



**KAVAYITRI BAHINABAI CHAUDHARI  
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**REVISED SYLLABUS FOR**

**CHOICE BASE CREDIT SYSTEM PATTERN (CBCS)**

**M.A. PART- I (PSYCHOLOGY)**

**FOR  
SEMESTER I & SEMESTER II**

**UNDER THE FACULTY OF HUMANITIES**

***WITH EFFECT FROM  
JUNE-2021***

**SYLLABUS FOR M.A. (PSYCHOLOGY) PART-I**  
**CHOICE BASED CREDIT SYSTEM (CBCS) AND OLD PATTERN**

**EQUIVALENT COURSE CHART**

**SEMESTER-I**

<b>New Syllabus from June 2021 (CBCS Pattern) Semester-I</b>			<b>Old Syllabus from June 2017 Semester-I</b>		
<b>Paper</b>	<b>Paper Code AND No. (Core Course)</b>	<b>Name of The Course/Paper</b>	<b>Paper</b>	<b>Paper Code</b>	<b>Name of The Course/Paper</b>
I	PG CC PSY-101	Personality Psychology	I	PSY-111	Approaches and Aspects of Personality
II	PG CC PSY-102	Psychometrics	II	PSY-112	Cognitive Psychology
III	PG C.C. PSY-103	Experimental Psychology (Practical)	III	PSY-113	Advanced Psychological Testing
NA	NA	Not Applicable	IV	PSY-114	Psychological Practical (Tests)

**SEMESTER-II**

<b>New Syllabus from June 2021 Semester-II (CBCS)</b>			<b>Old Syllabus from June 2017 Semester-II</b>		
<b>Paper</b>	<b>Paper Code AND No. (Core Course)</b>	<b>Name of The Course/Paper</b>	<b>Paper No.</b>	<b>Paper Code</b>	<b>Name of The Course/Paper</b>
I	PG CC PSY-201	Biological Basis of Motivation and Emotion	I	PSY-121	Motivation and Emotion
II	PG CC PSY-202	Statistical Methods in Psychology	II	PSY-122	Cognitive Phenomenon
III	PG CC PSY-203	Psychological Testing (Practical)	III	PSY-123	Statistics in Psychology
NA--	NA--	Not Applicable	IV	PSY-124	Psychological Practical (Experiments)

**SKILL BASED, / ELECTIVE AND AUDIT COURSES**

<b>Semester</b>	<b>Paper No.</b>	<b>Skill Based /Electives</b>	<b>Paper Code No</b>	<b>Name of The Course/Paper</b>
SEM-I	IV	Skill Based Course	PG SC-PSY-104	Cognitive Psychology
	V	OR Elective Course	PG EC PSY- 105	OR Learning Theories
	VI	Audit Course (Compulsory)	PG AC-PSY-106	Practicing Cleanliness
SEM-II	IV	Skills Course	PG SC-PSY-204	Cognitive Process
	V	OR Elective Course	PG EC PSY-205	OR Behaviour Modification
	VI	Audit course	PG AC PSY-206	Soft Skills Development

**Semester – I (18 Credits) + Semester-II (18 Credits) = Total 36 Credits**

**(Note: 60 Marks for External Exam and 40 Marks for Internal Exam. Theory Paper Evaluation Chart Details Given on Last Page.)**

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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- I  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT -PERSONALITY PSYCHOLOGY (PG CC PSY-101)**

**Total marks - 60 + 40 (Theory)**

**Periods - 60**

**Credit - 04**

**Total Hours - 60**

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**Objectives: -**

1. *To help the students to understand the term 'Personality'. It will enable them to study the various determinants of personality and measurement of traits.*
2. *To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.*
3. *To acquaint the students with the applications of personality theories in different walks of life.*

**UNIT-: I Introduction to Psychology of Personality**

**[Periods 15]**

1.1 Definition, Origins and Nature of Personality

1.2 Development of Personality -: (Meaning, Process and Techniques of Personality Development.)

1.3 Determinants of Personality-; (Biological or Physical, Psychological, Environmental, Social, Educational, & Family)

1.4 Characteristics of Good Personality Theory and Evaluation of Personality Theory

1.5 Approaches: Person-Situation Interaction, Idiographic & Nomothetic

**UNIT-II Trait and Type Theories of Personality**

**[Periods 15]**

2.1 Trait and Type Theories of Personality, Differences between Trait and Type

2.2 Allport's Trait Theory of Personality

2.3 Eysenck Personality Theory and the Big 5 Theories of Personality

2.4 Type A and B Personality Theory, Types of Theories of Personality (Carl Jung and The Myers – Brigg's Test.)

2.5 Concept of Personality: Indian Perspective- (Sattvic, Rajasic and Tamasic Personality)

## **UNIT- III Psychodynamic and Humanistic Theories of Personality**

**[Periods 15]**

- 3.1 Introduction to Psychodynamic Theories of Personality
- 3.2 Psychodynamic Theories of Personality (Freud, Erikson)
- 3.3 Social Psychological Theories of Personality (Alfred Adler, Karen Horney)
- 3.4 Humanistic Theories of Personality (Maslow, Rogers)
- 3.5 Application: Importance of Défense Mechanisms in one's Life

## **UNIT-IV -Learning and Cognitive Theories of Personality [Periods 15]**

- 4.1 Classical Conditioning by Pavlov (Stimulus Generalization and Discrimination, Extinction, Reinforcer, Spontaneous Recovery)
- 4.2 Operant Conditioning by Skinner (Shaping, Aversive Stimulus, Behaviour Modification)
- 4.3 Dollard and Miller Theory of Personality (Drive, Clues, Response, Reinforcement, Frustration-Aquaresis Hypothesis)
- 4.4 Bandura's Social Cognitive Theory of Personality (Reciprocal Determination, Self-Efficacy)
- 4.5 George Kelly: Personal Construct Theory, (Structure of Personality, Characteristics of Personal Construct, Human as a Scientist.)

