
EP: 203	Psychological Testing: Practical	4
EP: 204	On-the Job Training/Field Project	4
EP: 205	Inferential Statistics	2
	Major Elective Courses (any one)	
EP: 210	Forensic Psychology	4
EP: 211	Indian Psychology	4
	Total Number of Credits	44

	Semester-III	
	Major Core Courses	
Subject Code	Subject Title	Number of Credits
EP: 301	Personality	4
EP: 310	Psychopathology-I	4
EP: 311	Psycho-diagnostic Procedure and Techniques	4
EP: 320	Personnel Psychology	4
EP: 321	Organizational Behaviour	4
EP: 330	Counselling Process	4
EP: 331	Counselling Skills and Psychotherapy	4
EP: 340	Research Project	4
EP: 341	Qualitative Approach to Research	2
	Elective Courses (any one)	·
Subject Code	Subject Title	Number of Credits
EP: 350	Positive Psychology	4
EP: 351	Consumer Psychology	4
		22
	Semester-IV	
	Major Core Courses	
EP: 401	Emotion and Motivation	4
EP: 410	Psychopathology-II	4
EP: 411	Psychotherapies	4
EP: 412	Research Project/Practicum (Clinical Psychology)	6
EP: 420	Human Resource Management	4
EP: 421	Organizational Development	4
EP: 422	Research Project/Practicum (Industrial Psychology)	6
EP: 430	Guidance and Career Counselling	4
EP: 431	Areas of Counselling	4
EP: 432	Research Project/Practicum (Counseling Psychology)	6
	Major Eclectic Courses (any one)	
EP: 450	Health Psychology	4
EP: 451	Psychology of Aging	4
	Total Number of Credits	22

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-I

EP: 101- COGNITIVE PROCESSES (Major Paper)

LEARNING OBJECTIVES:

To acquaint to the students with:

- 1) The processes involved in sensation and perception
- 2) Insight into one's own and other's behavior and underlying mental processes
- 3) Understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology

LEARNING OUTCOMES:

Students will be able to:

- 1) Demonstrate a comprehensive understanding of the processes involved in sensation and perception.
- 2) Analyze and interpret behavior from a cognitive perspective, considering underlying mental processes.
- 3) Critically evaluate and apply major concepts, theories, and empirical findings in cognitive psychology.
- 4) Use cognitive psychology principles to analyze and resolve issues in the actual world.

1.0. NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY [15]

- 1.1. Cognitive Psychology: Definition, nature and emergence of cognitive psychology
- 1.2. Domains & current research areas of cognitive psychology and research methods of cognitive psychology
- 1.3. Theories of cognitive development Piaget, Vygotsky
- 1.4. Current paradigms of cognitive psychology Information processing approach, ecological approach
- 1.5. Application: Mental imagery and cognitive maps

2.0. SENSATION, ATTENTION AND PERCEPTION

[15]

[15]

- 2.1. Sensation Psychophysics: Concepts and methods.
- 2.2. Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance.
- 2.3. Perception approaches: Gestalt, Bottom-Up, Top-Down and Pandemonium
- 2.4. Perception: Depth and movement
- 2.5. Application: Subliminal perception, perceptual defence, and extra-sensory perception, Cross-cultural studies

3.0. LANGUAGE AND RELATED COGNITIVE PHENOMENA

- 3.1. Understanding spoken language: Speech perception, constituent structure, transformational grammar and factors affecting comprehension
- 3.2. Reading: Perceptual process, reading and comprehension
- 3.3. Speaking: Selecting the content of speech, speech errors, gestures, social context of

- speech
- 3.4. Writing: Comparing speaking and writing, cognitive tasks involved in writing
- 3.5. Application: Multilingualism and second-language acquisition

4.0. PROBLEM-SOLVING, CREATIVITY AND DECISION MAKING [15]

- 4.1. Problem-solving: Types of problem, problem-solving cycle, strategies, and obstacles
- 4.2. Creativity: Definition, and Approaches: Torrance, Getzels and Jackson, Guilford, Wallach and Kogan
- 4.3. Types of reasoning Syllogistic and Conditional;
- 4.4. Decision-making: Decision-making heuristics, Applications of decision-making research
- 4.5. Application: Artificial intelligence and digital Learning

BOOKS FOR READING:

- 1. Farmer, T. A., & Matlin, M. W. (2019). Cognition. John Wiley & Sons.
- 2. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
- 3. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
- 4. Kellogg, R. T. (2015). Fundamentals of cognitive psychology. Sage Publications.
- 5. Solso, R. L. (2014). Cognitive Psychology (8th ed). Pearson Education: India.
- 6. Glass, A. L. (2016). Cognition: A neuroscience approach. Cambridge University Press.
- 7. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
- 8. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill.
- 9. Feldman, R. S. (2021). Understanding psychology (15th ed. McGraw-Hill.
- 10. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
- 11. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
- 12. Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers
- 13. Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub. Company
- 14. Desai, B. and Abhyankar, S. C. (2007). Prayogik Manasshastra ani Sanshodhan Paddhati. Pune: Narendra Prakashan.
- 15. Borude, R.R. (2005). Bodhanik Manasshastra. Chhaya Publication.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-I

EP: 102- PSYCHOLOGICAL TESTING: THEORY & APPLICATIONS (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. Ethical considerations of testing in practice.
- 2. Psychometric theory and properties in detail.
- 3. The process of standardization and psychological test construction.
- 4. Tests from different areas and applied fields.

LEARNING OUTCOMES:

Students will be able to:

- 1. Observe ethical considerations of testing in practice.
- 2. Analyze the types of reliability/ validity/ norms of the test.
- 3. Follow standardized procedure for test construction.
- 4. Apply theoretical understanding of psychological tests to different applied fields.

1.0. BASICS OF PSYCHOLOGICAL TESTS

[15]

- 1.0. Measurement & Evaluation- Scales of measurement, Physical measurement Vs. Psychological measurement
- 1.2. Psychological Tests- Definitions, Classification, Uses, Limitations
- 1.3. Item analysis, Item Response Theory (IRT), Item Characteristic Curve (ICC)
- 1.4. Standardized psychological test development procedure
- 1.5 Ethical considerations in testing

2.0. PSYCHOMETRIC PROPERTIES

[15]

- 2.1. Correlation, Types
- 2.2. Pearson 'r' as coefficient
- 2.3. Reliability- Concept, Test- retest, Parallel forms, Internal consistency, Inter- rater
- 2.4. Validity- Concept, Construct, Criterion (Concurrent/ Predictive), Content
- 2.5. Norms- Concept, Norm- referenced Vs. Criterion- referenced tests, Developmental norms, within- group norms

3.0. ABILITY TESTING: TESTING IN EDUCATIONAL & INDUSTRIAL [150 SETTINGS

- 3.1. Intelligence tests- Concept of IQ, Wechsler scales (WPPSI/ WISC/ WAIS), Raven's matrices (CPM/ SPM/ APM), CFIT, Binet- Kamat Test (BKT)
- 3.2. Aptitude tests- DAT, GATB, SAT
- 3.3. Employee selection- Concepts of base rate and hit rate, Taylor- Russell tables
- 3.4. Situational testing, In- basket exercises
- 3.5. MBTI, FIRO-B

4.0. PERSONALITY TESTING & OTHER TESTS

[15]

- 4.1. Tests based on deductive approach- WPDS, EPPS
- 4.2. Tests based on empirical approach- MMPI, 16 PF
- 4.3. SVIB, STAI/ STAXI, Torrance Tests of Creative Thinking (TTCT), Passi test of creativity
- 4.4. Projective techniques
- 4.5. Computerized testing: Procedure, administration, scoring and interpretation.

