

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



FACULTY OF HUMANITIES

NEP 2020 COMPLIANT CURRICULUM FOR

M. A. I APPLIED PSYCHOLOGY

With effect from 2023-24



PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

M.A., I APPLIED PSYCHOLOGY

Program Preamble

M.A. Applied Psychology the four-semester course that aim provides in specialization in streams of psychology students, the learner can opt for specialization in counselling psychology. M.A. Post graduate Psychology course includes comprehensive theoretical, and applied. Through Study of psychology as deadline at advanced level M.A. Psychology degree course cover the study of mind process, theoretical perspective and empirical finding of cognitive Psychology based on application. It also covers cognition, physiology, neurology psychology, personality psychology domains of personality, research methodology statistics social psychology, psychology of emotion, human development, and sport psychology. M.A. Psychology degree course covers different area of experimentation in cognition and psychological assessment. This degree course study includes psychotherapies, psychopathology health & positive psychology community psychology, psychology of adjustment, cross-cultural psychology, rehabilitation psycho diagnostics in modern society. This course provides broad training to the student to ward marketing psychology knowledge demand become professional psycho logistic trainer. Psychology is the study of human behaviour and mental processes. Psychologists are committed to increasing scientific and professional knowledge of behaviour and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Considering the demand for trained counselors and the uniqueness of the course in training students to develop personality enrichment to suit the role of a counsellor, the curriculum for M.A. Counselling Psychology has been framed. The course has practicum components each semester to enable training with practice such that students build confidence in migrating to work after college.

The curriculum is structured around five key components:

1. **Major:** These core courses form the backbone of the program, providing in- depth knowledge and understanding of essential Psychological concepts, theories, and methodologies. Students will engage with topics Psychopathology, Practical: Testing Project, Counseling and Legislation, Counseling Process and Theories.
2. **General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
3. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in Psychology and related fields.
4. **Research Methodology and Research Projects:** Research is a critical component of the M.A. Psychology program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.
5. **Research Projects:** Students engaging in independent research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.



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Program Outcomes (POs)

Students graduating from the Master of Arts in Psychology program will be able to:

Major Courses:

- **PO1:** Once completion of M.A. Psychology in any Specialization, students can apply for NET, SET examination. The success in these examinations makes teaching or research as good option.
- **PO2:** Be able to competent opt for further higher studies and career in various specialized fields like clinical, educational, counselling, rehabilitation.
- **PO3:** Be able to opportunities in job like clinical psychologist, counselling psychologist, child psychologist. Psychologist Neuropsychologist, bio psychologist, school psychologist Rehabilitation psychologist, career counsellor,

Open Electives/General Electives:

- **PO4:** The learners acquire the capability of critically evaluating the past for a better understand demonstrate substantial knowledge and competence in the breadth of scientific psychology.

Research Methodology:

- **PO5:** Acquire research skills; including data collection, analysis, and interpretation, fostering. Research in Private practice in psychometric center, and Research establishment.

Projects handling capabilities.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/

Internship/Apprenticeship:

- **PO6:** The students will also be taught the basics of Systematic Observation. As they progress through the classroom exercises, they will be required make detailed notes observations about behaviour of all members of the group.

Research Project: ● **PO7:** Students learn Psychological research methods to generate knowledge about the various events and phenomena form the past.



पुण्यश्लोक अहिल्यादेवी होळकर
सोलापूर विद्यापीठ

॥ विद्यया संपन्नता ॥

NAAC Accredited-2022
'B++' Grade (CGPA-2.96)

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M.A., I APPLIED PSYCHOLOGY

Program Specific Outcomes (PSOs)

Students graduating from M.A. Psychology will able to:

PSO1: Mastery of Core Psychology Concepts: Be able to work in various employment areas such as Mental hospitals, Child youth guidance center, Community mental health center, Defense force personal administration

PSO2: Experimental and Analytical Skills: Child support specialist, special educational teacher. Psychiatric assistant. Social worker, community relation officer, Psychometric specialist; psychiatric technician, psychotherapist, Behaviour Specialist, Human resource assistant, caregivers, public relation officer.

PSO3: Application of Psychology: Psychology post graduates can serve in planning for educational and vocational choices, counselling goals as teachers and after post-graduation can serve in colleges or universities as lecturers, professors.

PSO4: Psychology and Research: Psychology post graduates research work in various fields personality growth, assist individuals in coping with life problems and inner conflict, and provide guidance for those facing losses or self-defeating patterns.

PUNYASHLOK AHILYADEVJI HOLKAR

SOLAPUR UNIVERSITY, SOLAPUR

Structure and Credit Distribution of PG Degree Program for Two Years/One Year

M.A. Part-I Applied Psychology under the Faculty of Humanities

Year (2Yr.PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Com. Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem . I	DSC-I(4) Applied Cognitive Psychology Course code 230126101 DSC-II(4) Applied Social Psychology Course code 230126102 DSC-III(4) Practicum: Experiments. Cognitive Process Corse code 230126103 DSC-IV(2) Sport Psychology Corse code 230126104	DSE(4) Psychology Of Personality Course code 230126106 OR DSE(4) Theories of Learning Corse code 230126107 OR DSE(4) Psychological Perspectives in Education Corse code 230126108 OR DSE(4) Fieldwork-I Corse code 230126109	R.M.(4) Research Methodology in Psychology Corse code 230126105	22	PG Diploma (After3 Yr Degree)
		Sem . II	DSC-V(4) Physiological Psychology Corse code 230126201 DSC-VI(4) Statistics in Psychology Corse code 230126202	DSE- (4) Domains of Personality Corse code 230126206 DSE- (4) Organization Psychology Corse code 230126207 DSE- (4)		OJT/FP (4) On Job Training Field Project Corse code 23012620		22	

			DSC-VII(4) Practicum Test- Psychological Assessment Corse code 230126203	Development of Psychological Thought Corse code 230126208 DSE- (4)					
			DSC-VIII(2) Psychology of Emotion Corse code 230126204	Psychology of Individual Differences Corse code 230126209					
Cum.Cr. For PG Diploma			28	08	04	04		44	

Exit Option PG Diploma(40-44Credits) after Three Year UG Degree

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR.**

Syllabus

(According to NEP 2020)

M. A. Part – I Applied Psychology

Choice Based Credit System

w. e. f. Academic Year-2023-24

Semester – I

Level	SEM I	Title of the Paper	SEM Exam			Total Credits
			UA Theory	CA	Total	
6.0	Subject	Major-Mandatory (DSC)				
	DSC-I	Applied Cognitive Psychology Corse code 230126101	60	40	100	4
	DSC-II	Applied Social Psychology Corse code 230126102	60	40	100	4
	DSC-III	Practicum: Experiments. Cognitive Process Corse code 230126103	60	40	100	4
	DSC-IV	Sport Psychology Corse code 230126104	30	20	50	2
		Discipline Specific Elective (DSE)Any One				
	DSE	Psychology of Personality Corse code 230126106	60	40	100	4
	DSE	Theories of Learning Corse code 230126107	60	40	100	4
	DSE	Psychological Perspectives in Education Corse code 230126108	60	40	100	4
	DSE	Fieldwork-I Corse code 230126109	60	40	100	4
		Research Methodology (RM)				
	RM	Research Methodology in Psychology Corse code 230126105	60	40	100	4
	TotalCredits22					