### **BOOKS REFERENCE**

#### **Books:**

- 1) Singh, Arun Kumar. (2014). *Psychology of Personality*. Motilal Banarsidass Publishers: New Delhi.
- 2) Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality (4th Edn.)* Wiley: India.
- 3) Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi,
- 4) Gatchel, R. J., & Mears, F. (1982). *Personality – Theory, Assessment, and Research*. St. Martin's Press, Macmillan: London.
- 5) Kundu, C. L. (1989). *Personality Development*. Sterling Publishers Pvt Ltd: Delhi.
- 6) Ewen, R., B., (2010 ): *An Introduction to theories of Personality*. Psychology press, Taylor and Francis group, New York.
- 7) Barve, B. N. (2006). *Vyaktimatwa Siddhant*. Vidya Prakashan, Nagpur.
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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- II  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT-BIOLOGICAL BASIS OF MOTIVATION AND EMOTION (PG CC PSY-201)**

**Total Marks - 60+40 (Theory)  
Credit-04**

**Total Hours - 60  
Total Period- 60**

**Objectives:**

- 1. To provide comprehensive overview of the major theories of Motivation and emotion*
- 2. To create awareness about the role of biological factors in motivation and emotion.*
- 3. To emphasize the importance of positive and negative emotions in human life.*

**UNIT-I: Basic Aspects of Motivation**

**[Periods- 15]**

- 1.1. Definition and Basic Motivational Concepts: instincts, needs, drives, motivational cycle etc.
- 1.2. Approaches to the study of motivation: Physiological, Ethological, Cognitive, Socio-cultural and Developmental.
- 1.3. Mechanism of hunger and thirst
- 1.4. Mechanism of sleep and sex
- 1.5. Cognitive bases of motivation: Intrinsic Vs Extrinsic Motivation, Attribution, Competence.

**UNIT-II: Understanding and Measuring Motivation**

**[Periods- 15]**

- 2.1. Meaning of Content and Process Theories of Motivation
- 2.2. Content Theories of Motivation: (Maslow's, Alderfer's, Herzberg's, McClelland)
- 2.3. Process Theories of Motivation: (Expectancy Theory, Equity Theory, Goal-setting Theory)
- 2.4. Measurement of motives: Issues and Techniques
- 2.5. Cross – Cultural perspective of motivation

**UNIT- III Foundations of Emotion**

**[Periods- 15]**

- 3.1. Concepts and Components of Emotion
- 3.2. Types of Emotion (Paul Eckman, Robert Plutchik's model)
- 3.3. Physiological basis of emotions (The brain, the autonomic nervous system, neuro-chemical basis)
- 3.4. Cerebral lateralization of cognition and emotion

### 3.5. Emotion and culture - Etic and Emic approach

## **UNIT-IV Theories and Measurement of Emotion**

**[Periods- 15]**

- 4.1. Bodily Response Theories of Emotion – (James-Lange, Cannon-Bard)
- 4.2. Cognitive Theories of Emotion (Schechter-Singer, Lazarus)
- 4.3. Broaden and Build theory of Positive Emotions
- 4.4. Facial Feedback Hypothesis
- 4.5. Emotional intelligence: Models (Ability, trait, mixed) and Measurements

### **REFERENCES:**

- 1) Aamodt, M. G. (2010). *Industrial/organizational psychology: An Applied Approach (6th Ed.)*. U.S.A.: Wadsworth Cengage Learning.
- 2) Borod, J. (ed) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
- 3) Buck, R. (1976). *Human Motivation and Emotion*. New York: Wiley.
- 4) Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
- 5) Ekman, P. & Davidson, R.J. (1995). *The Nature of Emotion: Fundamental Questions*. NY: Oxford University Press.
- 6) Endler, N.S., & Magnusson, D. (1976). *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
- 7) Frager, R. & Fadiman, J. (2007). *Personality and personal growth (6<sup>th</sup> Edn.)*. India: Pearson Prentice Hall.
- 8) Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
- 9) Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
- 10) Kondalkar, V. G. (2007). *Organizational Behavior*. New Delhi: New Age International (P) Limited Publishers.
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- 12) Linley, P. A., & Joseph, S. (2004). *Positive Psychology In Practice*. New Jersey: John Wiley and Sons, Inc.
- 13) London, H. & Exner, J.E. (1978). *Dimensions of Personality*. New York: Wiley
- 14) Mayer, F.S & Sutton, K. (1996). *Personality: An Integrative Approach*. N.J.: Prentice-Hall.
- 15) Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.

- 16) Oatley, K. & Jenkins, J. M. (1992). *Understanding Emotions*. Cambridge: Blackwell publishers.
- 17) Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
- 18) Salovey, P. & Sluyter, D. (eds) (1997). *Emotional development and emotional intelligence: Implications for educators*. NY: Basic Books.
- 19) Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
- 20) Taylor, S. (1999). *Health psychology*. ND: McGraw-Hill.

