



Malad Kandivli Education Society's
NAGINDAS KHANDWALA COLLEGE
 OF COMMERCE, ARTS & MANAGEMENT STUDIES
 AND SHANTABEN NAGINDAS KHANDWALA COLLEGE OF SCIENCE

(Re-accredited (3rd cycle) by NAAC with 'A' Grade)
 ISO 9001 : 2015 Certified

Autonomous (2016-17)

Educational Excellence Award By Indus Foundation, U.S.A.
 IMC Ramkrishna Bajaj National Quality Commendation Certificate

Providing Syllabus copy of the courses highlighting the focus on employability/
 entrepreneurship/ skill development along with their course outcomes.

Sr. No.	Courses	2016-17	2017-18	2018-19	2019-20	2020-21	Total
1	Bachelor of Commerce (B.COM)	✓	✓	✓	✓	✓	5
2	Bachelor of Arts (B.A)	✓	✓	✓	✓	✓	5
3	Bachelor in Management Studies- (BMS)	✓	✓	✓	✓	✓	5
4	Bachelor of Commerce (Accounts and Finance)- BAF	✓	✓	✓	✓	✓	5
5	Bachelor of Commerce (Banking and Insurance)-BBI	✓	✓	✓	✓	✓	5
6	Bachelor of Commerce (Financial Markets)- BFM	✓	✓	✓	✓	✓	5
7	Bachelor of Science - Information Technology (B.Sc IT)	✓	✓	✓	✓	✓	5
8	Bachelor of Science- Computer Science(B.Sc CS)	✓	✓	✓	✓	✓	5
9	Bachelor of Arts- Multimedia and Mass Communication (B.A.MMC)	✓	✓	✓	✓	✓	5
10	Bachelor of Management Studies- Sports Management (BMS-SM)	X	X	✓	✓	✓	3
11	B. Com. Honours in Actuarial Studies	X	X	X	✓	✓	2
12	B.A. Honours in Apparel Design and Construction	X	X	X	✓	✓	2
13	B. Com. Honours in International Accounting	X	X	X	✓	✓	2
14	Bachelor of Management Studies- E commerce operations	X	X	X	X	✓	1
15	B.Sc. (Honours) in Integrative Nutrition & Dietetics	X	X	X	X	✓	1
16	BBA in Tourism and Travel Management	X	X	X	X	✓	1
17	B.Sc. in Interior Design	X	X	X	X	✓	1
18	Master Of Commerce-(M.COM)- Accountancy	✓	✓	✓	✓	✓	5
19	Master Of Commerce-(M.COM)- Management	✓	✓	✓	✓	✓	5
20	Master of Arts (Economics)	✓	✓	✓	✓	✓	5
21	Master of Arts (Geography)	✓	✓	✓	✓	✓	5
22	Master of Arts (Psychology)	X	X	X	✓	✓	2
23	Master of Science (Information Technology) (M.Sc IT)	✓	✓	✓	✓	✓	5
24	Master's Degree - Sports Management (MSM)	X	X	✓	✓	✓	3
25	Master of Science (Geo-informatics) (M.Sc GeoInformatics)	X	X	X	X	✓	1
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Prof. (Dr.) Moushumi Datta
 I/c. Principal

Master of Arts (MA) Programme in Psychology

Semester-II

Applied Cognitive Psychology (With effect from Academic Year 2019-20)

SN	Objectives
1	To introduce students to the application of cognitive methods, theories and models
2	Application of knowledge of Cognitive Psychology to real-world scenarios and everyday life
3	Create awareness of the latest research and findings of Cognitive Psychologists.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Learn the historical background and application of cognitive methods, theories and models in dealing with everyday life problems (Level - Remember)

CO2: Apply principles of perception and attention in driving and failure of perception in everyday life (Level - Apply)

CO3: Know how to apply principles of cognitive psychology to issues related to face identification (Level - Apply)

CO4: Know how to apply principles of cognitive psychology to issues related sound, hearing and auditory perception and decision making (Level - Understand)


CO5: Identify cognitive factors in memory and performance and use of technology to improve memory performance (Level - Analyze)

CO6: Estimate research on autobiographic memory, flashbulb memories, and eyewitness testimony in the legal system (Level - Understand)

CO7: Learn about the effect of drugs circadian rhythms, menstrual cycle on cognitive processes (Level - Understand)

CO8: Recognize the role of thinking and feeling in emotions and the role of music in emotion and cognition (Level - Understand)

CO9: Apply cognitive psychology in improving sporting performance (Level - Apply)


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Modules at a Glance

SN	Modules	No. Of Lectures
1	Introduction To Applied Cognitive Psychology	06
2	Face Identification	06
3	Auditory Perception	06
4	Memory	06
5	Everyday Memory	06
6	Witness Interviews And Crime Investigation	06
7	Decision Making	06
8	The Effect Of Drugs And Biological Cycles On Cognition	06
9	Emotion, Music And Cognition	06
10	Sporting Performance, Pressure And Cognition	06
	Total	60

SN	Modules
1	Introduction To Applied Cognitive Psychology
	<ul style="list-style-type: none"> ● Applied Cognitive Psychology; Early Cognitive Research, Post-War Developments in Applied Cognitive Psychology, Laboratory Versus Field Experiments, The Aims of Applied Cognitive Psychology ● Perception and Attention - Introduction; Driving a Risky Business; From the Eye to the Brain; Gibson's Ecological Approach to Perception ● Brake or Break - A failure of Perception; A Constructionist Approach to Perception; Two Approaches, Two Streams ● Paying Attention; Driven to Distraction; Trouble on my Mind; Perception and Attention in Aviation; Can Psychology help?
2	Face Identification (Skill development)