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR.**

Syllabus

(According to NEP 2020)

M. A. Part – I Applied Psychology

Choice Based Credit System

w. e. f. Academic Year-2023-24

Semester – II

Level	SEM II	Title of the Paper	SEM Exam			Total Credits
			UA Theory	CA	Total	
6.0	Subject	Major-Mandatory (DSC)				
	DSC-V	Physiological Psychology Corse code 230126201	60	40	100	4
	DSC-VI	Statistics in Psychology Corse code 230126202	60	40	100	4
	DSC-VII	Practicum Test-Psychological Assessment Corse code 230126203	60	40	100	4
	DSC-VIII	Psychology of Emotion Corse code 230126204	30	20	50	2
		Discipline Specific Elective (DSE) Any One				
	DSE-	Domains of Personality Corse code 230126206	60	40	100	4
	DSE-	Organization Psychology Corse code 230126207	60	40	100	4
	DSE-	Development of Psychological Thought Corse code 230126208	60	40	100	4
	DSE-	Psychology of Individual Differences Corse code 230126209	60	40	100	4
		OJT/FP				
	OJT/FP	Filed Project Corse code 230126205	60	40	100	4
		TotalCredits-22				



**PUNYASHLOK AHILYADEVII HOLKAR
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M. A. I Applied Psychology SEM -I

Vertical: DSC-I

Course Code: 230126101

Course Name: Applied Cognitive Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Applied Cognitive Psychology is paper These include perception, human learning, attention, categorization, problem solving, decision-making, information processing and retrieval, short and long-term memory and forgetting, sensory encoding, motor control, psycholinguistics, and reading. Cognitive psychologists do clinical research, training, education, and clinical practice. They use the insights gained from studying how people think and process information to help people develop new ways of dealing with problem behaviours and live better lives

Course Objectives:

During this course, the student is expected to:

1. To develop insight into one's own and others behavioural and mental process.
2. To enrich students understanding the major concepts, theoretical.
3. To acquaint the perspectives and empirical finding in cognitive Psychology
4. To make the student understand the Decision Making, Problem Solving

Course Outcomes:

At the end of this course, students will be able to:

1. To know the History of Cognitive Psychology and its applications in various fields
2. To explain theories and research in the field of perception and attention
3. To describe the concept of memory like memory.
4. To describe Decision Making, Problem Solving & Reasoning

Unit-1: Introduction to Cognitive Psychology	No. of lectures-15	Weightage:15 Marks
1.1 Definition of Cognitive Psychology 1.2 Philosophical and psychological antecedents (History) of psychology 1.3 Emergence of Positive Psychology 1.4 Research methods in cognitive psychology		
Unit-2: Perception	No. of lectures-15	Weightage:15 Marks
2.1 Sensation representation 2.2 Iconic and Echoic store 2.3 Theoretical approaches to perception. 2.4 Deficits in perception		
Unit-3: Problem Solving and Creativity	No. of lectures-15	Weightage:15 Marks
3.1 The problem-solving cycle 3.2 Types of problem, Obstacles of aids to problem solving 3.4 Definition of creativity, creative process 3.5 Investment theory of creativity and judging creativity.		
Unit 4: Decision Making and Reasoning	No. of lecture-15	Weightage:15 Marks
4.1 Judgments and decision making 4.2 Deductive reasoning 4.3 Inductive reasoning 4.4 Artificial intelligence		

Reference Books	
1.	Robert J.Sternberg:(2007): Cognitive Psychology (FourthEdition). Thomson, wadsworth, Indian Edition
2.	James W Kalet (2014) Biological Psychology (Eleventh Edition) Cengage Learning Books for Reference
3.	Robert J. Sternberg (2009) Applied cognitive Psychology: Cengage Learning, Pashupati Printers (P) Ltd.
4.	Mark H. A scraft, Gabriel,GabrielA.Radvansky&(c(2010):Cognition Pearson; Repro India Ltd.
5.	Edward E.Smith, Stephen M.Kosslyn(2009),Cognitive Psychology, New Delhi, PHILearning Private Limited
6.	Borude R.R.(2005)Bodhnik Manasashtra Chhaya Prakashan.



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M. A. I Applied Psychology SEM -I
Vertical: DSC-II
Course Code: 230126102
Course Name: Applied Social Psychology

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Applied Social Psychology This course aims at developing and promoting skill-based education. An important goal is to create awareness in responding to the needs and challenges of the contemporary society. Hence this syllabus is created keeping in mind the changing nature of the educational, institutions, workplace, legal systems, health issues etc. introduced to the concept of basic and applied social psychology. The basic or fundamental social psychology tries to study the various causes that influence the human behaviour and various related problems. The social psychologists develop theories to explain social phenomena and the applied social psychologists apply these theories to find out solution to behavioural problems.

Course Objectives:

During this course, the student is expected to:

1. Acquaint Students with theories and applications of social psychology
2. Familiarize students with Social Interactions
3. Underline the importance of Close Relationships and Pro- social behavior
4. To make the student understand the Emergencies and Bystander effect

Course Outcomes:

At the end of this course, students will be able to:

1. Develop understanding about theories and applications of social psychology
2. Develop understanding of social interactions.

3. Understands importance of close relationship and pro-social behavior
4. To describe Communication skills and socially responsible behavior

Unit-1: Inter Personal Attraction and Close Relationship.	No. of lectures-15	Weightage:15 Marks
1.1 Internal Determinants of attraction – affiliation, affect 1.2 External determinants of attraction – proximity, observable factors 1.3 Interactive Determinants of Attraction, Effects of Rejection 1.4 Close Relationships –family, friendship, love – theories of Love 1.5 Application – Marriage – preparedness and problems- need for premarital and marital counselling		
Unit-2: Aggressions	No. of lectures-15	Weightage:15 Marks
2.1 Definition and Levels (Irritation, Anger, Aggression, Violence) 2.2 Forms of aggression – inter group, intra group, child sexual abuse, domestic, Violence, workplace violence, bullying, ragging 2.3 Causes of aggression (theories -biological, Instinct, psycho social cognitive 2.4 Perspectives – environmental, cultural, media 2.5Application – Prevention and Control of Aggression		
Unit-3 Pro- Social Behaviour	No. of lectures-15	Weightage:15 Marks
3.1 Motives for Pro- Social behavior 3.2 Dealing with Emergencies and Bystander effect 3.3 Internal and external factors influencing Pro-social behavior 3.4 Commitment to Socially responsible behavior 3.5Application – How to increase pro – social behavior		

Unit-4 Communications	No. of lectures-15	Weightage:15 Marks
4.1 Definition, Process and Types- Verbal, non verbal		
4.2 Codes for Non - verbal Communication		
4.3 Healthy and Unhealthy communication		
4.4 Communication skills – presentation, Group Discussion, Interview		
4.5 Application – Tips on how to communicate effectively		