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**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT – PSYCHOMETRICS (PG CC PSY-102)**

**Total marks - 60+40 (Theory)**

**Periods - 60**

**Credit - 04**

**Total Hours - 60**

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*Objectives:*

1. *To create critical understanding of measurement issues and techniques in psychological inquiry.*
2. *Enable students to develop skills and competencies in test construction and standardization*
3. *To develop occupational skills in student related with psychological testing.*

**Unit-I: Introduction to Psychological Testing**

**[Periods 15]**

- 1.1 Psychological test: History, meaning, nature and types
- 1.2 Levels of Measurement (Scales)
- 1.3 Characteristics of good test, meaning of test score, Test- Report writing
- 1.4, Social and ethical issues of psychological test.
- 1.5 Importance and Uses of psychological test

**Unit-II: Test Construction and Norms**

**[Periods 15]**

- 2.1 Test construction: Meaning and Nature
- 2.2 Test construction, Item writing, item analysis, Item difficulty and Discrimination
- 2.3 Norms: Meaning and Development
- 2.4 Within-group norms- Percentiles, standard scores, the Deviation IQ
- 2.5 Relativity of norms

**Unit-III: Reliability and Validity**

**[Periods 15]**

- 3.1 Reliability: Meaning and types
- 3.2 Factors influencing reliability
- 3.3 Validity: Meaning and types
- 3.4 Factors influencing validity
- 3.5 Factor analysis: Concept and Characteristics



## **Unit-IV: Application of Psychological Testing**

**[Periods 15]**

- 4.1 Areas of testing: Intelligence, aptitude, Personality, interest neuropsychological
- 4.2 Computer-based psychological testing
- 4.3 Applications of psychological testing: Clinical and Counselling
- 4.4 Applications of psychological testing: Education and Career guidance
- 4.5 Applications of psychological testing: Industrial and Organizational, Military.

### **References:**

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. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhavan.
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11. Kothari C.R. (2004). *Research Methodology*. 2nd ed. New Delhi: New Age International Ltd.

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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- II  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT- STATISTICAL METHODS IN PSYCHOLOGY (PG CC PSY-202)**

**Total Marks - 60+40 (Theory)  
Credit - 04**

**Periods - 60  
Total Hours - 60**

**Objectives:**

- 1. To acquaint the students and make them understand the different statistical methods with their uses and interpretations.*
- 2. To develop computational skills in students.*
- 3. To enable students to analyze the data and to make predictions for betterment of the society.*

**UNIT- I: Introduction to Statistics**

**[Periods-15]**

- 1.1 Nature, Relevance and Applications of Statistics in Psychology
- 1.2 Descriptive Statistics : Measures of Central Tendency (Mean, Median, Mode), Variability (Range, QD, AD, SD, Variance)
- 1.3 Inferential Statistics : Estimation (Estimation and Interval Estimation), Hypothesis Testing (Types of Hypothesis, Levels of Significance, Type- I & Type-II Errors)
- 1.4 Terminologies used in Statistics : Population, sample, sampling error, standard error, statistic and parameter, sample size, degrees of freedom (df), variables, data, outliers
- 1.5 Scales of Measurement : (Nominal, Ordinal, Interval and Ratio Scale)

**UNIT- II: Normal Distribution**

**[Periods-15]**

- 2.1 Concepts and Principles of Probability
- 2.2 Properties of Normal Probability Curve (NPC)
- 2.3 Z-Scores
- 2.4 Applications of Normal Distribution
- 2.5 Divergence in Normal Distribution

### **UNIT- III: Parametric Statistics**

**[Periods-15]**

- 3.1 Correlation: Concept and Coefficient of Correlation, Pearson's Product Moment Correlation
- 3.2 Regression and Prediction: Concept of Regression, Calculation of Regression Equation, Prediction with Regression Equation
- 3.3 Other Methods of Correlation - Biserial, Point-biserial, Tetrachoric, Phi-Coefficient, Partial and Multiple Correlation
- 3.4 Significance of Difference between Means: t- test for independent samples, t- test for dependent samples, Effect size (Cohen's d)
- 3.5 Analysis of Variance (ANOVA): Concept of Variance, One Way ANOVA, Two Way ANOVA, Analysis of Covariance (ANCOVA)

### **UNIT- IV: Non-Parametric Statistics**

**[Periods-15]**

- 4.1 Concepts and Uses of Non-Parametric Statistics
- 4.2 One Sample and Two Related Sample Tests: One Sample Tests (Sign Test, Median Test, Chi-square Test), Two Related Sample Tests (McNemar Test, Wilcoxon Matched-Pair Signed- Rank Test)
- 4.3 Non-Parametric Analysis of Two Independent Samples: Chi-Square Test, Median Test, Mann-Whitney U Test
- 4.4 Non-Parametric Tests for K-related and K-independent samples: Friedman's Two Way ANOVA by Ranks (for K-related samples)
- 4.5 Non-Parametric Measures of Correlation: Spearman's Rank-order Correlation, - Kendall's Rank-order Correlation

#### **NOTE-**

- 1. The question paper will consist of questions based on Theory (50%) and Statistical Calculations (50%).
- 2. Calculation exercises in the question paper shall be restricted to the following:
  - Pearson's Product Moment Correlation
  - t- test (for independent and dependent samples)
  - One Way ANOVA
  - Sign Test, Median Test, Chi-square Test (One Sample Tests)
  - McNemar Test- (Two Related Sample Test)
  - Chi-Square Test, Mann-Whitney U Test (Two Independent Sample Tests)
  - Spearman's Rank-order Correlation
- 3. Students can use non-scientific / simple calculator during examination.