BOOKS FOR READINGS:

- 1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- 2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- 3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- 4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.
- 5. Nunnally, J.C. (1981). Psychometric theory. NY: Tata McGraw-Hill
- 6. Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman.
- 7. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- 8. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers.
- 9. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.
- 10. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-I

EP: 103-PSYCHOLOGY PRACTICAL: EXPERIMENTS (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. The different areas of experimentation in psychology,
- 2. Various skills of conducting experiments in psychology,
- 3. Applications of experimental design,
- 4. Report writing style.

LEARNING OUTCOMES:

Students will be able to:

- 1. Understand the importance and practical implications of research conducted in many psychological fields.
- 2. Develop various skills of conducting experiments in psychology
- 3. Analyze and interpret experimental data using statistical techniques and psychological theories.
- 4. Understand the applications of experimental design in psychology.
- 5. Apply the principles of experimental design to address specific research questions and investigate causal relationships.
- 6. Develop report writing skills in the style of psychological research.

1.0. COGNITIVE PROCESSES (ANY 2)

[30]

- 1) Signal Detection ROC
- 2) Perceptual Defense
- 3) Concept Formation
- 4) Problem Solving
- 5) Mental Imagery
- 6) Peterson's Test of Rational Learning
- 7) Stroop Effect in Visual Perception
- 8) Effect of feedback on Illusion,
- 9) Time perception
- 10) Biofeedback measures (NeXus-10)

2.0. LEARNING (ANY 2)

[30]

- 1) Learning by Insight (Bolt Head Maze
- 2) Interference: Retroactive / Proactive
- 3) Paired Associate Learning
- 4) Serial Learning
- 5) Verbal Conditioning
- 6) Transfer of training in maze learning (Finger Maze with two Subjects)

3.0. MEMORY (ANY 2)

[30]

- 1) Short Term Memory
- 2) Effect of Mnemonic Strategy on Memory

- 3) Immediate Memory Span: Meaningful Vs. Meaningless Material
- 4) Organization in Memory
- 5) Memory for Unattended Material
- 6) Memory for Associated and Un-associated Pairs of Words

4.0. MOTIVATION AND EMOTION (ANY 2)

[30]

- 1) Zeigarnik Effect
- 2) Effect of Anxiety on Performance
- 3) Knowledge of Result
- 4) Goal Setting
- 5) Level of Aspiration- Steadiness Tester or Tower Building Blocks

Important notes:

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. Without this certificate, the students will not be allowed to appear for the Internal Examination and Semester-End Examination (SES) as per the rules of credit system.

Conduct of practical Examination of Credit System.

- **B.** Evaluation of Practical-(Total 4 Credits)
- 1. There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for Semester-End Examination (SEE, 2 Credits).

a) Continuous (Internal) Assessment of practical -50 marks (2 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Five Practical's and Punctuality	15
Total	50

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

- 1. Each batch of practical examination will consist of maximum 8 students.
- 2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
- 3. Each question paper will have two subsets i.e. A and B.
- 4. Duration of the internal examination of practical will be 4 hours per batch.
- 5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
- 6. Final mark list will be submitted to the H.O.D.

b) Semester-End Examination (SEE)-50 marks (2 Credits).

The End Semester Examination will be of 50 marks and division of marks like following.

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Eight Practical's, two self-design experiments (Journal)	15
Total	50

The program of the End Semester Examination will be prepared by coordinator appointed by University.

- 1. Two examiners will be appointed by 48 (3) C (4) committee, one of whom will be preferably internal examiner.
- 2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
- 3. Duration of the End Semester Examination of will be 4 hours per batch.
- 4. Each batch of practical examination will consist of maximum 8 students.
- 5. Internal and external examiners will jointly set question papers.
- 6. Each question paper will have three subsets i.e. A, B, C.
- 7. The question paper will contain problems based on the practical conducted at the respective centers.
- 8. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

C. Remuneration to examiners for Semester-End Examination

- 1.Each question paper will have three subsets i.e. A, B, C (the three subsets together will be treated as one question paper for billing purpose).
- 2. Remuneration will be equally divided between the two examiners.

BOOKS FOR READING:

- 1. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments, Volume 1 & 2. New Delhi: Concept Publishing Company
- 2. Mohsin, S. M. (2016). Experiments in psychology. Motilal Banarsidass
- 3. Parameshwaran, E. G. & Ravichandra, K. (2016). Experimental psychology. Neel Kamal.
- 4. Woodworth, R. S. and Schlosberg, H. (2008) Experimental Psychology: Oxford & IBH Publishing Co. Pvt. Ltd
- 5. NeXus-10: Manual
- 6. Mohanthy. Experiments in psychology.
- 7. Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology. Appleton Century Crofts
- 8. Jalota, S. (1962). Experiments in psychology. Asia Publishing House

- 9. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
- 10. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
- 11. Farmer, T. A., & Matlin, M. W. (2019). Cognition. John Wiley & Sons.
- 12. Guenther, R.K. (1998). Human cognition. NJ: Prentice-Hall.
- 13. Fergusson, E. D. (1976). Motivation: An experimental approach. Holt Rinehart & Winston.
- 14. Kuppuswamy, B. (1952). Elementary Experiments in Psychology. London: Oxford University Press.
- 15. Nunn, J. (1998). Laboratory psychology: A beginner's guide. Hove: Psychology Press Ltd
- 16. Kothurkar, V.K. (1985). About learning and memory. ND: Wiley Eastern.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-I

EP: 104- RESEARCH METHODOLOGY (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. Basic research concepts and the research process in general
- 2. Basic terminology of advanced research methods.
- 3. Understanding and comprehension of the published research.
- 4. Use of research designs and the APA style of preparing research proposal and report writing of the research.

LEARNING OUTCOMES:

The students will be able to:

- 1. Demonstrate the understanding of overall research process and about the problem, variables, and hypothesis formulation.
- 2. Exhibit the knowledge of data gathering tools, procedures, and different research designs.
- 3. Develop conceptual clarity about the applications of factor analysis, other multivariate techniques, qualitative approaches and psychological and psychophysical scaling.
- 4. Develop and apply the skills of describing and evaluating the published research.