Reference Books	
1	Baron R, Byrne D, Branscombe N (2014), Social Psychology ,13 th edition, Pearson Publications, New Delhi 2
2	Baron R, Byrne D, Branscombe N, BharadwajG (2009), Social Psychology, Indian Adaptation, Pearson, New Delhi
3	Taylor, Pepleau and Sears (2005), Social Psychology, 12th edition, Pearson, New Delhi
4	Natu S.A, Vaidya A, Rajhans M (2012),Samajik Manasshastra, , Pearson Publications, New Delhi
5	Golwilkar S, Abhyankar S, Kher T (2012), Samajik Manasshastra, Narendra Prakashan, Pune
6	Gadekar (2013), Pragatik Samajik Manasshastra, Diamond Publications, Pune Deshpande, Sinharay, Vaidya, Samajik Manasshastra,
7	Tadsare, Tambake, Patil, Darekar (2008), ,Samajik Manasshastra,Phadke Prakashan, Pune.
8	Weiten, W. and Lloyd, M. Indian Edition 8th (2007). Psychology applied to modern life: Adjustment in the 21st century. Thomson



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M. A. I Applied Psychology SEM -I

Vertical: DSC III
Course Code: 230126103
Course Name: Practicum: Experiments. Cognitive Process

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Practicum: Experiments. Cognitive Process This course is designed to help students gain familiarity with and practice the skills necessary for understanding and conducting experiments in cognitive psychology. This practical training aims to complement the lecture sessions which provides students with knowledge about key concepts, theories and empirical findings in cognitive psychology. Practical Testing Project in psychology typically includes various standardized psychological tests, students get hands on experience of administration of different psychological tests learn behavioral assessment techniques.

Course Objectives:

During this course, the student is expected to:

- 1.To acquaint the students with the different areas of experimentation in psychology
- 2.To enable students to skills of conducting experiments in psychology
- 3.To enable students to analyze and report data of experiments
4. To help students to understanding skills in presentation of seminar.

Course Outcomes: At the end of this course, students will be able to:

- 1.To know the method of conducting psychological experiment
2. To learn application of cognitive process in experiment.

3. To know designing a psychological experiment.

4. To write report on psychological experiments

Cognitive Process (Any Three)

- 1) Concept Formation
- 2) Illusion
- 3) Phi-phenomenon
- 4) Division of Attention
- 5) Localization of sound
- 6) Depth Perception
- 7) Time Perception
- 8) Problem solving (wiggly Blocks/Heart-Bow)
- 9) Perceptual Defense
- 10) Rational Learning
- 11) Stroop Effect

Learning and Memory (Any Three)

- 1) Forgetting
- 2) Memory for associated and unassociated fear of words
- 3) Effect Mnemonic strategies
- 4) Conditioning (Watson Hand withdraw/verbal conditioning)
- 5) Retroactive or Proactive Inhibition (Interference)
- 6) Maze Learning (Bolt-Head)
- 7) Pair associate learning
- 8) Short term Memory/long term memory
- 9) Long-term Memory 16
- 10) Bilateral Transfer mirror tracing

Motivation/Emotion (Any Two)

- 1) Judging emotions from facial expression
- 2) Effect on Anxiety on performance
- 3) Knowledge of Result
- 4) Good setting behaviour
- 5) Zeigarnik effect

Determining aspiration level Section B

Essay Writing: From following topic any one topic randomly assigned for Essay writing in internal assessment to each student by course teacher

- a. Evolution of Perception

- b. Evolution of Emotions
- c. Evolution of motivation
- d. Evolution and Consciousness
- e. Evolution Child Psychology
- f. Evolution Social Psychology
- g. Evolution of Abnormal Behaviour
- h. Evolution Clinical Psychology
- i. Evolution Personality Theories
- j. Evolution Psychotherapy
- k. Evolution Developmental Psychology
- l. Evolution Applied Psychology
- m. Evolution of Sport Psychology
- n. Biopsychology
- o. Evolution criminal psychology.
- p. Evolution of Attention
- q. Evolution of Memory
- r. Stress Management
- s. Time Management
- t. Communicational Skills
- u. Counseling Skills prevention of MR
- w. Cognitive Neuroscience
- x. Family Counselling
- y. Evolution of Educational psychology
- z. evolution of Forensic psychology

Sr.No	Content	Mark
A	Instruction	15
B	Experiment Procedure and Written Exam	30
C	Viva	15

D) Method of Evaluation

1. **C.A: 40 Marks: Seminar / PPT / Assignment / Documentation / Quality of work etc.**
2. **UA : 60 Marks**

Reference Books	
1	Mohsin S.M.(1975) Experiments Psychology–orient Longman
2	Tinkar M.A. & Russel W.A.–Introduction to methods in Psychology Appleton
3	Jolata S(1962)–Experiments in Psychology–Asia Publishing House
4	Galloti K.M.(2004) Cognitive Psychology in and out of the laboratory U.S.A.Thomson Words worth
5	Stenberge R. J.(1990)-Cognitive Psychology N.Y.Harcourt Brace college Pub.
6	Munn (1984)–Experimental Psychology Journal.
7	Baker and Taylor (1960)–Laboratory experiments in Psychology
8	Snodgrass (1985)–Human experimental Psychology 3) Wood worth and schools berge (1982) –Experimental Psychology



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**M. A. I Applied Psychology
SEM -I**

Vertical: DSC -IV
Course Code: 230126104
Course Name: Sports Psychology

<p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p>	<p>*Examination Scheme</p> <p>UA:30Marks</p> <p>CA: 20 Marks</p>
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Course Preamble: Sports Psychology The program would help to develop a career in Sports Psychology. The students would learn how the human psychology influences sports/athletic performances and the effects of exercise and physical activity on the psychology. The program provides an insight into the theoretical and practical orientation of sports psychology and the basic skills of psychological counseling that could be applied in the context of sports coaching. Sports psychology increases the efficacy of physical education instructors and coaches by integrating psychological theories in the area.

Course Objectives:

During this course, the student is expected to:

1. To describe what sport psychology is and what sport psychology.
2. To understand personality through its structure and Major approaches to personality.

Course Outcomes: At the end of this course, students will be able to:

1. Student understand nature of Sports Psychology in Everyday life
2. Student able to learn about their personality in sports and play

Unit 1: Introduction of Sport Psychology	No. of lectures-15	Weightage:15 Marks
1.1: History of sport psychology. 1.2: What is sport psychology? 1.3: Role of sport psychology. 1.4: Scope of sport psychology		
Unit 2: Personality and Sport	No. of lectures-15	Weightage:15 Marks
2.1: What is Personality? Nature and Definition. 2.2: Why study personality in sport? 2.3: Approaches of personality. 2.4: Importance of exercise. 2.5: Assessment of personality		

Text Books:	
1	Horn T.S.(Ed). (2002). Advances in sport Psychology. USA: Human Kinetics. Publisher
2	Weinberg. R.S. & Gould. D. (2003). Foundations of sport and Exercise psychology. USA: Human Kinetics Publishers.INC. Books for Reference:
Reference Books	
1	प्रा .कला पन ना गरा ,प्रा .या गा त जा धव&ज्य त गा यकवा ड.(२ ०१६).उपय जजतमा नसशा स ज.प्रशा ा ा तपब ला का शन.जळगा ा ा व. महा र ष्टर.
2	डॉ.म.न.पलस न &डॉ.सववत नवर .(१९९३).उपय जजतम नसशा स्त्र.व यल ईस्टननललम ट डपजब्लशसन.पु ण ३८
3	प.म.आळा गा ा ा वकर.(१९९४).प्रगतक्रिडा मा नसशा स ज.काँन्टा ना न्टलप्रका शन.पुणा ३०.