## REFERENCES:

- 1) Arthur, A., Elliot, J & Elaine, N. (2013). *Statistics for Psychology*. Delhi: Pearson.
- 2) Black, T.R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. London: Sage Pub.
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- 5) Glass, G. V. & Stanley, J. C. (1970). *Statistical methods in education and psychology*. Prentice-Hall.
- 6) Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education (6<sup>th</sup> ed)*. McGraw – Hill.
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- 8) Lomax, R. G. (1998). *Statistical concepts: A second course for education and behavioural sciences*. N.J.: Lawrence Erlbaum Asso. Inc.
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- 12) Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural sciences (3rd ed.)*. N.Y.: Academic Press.

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**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT: - EXPERIMENTAL PSYCHOLOGY (PRACTICAL) (PG CC PSY-103)**

**Total marks - 60+40 (Practical)**

**Periods-72**

**Credit - 06**

**Total Hours- 72**

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**Objectives: -**

*To acquaint the students with.*

1. *Skills of scientific techniques of conducting experiments in psychology*
2. *The different areas of experimental research in psychology*
3. *Application of experimental findings in day-to-day life.*

**Group – A) Psycho-Physics and Scaling Method, Motor Skills (Any One)**

- 1) Muller Lyre Illusion
- 2) Size and Weight Illusion
- 3) Finger Dexterity
- 4) Motor skills

**Group – B) Sensation Perception and Attention (Any Three)**

- 1) Size Constancy
- 2) Perception of distance (Howard- Dolman)
- 3) Division of attention
- 4) Color Perception (perimeter)
- 5) Fluctuation of Attention
- 6) Depth Perception

**Group – C) Learning and Memory (Any Five)**

- 1) Multiple Choice
- 2) Mirror Drawing
- 3) Maze Learning
- 4) Serial Learning
- 5) Proactive and Retroactive Inhibition
- 6) Transfer of Learning

- 7) STM- Digits and Letters
- 8) Word association
- 9) Stuff effect
- 10) Zeigarnic Effect

**Group – D) Cognition Motivation and Emotion**

**(Any One)**

- 1) Concept Formation
- 2) Reaction Formation
- 3) Knowledge of Results
- 4) Emotional Expression
- 5) Measurement of Retention

**Conduct of Practical Examination**

**Internal Evaluation: 40 Marks.**

1. There will be 40 marks for internal assessment and 60 marks for External Evaluation
2. Internal Assessment of practical 40 marks there will be internal practical examination after completion of three experiment and the division of 40 internal marks like following:

Items	Marks
1. Attendance & Performance During Academic Session	10
2. Experiment and experiment evaluation reports	10
3. Three experiment conduct of 5 subject and submitted their report.	20
<b>Total</b>	<b>40</b>

**External Evaluation: 60 Marks**

*Instruction – Students should bring one Subject While Coming for Practical Exam.*

Examination will be of 60 marks and division of marks like following.

Items	Marks
1. Journal --	15
2. Instruction and conduct--	15
3. Report writing --	15
4. Viva-voce --	15
<b>Total</b>	<b>60</b>

## **IMPORTANT NOTES**

### **A) CONDUCTION OF PRACTICALS:**

1. Each batch of practical (for university exam also) will consist of maximum **Ten** students and Four Hours.
2. Separate batch will be formed if this number exceeds even by two.
3. Workload for each batch will be equivalent to six lecture periods.
4. Students have to require maintaining a journal and obtaining the completion certificate signed by teacher in-charge and head of the department. Without this certificate, students will not be allowed to appear for the university examination.

### **B) Conduction of Practical's at Examination:**

1. External examiners will reach one hour before at the Centre for paper setting and laboratory inspection.
2. External examiners will jointly set question paper at the respective center with the help of internal examiner.
3. Remuneration of the question paper setting will be equally divided in to internal and external examiners and paid by the respective centre/college.

### **Following types of job opportunities available after completion of M.A. degree.**

- 1) Self skill-oriented job: Work as a Counselor in psychiatric clinic or they can run their own counselling clinic. Conduct personality development programmes.
- 2) Public oriented job: Personnel manager in industries, counselor in government sector and HR department. Career counselor and can also work with NGO`s in different fields
- 3) Can appear for MPSC, UPSC and other competitive examinations.
- 4) Can work as a school teacher, lecturer.
- 5) Work as a Rehabilitation teacher for mentally retarded, physically handicapped and for special children

### **References:**

1. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
2. Galloti, K. M. (2004). *Cognitive Psychology*. In and Out of Laboratory. USA: Thomson Wadsworth
3. Mohsin, S. M. (2013). *Experiments in Psychology Motilal Banarsidass Publishing House, Mumbai*
4. Nunn, V.K. (1988). *Laboratory Psychology: A beginner's guide*. Hove: Psychology Press Ltd.
5. Rajamnickam. M. (2005). *Experimental Psychology: With Advanced Experiments*. Vol. 1&2. New Delhi: Concept Publishing Company.
6. Tinker, M. A. & Russel W. A. (1958) *Introduction to Methods in Experimental Psychology*. New York, Appleton- Century Crofts.