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	<ul style="list-style-type: none"> • Eyewitness Identification • Making Faces: Facial Composite System • Unfamiliar Face Matching; • Face Identification in Modern Society
3	Auditory Perception (Employment)
	<ul style="list-style-type: none"> • Sound, Hearing and Auditory Perception • Approaches to Studying Auditory Perception • Areas of Research • Applications of Auditory Perception in Research
4	Memory (Skill development)
	<ul style="list-style-type: none"> • Working Memory and Performance Limitations - Working Memory and Ageing; Individual Differences in Working Memory Capacity; • Working Memory and Software Development; Working Memory in Air Traffic Control; Working Memory and Mental Calculation; Working Memory and Human-Computer Interaction. • Memory Improvement - Learning and Input Processing; Mnemonics; Retrieval and Retrieval Cues; Retrieval Practice and Testing • The Spacing of Learning Sessions; Sleep and Memory Consolidation
5	Everyday Memory
	<ul style="list-style-type: none"> • Memory in the Laboratory and in Real Life; • Autobiographic memory • Flashbulb memories • Eyewitness Testimony
6	Witness Interviews and Crime Investigation (Entrepreneurship)
	<ul style="list-style-type: none"> • The Critical Call; At the Scene - Initial Accounts and Interviews • The Cognitive Interview • Vulnerable Interviewees • Cognitive Approaches To Interviewing To Detect Deceit
7	Decision Making
	<ul style="list-style-type: none"> • Making Decisions • Naturalistic Decision Making • Heuristics and Biases • Learning to Make Good Decisions; Rationality under Risk? (Skill development)
8	The Effect of Drugs and Biological Cycles on Cognition
	<ul style="list-style-type: none"> • Caffeine; Alcohol; Nicotine; Interactive Effects of the Social Drugs on Cognition. • Interactive Effects of the Social Drugs on Cognition; Cannabis; Cocaine; Ecstasy • Circadian Rhythms; The Circadian Rhythm and Performance; Jet Lag, Shift-Work, Fatigue and Performance • The Menstrual Cycle; Studying the Menstrual Cycle; The Menstrual Cycle and Performance, Gonadal Hormones and Cognitive Function, Skilled Performance in

	the Real World
9	Emotion, Music and Cognition
	<ul style="list-style-type: none"> • Thinking and Feeling; How Emotions affect Cognition; Memory and Emotion • Attention and Emotion; Interpretation and Emotion; Cognitive Bias Interventions for Psychological Disorders • Making Sense of Music; Development of Musical Skill (Skill development) • Music and Language; Music and Long Tern Memory
10	Sporting Performance, Pressure and Cognition (Entrepreneurship)
	<ul style="list-style-type: none"> • Common Assumptions about Sporting Performance • Attention Control Theory • Attentional Control Theory: Sport (Acts); • Acts: Differences from Act

References

Books for Study

- Groome, D., Eysenck, M.W., Baker, K., et al., (2016). An Introduction to Applied Cognitive Psychology (2nd Ed). New York: Routledge

Reference Books

- Ashcraft, M. H. & Radvansky, G. A. (2009). Cognition. (5th ed), Prentice Hall, Pearson education
- Francis, G., Neath, I., & VanHorn, D. (2008). Coglab 2.0 on a CD. Wadsworth Cengage Learning, international student edition
- Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning
- Goldstein, E. B. (2007). Psychology of sensation and perception. New Delhi: Cengage learning India, Indian reprint 2008
- Goldstein, E. B. (2005). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Wadsworth/ Thomson Learning
- Matlin, M.W. (1995). Cognition. 3rd ed., Bangalore: Prism Books pvt.ltd.
- Matlin, M.W. (2013). Cognitive Psychology, 8th ed., international student version, John Wiley & sons
- Reed, S. K. (2004). Cognition: Theory and Applications. (6th ed.), Wadsworth/ Thomson Learning
- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). Cognitive Psychology – Applying the science of the Mind. (2nd Ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). Advances in Cognitive Science. Volume 1, New Delhi, Sage publications
- Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceivnig, Learning, and Remembering. New Delhi: Cengage learning India, Indian reprint 2009

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- Solso, R.L., Maclin, O.H., &Maclin, M.K. (2013). Cognitive Psychology. Pearson education, New Delhi, first Indian reprint 2014
- Surprenant, A.M., Francis, G., & Neath, I. (2005). Coglab Reader. Thomson Wadsworth



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(MUMBAI 400 004)

Master of Arts (MA) Programme in Psychology

Semester-II

Child Psychology

(With effect from Academic Year 2019-20)

SN	Objectives
1	Create awareness of the scientific study of children's behavior and development.
2	To gain objective knowledge base that can provide insight into both the nature of childhood generally as well as the distinctive characteristics of individual children.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Describe the scientific study of children's behavior and development (Level - Understand)

CO2: Identify genetic factors influencing child development (Level - Remember)

CO3: Learn about forming relationships with families, peers and childhood disorders (Level - Understand)

CO4: Analyze the emotional, cognitive and language development in children (Level - Understand)

CO5: Understand how children process information (Level Understand)

Modules at a Glance

SN	Modules	No. of Lectures
1	Introduction To Child Psychology	06
2	Beginning Life	06
3	Forming Relationships	08
4	Emotional Development	08



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5	Piaget's Theory Of Cognitive Development	08
6	Vygotsky's Theory Of Socio-Cognitive Development	08
7	Children As Information Processors	08
8	Using Language	08
	Total	60