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**M. A. I Applied Psychology
SEM –I**

Vertical: DSE –A
Course Code: 230126106
Course Name: Psychology of Personality

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Psychology of Personality The aim of the training is to gain in-depth knowledge of the psychology of the personality to understand why this part of psychological science is important, and how generally personal psychology contributes to the behaviour and life of the person. The training is divided into lectures the most influential theoretical concepts and schools on understanding the notion of personality. Students will be introduced to theoretical approaches to personality, current research in the field, and will be challenged to begin their own research. Applications of the personality theories to real-world problems are emphasised in the unit so that students begin to appreciate the importance of understanding differences between people and how these differences drive behaviour.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To help the students to understands the difference between personality theories and personality psychology.</p>
<p>2. This course helps the students to understand Indian as familiarity to personality related concepts and functions</p>
<p>3. To develop skills in assessment, intervention, and evaluation personality</p>
<p>4. To know the nature of personality and characteristics of good Personality.</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. To understand the taxonomies personality from different theories dispositions from psychoanalytical perspective</p>

2. To understand personality development from genetics physiology & evolutionary approach
3. To understand personality development from Humanistic and Existential perspectives
4. To know recent development in the field of Psychoanalytic approach.

Unit-1: Introduction to Personality Psychology	No. of lectures-15	Weightage:15 Marks
1.1 Definition of Personality and its description. 1.2 Three level of personality analysis 1.3 Six domains of knowledge about human nature 1.4 Research design in personality		
Unit-2: Trait and trait taxonomies/dispositions to Personality	No. of lectures-15	Weightage:15 Marks
2.1 What is trait, two basic formulation, identification of important traits lexical, theoretical, and evaluation. Trait and type distinction. 2.2 Taxonomies of personality -Eysenk, cattel, circumplex, fivefactor, Indian. 2.3 Conceptual issues-stability, change, conevence 2.4 Personality stability, change, conevence overtime		
Unit 3: Genetics/Physiological/Evolutionary approaches to Personality	No. of lectures-15	Weightage:15 Marks
3.1 The human genome, what is heritability? 3.2 Behavioural genetic methods, major findings 3.3 Physiological majors, physiologically based theories of personality 3.4 Evolutionary psychology, human nature, sex and individual differences		
Unit-4: Psychoanalytic approach to personality	No. of lectures-15	Weightage:15 Marks
4.1 Fundamental assumptions of psychoanalytic theory Basic insists, unconscious motivation, psychic determinism 4.2 Structure of personality–Id, Ego, Super Ego, dynamics of personality 4.3 Psychosexual stages of personality development 4.4 Personality and psychoanalysis		

Reference Books	
1	Randy Larsen, David Buss, Megha Deuskar. (2014) Fourth edition Personality Psychology: Domains of knowledge About Human Nature. NJ: Mc Graw-Hill Education. Book for references.
2	Career C.S. and Scheier M.F.(1996) personality Perspectiveson3rd Edi. Allyn & Becan
3	Schultz D. P.and SchultzS.C.(2009) Personality theories, Cenage
4	Pervein L.A.(1996)Personality, Jhon Villy 4) Halland Lindzey (1984) Theories of personality, Willy Estern
5	BussD.M.,LarsenR.J.(2009)PersonalityPsychologyDomains ofknowledge About Human Nature. NJ:Mc Graw-Hill Humanities
6	Corr., P.J.& Gerald Matthews, G(2009),The Cambridge Handbook of Personality psychology Cambridge: Cambridge university press.
7	Buzge J.M (2010)Personality wadsworth publishing
8	John, O.P.Robins, R.W. &Pervin.L.A.(Eds.)(2010)Handbookofpersnality,Third Edition. Theory and Research New York, NY: Guilford
9	LarsenR.J.(2010)clasingviewspersonalityPsychologyDushkin/mcgraw–hill
10) Miserandino M (2011) Personality Psychology foundation & findings, Person Education. Barve(2011)Vaykatimatwa Shindhant



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –I**

**Vertical: DSE-B
Course Code: 230126107
Course Name: Theories of Learning**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Theories of learning the purpose of this unit is to acquaint you with the concept of learning, the various theories of learning and the learning outcomes in three domains: cognitive, affective and psychomotor along with their implications in designing print materials. The concept of learning thus needs to be reinterpreted, learning takes place not through the mediation of a teacher but primarily through the mediation of text materials and electronic gadgets Learning is not directly observable but can be inferred from performance. Learning situations for the adult learners and the organisation of the content should encourage the learners to realise the consequences of their experiences.

Course Objectives: During this course, the student is expected to:

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.
4. Introduction with the learning process.

Course Outcomes: At the end of this course, students will be able to:

1. Understand basic concepts in different theories of learning
2. Understand and analyze the various approaches towards learning and growth

3. . Knowledge about learning principles through a comparative understanding
4. Understand the behavioral approach of learning 6. Understand and analyze the social approaches to learning

Unit 1. Nature of Learning	No. of lectures-15	Weightage:15 Marks
<p>1.1 What is learning? a) Must learning result in behavior change? b) Are there different kinds of learning? c) Learning and Survival d) Why study learning?</p> <p>1.2 The systematic study of learning a) What is science? b) Aspects of theory and from research to theory c) Theories as tools</p> <p>1.3 Edward L. Thorndike Major theoretical concepts: Connectionism, in cremental nature, Nomediation by ideas, Mammals learn in same manner</p> <p>1.4 IvanP. Pavlov a) Empirical observations: Pavlovonre in forcement, Experimental extinction, Spontaneous recovery, Higher-order conditioning, Generalization, Discrimination, CS-US relationship b) Summary of Pavlov's views on brain functioning Comparison between classical and instrument a conditioning</p>		
Unit 2. Burrhusf. Skinner Theory of Learning	No. of lectures-15	Weightage:15 Marks