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**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (CORE COURSE)**

**SUBJECT- PSYCHOLOGICAL TESTING (PRACTICAL) (PG CC PSY-203)**

**Total marks - 60+40 (Practical)**  
**Credit - 06**

**Periods - 72**  
**Total Hours - 72**

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**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 based on psychological test results.*

**NOTE: Only standardized tests should be used.**

**Group A: Clinical Tests (Any Four)**

1. Altman's Mania Scale
2. Autism distress behaviour scale
3. Beck's Depression Inventory
4. Children Apperception Test (CAT)
5. Depression proneness
6. Kundu Neurotic Personality Inventory
7. Mental Health Scale
8. Neurosis Measurement Scale
9. Personal Stress Source Inventory
10. Sexual Anxiety Scale
11. Suicidal Ideation Scale

**Group B. Counselling Tests (Any Four)**

1. Altruism Scale
2. Big Five Personality Inventory
3. Draw A Man Test for Indian Children
4. Emotional Maturity Scale
5. Family Environment Scale



6. Locus of Control Scale
7. Marital Adjustment Questionnaire
8. Marriage Attitude Scale
9. Social Maturity Scale
10. Students' Examination Anxiety Test.
11. Youth Problem Inventory

### **Group C. Other Tests (*Any Two*)**

1. Creativity Test
2. Dowry Attitude Scale
3. Emotional Intelligence Test
4. Leadership Performance Scale
5. Malian's Intelligence Scale
6. Problem Solving Ability Test
7. Raven's Standard Progressive Matrices
8. Social Distance Scale
9. Social Networking Addiction Test
10. Spiritual Personality Inventory

### **Important Note:**

#### **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 External as per the rules of credit system.

### **Conduct of Practical Examination of Credit System.**

#### **[B] Evaluation of Practical-**

1. There will be 40 marks for internal assessment and 60 marks for External Evaluation (End of Semester Examination)
2. Internal Assessment of practical 40 marks there will be internal practical examination after completion of five practical's and the division of 40 internal marks like following:

**a) Internal Evaluation: 40 Marks.**

Items	Marks
4. Attendance & Performance During Academic Session	10
5. Testing and Test Evaluation Reports	10
6. One Test Administered on 10 Subject and Submitted Their Report.	20
<b>Total</b>	<b>40</b>

Internal examination will be conducted at Department 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 H.O.D. will jointly set question paper.

**b) External Evaluation: 60 Marks**

*Instruction – Students should bring one Subject while coming for Practical Exam.*

Examination will be of 60 marks and distribution of marks will be as follows.

Sr. No.	Items	Marks
1	Journal	15
2	Instruction and Test Administration	15
3	Report Writing	15
4	Viva-voce	15
	<b>Total</b>	<b>60</b>

The program of the **External Evaluation** (Semester End Examination)

1. Two examiners will be appointed & 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. The question paper will contain problems based on the practical conducted at the respective centres.
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.

## REFERENCES:

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. N. D.: Pearson Education.
2. Chadha, N. K. (1996). *Theory and Practice of Psychometry*. N. D.: New Age International Ltd.
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9. Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory (3rd ed)*. NY: McGraw-Hill.
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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- I**  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (SKILL BASED COURSE)

**SUBJECT - COGNITIVE PSYCHOLOGY (PG SC PSY-104)**

**Total marks - 60+40 (Theory)**  
**Credit - 04**

**Periods - 60**  
**Total Hours - 60**

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**Objectives –**

- 1) *To introduce the nature and basic processes of cognitive psychology to Students.*
- 2) *To acquaint the students with the application of cognitive process in day-to-day life.*

**Unit I- Cognitive Psychology: An Overview**

**[Periods 15]**

- 1.1- Definition and origin of cognitive psychology
- 1.2 - Modern cognitive psychology and theories of cognitive psychology
- 1.3 - Current status of cognitive psychology
- 1.4 - Research Methods and paradigms of cognitive psychology
- 1.5 - Cognition and Intelligence

**Unit-II- Cognitive Neuroscience**

**[Periods 15]**

- 2.1- Cognition in the brain- Anatomy and Mechanisms of the brain
- 2.2- Structures and Functions of the brain
- 2.3- Neuronal structure and functions, Neurotransmitters
- 2.4- Brain related disorders
- 2.5- Cognitive Neuropsychological methods in brain functions

**Unit-III- Attention and Perceptual Process**

**[Periods 15]**

- 2.1- Selective attention, Models of selective attention-The Filter model of Broadbent and The Attenuation model of Treisman
- 2.2- Divided Attention-Dual -Task performance, The Attention hypothesis of Automatisation, The psychological refractory period, Automaticity and the effect of practice-The stroop task, Feature integration theory

- 2.3 -Definition of perception and nature of pattern recognition, Gestalt approaches to perception- Bottom-up processes, Top down processes
- 2.4- Feature analysis- Eye moment and pattern perception, Prototype matching- abstraction of visual information, Pseudomemory, Prototype theory
- 2.5- Application- Neurocognition of attention and extra sensory perception