SN	Modules
1	Introduction to child psychology
	<ul style="list-style-type: none"> • What is child psychology? • What is a child? Why do we need child psychology? • Historical and cultural perspectives • Adults thinking about children
2	Beginning Life (Skill development)
	<ul style="list-style-type: none"> • Genetic factors • From conception to birth • The Newborn's adjustment to the world
3	Forming relationships
	<ul style="list-style-type: none"> • Families • Developing attachments • Relationships among peers • Abnormal Child Psychology
4	Emotional development
	<ul style="list-style-type: none"> • Children's conception of emotions • Socialization of emotions • Emotional competence
5	Piaget's theory of cognitive development (Entrepreneurship)
	<ul style="list-style-type: none"> • The child as scientist stages of cognitive development • Pros and cons of Piagetian theory
6	Vygotsky's theory of socio-cognitive development (Entrepreneurship)
	<ul style="list-style-type: none"> • Child as an apprentice • Other-assistance to self-assistance



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	<ul style="list-style-type: none"> • Evaluation
7	Children as information processors
	<ul style="list-style-type: none"> • Modelling mental activity • The nature of thought • Organizing the mind • Memorizing • Thinking about people
8	Using Language (Employability)
	<ul style="list-style-type: none"> • What is language? • The developmental course of language • Explaining language acquisition

References

Books for Study

- Schaffer, Rudolph. (2003) .Child Psychology. Blackwell Publishing

Reference Books

- Cullen, Kairen (2011). Introducing Child Psychology: A Practical Guide. Icon Publishing
- Laura, Berk E. (2017). Child Development. Pearson Education



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Master of Arts (MA) Programme in Psychology

Semester-I

Educational Psychology

(With effect from Academic Year 2019-20)

SN	Objectives
1	Create awareness about the applications of psychology in educational settings
2	Understand the needs of exceptional children
3	Planning teacher-centered and student-centered lessons
4	Developing conducive classrooms and effective assessment methods

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Understand the historical background, research and applications of psychology in educational settings (Level - Understand)

CO2: Estimate the influence of culture, socioeconomic status, gender, and multiculturalism in education (Level - Understand)

CO3: Appraise strategies to deal with children with childhood disorders and children with disabilities (Level - Create)

CO4: Assess cognitive processes in education (Level: Evaluate)

CO 5: Understand the 3 Rs in education (Level - Remember).

CO6: Plan, motivate, learn class control and use of technology in classroom settings (Level - Create)

CO7: Use of standardized tests, classroom assessment and grading in educational settings (Level - Apply)

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Modules at a Glance

SN	Modules	No. Of Lectures
1	Educational Psychology: A Tool For Effective Teaching	06
2	Sociocultural Diversity	06
3	Learners Who Are Exceptional	06
4	Complex Cognitive Processes	06
5	Learning And Cognition In The Content Areas	06
6	Planning, Instruction, And Technology	06
7	Motivation, Teaching, And Learning	06
8	Managing The Classroom	06
9	Standardized Tests And Teaching	06
10	Classroom Assessment And Grading	06
	Total	60

SN	Modules
1	Educational Psychology: A Tool for Effective Teaching
	<ul style="list-style-type: none"> • Exploring Educational Psychology - Historical Background, Teaching: Art and Science. • Effective Teaching - Professional Knowledge and Skills, Commitment, Motivation, and Caring • Research in Educational Psychology - Why Research Is Important, Research Methods, Program Evaluation Research, Action Research, and the Teacher-as-Researcher Quantitative and Qualitative Research
2	Sociocultural Diversity
	<ul style="list-style-type: none"> • Culture and Ethnicity - Culture, Socioeconomic Status , Ethnicity, Bilingualism • Multicultural Education - Empowering Students , Culturally Relevant Teaching, Issues-Centered Education, Improving Relationships Among Children from Different Ethnic Groups • Gender - Exploring Gender Views, Gender Stereotyping, Similarities, and Differences, Gender Controversy, Gender-Role Classification, Gender in Context
3	Learners Who Are Exceptional (Skill development)

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	<ul style="list-style-type: none"> Children with Disabilities - Learning Disabilities, Attention Deficit Hyperactivity Disorder, Mental Retardation, Physical Disorders, Sensory Disorders, Speech and Language Disorders, Autism Spectrum Disorders, Emotional and Behavioral Disorders Educational Issues Involving Children with Disabilities - Legal Aspects, Technology Children Who Are Gifted - Characteristics, Nature-Nurture Issue, Developmental Changes, and Domain-Specific, Giftedness, Educating Children Who Are Gifted,
4	Complex Cognitive Processes (Entrepreneurship)
	<ul style="list-style-type: none"> Conceptual Understanding - What Are Concepts? Promoting Concept Formation Thinking - What Is Thinking?, Reasoning, Critical Thinking, Decision Making, Creative Thinking Problem Solving - Steps in Problem Solving , Obstacles to Solving Problems, Developmental Changes, Problem-Based Learning and Project-Based Learning Transfer - What Is Transfer?, Types of Transfer , Cultural Practices and Transfer
5	Learning and Cognition in the Content Areas (Skill Development)
	<ul style="list-style-type: none"> Expert Knowledge and Pedagogical Content Knowledge Reading - A Developmental Model of Reading, Approaches to Reading, Cognitive Approaches, Social Constructivist Approaches Writing - Developmental Changes, Cognitive Approaches, Social Constructivist Approaches Mathematics - Developmental Changes, Controversy in Math Education, Cognitive Processes, Some Constructivist Principles, Technology and Math Instruction Science - Science Education, Constructivist Teaching Strategies Social Studies - What Is Social Studies?, Constructivist Approaches
6	Planning, Instruction, and Technology (Employability)
	<ul style="list-style-type: none"> Planning - Instructional Planning, Time Frames and Planning, Teacher-Centered Lesson Planning and Instruction - Teacher-Centered Lesson Planning, Direct Instruction , Teacher-Centered Instructional Strategies, - Evaluating Teacher-Centered Instruction Learner-Centered Lesson Planning and Instruction - Learner-Centered Principles, Some Learner-Centered Instructional Strategies, Evaluating Learner-Centered Strategies Technology and Education - The Technology Revolution and the Internet, Standards for Technology-Literate Students, Teaching, Learning, and Technology
7	Motivation, Teaching, and Learning
	<ul style="list-style-type: none"> Exploring Motivation - What Is Motivation?, Perspectives on Motivation Achievement Processes - Extrinsic and Intrinsic Motivation, Attribution, Mastery Motivation and Mindset, Self-Efficacy, Goal Setting, Planning, and Self-Monitoring, Expectations, Values and Purpose Motivation, Relationships, and Sociocultural Context - Social Motives, Social Relationships, Sociocultural Contexts Exploring Achievement Difficulties - Students Who Are Low Achieving and Have Low Expectations for Success, Students Who Protect Their Self-Worth by Avoiding Failure, Students Who Procrastinate, Students Who Are Perfectionists, Students with