<p>2.1 Major theoretical concepts: Respondent and Operant behavior, Type and Type Reconditioning, Skinner on reinforcement, Secondary Reinforcement, Positive and negative reinforce, Punishment, Alternatives to punishment, Schedules of reinforcement</p> <p>2.2 Skinner's legacy: Personalized systems of instruction, Computer based instruction</p> <p>2.3 The Misbehavior of organisms</p> <p>2.4 Evaluation of Skinner's theory</p>		
Unit 3. Gestalt and Purposive Approach	No. of lectures-15	Weightage:15 Marks
<p>3.1 Gestalt theory of learning:</p> <p>a) Major theoretical concepts: Field theory, Nature versus nurture, Law of Pragnanz,</p> <p>b) Gestalt principles of learning: The pre-solution period, Insightful learning summarized, Transposition</p> <p>c) Gestalt psychology on reinforcement</p> <p>d) Productive thinking and Memory Trace</p> <p>e) Evaluation of Gestalt theory</p> <p>3.2 Edward C. Tolman</p> <p>a) Molar behavior and purposive behaviorism</p> <p>b) Major theoretical concepts: What is learned, Confirmation, Vicarious trial and error, Learning versus performance, Latent learning, Place learning versus response learning, Reinforcement expectancy</p> <p>c) Six Kinds of learning</p> <p>d) Evaluation of Tolman's theory</p>		
Unit 4. Social Learning and Neuro-Scientific Approach	No. of lectures-15	Weightage:15 Marks

4.1. Albert Bandura's Explanation of Observational Learning:

- a) Bandura on reinforcement
- b) Major theoretical concepts: Attentional processes, Retentional processes, Behavioral production processes,
- c) Motivational processes,
- d) Reciprocal determinism, d) Self-regulation of behavior: Moral Conduct, Determinism versus Freedom
- e) 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 neuro- scientific research: Reinforcement and brain, neuro plasticity
- c) Current trends in learning theory: Every one is a neuroscientist, Neuroscience and education

Reference Books

1	Osmon, M.H. and Hergenhahn, B.R. (2013): An Introduction to Theories of Learning; Prentice Hall India, 9 th Edition, ISBN-978-81-203-4814- .
2	Bower, G.H. and Hilgard, E.R. (1980): Theories of Learning; Pearson Publication; 5 th Edition; ISBN-10:0139144323, ISBN-13:978-0139144325
3	Malone, J.C. (2002): Theories of Learning: A Historical Approach; Wadsworth Pub Co.; 10:0534971490, ISBN-13:978-0534971496
4	Phillips, Dennis and Soltis, Jonas (2009): Perspectives on Learning (Thinking About Education); Teachers College Press; 5 th Edition; ISBN-10:9780807749838, ISBN-13:978 0807749838



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –I**

Vertical : DSE -C

Course Code: 230126108

Course Name: Psychological Perspectives in Education

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble Psychological Perspectives in Education study provides a general introduction to educational psychology, surveying a range of research-based psychological principles of teaching, learning, and motivation. Students will explore the use and usefulness of psychological research for educators, and investigate learning, teaching and assessment activities in terms of their psychological efficacy, especially as it relates to young people. The unit trains students in two government policies, Good Discipline and Effective Learning, and Student Welfare. The cognitive perspective is an area of the field that studies how people acquire, perceive, remember and communicate information. In these lessons you'll learn about how memory works, for example.

Course Objectives: During this course, the student is expected to:

1. To understand of the interface between education and psychology
2. To appreciate the various issues and challenges that emerges.
3. To enable learners to deal with various problems and issues related to student diversity in a classroom
4. To Understand the application of psychological ideas and theories in the discipline of education

Course Outcomes: At the end of this course, students will be able to:

1. Identify developmental education and Psychology.
2. Apply the current trends in Education & Schooling

3. Demonstrate psychological testing in education
4. Gender, Socio-Economic Status, Caste. Disability

Unit 1 Education and Psychology: An Introduction	No. of lectures-15	Weightage:15 Marks
1.1 Education as a Discipline 1.2 Education & Schooling; 1.2 Contributions of Psychology to Education; 1.3 Child-centered' and 'progressive' education.		
Unit -2 Debates and Issues in Educational Psychology	No. of lectures-15	Weightage:15 Marks
2.1 Role of Play in Education; 1.2 Role of a teacher.		
Unit 3 Classroom Management & Assessment	No. of lectures-15	Weightage:15 Marks
3.1 Issues related to Classroom Management, 3.2 Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; 3.3 Uses and abuses of psychological testing in education, The IQ controversy.		
Unit 4 Inclusive Education: Dealing with Classroom Diversity	No. of lectures-15	Weightage:15 Marks
4.1 Inclusive Education: Nature, Concept& Importance; 4.2 Addressing classroom diversity: Gender, Socio-Economic Status, Caste. Disability		

Reference Books	
1	Bartlett, S., & Burton, D. (2012). Introduction to education studies. London: Sage.
2	Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.
3	Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.
4	Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.
5	Long, M. (2000). The Psychology of Education. Sussex: Routledge.
6	Matthews, M. (1980). The Marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester Press
7	Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul
8	Richmond, W. (1975). Education and schooling. London: Methuen & Co. Ltd.
9	Slavin, R. (2006). Educational psychology: Theory and practice. New York: Pearson.
10	Smith, M. (1977). The underground and education: A guide to the alternative press. London: Methuen & Co. Ltd.
11	Spring, J. (1975). A premier of libertarian education. New York: Free Life Editions.
12	Sutherland, M. (1988). Theory of education. London: Longman. Wool folk, A. (2013). Educational psychology. Delhi: Pearson



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –I**

**Vertical: DSE -D
Course Code:
Course Name: Neuropsychology**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Neuropsychology Neuro psychology represents the interface between the biological, psychological and social facets of human behaviour. Many prospective neuropsychologists begin their education and training as early as high school. Neuropsychology is a branch of Psychology that deals with how the brain and the nervous system influence and affect a human's cognition and behaviours. Neuropsychology courses allow candidates to study various illnesses and disorders in the brain and learn about sicknesses such as Schizophrenia, Depression, injuries, and much more.

Course Objectives:

During this course, the student is expected to:

1. To introduce the student the recent trends in Neuropsychology.
2. To acquaint the student knowledge neuropsychology, neuro anatomy, Techniques of neuropsychology
3. To acquaint the students Mind body Problem
4. To make the student understand the pervasive Neurons and glia Structure and function

Course Outcomes: At the end of this course, students will be able to:

1. Understand the Student learn relation between heart mind, brain
2. Students understand knowledge neuropsychology, neuroanatomy, Techniques of neuropsychology

3. Understand the behaviour and cognition which are influenced by the brain's functioning

4. Understand the pervasive developmental Cognitive Testing

Unit 1 Unit: 1: Introduction to Neuropsychology	No. of lectures-15	Weightage:15 Marks
<p>1.1 What is Neuropsychology</p> <p>A) Heart, Mind and Brain: The Early History of Neuropsychology.</p> <p>B) The Mind body Problem.</p> <p>1.2 The Recent History of Neuropsychology</p> <p>A) Cataloging the effects of Lesions</p> <p>B) Focus on the Neuron</p> <p>C) The Brain Mappers</p> <p>D) Functional Neurosurgery</p>		
Unit: 2: Neuroanatomy	No. of lectures-15	Weightage:15 Marks
<p>2.1 Cells of the Nervous System</p> <p>A) Neurons and glia Structure and function</p> <p>B) Communication within the Neuron: The Action Potential</p> <p>C) Communication between Neurons: The Synapse</p> <p>D) Neurotransmitters –Acetylcholine Monoamine, soluble Gases Amino Acids, Neuropeptides</p> <p>2.2 The Nervous system A) Positional terms B) Divisions of the Brain: The hindbrain, The Midbrain, The forebrain</p>		
Unit: 3: Techniques in Neuropsychology	No. of lectures-15	Weightage:15 Marks
<p>3.1 Study of the Damaged Nervous system</p> <p>A) The Scientific Method</p> <p>B) Non-human animal models</p> <p>C) Cognitive Testing</p> <p>3.2 Brain Imaging</p> <p>A) Structural Imaging: X-Rays Computed, Tomography, Magnetic Resonance Imaging</p> <p>B) Electrophysiological methods: Electroencephalogram (EEG), Event- Related Potentials (ERPS), Magnetoencephalography (MEG)</p>		
Unit: 4: Laterality	No. of lectures-15	Weightage:15 Marks