1.0. OVERVIEW OF RESEARCH PROCESS AND SURVEY RESEARCH [15]

- 1.1 Overview of research process and basic research concepts: Problem, variables, hypothesis and operational definitions, APA style of preparing research proposal and writing research report
- 1.2. Sampling techniques: Methods of data collection: Observation, mail surveys (questionnaires), personal interviews, and telephone interview and internet surveys
- 1.3. Survey research designs: Cross-sectional, Successive independent samples, longitudinal
- 1.5. Problems and issues in and applications of survey research

2.0. EXPERIMENTAL DESIGNS

(15)

- 2.1. Experimental designs: Definition, principles and functions
- 2.2. Between groups design: Randomised groups design
- 2.3. Between groups design: Block designs- two groups design, randomized block designs with more than two groups
- 1.4 Factorial designs: Simple factorial design, factorial design with covariate, randomized block factorial designs
- 1.5 Conceptual differences among between groups designs, repeated measures design and mixed designs

3.0. OTHER MULTIVARIATE DESIGNS AND QUALITATIVE APPROACH [15]

- 3.1. Factor Analysis: Introduction and basic terms, overview of extraction methods, overview of rotation methods, concept of higher order factor analysis
- 3.2. Exploratory and Confirmatory factor analysis
- 3.3. Other multivariate techniques: Multiple regression, Multivariate Analysis of Variance,

Path Analysis and structural equation. Discriminant functions analysis, canonical correlation.

- 3.4. Qualitative research approaches
- 3.5. Analysis of qualitative data

4.0. QUASI-EXPERIMENTAL DESIGNS AND SCALING

[15]

- 4.1. Characteristics and types of quasi-experimental designs: Single group design, pre-test post-test designs
- 4.2. Non-equivalent control group designs, time series designs, cohort designs
- 4.3. Programme evaluation research
- 4.4. Psychophysical scaling: Purpose and nature.
- 4.5. Psychological scaling: Thurstone –type scales, Likert-type scales (summated rating), Osgood's Semantic Differential Technique.

BOOKS FOR READING:

- 1. Shaughnessy, J.J & Zechmeister, E.B. (1997). Research Methods in Psychology. (4th ed).
- 2. Zechmeister, J. S. Zechmeister, E. B. & Shaughnessy, J. J. (2001). Essentials of Research Methods in Psychology.
- 3. Robinson, P.W. (1976). Fundamentals of Experimental Psychology. Prentice Hall.
- 4. Edwards, A. I. (1985). Experimental designs in Psychological research. Harper & Row.
- 5. Singh, A. K. (2006). Tests, Measurements and Research methods in Behavioural sciences. (5th ed). Patna: Bharati Bhavan.
- 6. Broota, K. D. (1989). Experimental Designs in Behavioural Research. Wiley Eastern.
- 7. Edwards, A. L. (1969). Techniques of Attitude Scale Construction. Vakil, Feiffer & Simons.
- 8. Christensen, L. B., Johnson, R. B., Lisa, A., Research Methods, Design, and Analysis (Year). 12thEdition, Pearson
- 9. Nunnally, J. C. & Bernstein, I. H. (1994). Psychometric Theory. (3rd ed), NY: McGraw Hill
- 11. Hair, J.F. Anderson, R. E. Tatham, R.L. & Black, W. C. (2003). Multivariate Data Analysis. (5th ed). ND: Pearson Education.
- 11. Tabachnick, B.G. & Fidell, L.J. (2001). Using Multivariable Statistics. (4th ed).
- 12. Gorsuch, R. L. (1983). Factor Analysis. (2nd ed).
- 13. Howitt, D & Cramer, D. (2005). Introduction to Research Methods in Psychology. Pearson Education.
- 14. Ranjit Kumar (2006). Research Methodology: A step by step guide for beginners. N. D: Pearson Education.
- 15. Richards, Lyn & Morcse, J.M. (2013). READ ME FIRST FOR A USER'S GUIDE TO Qualitative Methods. (3rd ed), Sage Publication.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-I

EP: 105-BASIC STATISTICAL METHODS (Major Paper)

LEARNING OBJECTIVES:

Students will acquaint with:

- 1. Different statistical procedures used in the field of psychology and their applications.
- 2. Conceptual and computational skills in statistics.
- 3. The use basic relevant statistical techniques to organize and analyse the practical and project work.

LEARNING OUTCOMES:

Students will able to:

- 1. Demonstrate the conceptual understanding of the basic concepts in statistics like measures of central tendency, measures of variability, normal probability, and correlation and regression
- 2. Apply different statistical techniques in data analysis and perform the calculations of the same.
- 3. Use different basic statistical techniques of data analysis and interpretation of results.

1.0. BASIC DESCRIPTIVE STATISTICS AND PROBABILITY

- 1.1. Overview of measures of central tendency, variability, curves and graphs
- 1.2. Percentiles, Percentile Ranks and Standard Scores
- 1.3. Probability: Concept, definition and approaches
- 1.4. Properties of Normal Distribution Curve
- 1.5. Applications of Normal Distribution Curve

2.0. CORRELATION AND REGRESSION

[15]

[15]

- 2.1. Concept, meaning and nature of correlation
- 2.2. Pearson's Product-moment correlation
- 2.3. Point Bi-serial correlation and Phi co-efficient, Bi-serial and Tetra choric correlation
- 2.4. Partial and Multiple correlation
- 2.5. Simple linear regression: Concept and application

NOTES:

- 1. Students are allowed to use non-scientific calculators during the examination
- 2. Calculation exercises in the examination shall be restricted to:
- a. Percentiles, Percentile Ranks and Standard scores
- b. Applications of Normal Probability Curve
- c. Product moment correlation exercises and linear regression on an ungrouped data

BOOKS FOR READING:

- **1.** Minium, E. W., King B. M., Bear, G. (1995). Statistical Reasoning in Psychology and Education.
- 2. Howell, D. C. (1997). Statistical Methods for Psychology (4th Ed).
- 3. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education (6th Ed) McGraw-Hill.
- 4. Fergusson, G.A. (1976). Statistical Analysis in Psychology and Education. McGraw Hill.
- 5. Mangal, S. K. (2006). Statistics in Psychology and Education. N.D. Prentice Hall.
- 6. Levin, J. & Fox, J.A. (2006). Elementary Statistics in Social Research. Delhi: Pearson Education.
- 7.Black, T. R. (1999). Doing Quantitative Research in Social Sciences: An integrated approach to research design, measurement and statistics. London: Sage Publication.
- 8. Foster, J.J. Data Analysis: Using SPSS for windows. London: Sage Publication.
- 9. Field, A. (2009). Discovering Statistics Using SPSS. (3rd ed). Sage Publication.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-I

EP: 110- SPORTS PSYCHOLOGY (Major Elective)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1) The basics of sport psychology.
- 2) The concepts of personality and motivation and its role in sports psychology
- 3) The role of arousal, anxiety and stress in sports performance
- 4) The principles of psychology in sports settings.

LEARNING OUTCOMES:

The students will be able to:

- 1) Understand the Concepts of Sports Psychology.
- 2) Concepts of Stress, Anxiety, Personality and Motivation in Sports.
- 3) Understand the group dynamics and interpersonal relationship challenges in sports.
- 4) Application of theories of psychology for enhancing the sports performance of athletes.

