

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur
(Autonomous)
Affiliated to Shivaji University, Kolhapur



Accredited by NAAC 'A' Grade

CHOICE BASED CREDIT SYSTEM

WITH

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

(Regulations in accordance with National Education Policy 2020 to be implemented
from Academic Year 2023-24 onwards)

Mahavir Mahavidyalaya, Kolhapur

An Autonomous Affiliated to Shivaji University, Kolhapur

Syllabus For

Master of Arts in Psychology

(Semester I and Semester II)

[FACULTY OF HUMANITIES]

1. TITLE:

Psychology (under the faculty of Humanities)

2. YEAR OF IMPLEMENTATION:

Under Academic Flexibility, the New M.A. Psychology Syllabus will be implemented from June, 2023 onwards in the affiliated colleges of Shivaji University, Kolhapur.

3. PREAMBLE:

This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

4. GENERAL OBJECTIVES OF PSYCHOLOGY PROGRAMME:

After successful completion students will be able to:

1. Understand the ideologies, methodologies, values, and ethical principles of psychologist's practices working in various settings with individuals and groups.
2. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.

3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the psychology profession, and achieve self- actualization.
4. Inculcate the analytical ability, research aptitude and relevant skills for professional life.

5. DURATION:

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

6. PATTERN:

The pattern of Examination will be Semester.

7. ADMISSION AND INTAKE:

i) Admission Committee:

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

ii) Merit List for admission rounds:

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

iii) Reservation:

I) 30 Intake Capacity of M.A. Psychology Course and Reservation quota for admission will be as per the rules of the State Government.

• Note: -

1. As per G.R. No. TEM (3397)/1297 TE-1 dated 11-7-1997 the constitutional reservation should not exceed 50% and hence the necessary adjustment giving reservation to S.B.C. as per GR.
2. 3% seats are reserved for persons with disabilities as per Govt. letter no. Misc. 1003 (510/2003) Est. 1 dated 27-10- 2003 (Encl: G.R.)

3. Candidate should produce the caste certificate at the time of submission of the admission form.
4. The candidates belonging to VJA, NTB, NTC, NTD, OBC, and SBC should produce non-creamy layer certificate at the time of admission.
5. The prescribed percentage for De-reservation policy will be implemented as per Govt. of Maharashtra G.R.No. TEM- 3397/12926/ (9086)/TE-1 dated. 11-07-1997.
6. If any difficulty arises during the admission process, the admission committee should take the appropriate decision, which should be considered as final decision.
8. Eligibility: Qualifying Examination:
 - i. Candidates who have passed in Bachelors' degree in Psychology [special] of Shivaji University or any other Statutory University recognized equivalent thereto, with minimum of 45 percent Marks/ Second Class.
 - ii. The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate in the examination.

9. MEDIUM OF INSTRUCTION:

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

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

M.A. PART I, PSYCHOLOGY

Semester System

[To be introduced w.e.f. 2023-2024 for M. A. Part I]

COURSE STRUCTURE WITH CREDIT POINTS AND MARKS

<p>M. A. Psychology, Part – I: Semester – I</p> <p>[To be introduced from 2023-2024 NEW NEP-2020]</p>
<p>SEMESTER – I and II: MAJOR MANDATORY AND ELECTIVE</p>

Rules regarding selection of Specialization Group and Papers for Semester – I and II:

11. M.A. PSYCHOLOGY: SCHEME OF EXAMINATION: SEMESTER

1. NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:

The Entire M.A. -I Psychology Course shall have 6 theory papers and 2 practical paper each paper carrying 70 marks. 2 Papers in Internship and Research project and 2 Papers in skill enhancement course Thus, M.A. I examination shall be of 1100 total marks.

2. SEMESTER EXAMINATION:

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

3. SEMESTER-Re-Examination:

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

12. Standard of Passing:

1. To pass each paper, 40% of the marks are required.
2. Semester Examination: In every theory and practical paper, a candidate should obtain a minimum of 40% of total marks, i.e., 28 marks out of 70 marks and 14 marks out of 35 marks.
3. To pass each theory and practical paper, 12 marks are required for internal assessment out of 30 and 6 marks out of 15.
4. Seminar, Home assignment, panel discussion, Reports, and Proposal should be presented for 30/15 marks for semesters I and II for each paper for internal.

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

The Pattern of Examination will be 60:40 for Four Credits and 30:20 for Two Credits.

- Final Examination (60 Marks for Four Credits and 30 Marks for Two Credits):

It consists of Multiple-Choice Questions, Short Notes and Long Question.

- Continuous Internal Evaluation (CIE) (40 Marks for Four Credits and 20 Marks for Two Credits):

It consists of following activities/exercises/assignments. The student must carry **Any four activities**.

1. Assignments

- Individual written assignments on specific topics from the syllabus.
- Reflective essays on lectures or reading materials.
- Case studies.

2. Class Presentations

- Oral presentations on assigned topics.
- Group presentations using PowerPoint or posters.
- Debates on current or theoretical issues.

3. Quizzes & Tests

- Weekly quizzes (MCQs, short answers).
- Unit tests for formative assessment.

4. Group Discussions and Activities

- Group discussions on social or mental issues.
- Peer teaching sessions (students teach a topic).
- Role-play and simulations.