#### **Unit-IV Concept Formation, Problem Solving and Creativity [Periods 15]**

- 4.1- Concept formation strategies, Acquiring Prototypes, Tip of the tongue Phenomenon
- 4.2 - Meta cognition, Meta memory
- 4.3- Problem solving-classification of problem, Problem solving approaches- Problem space theory, Means-end hypothesis, the analogy approaches, Algorithm technique, Heuristics
- 4.4- Nature of creative thinking, Creativity and intelligence, Creative abilities, Creativity and learning, Factors influencing creativity
- 4.5- Application - Fostering creativity

#### **References:**

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- 9) Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Upper Saddle NJ: Prentice Hall.
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- 12) Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
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- 15) Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- 16) Guenther R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall. 12

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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- II**  
**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (SKILL BASED COURSE)**

**SUBJECT- COGNITIVE PROCESS (PG SC PSY- 204)**

**Total marks - 60+40 (Theory)**  
**Credit - 04**

**Periods - 60**  
**Total Hours - 60**

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**Objectives –**

- 1) *To introduce the nature and basic processes of cognitive psychology to students.*
- 2) *To acquaint the students with the application of cognitive process in day-to-day life.*

**UNIT- I: Theories of Learning and Thinking**

**[Periods-15]**

- 1.1- Theories of learning- Pavlovian classical conditioning
- 1.2 - Thorndike's instrumental learning and law of effect, Skinner radical Behaviour
- 1.3- Associationism, Gestalt theory, Information processing theory
- 1.4- Theories of thinking-Central theory, Peripheral theory
- 1.5 - Application- Learning and Thinking

**UNIT- II: Memory and Related Models**

**[Periods-15]**

- 2.1 - Episodic Memory-Theories of memory
- 2.2 - a) Short term memory-Fragility, Capacity, Coding  
b) Long term memory-Determinants of accuracy, Effect of context
- 2.3 - Models of memory-Craik and Lockhart's level of processing approach, Tulvings model, Encoding specificity model
- 2.4 - Semantic memory- The semantic and episodic distinction, Concepts, Categories and its prototype view, Theories of semantic memory-Feature Comparison model, Network model, Exemplar model, Autobiographical Memory
- 2.5 - Application- Mnemonics

### **UNIT- III: Language Production and Process**

**[Periods-15]**

3.1 - The structure of language

3.2 - Language comprehension and production- Speech perception, speech errors in production, sentence comprehension, comprehending text passages

3.3 - Language and cognition-The modularity hypothesis, The Whorfian Modularity hypothesis

3.4 - Neuropsychological views and evidence

3.5 - Application- PET scan and language

### **UNIT- IV: Basic Concepts in Decision Making**

**[Periods-15]**

4.1- Phases of decision making

4.2 - Basic concepts of probability

4.3 - Availability heuristics- Regency, Effect of familiarity

4.4 - Overconfidence- Causes

4.5 - Application- Improving decision making

### **REFERENCES:**

- 1) Best J.B. (1999) *Cognitive psychology* – USA: Wadsworth Publishing Co.
- 2) Galotti K.M.(2001) *Cognitive psychology* 2nd edition New Delhi, Wiley
- 3) Borude. R.R. (2005) *Bodhanik Manasshastra*, Chhaya Publication. Aurangabad
- 4) Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
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- 8) Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.
- 9) Jahnke, J. C. & Nowaczyk, R. H. (1998). *Cognition*. Upper Saddle NJ: Prentice Hall.
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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- I**  
**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)**

**SUBJECT - LEARNING THEORIES (PG EC PSY- 105)**

**Total marks - 60+40 (Theory)**

**Periods - 60**

**Credit - 04**

**Total Hours - 60**

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**Objectives: -**

- 1. To acquaint the students with the nature and process of learning.*
- 2. To understand the principles and theories of learning.*

**UNIT-I: Nature, Variables, Factors and Measures of Learning [Periods-15]**

1.1 Definition and nature of learning

1.2 Basic Principles of Learning

1.3 Factors influencing in learning – Individual differences, past variables, method variables

1.4 Measures of learning – Memory span, Method of Recall, Recognition, Relearning, Reconstruction.

1.5 Observational Learning-Some basic principles, observational learning and aggression, observation learning and culture

**UNIT-II: Learning Theories [Periods-15]**

2.1 Classification of learning theories (Associative, Cognitive and Modern Learning Theories)

2.2. Associative learning theories- Thorndike structure of S-R bonds

2.3 Pavlov's classical conditioning theory

2.4 Skinner's operant conditioning theory

2.5 Clerk Hull's theory

**UNIT-III: Major Cognitive Approaches [Periods-15]**

3.1 Cognitive learning theory

3.2 Gestalt theory of learning, Lewin field approach



- 3.3 Tolman's sign theory
- 3.4 Bruner's Cognitive Theory of learning
- 3.5 Asubel's Theory Of learning and Instruction

## **UNIT-IV Modern Learning Theories**

**[Periods-15]**

- 4.1 Gagne's Hierarchical theory of learning
- 4.2 Bandura's social learning theory
- 4.3 Bloom's theory of Mastery learning
- 4.4 The information processing model of learning
- 4.5 Application of learning theories

## **REFERENCE**

1. Baron, R.A. (2001). *Psychology (5<sup>th</sup> Edition)*. Pearson Publications
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9. जगताप, ह.ना. (2009). *अध्ययन उपपत्ती व अध्यापन*. नित्य नुतन प्रकाशन, पुणे.