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	High Anxiety, Students Who Are Uninterested or Alienated
8	Managing the Classroom(Employability)
	<ul style="list-style-type: none"> • Why Classrooms Need to Be Managed Effectively - Management Issues in Elementary and Secondary School Classrooms, The Crowded, Complex, and Potentially Chaotic classroom, Getting Off to the Right Start, Emphasizing Instruction and a Positive Classroom Climate, Management Goals and Strategies • Designing the Physical Environment of the Classroom, Principles of Classroom Arrangement, Arrangement Style • Creating a Positive Environment for Learning - General Strategies, Creating, Teaching, and Maintaining Rules and Procedures, Getting Students to Cooperate, Classroom, Management and Diversity • Being a Good Communicator - Speaking Skills, Listening Skills, Nonverbal Communication • Dealing with Problem Behaviors - Management Strategies, Dealing with Aggression
9	Standardized Tests and Teaching
	<ul style="list-style-type: none"> • The Nature of Standardized Tests - Standardized Tests and Their Purposes, Criteria for Evaluating Standardized Tests • Aptitude and Achievement Tests - Comparing Aptitude and Achievement Tests, Types of Standardized Achievement Tests, High-Stakes State Standards-Based Tests, Standardized Tests of Teacher Candidates(Entrepreneurship) • The Teacher's Roles - Preparing Students to Take Standardized Tests, Understanding and Interpreting Test Results, Using Standardized Test Scores to Plan and Improve Instruction • Issues in Standardized Tests - Standardized Tests, Alternative Assessments, and High-Stakes Testing; Diversity and Standardized Testing(Entrepreneurship)
10	Classroom Assessment and Grading(Skill Development)
	<ul style="list-style-type: none"> • The Classroom as an Assessment Context - Assessment as an Integral Part of Teaching, Making Assessment Compatible with Contemporary Views of Learning and Motivation, Creating Clear, Appropriate Learning Targets; Establishing High-Quality Assessments, Current Trends • Traditional Tests - Selected-Response Items, Constructed-Response Items • Alternative Assessments - Trends in Alternative Assessment, Performance Assessment, Portfolio Assessment • Grading and Reporting Performance - The Purposes of Grading, The Components of a Grading System, Reporting Students' Progress and Grades to Parents, Some Issues in Grading

References

Books for Study

- Santrock, J.W. (2018). Educational Psychology (6th Edition, Indian Edition). Chennai: McGraw Hill Education India Pvt. Ltd

Reference Books

- Sindhu, I.S. (2012). Educational Psychology. Pearson Education India.
- Woolfolk, A., & Vrij, S. (2017). Educational Psychology (13th Ed.). Pearson Education.


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- Slavin, R.E. (2017). Educational Psychology: Theory and Practice (12th Ed.). Pearson Education.
- Mangal, S.K. & Mangal, U. (2009). Essentials of Educational Technology. Prentice Hall India Learning Private Limited.
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- Phye, G.D. (1997). Handbook of Classroom Assessment: Learning, Adjustment and Achievement. California: Academic Press.
- Eloff, I. & Ebersohn, L. (2004). Keys to Educational Psychology. Cap Town: UCT Press.
- Mangal, S.K. (2007). Essentials of Education. Prentice Hall India Learning Private Limited.
- Asthana, B. (2016). Measurement, Evaluation and Assessment in Education. Agrawal Publications.
- Pathak, R.P. & Chaudhary, J. (2011). Educational Technology. Pearson Education India.