4.1 Methods: splitbrain, Intracarotid Amobarbital testing, visual system.

4.2 Neuroanatomical, Neurochemical and Behaviour findings

A) Neuroanatomical Asymmetries

B) Asymmetries in specific Structures within the Hemispheres

Reference Books

1	Lorin Elias and Deborah Saucier, (2018) "Neuropsychology: Clinical and Experimental Foundations" 1st Edition, Pearson Education, Limited. Books For References
2	Naima Khattn, (2012) "Health Psychology" Dorling Kindersley (India) Pvt. Ltd., Licence of Pearson Education in south Asia
3	John. w. Santrock 2007 "A typical approach to Life Span. Development" Third Edn. Tata McGraw Hill. Books for Reference
4	. Dacey and Travers (1996) "Human Development Across the Life Span" Brown and Benchmark publisher 3rd Edition
5	Diane E Papalia and Sallyolds (1985) "Human development," Tata McGraw-Hill edition, 5th Edition. 5. Hurlock E. B (2001) "Development Psychology: A Life Span approach," TMH Publishing Company, New Delhi



**PUNYASHLOK AHILYADEVII HOLKAR
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**M. A. I Applied Psychology
SEM –I**

**Vertical: DSE-E
Course Code: 230126109
Course Name: Field Work**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Field Work Fieldwork in Psychology is an independent learning experience, where students volunteer or are employed in work directly related to psychology.. Fieldwork can give students exposure to various clinical populations, and a behind the scenes glimpse into the tasks and roles of psychologists and other mental-health practitioners, fieldwork experiences can also be useful to students who are not considering careers in psychological service provision.

Course Objectives:

During this course, the student is expected to:

1. Exposes you to new aspects of the field.
2. Students will develop helps you to rule out potential careers
3. Students shall be able to develop new skills.
4. To the study of Psychological strengthens existing skills.

Course Outcomes: At the end of this course, students will be able to:

1. Fieldwork experiences have been consistently pursued by previous psychology majors.
2. students to research what a potential fieldwork experience
3. Understand the issues introducing yourself as a psychology major who is interested in pursuing volunteer opportunities

4. Student will be able to use these information meetings, assess the fit of the opportunity for your current goals in career.

PROJECT WORK: Guidelines 1. Project Based Learning is the application of the comprehensive methodology to inculcate the spirit of strategizing industry operations in a real-time environment

2. The project work aims to foster students with an opportunity to develop conceptual, analytical, communication and interpersonal skills.

3. Selection of Project work Topic

1. The choice of topic for the project work and the approach to be adopted needs to be based on the field of specialization.

2. It is important to distinguish between 'project work topic' and 'project work title'. The topic is the specific area that you wish to investigate. The title may not be decided until the project work has been written so as to reflect its content properly.

4. The project topic should conform to the following: Related to one or more of the subjects or areas of study within the core program and specialization; Clearly focused so as to facilitate in-depth study, subject to the availability of adequate sources of information and to your own knowledge; of value and interest to you and your personal and professional Development.

5. Planning the Project work Selecting an original and relevant topic for investigation.

Establishing the precise focus of your study by deciding on the aims and objectives of the project work, formulating questions to be investigated, deciding the sampling techniques and statistical techniques to sum up the findings of the study. Consider very carefully what is worth investigating and its feasibility. Drawing up initial project work outlines considering the aims and objectives of the project work. Workout various stages of project work

6. Important instructions and in form action on Project Submission: The title of the project should not be more than **12 words in length**. The complete Project Work should be submitted in **15000-30000 words**. You are supposed to submit project work along with extended abstract and project guide resume simultaneously. You must be careful about Originality and Relevance of Project Topic to avoid Project Rejection at a later stage. Therefore, you are required to submit a plagiarism report acknowledging 85% originality Project Guide must be Post Graduate with a minimum of 10 years of work experience Ensure to include signed & scanned copies of following essential certificates.

From Project Guide: Certifying bona fides of project work carried out under his/her supervision From a student: Certifying that submitted project work is an original piece of work and has not been submitted earlier You will receive an intimation through a registered email address, on successful uploading of project work report. Viva Questions will be accessible after uploading Project Work. Project submission will be accepted only after the Project file is uploaded and Viva questions are answered generally, it takes four to six weeks to complete the process of evaluation of project work.

Writing the Project Work: Please submit the extended abstract of the project work in **3000-5000 words**.

The extended abstract should case the following aspects:

(a) The abstract for **500-1000 words** An abstract is an overview or a brief summary of project work, which helps the reader to ascertain the purpose of carrying the project work. It acts as a stand-alone

entity for the complete project work

(b) The study hypotheses (null or alternative hypotheses, if applicable)

(c) Literature Review Literature review (secondary sources) is the evaluation of substantive findings and theoretical and methodological contribution to a particular topic. It is a critical analysis of the previous research conducted in a particular area.

(d) Research methodology adopted Research methodology is the implementation of methods or techniques to efficiently solve a research problem, which helps the reader to assess the validity and reliability of the study. Research methodology constitutes of: Research Design: Descriptive, Conclusive, Causal or Exploratory Sampling Technique: Probability or Non Probability Data Collection: Tools used for data collection (for eg: questionnaire, survey, etc) Data Preparation: Classification and Tabulation of data Data Analysis: Hypotheses Testing

(e) Results (theoretical orempirical) The findings of the study are to be summarized as: Data interpretation: Interpret and elaborate findings of the research Recommendation: Suggestions based on critical analysis of the results

(f) Implications of theory and practice The total size of the project document should not exceed 2MB. Portable document format (.pdf), Microsoft Word (.doc,.docx)

Figures, graphs. Tables, Appendices and References should follow the **American Psychological Association (APA)** Style guide, 6th edition. Mention the sources of any images, tables, and figures cited or presented Include a page header known as “running head at the top of every page Use Font: Times New Roman; Font size: 12; Double-spaced; 1-inch (2.5cm) margin all around Use American spellings (‘program’ not ‘programme’; ‘center’ and not ‘Centre’ Use “z” spellings instead of “s” spellings (recognize, organize, summarize)

7. Project Submission:

- (i) Complete Project submission includes three stages Extended Abstract along with Guide Resume
- (ii) Project Report Submission along with Plagiarism Report
- (iii) Answer Viva Questions

8. Viva Submission:

- i. Viva Questions will include 5 descriptive questions related to your specific project.
- ii. Viva questions are mandatory for the final project submission.