1.0. INTRODUCTION TO SPORTS PSYCHOLOGY

[15]

- 1.1 Meaning, Definition, Emergence and Scope of Sport Psychology, Types of Sports
- 1.2. Significance of Sports Psychology in current times.
- 1.3. Relationship of Sports Psychology with other Sports Sciences; Role of Sports Psychologist.
- 1.4. Role of personality in Sports and Sports Performance,
- 1.5. Personality assessment in sports

2.0. STRESS, ANXIETY AND MOTIVATION IN SPORTS

[15]

- 2.1. Stress & Anxiety in Sports
- 2.2. Sources of Stress and Anxiety in Sports
- 2.3. Arousal-Performance Relationship in Sports
- 2.4. Role of Motivation in Sports and Sports Performance
- 2.5. Assessment of Stress, Anxiety and Motivation of Sportsmen.

3.0. GROUP DYNAMICS & INTERPERSONAL RELATIONSHIP IN SPORTS [15]

- 3.1. Group dynamics & Group Cohesion in Sports
- 3.2. Coach & Athlete Relationship
- 3.3. Leadership in Sports (Types & Theories)
- 3.4. Sports and Aggression
- 3.5. Impact of spectators on Sports Performance

4.0. APPLICATIONS OF PSYCHOLOGY IN SPORTS.

[15]

- 4.1. Arousal & Relaxation Techniques: Mindfulness, Breathing & Relaxation
- 4.2. Positive practices in Sports: Self-Compassion and Gratitude Practices
- 4.3. Mental Preparation: Confidence training, Self- Talk, Visualization and Goal-setting

- 4.4. Team building: Communication and conflict resolution
- 4.5. Bio-feedback & Neuro-feedback

BOOKS FOR READINGS:

- 1) Singer, R., Hausenblas, H., & Janelle, C. (2001). Handbook of Sports Psychology. John Wiley & Sons. New Jersey.
- 2) Tenenbaum, G. & Eklund, R. (2007). Handbook of Sports Psychology. John Wiley& Sons. New Jersey.
- 3) Murphey.S.(2012). The Oxford Handbook of Sports and Performance Psychology. Oxford University Press. New York.
- 4) Jowett, S., & Lavelle, D. (2007). Social psychology in sport. Human Kinetics. USA.
- 5) Lazarus, R., &Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer Publishing Company.
- 6) Cox, R. (2006). Sport Psychology. McGraw-Hill Education.
- 7) Crocker, P. R. E. (2015).

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-I

EP: 111- PSYCHOLOGY OF SUSTAINABILITY (Major Elective)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1) The concept of sustainability, Sustainable Development Goals and patterns of human environment interactions with reference to sustainable behaviour.
- 2) The dimensions of sustainability and Indian perspective of sustainability.
- 3) The challenges to sustainability and sustainable behaviour.
- 4) The application of cognitive and positive psychology principles in achieving sustainable behaviour.

LEARNING OUTCOMES:

The students will be able to:

- 1) Understand the concept of Sustainability and Sustainable behaviour from a Psychological Lens.
- 2) Apprehend the Indian perspective of sustainability.
- 3) To apply the principles of cognitive and affective processes to promote sustainability
- 4) To apply principles of positive psychology to promote sustainability.

1.0. INTRODUCTION TO PSYCHOLOGY OF SUSTAINABILITY [15]

- 1.1. Meaning and Nature of Sustainability,
- 1.2. The Sustainable Development Goals
- 1.3. Dimensions of Sustainability: Psychological, Social, Ecological, Environmental and Philosophical.
- 1.4. Importance of Sustainability and Challenges to Sustainability
- 1.5. Indian Perspective of Sustainability

2.0. CHALLENGES TO SUSTAINABILITY & PSYCHOLOGY AS A SUSTAINABLE SCIENCE [15]

- 2.1. Challenges: Carrying capacity & Overconsumption
- 2.2. Ecological footprint & Environment Risk Perception,
- 2.3. Environment and Quality of Life
- 2.4. Psychology & Sustainability: Environment Psychology, Ecological Psychology & Conservation Psychology
- 2.5. Role of Psychology in Promoting Sustainability

3.0. PSYCHOLOGICAL DRIVERS TO ENVIRONMENTAL BEHAVIOUR [15]

- 3.1. Environmental Attitudes & Environmental Behaviour
- 3.2. Role of Norms, Beliefs and Values in Environmental Behaviour
- 3.3. Knowledge of Environment

- 3.4. Habits and Social Practices Leading to Environmental Behaviour
- 3.5. Role of Cognition and Emotions

4.0. APPLICATIONS OF PSYCHOLOGY TO SUSTAINABILITY

- 4.1. Psychology & Pro environment behaviour: Efficacy behaviour, Eco-system Behaviour, Civic Behaviour
- 4.2. Motivating Green Behaviour: Ecological Footprint Feedback, Emotion Contagion and Persuasion.

[15]

- 4.3. Fostering Mindfulness, Compassion, Resilience, Gratitude and Hope
- 4.4. Motivating Green Behaviour Through Principles of Learning & Memory
- 4.5. Psychology in Environmental Policy Advocacy

BOOKS FOR READINGS:

- 1. Farr, D (2018) Sustainable Nation: Urban Design Patterns for the Future. Wiley
- 2. Scott, A, B., Amel, E.L and Koger, S.M., Manning, C.M (2017) Psychology for Sustainability. 5th Edition, Routledge.
- 3. Jones, R. G (2014) Psychology of Sustainability: An Applied Perspective. Routledge.
- 4. Manning C (2007) Psychology of Sustainable Behaviour.
- 5. Green Signals: Ecology, Growth & Democracy in India. Jairam Ramesh, Oxford University press.
- 6. Snyder, C.R and Lopez, S. J (2005) Handbook of Positive Psychology, Oxford University Press.
- 7. Tankha, G. (2017). Environmental Attitudes and Awareness: A Psychosocial Perspective. United Kingdom: Cambridge Scholars Publishing.
- 8. Clayton, S. (2012). The Oxford handbook of environmental and conservation psychology. New York: Oxford University Press.
- 9. Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J., & Bonnes, M. (2015). Psychological research and global climate change. *Nature Climate Change*, 5(7), 640-646.
- 10. Bonnes, M., & Secchiaroli, G. (1995). Environmental Psychology: A Psycho-social Introduction. London: SAGE.
- 11. Groot, J. I. M., Berg, A. E. van den, & Steg, L. (2012). Environmental Psychology: An Introduction. Chichester, West Sussex: Wiley-Blackwell.
- 12. Bell, P.A., Greene, T. C., Fisher, J.D., & Baum A. (2001). Environmental Psychology. (Vth edition) Wadsworth Group/ Thomason Learning, 10 Davis Drive Belmont CA, U.S.A

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-II

EP: 201- NEUROPSYCHOLOGY (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1) The basics of Neuropsychology
- 2) The methods of study & research in Neuropsychology.
- 3) The structure and functions of Neurons, Brain and Brain Plasticity
- 4) The Neurological Basis of Behaviour and Applications of Neuropsychology

LEARNING OUTCOMES:

The students will be able to:

- 1) Understand the Basics of Neuropsychology, Brain, Its Structure and Functions.
- 2) Cognize the Importance of Synaptic Plasticity and Functioning of Brain Lobes.
- 3) Develop in depth understanding of Neurological Basis of Behaviour
- 4) Perform Neuropsychological Assessment and apply the gained knowledge in Neuropsychological Rehabilitation

1.0. FOUNDATIONS OF NEUROPSYCHOLOGY

[15]

- 1.1. Definition; History and Scope
- 1.2. History of Neuropsychology
- 1.3. Mind brain relationship.
- 1.4. Methods of study and research in neuropsychology (anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods)
- 1.5. Ethical issues in research.