5. Fieldwork and Observation Reports

- Field visit reports (Diagnostic center, Mental hospital, NGOs).
- Interview-based assignments (e.g., interviewing elders, local leaders, etc.).

6. Book Reviews / Article Reviews

- Review of a script, poems, novel, play, self-help books or academic article.
- Comparative reviews (e.g., two articles on the same topic).

7. Creative Projects

- Poster making, collage creation (for Mental awareness themes).
- Short film, Talks, Podcasts, or documentary creation on a psycho-social topic.
- Creative writing – Research Proposal, Project Reports etc.

8. Peer Assessment

- Students assess each other's work based on rubrics.
- Encourages self-evaluation and constructive criticism.

9. Participation and Attendance (Any Three)

- Regular participation in classroom discussions.
- Active engagement in college-level seminars or cultural programs.

10. Any Other Relevant Exercise approved by concerned Teacher.

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

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

SEMESTER – I

Paper	Old Syllabus		New Syllabus
DSC-II	Applied Cognitive psychology	MM-I	Applied Cognitive Psychology
DSE-I	Theories of Personality	MM-II	Theories of Personality
DSE-II	---	MM-III	Positive Psychology
DSE-II	Practical (Testing)	MM-IV	Practical (Testing)
OJT	On Job Training		---
SES	Information security		---
	--	ME-I	Introduction to soft skills
DSC-I	Research process in psychology	RM	Research Methodology
Semester – II			
DSC-III	Statistic methods in Psychology	MM-V	Statistics in Psychology
DSC-IV	Contemporary fields in Psychology	MM-VI	Indian Psychology
DSE-III	Theories of Learning	MM-VII	Theories of learning
DSE-IV	Activity Based Practical	MM-VIII	Activity Based Practical
Research	Research Project		--
SES	Cyber security		--
	--	ME-IV	Professional soft skills
	--	OTJ	On Job Training (Internship)

Structure for Level 8 of M.A.
Semester I

Teaching Scheme						Examination Scheme					
Sr. NO.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lecture	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –I	4	4	4	If applicable	3	70	28		30	12
2.	MM –II	4	4	4		3	70	28		30	12
3.	MM – III	4	4	4		3	70	28		30	12
4.	MM -IV	2	2	2		2	35	14		15	06
5	ME -I	4	4	4		3	70	28		30	12
6	RM	4	4	4		3	70	28		30	12
Total		22	22	22		---	400	---		150	---
										SEE +IA =400+150=550	

Semester II											
Teaching Scheme						Examination Scheme					
Sr. NO.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –V	4	4	4	If applicable	3	70	28		30	12
2.	MM –VI	4	4	4		3	70	28		30	12
3.	MM –VII	4	4	4		3	70	28		30	12
	MM -VIII	2	2	2		2	35	14		15	06
4.	ME -II	4	4	4		3	70	28		30	12
5.	Internship/ OJT	---	---	4		3	70	28		30	12
Total		18	18	22	---	---	400	---		150	
										SEE +IA = 400+ 150= 550	
Sem. I & II Total		40	40	44	---	---	800	---		300	
										SEE +IA = 800+ 300= 1100	
Total Credits Required for Completing Level 8:44 Credits											

SEMESTER - II

MM: Major Mandatory - There will be four compulsory courses for each semester.

ME: Major Elective - Students can opt any one course (Subject) from the group of elective courses for both semester

Internship/ Apprenticeship/OJT: Students must complete Internship of 60 hours in Sem. II of 4 credits.

16. A copy of New Syllabus for M.A. Psychology course (Semester-I, and II) is enclosed herewith

Mahavir Mahavidyalaya, Kolhapur
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M.A. (Psychology) (Part I) (Semester I)
(Choice Based Credit System with MEME) (Introduced from June, 2023)

- I. Paper No: MM -I
- II. Title of Course: APPLIED COGNITIVE PSYCHOLOGY III. Specific Objectives:

1. To make the students familiar with the field of cognition.
2. To make students familiar with the concept of attention and its processes.
3. To prepare the students understand the process of memory
4. To acquaint the students with problems solving and creativity.

VI) Module	No. of credits	No. of Hours
Module- 1 Introduction to Cognitive Psychology	01	15
Module-2 Attention	01	15
Module-3 Memory Systems	01	15
Module-4 Problem Solving and Creativity	01	15
	04	60

V) a) Books for reading:

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

b) Books for reference:

1. Borude, R. R. (2002). Bodhanik Manasashara, Aurangabad: Chhaya Publication house.
2. Hunt, R.R., Ellis H. C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.
3. Solso, R. L. (2001). Cognitive Psychology (6th ED.) Allyn and Bacon, Person

Education. Singapore Pvt. Ltd. India Branch Delhi, (Second Indian reprint 2005).

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I) (Semester I)
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APPLIED COGNITIVE PSYCHOLOGY (MM - I)

Module 1: Introduction to Cognitive Psychology

1.1 Definition and Scope of Cognitive Psychology

1.2 Core Concepts of Cognitive Psychology.

1.3 The Brain

A) Cerebral Cortex

B) Parallel Processing

1.4 Research Methods in Cognitive Psychology.

A) Behavioral Measures.