9. Evaluation Scheme: IMPORTANT NOTE Students must submit all Project Components (Extended Abstract, Guide Resume, Project Report, Plagiarism Report, and Viva Answers). In case of incomplete details, students will be asked to resubmit all project documents which would lead to delinquency in Academic Completion and Extension Fee. Plagiarism check would be conducted before evaluation, for all the Project Report submissions. If any report exceeds 15% plagiarism, the same would be rejected and the student will undergo the process of resubmission as per rules.

Cover page for M.A. Thesis

M.A.THESIS

**WRITE
HERE NAME OF THE
CANDIDATE**

**MONTH, Y
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“Write here title of the thesis in all upper-case (capital letters) with a ‘Centre’ alignment. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title.”

ATHESIS SUBMITTED TO

NAME OF THE UNIVERSITY

**FOR AWARD OF DEGREE OF MASTER OF ARTS (M.A.)
IN THE FACULTY OF HUMANITIES**

SUBMITTED BY

.....

UNDER THE GUIDANCE OF

.....

.....

RESEARCH CENTRE

.....

.....

MONTH & YEAR OF SUBMISSION



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –I**

**Vertical: R.M.
Course Code: 230126105
Course Name: Research Methodology in Psychology**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Research Methodology in Psychology Students often see research methods as a dull, dry and difficult topic which is tolerated rather than enjoyed. They much prefer their other lecture courses on exciting topics such as interpersonal attraction, mental illness, forensic investigation, brain structure and thought. What they overlook is that these exciting ideas are created by active and committed researchers. For these psychologists, psychology and research methods are intertwined – psychology and the means of developing psychological ideas through research cannot be differentiated. For instance, it is stimulating to learn that we are attracted to people who have the same or similar attitudes to us. It is also of some interest to be given examples of the kinds of research which support this idea.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To understand basic concepts To acquaint the student with basic research process, research design and types of investigation.</p>
<p>2. To understand they can follow the research report and papers in different the students of psychology</p>
<p>3. To acquaint the students the scientific research, Sampling and data collection, research design.</p>
<p>4. To understand the Techniques and precisions in interpretation</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. Student will able with basic research process, research design and types of investigation</p>
<p>2. they can follow the research report and papers in different the students of psychology</p>

3. Student will learn scientific research, Sampling and data collection, research design
4. Research design and its application with correlated group

UNIT 1 Scientific Research	No. of lectures-15	Weightage:15 Marks
1.1 Scientific research problem, selection and definition 1.2 Hypothesis-definition, types and characteristics 1.3 Variables- definitions and types 1.4 Sampling–definition, principals and types 1.5 data collection Methods		
UNIT 2 Research Design	No. of lectures-15	Weightage:15 Marks
2.1 Meaning, purpose and principles 2.2 Adequate and inadequate, design criteria 2.3 General research design 2.4 Research design and its Application with Randomized group 2.5 Research design and its application with correlated group		
UNIT 3 Types of Investigation and data collection	No. of lectures-15	Weightage:15 Marks
3.1 controlled lab experiment 3.2 field experiment 3.3 Ex-post facto research, Lab and field studies between groups design and within- groups design, Lab, Filed Experiment, Ex -post facto. 3.4 Methods of data collection: Observation, laboratory experiments and field experiments		
UNIT 4 Research proposal, Interpretation and computer Application	No. of lectures-15	Weightage:15 Marks
4.1 APA format of research proposal and writing research report 4.2 Meaning of interpretation. Why Interpretation. 4.3 Techniques and precisions in interpretation. 4.4 Application of computer system in research 4.5 Guideline for evaluating research. Tips for reading or research report		

Reference Books	
1	J. S. Zechmeister EB zechmiester, J.J. Shaughnessy Essentials of Research methods in psychology TATA McGraw-HillEdition
2	2.FredN.Kerlinger(2005)“FoundationofBehaviouralResearch”SurjeetPublications.I IndEdi. Book for Reference
3	C.R..Kotahi,“Reearch Methology ethods & Tehniques. IInd di wiy Eaternmied.
4	Barude R.R.(2006)“Sanshodhan Padhatishastra” Pune Vidyamarathi Grhua
5	B.N.Barve (2009)“Manshshatratil Sanshodhan Pathithi” Vidya prakashan Nagpur



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

**Vertical: DSC- V
Course Code: 230126201
Course Name: Physiological Psychology**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Physiological Psychology This course is an introductory survey of neuroscience with special relevance to psychology. An overall goal of this course is to gain appreciation of many of the physiological processes that result in functions of the brain. With an exposition of the tools and perspectives of neuroscience, we will consider how molecular pathways and neural systems produce psychological phenomena. Finally, we will study the application of neuroscience to understand normal brain development, optimize personal wellbeing, and treat disruptions of brain function. This division of vital processes into physical and psychical is useful and even necessary for the solution of scientific problems. We must, however, remember that the life of an organism is really one; complex, it is true, but still unitary. We can, therefore, no more separate the processes of bodily life from conscious processes than we can mark off an outer experience, mediated by sense perceptions, and oppose it, as something wholly separate and apart, to what we call 'inner' experience, the events of our own consciousness.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To acquaint understand fundamental physiological mechanism under the psychological processes</p>
<p>2. To provide student different physiological concepts relating to the basis of behaviour</p>
<p>3. To understand the Hormonal regulation of behaviour</p>
<p>4. To understand the Synaptic transmission</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>

1. Student understand physiological psychology and role of evaluation in behaviour
2. Student understand neurons and Its conduction and transmission in behaviour
3. Student enrich the knowledge about the Nervous System in the mental disorders
4. To design Student understand internal and hormonal regulation of behaviour

UNIT 1: Introduction to physiological psychology	No. of lectures-15	Weightage:15 Marks
1.1 Introduction to physiological psychology; Neuron: Anatomy, Excitatory postsynaptic influences, Inhibitory postsynaptic influences, Chemical basis–neurotransmitters and Presynaptic influences 1.2 Research Methods in physiological psychology 1.3 Human evaluation and behaviour 1.4 Evaluation and Genetics		
UNIT 2: Neurons, Neural Communications and Conduction	No. of lectures-15	Weightage:15 Marks
2.1 Neural Communications and Conduction 2.2 Synaptic transmission 2.3 Neuro-transmitters and effect of drugs		
UNIT 3: Nervous Systems	No. of lectures-15	Weightage:15 Marks
3.1 Anatomy of Brain 3.2 Structure of Nervous system 3.3 Central Nervous System 3.4PeripheralNervous System 3.5Hemispheric Specialization		
UNIT 4: Internal & Hormonal Regulation / Sleep	No. of lectures-15	Weightage:15 Marks
4.1 Homeostasis 4.2 Metabolism 4.3 Hormonal regulation of behaviour 4.4 Circadian Rhythm &Sleep		