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**UNDER PATTERN OF**  
**CHOICE BASED CREDIT SYSTEM (ELECTIVE COURSE)**

**SUBJECT- BEHAVIOUR MODIFICATION (PG EC PSY- 205)**

**Total marks - 60+40 (Theory)**  
**Credit - 04**

**Periods - 60**  
**Total Hours - 60**

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**Objectives:-**

1. To introduce students the basic concepts of behavior Methodology.
2. To acquaint the students with principles of behavior modification and its application.

**UNIT- I: Behavior Modification and Its Principles and Procedures [Periods-15]**

- 1:1-Behavior, Behavior modification, Behavioral assessment and misconception about behavior modification.
- 1:2-Areas of application- Parenting and child management, Education , Clinical behavioral therapy, self management of personal problems, medical and health care, sport psychology, culturally diverse individuals.
- 1:3- Positive reinforcement- Meaning, effectiveness of positive reinforcement, pitfalls and guidelines.
- 1:4-Conditioned reinforcement- Meaning, effectiveness of conditioned reinforcement, pitfalls, guidelines.
- 1:5-Extinction- Meaning, effectiveness of conditioned reinforcement, pitfalls, guidelines

**UNIT-II: Developing Behavioral Persistence [Periods-15]**

- 2:1-Intermittent reinforcement- Meaning, types, eight basic schedules for increasing and maintaining behavior.
- 2:2- Stimulus discrimination and stimulus generalization- meaning, effectiveness of stimulus discrimination training, pitfalls, guidelines.
- 2:3- Fading- Meaning, effectiveness, pitfalls, guidelines.
- 2:4-Shaping- Meaning, effectiveness, pitfalls guidelines
- 2:5- Behavior chaining- Stimulus response chaining, effectiveness, pitfalls, guidelines.

### **UNIT- III: Eliminating Inappropriate Behavior**

**[Periods-15]**

3:1- Punishment- Principles, types, influencing factors, pitfalls, guidelines.

3:2- Avoidance conditioning- Escape conditioning, avoidance conditioning, pitfalls, guidelines.

3:3- Respondent conditioning- Principles, application of respondent conditioning principles.

3:4- Generality of behavior change- Meaning, influencing factors,

3:5- Programming generality of respondent behavior, Pitfalls, guidelines for generality of operant behavior.

### **UNIT- IV: Effective Programming Strategies**

**[Periods-15]**

4:1- Stimulus control rules and goals- Rules, goals

4:2- Modelling, physical guidance, situational inducement

4:3- Token economy- Initial steps, specific implementation procedures,

4:4- Self-control- Causes of self-control, model for self-control, steps,

4:5- Systematic self-desensitization- Treatments for simple phobias, systematic desensitization.

#### **TEXT BOOK:**

- 1) Martin, Pear (2002). *Behavior Modification* (What it is and how to do it) Prentice Hall of India New Delhi -110001

#### **REFERENCES:**

- 1) D'amato, M.R. (1979). *Experimental Psychology: Methodology, Psychophysics and Learning*. New Delhi: Tata McGraw Hill Publishing Company, Ltd.
- 2) Dandekar, W.N. (1966). *Fundamentals of Experimental Psychology*. Kolhapur: School and College Book Stall.
- 3) Desai, B. & Abhyankar, S. (2017). *Prayogik Manasshashtra Aani Sanshodhan Padhati*. Pune: Narendra Prakashan.
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- 5) Healy, A.F. & Proctor, R.W. (2003). *Handbook of Experimental Psychology*. New Jersey: John Wiley & Sons, Inc.

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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- I  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (AUDIT COURSE)**

**SUBJECT - PRACTICING CLEANLINESS (PG AC PSY-106)  
(Compulsory Course: College Level)**

**Total marks – 100  
Credit - 02**

**Periods - 40  
Total Hours - 40**

**Course Objectives: •**

1. *To make students aware of Clean India Mission and inculcate cleanliness practices among them.*
  - *Awareness program on*
    - *Swachh Bharat Abhiyan (Clean India Mission)*
    - *Clean Campus Mission*
    - *Role of youth in Clean India Mission*
  - *Cleaning activities inside and surroundings of Department buildings.*
  - *Tree plantation and further care of planted trees*
  - *Waste (Liquid/Solid/e-waste) Management, Japanese 5-S practices*
  - *Planning and execution of collection of Garbage from different sections of University campus*
  - *Role of youth in power saving, pollution control, control of global warming, preservation of ground water and many more issues of national importance.*
  - *Cleanest School/Department and Cleanest Hostel contests,*
  - *Painting and Essay writing competitions*

**Course Outcomes:**

**After the completion of this course, the student will be able to**

Course outcome
Identify need at of cleanliness at home/office and other public places
Plan and observe cleanliness programs at home and other places.
Practice in regular life

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**SYLLABUS FOR M.A. PSYCHOLOGY- (Part- I) SEMESTER- II  
UNDER PATTERN OF  
CHOICE BASED CREDIT SYSTEM (AUDIT COURSE)  
(College Level)**

**SUBJECT- SOFT SKILLS DEVELOPMENT (PG AC PSY-206)**

**Total Marks - 100  
Credit - 02**

**Periods - 40  
Total Hours - 40**

**Objectives:-**

1. To introduce students the basic concepts of soft skills.
2. To acquaint the students with principles and applications of soft skills in their real life situations.