B) Physiological Measures.

Module 2: Attention

2.1 The Nature of Attention: Attending to Signals over the Short and Long Terms

a) Signal Detection: Finding Important Stimuli in a Crowd

b) Vigilance: Waiting to Detect a Signal

2.2 Search: Actively Looking

a) Feature-Integration Theory

b) Similarity Theory 2.3 Selective and divided Attention

a) Selective Attention

1) What Is Selective Attention?

2) Theories of Selective Attention

b) Divided Attention

1) Theories of Divided Attention

2) Divided Attention in Everyday Life

2.4 Factors That Influence Our Ability to Pay Attention

Module 3: Memory Systems

3.1 Sensory Memory

a) Iconic Memory

b) Echoic Memory

3.2 Short Term versus Long Term Memory

a) Serial Position Effect

b) Capacity and Duration

3.3 Working Memory

a) Multiple Component Model

b) Embedded Process Model 3.4 Types of Long-Term Memory

a) Episodic versus Semantic Memory

b) Criticisms of Multiple Systems

Module 4: Problem Solving and Creativity

3.1 The Problem-Solving Cycle

3.2 Types of Problems

3.3 Obstacles and Aids to Problem Solving

4.4 Creativity

A) Historical Versus Process of Creativity

B) Stages of Creativity

C) Creativity Blocks

D) Sources of Creativity

E) Creativity Production

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M.A. (Psychology) (Part I) (Semester I)

(Choice Based Credit System with MEME)

(Introduced from June, 2023)

I. Paper No: MM - II

II. Title of Course: THEORIES OF PERSONALITY

III. Specific Objectives:

1. To make the students familiar with the field of Personality Psychology
2. To understand basic concepts in different theories of personality
3. To explore various approaches towards personality development
4. To develop sound knowledge about dynamics of personality through comparative understanding

VI) Module

No. of credits No. of Hours

Module- 1 Socio-Cognitive Learning Approach to Personality	01	15
Module-2 Psychology of Personal Construct	01	15
Module-3 Psychodynamic Approach of Personality	01	15
	01	15
Module-4 Individual and Humanistic Approaches	_____	_____
	04	60

V) a) Books for reading:

1. Jeiss, Feist and Gregory J. Feist (2008). Theories of Personality, McGraw–Hill Companies Inc, Seventh Edition, ISBN–10: 0–39–043533–3; ISBN–13: 978–0–39–043533–0
2. Schultz, D.P. and Schultz, S.E. (2008). Theories of Personality; Wadsworth Publishing Co Inc; Ninth Edition; ISBN-10: 0495506257, ISBN-13: 978-0495506256
3. Gardner, Lindzey G, Campbell J. and Hall C. (2007). Theories of Personality, Willey Publishers; Fourth Edition; ISBN-10: 8126510927, ISBN-13: 978-8126510924
4. Pervin, Lawrence (1989). Personality: Theory and Research; John Wiley & Sons; Fifth Edition; ISBN-10: 0471503517, ISBN-13: 978-0471503514
5. Cloninger, Susan C. (2007). Theories of Personality: Understanding Persons; Pearson Publication; Fifth Edition, ISBN-10: 0132434091, ISBN-13: 978-0132434096

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M.A. (Psychology) (Part I) (Semester I)
(Choice Based Credit System with MEME)
(Introduced from June, 2023)

THEORIES OF PERSONALITY (MM – II)

Module I: Socio-Cognitive Learning Approach to Personality

1.1 Bandura and Socio Cognitive Theory

- a) Observational Learning – Modelling, Processes governing Observational Learning, Attention, Representation, Behavioral Production, Motivation
- b) Human Agency – Self-efficacy – What is Self-efficacy, what contributes to self-efficacy, Mastery experience, Social Modelling, Social Persuasion, Physical and Emotional States
- c) Self-Regulation – External Factors, Internal Factors (Self-Observation, Judgmental process, Self-reaction)

1.2 Rotter and Cognitive Social Learning

- a) Introduction
- b) Predicting specific behaviour – Behaviour potential, Expectancy, Reinforcement Value, Psychological Situation, Basic Prediction Formula
- c) Need – Categories of Needs, Recognition Status, Dominance, Independence, Protection-Dependency, Love and Affection, Physical comfort, Need components, Need potential, Freedom of movement, Need values

Module II: Psychology of Personal Construct 2.1

Kelly's philosophical position

- a) Person as scientist
- b) Scientist as person
- c) Constructive alternativism

2.2 Personal constructs

- a) Basic postulates
- b) Supporting corollaries – Similarities among events, Differences among people,

Relationships among constructs, Dichotomy of constructs, Choice between dichotomies, Range of convenience, Experience and learning, Adaptation to experience, Incompatible constructs, Similarities among people, Social Processes

2.3 Applications of personal construct theory

- a) Abnormal development – Threat, Fear, Anxiety, Guilt
- b) The Rep Test
- c) Concept of Humanity

Module III: Psychodynamic Approach of Personality

3.1 Sigmund Freud

- a) Levels of Mental Life (Unconscious, Preconscious, Conscious)
- b) Provinces of the Mind (The Id, The Ego, The Superego)
- c) Defence Mechanisms (Repression, Reaction Formation, Displacement, Fixation, Regression, Projection, Introspection, Sublimation)