2.0. STRUCTURE AND FUNCTIONS: NEURONS

[15]

- 2.1. Structure and Functions Neurons
- 2.2. Types of Neurons
- 2.3. Neural conduction and potentials of neurons
- 2.4. Synaptic Conduction and Communication between neurons
- 2.5. Neurotransmitters and behavior

3.0. BRAIN STRUCTURES & FUNCTIONS

[15]

- 3.1. Structure & function of CNS
- 3.2. Structure and function of PNS
- 3.3. Brain hemispheres & specialization.
- 3.4. Brain lobes: structure, function & disorders
- 3.5. Brain Plasticity

4.0. NEUROLOGICAL BASIS OF BEHAVIOUR & APPLICATIONS OF NEUROPSYCHOLOGY [15]

- 4.1. Physiology of Sensory and Perceptual Processes (Vision, Audition, Chemical & somatosensory).
- 4.2. Subcortical structure influencing attention; Cerebral Cortex and attention; Disorders of attention.
- 4.3. Mechanism of Hormone Action, Endocrine glands and their Hormones.
- 4.4. Neuropsychological Assessment,
- 4.5. Neuropsychological Rehabilitation (Nature, Goals & Approaches)

BOOKS FOR READINGS:

- 1. Kalat, J. W. (2019). Biological psychology. Cengage.
- 2. Pinel, J. (2023). Biopsychology 10th Edition. Pearson.
- 3. Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., & Hudspeth, A. J. (2012). Principles of Neural Science, Fifth Edition. McGraw-Hill Publishing.
- 4. Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). An introduction to brain and behavior.
- 5. Crossman, A. R., Neary, D., & Crossman, B. (2015). Neuroanatomy: An illustrated colour text. Elsevier
- 6. Carlson, N. R., & Birkett, M. A. (2017). Physiology of behavior (12th edition). Pearson.
- 7. Best, J.B. (1995). Cognitive Psychology. MN: West Publishing Co.
- 8. Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston: Allyn & Bacon.
- 9. Schneider M Alles. (1990). An introduction to Physiological Psychology (3rd Edition) USA: Random House.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY, PUNE SEMESTER-II

EP: 202: LEARNING & MEMORY (Major Paper)

LEARNING OBJECTIVES: -

To acquaint the students with:

- 1. Various types, models and theories of learning and memory,
- 2. Neurological basis of learning and memory,
- 3. Applications and principles of learning and memory

LEARNING OUTCOMES:

The students will be able to:

- 1. Demonstrate a comprehensive understanding of the various types, models, and theories of learning and memory.
- 2. Explain the neurological basis of learning and memory processes.
- 3. Apply principles of learning and memory to real-world contexts and situations.
- 4. Critically evaluate and analyze the strengths and limitations of different learning and memory theories.
- 5. Apply effective learning and memory strategies to enhance cognitive performance.

1.0. LEARNING: THEORIES AND APPLICATIONS

[15]

- 1.1. Classical Conditioning: Concepts, types and applications
- 1.2. Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications
- 1.3. S-R theories of learning: Thorndike, Guthrie, Hull
- 1.4. Cognitive approaches to learning: Latent learning, observational learning, and applications
- 1.5. Application: Awareness of media and violence.

2.0. TYPES OF MEMORY

[15]

- 2.1. Sensory memory- Iconic and echoic
- 2.2. Short Term Memory (Working memory)
- 2.3. Long Term Memory: Types, Unusual forms of memory: Eyewitness memory, flashbulb memory, autobiographic memory
- 2.4. Determinants of memory
- 2.5. Applications: organization and Mnemonics techniques to improve memory

3.0. MODELS AND THEORIES OF MEMORY

[15]

- 3.1. Unitary and dual process view: Waugh and Norman
- 3.2. Multi-process view: Atkinson and Shiffrin; Craik and Lockhart
- 3.3. Connectionist model: Rumelhart and McClelland
- 3.4. Theories of forgetting: Psychoanalytical, Trace & Decay, Interference, and recent trends.
- 3.5. Application: Distortion of memory, metacognition

4.0. NEUROLOGICAL BASIS OF LEARNING AND MEMORY

[15]

- 4.1. Brain areas associated with learning and memory
- 4.2. Studies on role of brain in learning and conditioning
- 4.3. Synaptic mechanisms in learning and memory
- 4.4. Types and biological basis of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Korsakoff, Alzheimer's disease
- 4.5. Application: Neuro-linguistic programming.

BOOKS FOR READING:

- 1. Farmer, T. A., & Matlin, M. W. (2019). Cognition. John Wiley & Sons.
- 2. Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). Cognitive Psychology. Wadsworth.
- 3. Galotti, K. M. (2017). Cognitive psychology in and out of the laboratory. Sage Publications.
- 4. Kellogg, R. T. (2015). Fundamentals of cognitive psychology. Sage Publications.
- 5. Solso, R. L. (2014). Cognitive Psychology (8th ed). Pearson Education: India.
- 6. Glass, A. L. (2016). Cognition: A neuroscience approach. Cambridge University Press.
- 7. Baddeley, A. (2013). Essentials of human memory (classic edition). Psychology Press.
- 8. Neisser, U. (2014). Cognitive psychology: Classic edition. Psychology press.
- 9. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.
- 10. Pinel, J.P. and Barnes, S. (2017). Biopsychology. Pearson Edu.
- 11. Rosenzweig, M.R., Leiman, A.L. & Breedlove, S.M. (1996). Biological psychology. Massachusetts: Sinauer Associates Publishers.
- 12. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
- 13. Morgan, C. T., & King, R. A. (2017). Introduction to Psychology: McGraw-Hill.
- 14. Kothurkar, V. K. (1985). About learning and memory. ND: Wiley Eastern.
- 15. Malim, T. (1994). Cognitive processes. London: MacMillan.
- 16. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
- 17. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
- 18. Emilien, G., Durlach, C., Antoniadis, E., Linden, M. Vd. & Maloteaux, J.M. (2004). Memory. NY: Psychology Press.
- 19. Desai, B. and Abhyankar, S. C. (2007). Prayogik Manasshastra and Sanshodhan paddhati. Pune: Narendra Prakashan.
- 20. Borude, R.R. Bodhanik Manasshastra. Chhaya Prakashan.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-II

EP: 203: PSYCHOLOGY PRACTICAL—TESTS (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. The administration of psychological tests, interpretation of scores and report writing,
- 2. The evaluation procedures and evaluation of psychological tests,
- 3. Certain skills of psychological counselling on the basis of psychological test results.

LEARNING OUTCOMES:

The students will be able to:

- 1. Conduct testing in laboratory setting and at field for research purpose,
- 2.Psychological tests will be used for assessment, and screening purpose,
- 3. Psychological test construction skill will be developed.