**UNIT- I: Life Skills and Self-awareness**

- 1.1 Meaning and Nature of Life Skills
- 1.2 Self-esteem : Understanding Self, Concept of Self-esteem, Positive and Negative Self-esteem)
- 1.3 Self-motivation : Nature and Types of Motivation, Enhancing Self-motivation, Factors affecting motivation)
- 1.4 Creativity: Nature and Definitions of Creativity, Factors Affecting Creativity, Stages of Creativity, Personality of a Creative Person, Verbal and Nonverbal Creativity, Enhancing Creativity)
- 1.5 Self-management: Self-management skills and Social Competency, Social Competency Behaviour, Value Orientation, Life Goals)

**UNIT- II: Communicating and Thinking**

- 2.1 Communication: Nature, Importance and Definition of Communication, Basic Models, Determinants and Types of Communication, Communication Styles, Effective Communication, Communicating Rationally
- 2.2 Thinking and Reasoning: Nature and Types of Thinking, Concepts, Reasoning, Theories and Factors Related to Thinking, Attribution and its Impact on Thinking, Problem Solving
- 2.3 Proactive Thinking : Nature of Proactive Thinking, Being Proactive, Effective Thought Patterns, Begin with the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand Than to Be Understood
- 2.4 Positive Thinking: Nature and Significance of Positive Thinking, Winning Negative Thinking, Correlates of Positive Thinking, Steps to Positive Thinking, Use the Power of Positive Thoughts, Effects of Positive Thinking

2.5 Assertiveness: Nature of Assertiveness, Types of Assertiveness, Skills in Assertiveness, Strategies to Become Assertive, Characteristics of an Assertive Person

### **UNIT- III: Emotions**

3.1 Basics of Emotions : Nature and Biology of Emotions, Expression of Emotions, Emotional Development, Gender and Emotions, Correlates of Emotions

3.2 Emotional Intelligence: Nature and Significance of Emotional Intelligence, Scope and Types of Emotional Intelligence, Correlates of Emotional Intelligence, Strategies to Enhance Emotional Intelligence

3.3 Love and Happiness : Nature of Love, Types and Dimensions of Love, Relation Between Marriage and Love, Nature and Correlates of Happiness, Consequences of Happiness

3.4 Anger and Fear: Nature, Causes and Types of Anger, Types of Anger Expression, Anger Management, Nature and Causes of Fear, Difference between Fear and Anxiety, Overcoming fear

3.5 Stress: Nature of Stress, Nature of Demands and Coping, Types and Causes of Stressors, Effects and Indicators of Stress, Management of Stress, Time Management and Stress Reduction

### **UNIT- IV: Social Skills**

4.1 Empathy : Nature and Types of Empathy, Correlates of Empathy, Enhancing Empathy, Applications of Empathy

4.2 Friendship: Nature of Friendship, Changing Trends of Friendship, Type of Friendship, Correlates of Friendship, Benefits of Friendship

4.3 Team Building : Nature and Significance of Team Building, Stages of Team Building, Effectiveness of Team Building, Guidelines for Team Building

4.4 Interpersonal Relationships: Formal and Informal Relations, Factors Affecting Interpersonal Communication and Relations, Role of Feedback in Interpersonal Communication, Strategies for Maintaining Good Interpersonal Relations, Relating to Others in Virtual World

4.5 Leadership: Nature of Leadership, Personality of an Effective Leader, Types of Leadership, Functions of a Leader, Gender and Leadership

### **ACTIVITIES**

In charge teacher should conduct workshops, case studies, group discussions and seminars to train the students to understand and practice all those life skills to their real life situations and especially in their career.

### **EVALUATION PATTERN**

For this paper evaluation has to be done at college level and their convenience. Marks distribution is as follows:

<b>Sr.</b>	<b>Type of Assessment</b>	<b>Marks</b>
1	Theory	40
2	Workshops	15
3	Group Discussions	15
4	Seminars	15
5	Case Studies	15
<b>Total Marks</b>		<b>100</b>

**REFERENCES:**

- 1) Wadkar, A. J. (2016). *Life Skills for Success*. Delhi: Sage Publications India Pvt. Ltd.
- 2) Bhatnagar, N. (2014). *Effective Communication and Soft skills*. Delhi: Pearson Publications.
- 3) Gopalswamy, R. (2015). *The Ace of Soft Skills*. Delhi: Pearson Publications.

**QUESTION PAPER PATTERN**

**CBCS Pattern**

**Time- 2 Hours**

**Class- M.A.-I**

**Marks -60**

*Instructions-*

1. All questions carry equal marks
2. All questions are compulsory.

**Que- 1. Answer in one sentence. (Any Six)**

**[12 Marks]**

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----
7. -----
8. -----
9. -----

**Que- 2. Answer in three to four sentences. (Any Four)**

**[12 Marks]**

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

**Que- 3. Answer in brief. (Any Three)**

**[12 Marks]**

1. -----
2. -----
3. -----
4. -----
5. -----

**Que- 4. Write a short note on. (Any Two)**

**[12 Marks]**

1. -----
2. -----
3. -----
4. -----

**Que- 4. Long answers questions. (Any One)**

**[12 Marks]**

1. -----
2. -----
3. -----



**Internal Examination Pattern: - 40 Marks (College Level)**

<b>Internal Test -I</b>	<b>Internal Test -II</b>	<b>Attendance and performance</b>	<b>Total</b>
<b>15</b>	<b>15</b>	<b>10</b>	<b>40</b>

**External examination-60 Marks (University Level)**