3.2 Carl Jung

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

Module IV: Individual and Humanistic Approaches

4.1 Alfred Adler

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

4.2 Abraham Maslow

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

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M.A. (Psychology) (Part I) (Semester I)
(Choice Based Credit System with MEME) (Introduced from June, 2023)

I. Paper No: MM -III

II. Title of Course: POSITIVE PSYCHOLOGY III. Objectives:

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

VI. Module	No. of credits	No. of Hours
Module- 1 Positive Psychology and Principles of Pleasure	01	15
Module-2 Self –Efficacy, Optimism, and Hope	01	15
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	02	30

V. a) Books for reading:

1. Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia.
2. Snyder, C.R. and Lopez, S.J. (Positive Psychology: The Scientific and Practical Explorations of Human Strengths, New Delhi: Sage Publications India Pvt. Ltd.

b) Book for Reference:

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

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M.A. (Psychology) (Part I) (Semester I)
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POSITIVE PSYCHOLOGY (Paper MM– III)

Module 1: Positive Psychology and Principles of Pleasure

- 1.1. Definition of Positive Psychology
- 1.2. Defining Emotional Terms
 - a) Affect
 - b) Emotion
 - c) Happiness
 - d) Subjective Wellbeing
- 1.3. Distinguishing the Positive and the Negative

Module 2: Self –Efficacy, Optimism, and Hope

- 2.1 Self-Efficacy
 - a) Definition of Self-Efficacy
 - b) Self-efficacy's influence in life arenas
- 2.2 Learned Optimism
 - a) Definition of Learned Optimum
 - b) Childhood Antecedents of Learned Optimism
- 2.3 Hope
 - a) Definition of Hope
 - b) Childhood Antecedents of Hope

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Practical (TESTING) (Paper –MM-IV)

TESTING (04)

I. Paper No.: MM- IV

II. Course Title: Individual and Group Testing

Objectives: To acquaint the students with:

1. To build skills among students for individual test administration and the writing of reports.
2. To impart group testing skills among students and develop a group profile.
3. To acquire the knowledge of case studies, observations, and report writing in a scientific way.
4. To acquaint students with systematic writing and reporting.

V. Module	No. of credits	No. of Hours
Module- 1 Individual Testing	1.5	22
Module-2 Group Testing	1.5	22
Module-3 Case studies	01	16
	<hr/>	<hr/>
	04	60

V. a) Books for reading:

1. Gregory, R. J. (2014). Psychological Testing: History, Principals and Applications. Sixth Ed., Pearson Education.
2. Anastasi, Anne and Urbina, Susana (2017). Psychological Testing, 7th edition, Chennai: Pearson India Education Services Pvt. Ltd.
3. Kaplan, R. M. & Saccuzzo, D. P. (2005). Psychological Testing: Principles, Applications and Issues. 6th Ed., Canada: Wordsworth Cengage Learning.
4. Schneider W. Joel, Lichtenberger Elizabeth O, Mather Nancy,

Kaufman Nadeen L. (2018) Essentials of Assessment Report Writing, 2nd Edition, John Wiley & Sons, Inc.

5. Sing, A.K. (2015). Tests, Measurements and Research Methods in Behavioural Sciences, New Delhi: Bharati Bhawan (Publishers Distributors)

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(Part I) (Semester II)

(Choice Based Credit System with MEME)

(Introduced from June, 2023)

Practical (TESTING) (MM-IV)

TESTING (04)

Module I: Individual Testing (any three)

1. SPM
2. Test of Creativity
3. DAT Aptitude test
4. Eysenck Personality Inventory
5. Draw a man test
6. Level of Aspiration
7. 16 PF

Module II: Field Group Testing (any three) (Minimum 10 sample)

1. Neo-FFI
2. comprehensive interest schedule
3. Study habit
4. Assertiveness scale
5. Frustration
6. Aggression
7. Depression
8. Scientific attitude
9. Anxiety test
10. Mental health
11. Coping strategies

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12. Stress scale

Module III: Case study

1. Cumulative Record Card (CRC)

2. Three Case study reports: Childhood/Adolescent, Adulthood, and old age

Standard of Passing:

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

Nature of Question Paper:

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

Scheme of marking for practical examination:

Sr. No.	Content	Marks	
1	Journal	35	(35 Marks assessment by HOD/ Concerned teacher)
2	Test administration	05	(External Examiners)
3	Report writing of case study	25	(External Examiners)
4	Oral	10	(External Examiners)
Total		70	

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student must submit a journal along with the completion certificates, duly signed by the teacher in charge and the head of the department, at the time of the practical examination.
3. Each batch of practical will consist of a maximum of 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even one.

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5. The duration of the practical examination will be 3 hours per batch.
6. The practical paper will carry 80 marks.
7. The student must bring his or her subject for the practical examination.

I. Paper No.: ME-I (Elective)

II. Course Title: Introduction to Soft Skills

III. Course Objective: At the end of the course, the learners will be able to

1. To understand the nature and importance of soft skills in life
2. To know thyself for discover the strengths and weaknesses
3. To Optimize their positive attitude and create a personal growth plan.
4. To find out the strategies their personality traits towards community immersion and moral behavior.
5. Conceptually grounded and practically oriented towards interpersonal and group relationships that evolve beyond academic achievement.