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Master of Arts (MA) Programme in Psychology
Semester-I

Personality Psychology
(With effect from Academic Year 2019-20)

SN	Objectives
1	To have a general, integrated and clear concept about personality
2	To understand assessment personality traits
3	To understand factors influencing personality
4	To apply the theories of personality in different situations

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Understand the theory, scope and application of personality psychology and dynamics of personality development (Level - Understand)

CO2: Learn how to measure of personality traits (Understand)

CO3: Identify genetic and cognitive factors in personality development (Level – Analyze)

CO4: Appraise sex differences and individual differences in personality (Level - Understand)

CO5: Analysis of self through personality measures (Level - Analyze)

CO6: Design the use of personality psychology in settings like school, education, work place and judiciary (Level - Create)

Modules at a Glance

SN	Modules	No. of Lectures
1	Introduction To Personality Psychology	06
2	Traits And Trait Taxonomies	06
3	Theoretical And Measurement Issues In Trait	08
4	Genetics And Personality	08
5	Evolutionary Perspectives on Personality	08

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6	Cognitive Topics in Personality	08
7	Approaches To the Self	08
8	Applied Personality Psychology	08
	Total	60

<u>SN</u>	<u>Modules</u>
1	Introduction to Personality Psychology
	<ul style="list-style-type: none"> • Personality defined • Three levels of personality analysis • Six domains of knowledge • The role of personality theory • Standards for evaluating personality theories
2	Traits and Trait Taxonomies
	<ul style="list-style-type: none"> • What is trait; Identification of the most important trait • Taxonomies of personality; An Indian taxonomy
3	Theoretical and Measurement Issues in Trait (Entrepreneurship)
	<ul style="list-style-type: none"> • Theoretical issues • Measurement issues • Personality and prediction
4	Genetics and Personality
	<ul style="list-style-type: none"> • The Human Genome • Behavioral genetic methods • Major findings from behavioral genetic research • Genes and environment
5	Evolutionary Perspectives on Personality
	<ul style="list-style-type: none"> • Evolution and neuroscience; evolution and psychology • Human nature; sex differences; individual differences • The big five, motivation, and evolutionarily relevant adaptive problems
6	Cognitive topics in Personality (Skill development)
	<ul style="list-style-type: none"> • Personality revealed through analysis • Personality revealed through interpretation • Personality revealed through goals • Personal project analysis


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7	Approaches to the self
	<ul style="list-style-type: none"> • Descriptive component of the self • Evaluative component of the self • Social component of the self
8	Applied Personality Psychology (Employability)
	<ul style="list-style-type: none"> • Personality in school psychology • Personality in educational psychology • Personality at work place • Personality and crime


References

Books for Study

- Larsen R., Buss D., Deuskar M. (2014). Personality Psychology. Domains of knowledge about human nature. 4e, McGraw Hill Edition (India) Private Limited, New Delhi

Reference Books

- The Cambridge Handbook of Personality Psychology. Edited by Corr, P. & Matthews, G. Cambridge University, 2009
- Brody, N., & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood Cliffs, NJ: Prentice Hall.
- Miserandino, M (2011). Personality Psychology: Foundations and Findings. Pearson Education.
- Plutchik, R., & Conte, H. R. (Eds.). (1997). Circumplex Models of Personality and Emotions. Washington, DC: American Psychological Association.
- Roberts, B.W., & Hogan R. (2001). Personality Psychology in the Workplace. Washington: American Psychological Association.



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Master of Arts (MA) Programme in Psychology

Semester-I

Positive Psychology

(With effect from Academic Year 2019-20)

SN	Objectives
1	To introduce the emerging field of Positive Psychology and the concepts of Positive Psychology.
2	To acquaint students with positive subjective states and processes and enable students to appreciate importance of human strengths and virtues.
3	To develop an understanding of the applications of Positive Psychology.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Develop an appreciation of how positive psychology principles can be applied to real life settings and to understand the nature and scope of positive psychology (Level: Understand).

CO2: Understand how Positive emotions influences one's well-being and health resources (Understand).

CO3: Learn the importance of resilience and how trauma helps to build resilience. (Level - Remember)

CO4: Assess happiness across life span, influence of gender and marriage in happiness (Level - Evaluate).

CO5: Compare the Interrelation of money, happiness, close relationships and culture (Level - Analyze)

CO6: Identify personal goals that influence self-concept and well-being (Level - Apply).

CO7: Identify virtues and character strengths such as self-regulation, self-control, positive traits, and mindfulness influences well-being (Level - Apply).



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NAGINDAS KHANDWALA COLLEGE OF SCIENCE
MUMBAI - 400 064

Modules at a Glance

SN	Modules	No. of Lectures
1	What Is Positive Psychology?	06
2	Positive Emotions And Well-Being	06
3	Resilience	06
4	Happiness And The Facts Of Life	06
5	Money. Happiness And Culture	06
6	Personal Goals As Windows To Well-Being	06
7	Self-Regulation And Self-Control	06
8	Positive Traits, Virtue And Strengths Of Character	06
9	Close Relationships And Well-Being	06
10	Life Above Zero	06
Total		60

SN	Modules
1	What is Positive Psychology?
	<ul style="list-style-type: none"> • Traditional Psychology; Positive Psychology, • Positive Psychology: Assumptions, Goals and Definitions, Two final notes • Why a psychology of well-being? What is happiness? Two traditions; • Subjective well-being; Self-realizations; Comparing Hedonic and Eudemonic views of happiness
2	Positive Emotions and Well-Being (Skill development)
	<ul style="list-style-type: none"> • What are Positive Emotions? • Positive Emotions and Health Resources • Positive Emotions and Well-Being • Cultivating Positive Emotions
3	Resilience (Skill development)
	<ul style="list-style-type: none"> • What is Resilience? • Resilience Research • Growth Through Trauma