Environmental Assessment
 Development Assessment

4. Achievement Test

Psy.1. GENERAL ABILITY TESTS (any two): [30] 1. Intelligence tests: Verbal Test 2. Intelligence tests: Performance Test 3. Creativity 4. Thinking 5. Judgment and Reasoning Psy.2. SPECIAL ABILITY TESTS (any two): [30] 1. Multiple Aptitude Test (any one) 2. Special Aptitude Test (any one) Psy.3. PERSONALITY TESTS (any two): [30] 1. Self-report inventory 2. Projective test: Verbal 3. Projective test: Pictorial 4. Interest inventory 5. Adjustment inventory 6. Attitude / Values Psy.4. OTHER TESTS (any two): [30] 1. Stress / Frustration

^{*} Note: Only standardized tests should be used.

- 5. Cognitive Style
- 6. Self-Concept
- 7. Neuropsychological Assessment
- 8. Social Skill / Behavioral Skill
- 9. Online tests (for understanding the administration and scoring of tests)

Important notes:

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. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system.

Conduct of practical Examination of Credit System.

A. Evaluation of Practical-(Total 4 Credits)

1. There will be 50 marks for continuous (internal) assessment (2 credits) and 50 marks for Semester-End Examination (SEE-2 Credits).

a) Continuous (Internal) Assessment of practical -50 marks (2 Credits)

There will be internal practical examination after completion of five practical's and the division of 50 internal marks like following:

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Five Practical's and Punctuality	15
Total	50

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination: -

- 1. Each batch of practical examination will consist of maximum 8 students.
- 2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
- 3. Each question paper will have two subsets i.e. A and B.
- 4. Duration of the internal examination of practical will be 4 hours per batch.
- 5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
- 6. Final mark list will be submitted to the H.O.D.

b) End of Semester Examination (ESE)-50 marks (2 Credits).

The End Semester Examination will be of 50 marks and division of marks like following.

Items	Marks
Instruction & Conduction	10
Oral	10
Report writing of the given practical	15
Report of Ten Practical's (Journal)	15
Total	50

The program of the End Semester Examination will be prepared by coordinator appointed by University.

- 1. Two examiners will be appointed by 48 (3) (C) 4 committee, one of whom will be preferably internal examiner.
- 2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
- 3. Duration of the End Semester Examination of will be 4 hours per batch.
- 4. Each batch of practical examination will consist of maximum 8 students.
- 5. Internal and external examiners will jointly set question papers. 6. Each question paper will have three subsets i.e. A, B, C.
- 6. The question paper will contain problems based on the practical conducted at the respective centers.
- 7. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

C) Remuneration to examiners for End Semester Examination

- 1. Each question paper will have three subsets i.e. A, B, C (the three subsets together will be treated as one question paper for billing purpose).
- 2. Remuneration will be equally divided between the two examiners.

BOOKS FOR READING.

- 1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- 2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
- 3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education. Items Marks Instruction & Conduction 10 Oral 10 Report writing of the given practical 15 Report of Ten Practical's (Journal) 15 Total 50 11
- 4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.
- 5. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- 6. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)

- 7. Anastasi A. (1988). Psychological Testing. New York: McMillan
- 8. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.
- 9. Nunnally, J.C. and Bernstein, I.H. (1994). Psychometric theory (3rd ed). NY: McGraw-Hill.
- 10. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
- 11. Buros, O. (Eds.), (1965, 1972). The mental measurement. Year Book, NJ: Gryphon Press.
- 12. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman.
- 13. Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.
- 14. Stanley, J.C. and Hopkins, K.D. (1978). Educational and psychological measurement and evaluation. ND: Prentice-Hall of India.
- 15. Guilford, J.P. (1975). Psychometric methods. ND: Tata McGraw-Hill.
- 16. Test manuals of respective tests.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-II

EP: 204-ON THE JOB TRAINING/FIELD PROJECT (Major Paper)

LEARNING OBJECTIVES:

To acquaint students with:

- 1. To provide practical learning experience to students
- 2. To provide community outreach to students.
- 3. To inculcate professional skills and behavior in students.
- 4. To educate students about roles and responsibilities in practice.

LEARNING OUTCOMES:

Students will be able to:

- 1. Gain practical learning experience through hands-on training.
- 2. Bridge the gap between academics and field practice
- 3. Acquire and demonstrate appropriate skills and behavior in professional setup.
- 4. Develop the skills to perform the roles and responsibilities in practice.

As a part of OJT/field project, students are required to furnish detailed reports on following two areas:

- 1. Community awareness for mental health
- 2. On the Job Training/ field visit

To fulfil the requirement of said practice, students need to choose from the following activities:

- 1. Two different fields/ areas/ institutions must be chosen for each activity.
- 2. Students can choose fields/ area/ institutions for the field project from mental health institutions/ rehabilitation centres/ NGO setup/ schools/ old age homes/ prisons and correctional institutions/ forensic laboratory/yoga and meditation centres/ industry and educational organizations, etc.

GENERAL INSTRUCTIONS:

- 1. The students need to complete both activities in 120 Hours during Semester-II.
- 2. Each batch of field project should consist of a maximum of 8 students.
- 3. A separate batch will be formed if this number exceeds even by one.
- 4. One teacher/ supervisor should accompany a group of students.
- 5. Students should obtain certificate from concern institution/organization
- 6. The OJT/field project completion is subject to certification of completion by teacher-in-charge and Head of Department.
- 7. Field/ area/ institution chosen for community awareness for mental health and field visit must NOT be the same.
- 8. Report of the activities of OJT/FP should be compiled and submitted in the form of two copies to Head as a final report.
- 9. Report should be written in following format:
 - a. Tile of the activity

- b. Aims and objectives of the activity.
- c. Descriptions of tools, techniques, and procedure used for observations/data gathering.
- d. Summary of observations and outcome of the activity.
- e. Conclusions and implications for self-learning.
- f. References and bibliography
- g. Reports of number of activities should be compiled and submitted as Blackbook.

BREAK UP OF 100 MARKS FOR ASSESSMENT WILL BE AS FOLLOWS:

A. Continuous (Internal) Assessment and Distribution of Marks (Total Marks: 50 Marks).

1. The of community awareness for mental health activity will be for 25 Marks and assessment would be done with the following points:

Sr. No.	Areas/Activities	Marks
1.	Community types and details of study	05
2.	Objective of the study	05
3.	Material used and execution of plan	05
4.	Observation and final report	10
	Total Marks	25

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

- 1. Each batch will consist of maximum 8 students.
- 2. Subject teacher and expert appointed by H.O.D. will jointly assesses the report of activities.
- 3. Duration of the internal examination of practical will be 4 hours per batch.
- 4. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
- 2. The report for the field visit will be 25 Marks and should cover the following points:

Sr. No.	Areas/Activities	Marks
1.	Structure and functioning of the institution/ organization	05
2.	Objective/ Vision/ Mission of the institution/organization	05
3.	Objective of the field visit	05
4.	Observation and final report	05
5.	Attendance and active participation	05
	Total Marks	25

B. EXTERNAL ASSESSMENT: 50 MARKS

1. Submission of final report: 15

2. Presentation of report: 15

3. Vice-voce examination (for both): 20

C. PROCEDURE OF ASSESSMENT

- 1.Two examiners will be appointed by Head/University one of whom will be preferably internal examiner.
- 2. Duration of the exam will be 4 hours per batch.
- 4. Each batch of examination will consist of maximum 8 students.
- 7. Average of the marks given by internal and external examiners will be considered as final marks of the students.