VI. Module		No. of credits	No. of Hours
1. Module- 1 Introduction to soft Skills	01	15	
2. Module-2 Self-discovery	01	15	
3. Module-3 Developing Positive Attitude	01	15	
4. Module-4 Forming Values	01	15	
		04	60

Books for Reference:

1. Alex, K. (2016). Soft skills: Know yourself and know the world, New Delhi: Vikas publication
2. Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
3. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
4. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group

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M.A. (Psychology) (Part I) (Semester I)
(Choice Based Credit System with MEME) (Introduced
from June, 2023)

5. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh

Introduction to Soft Skills (Elective)

Module- 1 Introduction to soft Skills:

- 1.1. Soft Skills: Definitions and importance
- 1.2. Types of soft skills
- 1.3. Soft skills training
- 1.4. Practicing soft skills

Module- 2 Self-Discovery

- 2.1. Importance of knowing yourself
- 2.2. Process of knowing yourself
- 2.3. SWOT Analysis 2.4. SOAR

Analysis

Module- 3 Developing Positive Attitude

- 3.1 Meaning and features of attitude
- 3.2 Formation of attitude and ways of changing attitude
- 3.3 The power of positive attitude
- 3.4 Developing positive attitude

Module- 4 Forming Values

- 4.1 Meaning of values and a core value
- 4.2 Importance and formation of values
- 4.3 Types of values
- 4.4 Universal values

I. Paper No.: RM

II. Course Title: RESEARCH PROCESS IN PSYCHOLOGY

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III. Objectives: To acquaint the students with:

1. To acquire the psychological research and scientific methods.
2. To understand the process of hypothesis development.
3. To explore the importance of variables and sampling in psychological research.
4. To use the data collection techniques and research designs.
5. To know the ethical guidelines for psychological research and reporting research

VII. Module		No. of credits	No. of Hours
1. Module- 1 Psychological Research, Scientific Methods and Hypothesis Development		01	15
2. Module-2 Variables and Sampling in Research	01	15	
3. Module-3 Data Collection Techniques and Research Designs	01	15	
4. Module-4 Ethical Guidelines for Psychological Research and Reporting Research		01	15
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		04	60

V. a) Books for reading:

1. McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publications

b) Books for Reference:

1. Ranjit Kumar (2014). Research Methodology: A step-by-step guide for beginners. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.
2. Uwe Flick (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. 2nd Edition, Sage Texts, Sage Publications India Pvt Ltd.
3. Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.
4. Kerlinger, Fred N. (1994). Foundations of Behavioural Research. 3rd ed., Delhi: Surjeet Publications.

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(Introduced from June, 2023)

RESEARCH PROCESS IN PSYCHOLOGY (RM)

Module I: Psychological Research, Scientific Methods, and Hypothesis Development

1.1. Why Psychologists Conduct Research

- a) Using Science to Understand and Explain Behaviour
- b) How Psychologists Use the Scientific Method: Empiricism, Determinism, Parsimony and Testability
- c) Basic and applied research

1.2. Hypothesis Development: Where Research Questions Come from Developing a Research Question

- a) How to Conduct a Literature Review
- b) PsycINFO, PubMed and ERIC Other Sources

1.3. What You Find in a Literature Review

- a) What Is a Journal Article?
- b) Structure of an Empirical Journal Article
- c) Review Articles and Book Chapters

1.4. Using the Literature to Make Hypotheses

- a) Theory-Driven Hypotheses
- b) Data-Driven Hypotheses
- c) Descriptive and Causal Hypotheses

Module II: Variables and Sampling in Research

2.1 Independent Variables

- a) Types of Manipulations
- b) Quasi-Independent Variables

2.2 Dependent Variables

- a) Scales of Measurement

- b) Validity and Response

- c) Reliability of Measurements and Response Scales

2.3 Validity and Sources of Bias

- a) Internal Validity

- b) External Validity

- c) Sources of Bias Specific to a Field of Study

2.4 Population and Sampling

- a) Probability Sampling: Simple Random Samples, Cluster Samples, Stratified Random Samples

- b) Non-probability Sampling: Convenience Samples, Volunteer Samples, Quota Samples

Module III: Data Collection Techniques and Research Designs

3.1. Data Collection Techniques

- a) Naturalistic Observation

- b) Systematic Observation

- c) Interview Techniques

- d) Surveys/Questionnaires

3.2 Types of Research Designs

- a) Case Studies

- b) Correlational Studies

- c) Experiments

- d) Quasi-Experiments

3.3 The Nuts and Bolts of One-Factor Experiments

- a) Learning About Causation Through Manipulation and Control

- b) Control in Within-Subjects and Between-Subjects Experiments

- c) Between-Subjects Experiments

- d) Within-Subjects Experiments

3.4 The Nuts and Bolts of Multi-Factor Experiments

- a) Factorial Designs

- b) More About Interactions

Module IV: Ethical Guidelines for Psychological Research and Reporting Research

4.1 Historical Context for Ethical Guidelines

- a) Nuremberg Code
- b) APA Code Current

4.2 Ethical Guidelines for Human Participants Research

- a) Respect for Persons
- b) Beneficence
- c) Justice

4.3 Institutional Review Boards

- a) Exempt Studies
- b) Expedited Studies
- c) Full-Review Studies

4.4 Reporting Research: APA-Style Article Writing

- a) Sections of an APA-Style Article
- b) Multiple-Study Articles
- c) Research Proposals
- d) General Formatting

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(Choice Based Credit System with MEME)

(Introduced from June, 2023)

I. Paper No: MM-V

II. Title of Course: STATISTICS IN PSYCHOLOGY

III. Objectives: To acquaint the students with:

1. To acquaint and make the students understand with different statistical methods.
2. To develop computational skills among students.
3. To differentiate the parametric and non-parametric statistics.