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4	Happiness and the Facts of Life (Skill development)
	<ul style="list-style-type: none"> • Happiness Across the Life Span • Gender and Happiness • Marriage and Happiness • Other facts of life
5	Money, Happiness and Culture (Employability)
	<ul style="list-style-type: none"> • The Paradox of affluence; Well-Being Across Nations; Interpreting National Comparisons; • Understanding Money and Happiness • The Meaning of Happiness: Relative or Universal • Culture and Well-Being
6	Personal Goals as Windows to Well-Being (Employability)
	<ul style="list-style-type: none"> • What are Personal Goals? • The Search for Universal Human Motives • The Personalization of Goals in Self-Concept?; What Goals Contribute Most to Well-Being? • Materialism and its Discontents
7	Self-Regulation and Self-Control (Skill Development)
	<ul style="list-style-type: none"> • The value of Self-Control • Planning for Self-Regulation Success • Goals that create Self-Regulation Problems • Everyday Explanation for Self-Control Failure; Goal Disengagement
8	Positive Traits, Virtue and Strengths of Character (Skill Development)
	<ul style="list-style-type: none"> • What makes a Trait Positive?; Personality, Emotions, and Biology • Positive Beliefs • Developing a classification of Human Virtues; • Wisdom as a Foundational Strength and Virtue • Transcendence: Religion and Spirituality; Religion and Virtue
9	Close Relationships and Well-Being (Entrepreneurship)
	<ul style="list-style-type: none"> • Defining close Relationships; On the Lighter Side • Friendships and Romantic Love • Varieties of Love • What People Bring to Romantic Relationship; The Contours of a Happy Marriage
10	Life Above Zero
	<ul style="list-style-type: none"> • Positive Psychology Revisited • Interconnection of the Good and the Bad • Contours of a Positive Life: Meaning and Means • Mindfulness and Well-Being; East-West and Positive Psychology


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Reference Books

Books for Study

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

Reference Books

- Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research and applications. London: McGraw-Hill.
- Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
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(AUTONOMOUS)
MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology
Semester-I

Practicals in Psychology - Experiments
(With effect from Academic Year 2019-20)

SN	Objectives
1	To develop various skills of conducting experiments in psychology.
2	To acquaint the students with applications of experimental design.
3	To develop report writing based on APA format.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Learn to self-design experiments in learning attention and memory processes (Level - Understand).

CO2: Prepare apparatus and materials for experiments using technology (Level - Create)

CO3: Compare appropriate statistical tools for analysis of data collected (Level - Analyze)

CO4: Gain an understanding about descriptive and inferential statistics (Level - Apply)

CO5: Write results and discussion of data collected in APA format (Level - Evaluate)

CO6: Develop an ability of critical thinking including respect for scientific data and ethical values (Level - Apply)

Modules at a Glance

SN	Modules	No. of Lectures
1	Orientation to Experimental Method	06
2	Self-designed Experiment on Learning	18
3	Self-designed Experiment on Attention	18
4	Self-designed Experiment on Memory	18
Total		60


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Modules

Orientation to Experimental Method (**Entrepreneurship**)

- Methodology
- Preparation of Apparatus and Materials
- Experimental Designs
- Statistical analysis
- Report writing

Introduction to Self-designed Experiment on Learning (**Skill development; Employability**)

- Each student will have to self-design experiment on learning
- Each student will present the self-designed experiment in the class
- The most appropriate experiment will be selected and conducted by all the students in the class in batches
- Discussion of data obtained

Introduction to Self-designed Experiment on Attention (**Skill development; Employability**)

- Each student will have to self-design experiment on attention
- Each student will present the self-designed experiment in the class
- The most appropriate experiment will be selected and conducted by all the students in the class in batches
- Discussion of data obtained

Introduction to Self-designed Experiment on Memory (**Skill development; Employability**)

- Each student will have to self-design experiment on memory
- Each student will present the self-designed experiment in the class
- The most appropriate experiment will be selected and conducted by all the students in the class in batches
- Discussion of data obtained

Reference Books

Books for Study

- Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
- Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in General Psychology. Oxford Univ. Press.
- Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.
- Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.


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Master of Arts (MA) Programme in Psychology

Semester – II

Practicals in Psychology - Testing and Psychometrics

(With effect from Academic Year 2019-20)

SN	Objectives
1	To acquaint the students with the administration of psychological tests and interpretation of scores
2	To acquaint the students with characteristics of a good psychological scale.
3	To develop report writing based on APA format.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Develop an understanding of the basic principles of psychological assessment and its various phases (Level - Understand)

CO2: Develop knowledge about the steps in test construction and test standardization (Level - Remember)

CO3: Acquaint themselves about the choice of reliable and valid psychological scale to be used for a research study (Level - Analyze)

CO4: Learn the importance of administrating, scoring and interpreting a psychological scale (Level - Apply)

CO5: Appreciate the concepts of norms, reliability, and validity for a robust psychological scale (Level - Understand)

CO6: Create a reliable and valid psychological scale (Level - Create)



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Modules at a Glance

SN	Modules	No. of Lectures
1	Orientation to construction of a test	15
2	Personal orientation and behaviour	15
3	Personal and interpersonal styles	15
4	The organization	15
5	Scale construction: Developing a reliable and valid measurement psychological scale	15
Total		60

Modules
Orientation to construction of a test (Skill development; Employability)
<ul style="list-style-type: none"> ● Methodology ● Literature Review ● Designing of a scale ● Statistical analysis ● Report writing
Personal orientation and behaviour (Skill development; Employability)
<ul style="list-style-type: none"> ● Conceptual framework ● Scoring ● Norms ● Reliability ● Validity
Personal and interpersonal styles (Skill development; Employability)
<ul style="list-style-type: none"> ● Conceptual framework ● Scoring ● Norms ● Reliability ● Validity
The organization (Skill development)
<ul style="list-style-type: none"> ● Conceptual framework



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- Scoring
- Norms
- Reliability
- Validity

Scale construction: Developing a reliable and valid measurement psychological scale (**Skill development; Employability**)

- Conceptual framework
- Scoring
- Norms
- Reliability
- Validity



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Master of Arts (MA) Programme in Psychology