D. Remuneration to examiners for End Semester Examination

1.Remuneration (as per the norms of the University) will be given to both the examiners.

DEPARTMENT OF PSYCHOLOGY SAVITRIBAI PHULE PUNE UNIVERSITY SEMESTER-II

EP: 205: INFERENTIAL STATISTICS (Major Paper)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. The concepts, meaning and applications of statistics for making inferences
- 2. The assumptions and the data analytic procedures like 't' test, ANOVA (One-way and two-way)
- 3. The different techniques of non-parametric statistics.
- 4. The statistical software like SPSS and Excel

LEARNING OUTCOMES:

Students will be able to:

- 1. Describe the basic concepts like sampling statistics and standard error and its applications in inferential statistics
- 2. The significance of difference in Means, variance and correlation coefficients
- 3. Apply the two-way ANOVA technique and interpretation of the same
- 4. The conceptualization of non-parametric statistics and applications of the different tests used in small sample statistics
- 5. The applications of SPSS and Excel for data analysis

1.0. INFERENTIAL STATISTICS

(15)

- 1.1. Inferences: Standard Error of Mean and other statistics
- 1.2. Significance of difference for Means, variances and correlation coefficient
- 1.3. Assumptions of Analysis of Variance, One- way ANOVA: Independent, concept of Repeated measures ANOVA,
- 1.4. Two-way ANOVA: Concept and applications
- 1.5. Concept of ANCOVA and MANOVA

2.0. NON-PARAMETRIC STATISTICS

(15)

- 2.1. Meaning, nature and differences between parametric and non-parametric statistics
- 2.2. Chi-square tests
- 2.3. Non-parametric tests for correlated data: Rank difference correlation, Sign test, Wilcoxon Signed Ranked Test
- 2.4. Non-parametric tests for uncorrelated data: Mann-Whitney U test, Kruskal Wallis test
- 2.5. Statistical software: SPSS, Excel: Introduction and use

IMPORTANT NOTES:

- 2. Students are allowed to use the non-scientific calculators in examination
- 3. Calculation exercises in the examination shall be restricted to:
 - a) 't' test exercises for Dependent and Independent Means' data
 - b) One-way ANOVA and Two-way ANOVA
 - c) Chi-square test exercises on equal probability and contingency hypothesis.

BOOKS FOR READING:

- 1. Minium, E. W., King B. M., Bear, G. (1995). Statistical Reasoning in Psychology and Education.
- 2. Howell, D. C. (1997). Statistical Methods for Psychology (4th Ed).
- 3. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education (6th Ed) McGraw-Hill.
- 4. Fergusson, G.A. (1976). Statistical Analysis in Psychology and Education. McGraw Hill.
- 5. Mangal, S. K. (2006). Statistics in Psychology and Education. N.D. Prentice Hall.
- 6. Levin, J. & Fox, J.A. (2006). Elementary Statistics in Social Research. Delhi: Pearson Education.
- 7. Black, T. R. (1999). Doing Quantitative Research in Social Sciences: An integrated approach to research design, measurement and statistics. London: Sage Pub
- 8. Foster, J.J. Data Analysis: Using SPSS for windows. London: Sage Pub
- 9. Field, A. (2009). Discovering Statistics Using SPSS. (3rd ed), Sage Pub.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-II

EP: 210: FORENSIC PSYCHOLOGY (Major Elective)

LEARNING OBJECTIVES:

To acquaint the students with:

- 1. To aquatint the concepts and nature of forensic psychology.
- 2. To evaluate theories and types of criminal behavior.
- 3. To understand the various profiling and detecting techniques of investigation.
- 4. To assess the treatment and rehabilitation of offenders.

LEARNING OUTCOMES:

Students will be able to:

- 1. To Apply the theoretical knowledge in practical situation.
- 2. To development the understanding and measurement techniques for identifications of
- 3. To develop the skills in psychological profiling, and detection of forensic investigation.
- 4. To expand the skills in the areas of screening, assessment, interventions and rehabilitation for correctional purpose.

1.0. INTRODUCTION TO FORENSIC PSYCHOLOGY

[15]

- 1.1. Nature and definition, History, Fields in Forensic Psychology.
- 1.2. Theories of Criminal Behavior: Developmental, Evolutionary, Facet-Meta, Socio psychological.
- 1.1. Role of Forensic Psychologist: Clinical role, Experimental role, Actuarial role, Advisory role.
- 1.4. Consultation and Research Practices in Forensic Psychology.
- 1.5. Careers in Forensic Psychology

2.0. UNDERSTANDING OF DELINQUENT AND CRIMINAL BEHAVIOR

[15]

- 2.1. The Juvenile offenders: Definition and Nature of Delinquent behavior.
- 2.2. The Developmental Perspectives of criminals: The Moffitt Developmental Theory of Delinquency.
- 2.3. Developmental and Cognitive Factors of Persistent Criminal Behavior: ADHD, Conduct Disorders, Intelligence, Language Development, Self-Regulation Skills, and Executive Functioning.
- 2.4. The Criminal Psychopath: Behavioural characteristics, antisocial personality disorder, and offending patterns of criminal psychopaths.
- 2.5. Psychological Measures of Psychopathy. Treatment and Rehabilitation of Psychopaths.

3.0. PSYCHOLOGY OF INVESTIGATIONS

[15]

- 3.1. Meaning and types of profiling techniques: Crime Scene Profiling, Geographical Profiling and Crime Mapping, Suspect-Based Profiling.
- 3.2. Psychological Profiling, the Psychological Autopsy: Problems and Limitations of

- profiling.
- 3.3. Basic processes of Deceptions: Emotional, Behavioral, and Cognitive.
- 3.4. Techniques of Detecting Deception: Polygraph test; Forensic Hypnosis; Eyewitness Testimony; and DNA-Based Exonerations.
- 3.5. The Assessment of Risk: Risk Assessment Instruments.

4.0. CORRECTIONAL PSYCHOLOGY AND INTERVENTIONS [15]

- 4.1. Meaning and types of corrections, roles of correctional psychologist. Psychological assessment in corrections: Inmate screening and classification, crises interventions.
- 4.2. Treatment and Rehabilitation in correctional facilities. Psychological models in corrections: Behavioral, Cognitive-Behavioral therapeutic interventions.
- 4.3. Treatment of Special Populations: Substance-Abusing offenders, violent offenders, criminal psychopaths, sex offenders, women prisoners.
- 4.4. Forensic victimology: Meaning and history of victimology.
- 4.5. Stalking, cyberstalking, theories of cyberstalking, cyberstalking process (OVIAR Model), Interventions of cyberstalking.