4. To enable students to analyse the data of their practical and project work.

VI. Module	No. of credits	No of Hours
Module- 1 Introduction to statistics – Probability	01	15
Module-2 Correlation and Inferential statistics	01	15
Module-3 Analysis of Variance	01	15
Module-4 Non-Parametric Statistics	01	15
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	04	60

V. a) Books for reading:

1. Aron, A.; Coups, Elliot and Aron, Elaine (2019). Statistics for Psychology, sixth edition. New Delhi: Pearson Publications.
2. Garrett, H. E. (2015). Statistics in Psychology and Education. New Delhi: Surjeet Publications

b). Books for References

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Raw.
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education. McGraw-Hill.
3. Mangal, S.K. (2006). Statistics in Psychology and Education, 2nd ed. New Delhi: Prentice Hall of India Private Limited.
3. Minium, E.W., King, B.M., Bear, G. (1993). Statistical Reasoning in Psychology and Education. 3rd Ed., Wiley India Edition.
4. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.

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(Introduced from June, 2023)
STATISTICS IN PSYCHOLOGY (Paper-MM- V)

Module 1: Introduction to statistics -Probability

1. Probability: Definition and Principles
2. Normal Distribution Curve: Definition, Skewness, and kurtosis
3. Characteristics and properties of normal distribution curve
4. Applications of normal distribution curve.

Module 2: Correlation and Inferential Statistics

1. Meaning, types, and methods of correlation
2. Pearson's product-moment correlation and Biserial correlation
3. The meaning of statistical inferences and fundamental concepts in determining the significance of the difference between means.
4. The significance of the difference between means: 't' test for correlated means and 't' test for uncorrelated means for small and large sample.

Module 3 Analysis of Variance

- a. Meaning and assumptions of analysis of variance
- b. One-Way Analysis of Variance
- c. Two-Way Analysis of Variance
- d. ANOVA with Repeated-Measures Design (Single and two factors)
- e. Stata, Excel, and SPSS for applying Statistics

Module 4 Non-Parametric Statics

- a. Difference between parametric and non-parametric statistics
- b. Chi-Square Test: Hypothesis of equal probability and hypothesis of normal distribution, contingency coefficient
- c. Non-parametric tests for uncorrelated data: Sign test, Wilcoxon Signed Rank test
- d. Non-parametric tests for uncorrelated data: The Mann-Whitney U test, Kruskal – Wallis test

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- I. Paper No: MM-VI
- II. Course Title: THEORIES OF LEARNING

III. Objectives:

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

VI. Module	No. of credits	No. of Hours
1. Module- 1 Nature of Learning	01	15
2. Module-2 Burrhus F. Skinner theory of learning	01	15
3. Module-3 Gestalt and Purposive Approach	01	15
4. Module-4 Social Learning and Neuroscientific Approach	01	15
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	04	60

VI. a) Books for reading:

Osmon, M. H. and Hergenhahn, B. R. (2013): An Introduction to Theories of Learning; Prentice-Hall India, 9th Edition, ISBN-978-81- 203-4814-1

b) Books for Reference:

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

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THEORIES OF LEARNING (MM-VI)

MODULE I: Nature of Learning

1.1. What is learning?

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

1.2. Edward L. Thorndike

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

1.3. Ivan P. Pavlov

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

MODULE II: Burrhus F. Skinner theory of learning

2.1. Major theoretical concepts:

- a) Respondent and Operant behavior
- b) Type S and Type R conditioning
- c) Skinner on reinforcement
- d) Secondary reinforcement
- e) Positive and negative reinforcer,
- f) Punishment, Alternatives to punishment,
- g) Schedules of reinforcement

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

2.3. Evaluation of Skinner's theory

MODULE III: Gestalt and Purposive Approach

3.1. Gestalt theory of learning:

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

3.2. Edward C. Tolman

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

MODULE IV: Social Learning and Neuroscientific Approach

4.1. Albert Bandura's Explanation of Observational Learning:

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

4.2. Donald O. Hebb

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

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Practical (Tests) (MM-VII)

Activity based Practical (04)

III. Paper No.: MM -VII

IV. Course Title: Activity based Practical

Objectives: To acquaint the students with:

1. To develop skills among students to conduct the peer activity related to psychological orientation.
2. To prepare the career poster and presentation with detailed reporting.
3. To discover the strengths, weaknesses, opportunities, and challenges related to different cases
4. To guide students in studying the work of different institutes/organizations through field activities and reporting their work in an organized way
5. To organize the career exhibition among students through posters presentations
6. To impart the observation skill among students through field visits