Semester-II

Psychological Capital

(With effect from Academic Year 2019-20)

SN	Objectives
1	To be aware about the impact of positive psychology in revitalizing human growth.
2	To learn about the applications of concepts of positive psychology.
3	To create greater self-awareness and promote personal growth and development.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Appreciate and understand the meaning and conceptual approaches of psychological capital in work place (Level - Understand)


CO2: Learn about psycap such as efficacy, hope, optimism, resiliency, potential psycap and use it for being a good manager and employee and enhance collective efficacy in workplace (Level - Apply)

CO3: Employ affective, emotional and social positive capacities for improving performance (Level - Apply)

CO4: Estimate psycap using psycap measures and developing psycap scales (Level - Create)

Modules at a Glance

SN	Modules	No. of Lectures
1	Introduction To Psychological Capital	06
2	PsyCap Efficacy: Confidence To Succeed	08
3	PsyCap Hope: The Will And The Way	08
4	PsyCap Optimism: Realistic And Flexible	08


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5	PsyCap Resiliency: Bouncing Back And Beyond	08
6	Selected Cognitive And Affective Strengths: Potential PsyCap	06
7	Possible Social And Higher-Order Strengths: Future PsyCap	08
8	Measurement And Development Of PsyCap: Measuring The Return On Investment	08
	Total	60

SN	Modules
1	Introduction to Psychological Capital
	<ul style="list-style-type: none"> • The War for Talent Perspective • The Need for a New Approach • Positive Organizational Behavior • Psychological Capital
2	PsyCap Efficacy: Confidence to Succeed
	<ul style="list-style-type: none"> • Five Key Discoveries of PsyCap Efficacy • What is PsyCap Efficacy? • Developing PsyCap Efficacy in Managers and Employees (Skill development; Employability) • The Confident Organization: Collective Efficacy
3	PsyCap Hope: The Will and the Way
	<ul style="list-style-type: none"> • A story of Hope • What is PsyCap Hope? • Developing PsyCap Hope in Managers and Employees • The Hopeful Organization: Nurturing a Culture of Hope and High Performance (Skill development; Employability)
4	PsyCap Optimism: Realistic and Flexible
	<ul style="list-style-type: none"> • PsyCap Optimism as an Explanatory or Attribution Style • Do we need Employees with PsyCap Optimism? • Organizational Leaders with PsyCap Optimism • The Optimistic Organization (Skill development; Employability)
5	PsyCap Resiliency: Bouncing Back and Beyond
	<ul style="list-style-type: none"> • A Resilience Story • The PsyCap Resiliency Factors in Action

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	<ul style="list-style-type: none"> • Resiliency in the Workplace: Performance Implications • The Resilient Organization: Creating a Bounce Back and Beyond Environment
6	Selected Cognitive and Affective Strengths: Potential PsyCap
	<ul style="list-style-type: none"> • Classifications of Potential PsyCap Constructs • Affective and Emotional Strengths • Flow as Potential PsyCap • Humor as Potential PsyCap
7	Possible Social and Higher-Order Strengths: Future PsyCap
	<ul style="list-style-type: none"> • Social Positive Capacities • The Meaning and Applications of Gratitude and Forgiveness • Emotional Intelligence as Potential PsyCap • How does EI, Spirituality, Authenticity, Courage as Potential PsyCap?
8	Measurement and Development of PsyCap: Measuring the Return on Investment (Entrepreneurship)
	<ul style="list-style-type: none"> • Characteristics of Existing PsyCap Measures What makes a Trait Positive?; Personality, Emotions, and Biology • Measuring PsyCap • Developing PsyCap

References

Books for Study

- Luthans Fred, Youssef Carolyn and Avolio Bruce (2007). Psychological Capital: Developing the Human Capital Edge. Oxford University Press

Reference Books

- Luthans Fred, Youssef Carolyn and Avolio Bruce (2015). Psychological Capital and Beyond. OUP USA.
- Chan David (2018). Psychological Capital: Essays by David Chan (2015-2017) .World Scientific Publishing Co Pte Ltd.
- Pryce-Jones, Jessica (2010). Happiness at Work: Maximizing your Psychological Capital for Success. Wiley-Blackwell.
- Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.
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MALAD (W), MUMBAI - 400 064

Master of Arts (MA) Programme in Psychology

Semester-I

Research Methods in Psychology (With effect from Academic Year 2019-20)

SN	Objectives
1	To impart general understanding of concepts in research methodology.
2	To impart knowledge about application of scientific procedures.
3	To learn how to formulate research questions, collecting and analyzing data.
4	To know about different experimental designs, types of research, and data collection methods.
5	To learn to write and communicate research study.

Course Outcome:

On successful completion of this course, a learner should be able to:

CO1: Understand the basic concepts in research methodology
(Level - Remember)

CO2: Understand how's and why's in writing the literature review for a research article (Level - Remember)

CO3: Know about testing hypothesis, types of hypothesis and errors, validity and statistical significance (Level - Understand)

CO4: Learn about precision in measurement, tests, scales and inventories (Level - Apply)

CO5: Generate experimental designs and non-experimental designs and how to formulate a proper research design (Level - Create).