BOOKS FOR READINGS:

- 1. Bartol, C. R. & Bartol, A. M. (2015). Introduction to Forensic Psychology: Research and Application, 4th (Eds.), Sage Publication.
- 2. Needs, A., & Towl, G. (2004). Applying Psychology to Forensic Practice. Blackwell Publishing.
- 3. Killam, E. W. (2004). The Detection of Human Remains (2nd Edition). Charle Thomas Publication Pvt. Ltd.
- 4. Brown, J. M., & Campbell, E. A. (2010). The Cambridge Handbook of Forensic Psychology. Cambridge University Press.
- 5. Thou, T. (2011). Forensic Psychology. ABD Publisher: Delhi & Jaipur (India)
- 6. Weiner, I. B., & Otto, R. K. (2013). The Handbook of Forensic Psychology (4th Edition). Wiley.
- 7. Bartol, C.R., & Bartol, A. M. (2015). Current Perspectives in Forensic Psychology and Criminal Behavior (3rd Editions). Sage Publication.
- 8. DeMatteo, D., Fairfax-Columbo, J., & Desai, A. (2019). Becoming A Forensic Psychologist. Routledge.
- 9. Davis, T. (2021). Forensic Psychology: Fact and Fiction. Red Globe Press.
- 10. Walker, L. E., Shaprio, D., & Akl, S. (2022). Introduction to Forensic Psychology: Clinical and Social Psychological Perspective (2nd Edition). Springer.
- 11. Garafalo C., & Sijtsema, J. J. (2022). Clinical Forensic Psychology: Introductory Perspective on Offendic. Springer Nature: Switzerland.
- 12. APA Handbook of Forensic Psychology, Volum-1-2-3.

DEPARTMENT OF PSYCHOLOGY S. P. PUNE UNIVERSITY SEMESTER-II

EP: 211: INDIAN PSYCHOLOGY (Major Elective)

LEARNING OBJECTIVES:

To acquaint students with:

- 1. The role of Indian culture in understanding behavior and exploring psychological insights in the Indian thought traditions.
- 2. Different religious school of thought explaining the concept of mind
- 3. Personality, beliefs and life orientations followed in Indian conventional thoughts.

LEARNING OUTCOMES:

Students will be able to:

- 1. Outline the fundamental concepts of Indian Psychology (tradition) in comparison with Western Psychology concepts.
- 2. Examine various concepts of Indian Psychology, personality and states of consciousness through Upanishads, Nyaya, Advaita-Vedantam etc.
- 3. Illustrate the ideas of Yoga and apply the knowledge for self-development
- 4. Analysing various religious school of thought in explaining the concept of Mind
- 5. Apply the concepts of Indian psychology in various fields like counselling, education, organizational behavior etc

1.0. INTRODUCTION TO INDIAN PSYCHOLOGY

[15]

- 1.1. Nature of Indian Psychology
- 1.2. Fundamental assumptions of Indian Psychology
- 1.3. Mind-body complex, Mind according to Patanjali Yoga-sutras and Vedanta tradition
- 1.4. States of Consciousness, Factors of personality, functions of mind
- 1.5. Psychology: Eastern and Western Approach

2.0. CONCEPTS OF INDIAN PSYCHOLOGY

[15

- 2.1. Upanishads-states of consciousness, Factors of personality, mental functions, higher mental powers and Yoga.
- 2.2. Nyaya concept of personality, psychology of perception, states of consciousness,
- 2.3. Vaisasesika theory of consciousness, factors of personality, theory of perception.
- 2.4. Mimamsa factors of personality, psychophysical system, cognition, perception.
- 2.5. Advaita Vedantam Human personality, psychophysical apparatus, states of consciousness, functions of mind,

3.0. PSYCHOLOGY OF BUDDHISM, JAINISM AND SUFI

[15]

- 3.1. Buddhism factors of personality, levels of consciousness, functioning of mind.
- 3.2. Jainism nature of consciousness cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity.
- 3.3. Sufi Historical background and aim, basic concepts: spirit, views of the self and soul,

Sufism and the integration of man,

- 3.4. Metaphysical concepts: attributes of God
- 3.5. Freedom of will, beliefs and action, reason and revelation

4.0. APPLYING INDIAN PSYCHOLOGY

(15)

- 4.1. Counseling and therapy vipassana and mindfulness,
- 4.2. Hatha yoga-based therapies: The Gita as a guide
- 4.3. Education Gandhi's NaiTalim, Satyagraha- psycho spiritual tool for conflict resolution
- 4.4. Tagore's system of education; Sri Aurobindo's integral education.
- 4.5. Organizational behavior and community work Gita-based approaches to Organizational behavior. Life and Education The Thirukkural approach

BOOKS FOR READING:

- 1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshi ram Manoharlal Publishers
- 2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
- 3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
- 4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.
- 5. Cornelissan, M., Misra, and Verma, S. (2010). Foundations of Indian Psychology: Theories and Concepts. New Delhi: Pearson India.
- 6. Bhogal, R. S. (2006). Yoga and Modern Psychology. Kaivalya dham Ashram. Lonavala, Pune.

Evaluation and Assessment of Theory Papers

General Guidelines:

- 1. Theory paper of 4 credits is assigned 100 marks and theory paper of 2 credits is assigned 50 marks
- 2. There are two modes of evaluation and assessment: Internal and External
 - a. <u>Internal evaluation</u>: In this of students' performance will assessed for 50 marks. This will be a continuous assessment and will be based on different activities, such as MCQ's, class room presentation, open book exam, research reviews, written assignments and tests etc. will be conducted during the Semester by the course incharge teacher/teachers.
 - b. <u>External evaluation</u>: For this Semester-End Examination will be conducted for 50 marks. This will be done through written test/examination as per the format given which is stated below.
 - c. Examiners for the External Evaluation will be appointed by the Head/ University, as per 48 (3) C (4) committee for assessment of Field Project/On the Job Training/ Research project and Practicum activities in every semester.

Format for the Question paper for the Semester-End Examination.

- 1. For external assessement the total Question Paper will be of 50 Marks.
- 2. There will be four questions assessing the different knowledge and or skill components of the course learned.
 - a. Question 1 will be for 14 marks. There will be 10 questions and students are expected to attempt any 7 questions. For this short-questions answer are expected to be written in 20 words each. The questions should be such that it will be answered briefly and objectively.
 - b. Question 2 will be for 6 marks. There will be 4 questions and the students are expected to attempt any two questions and the answers should be written in 50 words (approximately) for each question. This will assess the skills of illustration/description of the concept/ phenomenon. The answer to the question should be brief and precise.
 - c. Question 3 will be for 15 marks. There will be five questions and students are expected to attempt any three out of five. Each question will carry five marks. The nature of question will be such that it will assess the ability to illustrate/describe/evaluate/ apply the concepts/principles learned by the students. The answers should be in 150 words each (approximately).
 - d. Question 4 will be for 15 marks. There will be two questions and students are expected to attempt any one and write the descriptive/essay type answers in 500 words (approximately), it will assess the interpretation and analysis abilities of students in concern subject.

Practical/Practicum/ Dissertation Evaluation:

The procedure for the internal and external evaluation of these courses is given in the syllabus of the respective courses. Teachers/evaluators are expected to follow the respective guidelines.