Module	No. of credits	No. of Hours
Module- 1 Activity in Peers	02	15 + 15
Module-2 Field activities	02	15 + 15
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	04	30 + 30 = 60

VI. a) Books for reading:

1. Kerlinger, Fred N. (1994). Foundations of Behavioural Research. 3rd ed., Delhi: Surjeet Publications
2. McBride, D. M. (2016). The Process of Research in Psychology 3rd Edition. New Delhi: Sage Publication
3. Vimala, Veeraraghavan, Suhas, Shetgovekar (2016). Textbook of Parametric and nonparametric Statistics. Sage Publication India Pvt. Ltd.
4. American Psychological Association. (2020). Publication manual of the American Psychological Association: The Official Guide to APA style

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Practical (Tests) (MM-VII)

Activity based Practical (04)

Module I: Activity in Peers:

- a) Psychological orientation: preparation and presentation (RW)
- b) Career poster and presentation (RW)
- c) SWOC Analysis and report writing

Module II: Field Activities

- a) Workshop conductance and report writing
- b) Group Discussion and report writing
- v) Career Exhibition and report writing

Standard of Passing:

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

Nature of Question Paper:

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

Scheme of marking for practical examination:

Sr. No.	Content	Marks	
			(15 Marks assessment by HOD/ Concerned teacher)
1	Journal (Preparation, PPT and Reports)	35	
		20	(External Examiners)
	SWOC Analysis of 2 imagery case and report writing		
3	Oral	15	(External Examiners)
	Total	70	

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student must submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination.
3. Each batch of practical will consist of maximum 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 3 hours per batch.
6. The practical paper will carry 70 marks.
7. The student must bring his/her subject for practical examination

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Indian Psychology (MM-VIII)

Paper No.: MM-VIII

Course Title: Indian Psychology

Course Objectives: This course is aimed to

1. To acquaint the students with the nature and significance of the emerging field of Recent Trends in psychology.
2. To make students aware of the significant developments in the field of Indian Psychology.
3. To elaborate various concepts in Buddhist Psychology.
4. To sensitize students about Psychology of Yoga and well-being.

VII. Module		No. of credits	No. of Hours
1. Module-1 Buddhist Psychology	01	15	
2. Module-1 Psychology of Yoga	01	15	
		<hr/>	<hr/>
		02	30

VII. a) Books for reading:

1. Rao, A. and Paranjape, A. (2016). Psychology in the Indian Tradition, New Delhi: Springer Publication
2. Misra, G.; Sanyal, Nilanjana and Sonali De (2021). Psychology in Modern India: Historical, Methodological, and Future Perspectives, Singapore: Springer Publication
3. Kalupahana, D. J. (1987) The Principles of Buddhist Psychology; State University of New York Press, Albany; First Edition. (For Module 3)
4. Feuerstein, G. (2013) The Psychology of Yoga; Shambhala Publications Inc.; First Edition

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M.A. (Psychology) (Part I) (Semester II)
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(Introduced from June, 2023)
Indian Psychology (Elective)

Module I: Buddhist Psychology

1.1. The Buddha's conception of personhood

- a. Psychophysical Personality
- b. The Five Aggregates

1.2. Suffering

1.3. The Psychology of freedom

Module II: Psychology of Yoga

2.1. Mind and its layers, states, structures and functions

- a. Mind's Layers
- b. Four States of Consciousness

2.2. The Unconscious and Its Mechanism

- a. The Unconsciousness in Yoga and Other Indian Traditions

2.3. Transformative Path

- a. The steps of Hindu Yoga
- b. The practice of Jnana Yoga
- c. The Buddhist flow to Nirvana
- d. The Jaina ladder to perfection

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(Introduced from June, 2023)

- I. Paper No.: ME- II (Elective)
- II. Course Title: Professional Soft Skills
- III. Course Objective: At the end of the course, the learners will be able to
1. Develop positive psychological and physical outlook
 2. Recognize opportunities and overcome threats
 3. Optimize their life skills experience and create a personal growth plan.
 4. Conceptually grounded and practically oriented towards interpersonal and group relationships that evolve beyond academic achievement.
 5. Strategies their personality traits towards community immersion and ethical behavior.

IV. Module		No. of credits	No. of Hours
5. Module- 1 Communication Skills	01	15	
6. Module-2 Thinking skills	01	15	
7. Module-3 Positive thinking Skills	01	15	
8. Module-4 Assertiveness Skills	01	15	
		<hr/>	<hr/>
		04	60

Books for Reference:

6. Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
7. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
3. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group
4. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh

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M.A. (Psychology) (Part I) (Semester I)
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Professional Soft Skills (ME-II)

Module- 1 Communication Skills:

- 1.1. Communication Skills: Definitions and Nature
- 1.2. Primary Models of Communication and determinants
- 1.3. Types and Determinants of communication: Verbal and Non-Verbal
- 1.4. Communication Style and their types

Module- 2 Thinking Skills

- 2.1. Thinking process: Nature and types
- 2.2.