CO6: Review data collection and writing research article/study in APA format (Level - Apply)


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Modules at a Glance

SN	Modules	No. of Lectures
1	Introduction To Research In Psychology	06
2	Understanding Research Literature	06
3	Research In Psychology	08
4	Measuring Variables	08
5	Experimental Designs	08
6	Finding Relationships Among Variables	08
7	Data Collection Methods	08
8	Your Research Design	08
	Total	60

SN	Modules
1	Introduction to Research in Psychology
	<ul style="list-style-type: none"> • Acquiring knowledge about the world • Critical thinking; Objectives of Science; The tenets of Science; The scientific method. • Theories, concepts and hypotheses; Why do we do research; Approach to research • Steps in planning and doing research
2	Understanding research literature (Skill development)
	<ul style="list-style-type: none"> • Searching the literature; • The research article
3	Research in Psychology (Skill development)
	<ul style="list-style-type: none"> • General principles; Ethical standards; Special populations; Internet research; Bias and intellectual honesty. • Three levels of hypothesis; Testing the null hypothesis • Statistical significance; Inferential errors: Type 1 and Type 2 • External and internal validity
4	Measuring Variables
	<ul style="list-style-type: none"> • Ways of asking questions; Measuring observed behavior • The importance of precision in measurement


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	<ul style="list-style-type: none"> • Tests, scales, and inventories; Commercially available tests and inventories • Sampling methods; Sample and effect size
5	Experimental Designs (Employability; Entrepreneurship)
	<ul style="list-style-type: none"> • Why and how we do experiments; Dependent groups design; mixed group designs • Single participant designs and the experimental analysis of behavior • ABA and ABAB withdrawal designs; Multiple baseline designs • Alternating treatment designs; Changing criterion designs • Advantages and disadvantages of single participant designs
6	Finding Relationships among Variables (Employability; Entrepreneurship)
	<ul style="list-style-type: none"> • Quasi experiments • Longitudinal research • Cross – sectional research • Case studies • Correlational research
7	Data Collection Methods (Employability)
	<ul style="list-style-type: none"> • Observational research • Advantages and disadvantages of observational research • Survey research • Observing group behavior • Archival research • Action Research • Meta analytic design
8	Your Research Design (Skill Development; Entrepreneurship)
	<ul style="list-style-type: none"> • What is statistics and why they are necessary? • Making inferences from your data • Writing in psychology • Presenting research in writing • Other ways of presenting research

Reference Books

Books for Study

- Evans, A. N. & Rooney, B.J. (2010). Methods in Psychology Research

Reference Books

- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9e). NY: McGraw Hill.
- Elmes, D. G. (2011). Research Methods in Psychology (9e). Wadsworth Publishing.
- Goodwin, J. (2009). Research in Psychology: Methods in Design (6e). Wiley.
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- Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.



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Master of Arts (MA) Programme in Psychology

Semester-II

Statistics In Psychology

(With effect from Academic Year 2019-20)

SN	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 them to analyze the data of practical and project work.

Course Outcome:

On successful completion of this course, learners should be able to:

CO1: Gain knowledge of descriptive statistics and probability (Level - Remember)

CO2: Compare the concept and meaning of correlation and regression (Level - Apply)

CO3: Understand the concept and meaning of inferential statistics for hypothesis testing (Level - Understand)

CO4: Review Non-parametric statistics (Level - Apply)

CO5: Evaluate different types of statistical software such as SPSS, Excel and R used in data analysis (Level - Create)

Modules at a Glance

SN	Modules	No. of Lectures
1	Overview Of Descriptive Statistics And Probability	10
2	Correlation And Regression	10
3	Inferential Statistics	20
4	Non-Parametric Statistics	20
	Total	60

Total

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MALAD (W), MUMBAI - 400 034

SN	Modules
1	Overview of descriptive statistics and probability (Skill development)
	<ul style="list-style-type: none"> • Overview of measures of Central tendency, variability, curves and graphs • Percentiles, percentile ranks and standard scores • Probability: Concept, definition, and principles • Characteristics of normal distribution curve • Applications of normal distribution curve
2	Correlation and regression (Skill development, Employability)
	<ul style="list-style-type: none"> • Concept and meaning of correlation • Pearson's Product-Moment Correlation • Point – Biserial Correlation and Phi-coefficient • Bi-serial and tetra choric correlation • Partial and Multiple Correlation • Simple Linear Regression: Concept and uses
3	Inferential statistics (Skill development, Employability)
	<ul style="list-style-type: none"> • Concept and meaning of correlation • Pearson's Product-Moment Correlation • Point – Biserial Correlation and Phi-coefficient • Bi-serial and tetra choric correlation • Partial and Multiple Correlation • Simple Linear Regression: Concept and uses
4	Non-parametric statistics (Skill development, Employability)
	<ul style="list-style-type: none"> • Difference between Parametric and Non-parametric statistics • Chi Square tests • Non-parametric tests for correlated data- Rank Difference Correlation, Sign Test, Wilcoxon Signed Rank test • Non-parametric tests for uncorrelated data - Mann-Whitney U-test and Kruskal-Wallis Test • Statistical software: An introduction – SPSS, Excel • Statistical software: An introduction to R



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Reference Books

- Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education.
- Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6e) McGraw – Hill.
- Howell D.C. (1997). Statistical Methods for Psychology (4e).
- Sarma K.V.S. (2001) Statistic Made Simple: Do it yourself on PC
- Welkowitz, J., Emen, R. B. and Cohen, J. (1982). Introductory statistics for the behavioural sciences (3e). N.Y.: Academic Press.
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- Glass, G. V. & Stanley, J. C. (1970). Statistical methods in education and psychology. Prentice-Hall.
- Kurtz, A.K. & Mayo, S.T. (1979). Statistical methods in education and psychology. Narosa.
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- Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall.
- Levin, J. & Fox, J. A. (2006). Elementary statistics in social research. Delhi: Pearson Education.
- Black, T.R. (1999). Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics. London: Sage Pub.
- Foster, J.J. (2001). Data analysis: Using SPSS for windows. London: Sage Pub.


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