Classification of thinking process

- 2.3. Role of concept in thinking process
- 2.4. Thinking process and arguments

Module- 3 Positive Thinking Skills

- 3.1 Positive thinking: Nature and importance
- 3.2 Overcome to negative thinking
- 3.3 Steps of positive thinking
- 3.4 Effects of positive thinking

Module- 4 Assertiveness Skills

- 4.1 Types of Behaviour
- 4.2 Nature of Assertiveness
- 4.3 Types of Assertiveness
- 4.4 Assertiveness skills

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(Choice Based Credit System with MEME)

(Introduced from June, 2023)

IV. Paper No: OJT (Internship)

V. Course Title: On Job Training

Course Objectives:

1. To apply theoretical knowledge and skills in a practical setting.
2. To develop and enhance professional skills necessary for a career in psychology.
3. To gain exposure to various psychological settings and specialties.
4. To foster professional networking and collaboration opportunities.
5. To reflect on personal and professional growth through the internship experience.

Course Description:

The Internship Program is designed to provide students with practical experience in the field of psychology. This course aims to bridge the gap between theoretical knowledge and real-world application by engaging students in supervised internships. Through this program, students will gain hands-on experience, develop professional skills, and enhance their understanding of the field.

Internships or "Field experience" are an important part of any professional training. It is a phase towards the end of training that enables the trainee to put into practice the knowledge and skills acquired during the course. The objective is to make the trainee capable of functioning independently as a professional in an actual work setting. As a counsellor, the trainee would work in any organisational setting, but as a full-time counsellor he/she may work in job settings such as schools, rehabilitation centres, special schools, hospitals, NGOs, charitable trusts, child guidance centres, social welfare organizations, crisis centres, and other allied settings, etc.

An internship requires the trainee to work for a specified number of hours under the continuous supervision and monitoring of a counsellor. At the end of the internship, trainees are expected to have

acquired insight and skills to handle the concerns of children and adolescents and organize guidance and counselling activities to help them make choices for their healthy development and adjustment.

In the course, after completing I semester, trainees have the choice to take internship training in their home town or village in a school or any other guidance and counselling agency or related setting. The place of work can be identified by the trainee or suggested by the supervisor. The topic or themes for work will be identified during the first semester through the discussion of head schools or agencies. The trainee will be required to complete one hundred and twenty hours (120 hours) during the three months of the internship, out of which 30 hours will be provided for initial planning and preparatory work during the first semester.

Objectives

The general objectives of the internship program are to:

- ☐ To enhance trainee knowledge and skills through observing the working of a guidance/counselling professionals in their actual work setting.
- ☐ To provide an opportunity for the trainee to test his/her knowledge, skill, and ability to plan and organize guidance and counselling activities in schools or related work.
- ☐ To assess the trainee's efficacy in terms of his/her motivation, interest, and aptitudes, personality characteristics to pursue a career in this profession.

Expected Outcome

The internship program is expected to develop the following competencies in the trainee:

- ☐ Ability to understand and use acquired learning to survey student/institution problems and needs to plan a need-based guidance program.
- ☐ The ability to interpret facts using psychological assessment and testing methods and information about students and the problems and difficulties they face.
- ☐ The ability to identify and apply appropriate counselling techniques, as well as model solutions for students' academic, career, personal, and social problems.
- ☐ Good understanding of the principles and techniques of counselling and the ability to transfer them into appropriate behaviours.
- ☐ Effective integration of interpersonal/communication skills.
- ☐ Good rapport with fellow trainees and school students.
- ☐ Evidence of an enthusiastic response from students seeking counselling voluntarily.

- ☐ Expressed enthusiasm and satisfaction while doing counselling work and at the outcomes achieved.
- ☐ Extent of varied types of problems taken up for counselling and appropriate selection of the counselling strategy to be used.

Project Development

1. Area of work: Students will identify the broad area of work/project in Guidance and Counselling for their internship at the institute selected during semester I.
2. Need analysis: The project or work proposed to be undertaken must be based on a need analysis of the institute/school (class) where trainee intend to do the internship.
3. Project proposal: An outline of the work to be done in the form of a project proposal should be present in front of experts at the end of semester I.
4. Seminar presentation: A seminar will be held at the department to present the entire project, including the need analysis, the action plan, and the evaluation plan visualized for the internship.
5. Familiarizing with the organization: To facilitate research work, students are advised to familiarize themselves with the roles, functions, and workings of the institute where they will be undertaking the internship.
6. Diary/Notes: Students will be required to maintain a systematic account of their day-to-day schedule of work in a diary or notebook for reporting.

Scheme of Evaluation

The internship carries a weightage of four (4) credits and will amount to a total of 60 hours of work put in by the trainee.

Assessment	Work to be done	Place of work	Hours	Marks (Credits)
Internship	<ul style="list-style-type: none"> - Identification of institute, school, class - Identification of Problem - Meeting with the concerned people, class - Planning a need analysis program, - Developing the questionnaires - Collecting data and preparing a brief report - Finalization of the plan of action and its evaluation – Presentation in the seminar - Report submitted by trainee 	Concern institute or school	60	4
Internal Assessment	<ol style="list-style-type: none"> 1. Internship proposal presentation 2. Progress Report 	Department of Psychology MMK		15 15 Total-30
External Assessment	Presentation and vivo based on implementation of the plan of action and its evaluation and report writing	Department of Psychology MMK	3	70