Reference Books	
1	Meetu Khosla (2017).An Introduction Physiological Psychology Published by Vivekmehta Sage Publication
2	Levinthal,C.F.(1996).IntroductiontoPhysiological Psychology,3rdedition,NewDelhi,PrenticeHall . Books for Reference:
3	Pinel,J.P.J.(2006).Biopsychology,6thedition.NewDelhi,PearsonEducation
4	Morgan, T.CandStella,E.(1950).Physiological Psychology
5	Schwartz,M.(1978).PhysiologicalPsychology,NewJersey,PrenticeHall
6	Bridgeman,.(1994)The Biology of the Behaviour and mind,NewYork,PrenticeHall



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

**Vertical: DSC- VI
Course Code: 230126202
Course Name: Statistics in Psychology**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Statistics in Psychology Statistics is the language of the uncertainties riddled modern information age. Statistics facilitates the decision making process by quantifying the element of chance or uncertainties. It's descriptive and inferential roles not only formulate the basis of the growth of almost all the disciplines of the contemporary world, but also provide an array of non-traditional employment avenues ranging from that of sport analysts to business analysts. Understanding statistics in psychology can help you excel both in your classes and in this field. Statistics is the language of science and data. The ability to understand and communicate using statistics enables researchers from different labs, different languages, and different fields articulate to one another exactly what they have found in their work.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To understand the to make the students the concepts and application s of descriptive statistics and probability</p>
<p>2. To help student understand when and how to use 't' test, ANOVA, ANCOVA, MANOVA and other non-parametric tests to study group differences</p>
<p>3. To help student understand how predictions about variables can be made</p>
<p>4. To help students know the techniques off actor analysis, path analysis and structural quite on modeling.</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. To explain the concepts and applications of descriptive statistics and probability</p>

2. To use 't' test, ANOVA, ANCOVA, MANOV A and other non-parametric tests to study group differences
3. To describe and used different methods of correlations for studying the strength of relationship between the variables
4. To explain how predictions about variables can be made.

Unit-1 Overview of Descriptive Statistics and Probability	No. of lectures-15	Weightage:15 Marks
1.1 Overview of measures of Central tendency and variability. 1.2 Percentiles, percentile ranks and standard scores. 1.3 Probability: Concept, definition, axioms, random variables, expected value, central limit theorem 1.4 Distributions: normal distribution, Skewedness and kurtosis.		
Unit 2 Inferential Statistics: Inference about Location	No. of lectures-15	Weightage:15 Marks
2.1 Two group differences: test-independent and dependent samples. Bootstrapping. 2.2 Multi-group differences: one- way ANOVA: independent and dependent samples. Two-way ANOVA: Independent sample 2.3 ANCOVA and Repeated Measure ANOVA 2.4 Wilcoxon sign- rank test; median test; U test; Kruskal-Wallis test. 2.5 MANOVA and discriminate function analysis.		
Unit 3 Associations, Prediction and Other Methods	No. of lectures-15	Weightage:15 Marks
3.1 Correlation: product moment, partial correlation, special correlations. 3.2 Linear regression (OLS) 3.3 Multiple regressions, logistic regression. 3.4 Non parametric correlations: Kendall' stau; Spearman' srho;measures fo rnominal data, chis quare, binomial test, proportions test.		
Unit 4 Factor Analysis and Software Packages	No. of lectures-15	Weightage:15 Marks

4.1 Factor analysis: basic concepts, methods of extraction and methods of rotation

4.2 Confirmatory factor analysis.

4.3 Path Analysis 4.4 Structural Equations Modeling

Reference Books

1	Howell, D. (2009).Statistical Methods for Psychology(7thed.).Wadsworth
2	WilcoxR.R.(2009).BasicStatistics:UnderstandingConventionalMethodsandModernInsights. NY: OUP.
3	Minium, E. W., King,B.M.,&Bear,G.(2001).Statistic alreasoning in psychologyand education. Singapore: John-Wiley
4	Aron&Aron(2008).Statistics for Psychology(5thed).NewDelhi:Pearson Books for References:
5	Daniel,W.W.(1995).Biostatistics.(6thEd.).N.Y.:JohnWiely.
6	Field,A.,Miles,J.,andField,Z.(2012).DiscoveringStatisticsUsingR.NY:Sage
7	Gourch,R.L.(1983).FactorAnalysis.LorrenceErlbaum
8	Guilford,J.P.,&Fructore,B.(1978).Fundamentalstatisticsforpsychologyand 5.education.N.Y.:McGraw-Hill
9	Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Mulivariatedataanalysis.(5th Ed.)
10	Hatekar,N.R.(2009).Principles of Econometrics: An Introduction(UsingR).ND: Sage
11	Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). .Mulivariatedataanalysis.(5th Ed.).N.J.:Prentice-HallInc
12	Loehlin, J.(1998).Latent Variable Models:an introduction of actor, path, and structural analysis
13	Marcoulides, A.G. & Schumacker, E. R. (2001).New developmen ts and techniques in structural quation modeling. Hilsdel, New Jersey: Lawrence Erlbaum



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

Vertical: DSC -VII

Course Code: 230126203

Course Name: Practicum Test- Psychological Assessment

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Believe that assessment is a uniquely human problem-solving enterprise in which data from a variety of tools (tests among them) is gathered, skillfully assimilated, and professionally interpreted. The process of assessment may be distinguished from, and contrasted with, the administration of tests. The latter process, otherwise known as testing, is one that may result simply in a test score; it can and often is relatively mechanistic and devoid of any problem-solving efforts. To develop familiarity with classroom environments and sensitivity to student diversity To refine and gain additional experience in assessment and intervention strategies for a wide range of academic and behavioral concerns for students in both general and special education

Course Objectives:

During this course, the student is expected to:

1. To develop interest and awareness of psychological tests interpretation of score and report writing
2. To acquaint the students with procedure and evaluation of psychological tests
3. To help students To acquaint the students with the skills of observations on the basis of psychological tests
4. To emphasize the Evolution Social Psychology

Course Outcomes: At the end of this course, students will be able to:

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| 1. Student able to develops interest in psychological tests interpretation of score and report writing |
| 2. Student learn to acquaint procedure and evaluation of psychological tests. |
| 3. Student able to acquaint skills of observations on the basis psychological tests. |
| 4. Students will appreciate the value of lifelong learning as Communicational Skills |

Selection A (SES)

General Mental Ability/ Aptitude Tests

1. Wechsler Adult intelligence scale. India GATB, GMT
2. Malins intelligence scale
3. Passi test of creativity/ Salakar creativity test
4. Standard progressive Matrices/Cattel culture fair test
5. Finger Dexterity test/ Tweezer Dexterity test
6. Reasoning ability/cognitive ability test
7. D.A.T./D.B.D.A/EATB

Personality Test

- 1.16 P.F./NEO PI/MBTI
2. Eysenk Personality Inventory
3. Levinson scale of locus of control
4. Attitude and Value Scale
5. Type- A and B Behavioural Pattern
6. Projective Test- Verbal
7. Projective Test -Non-verbal 8.M.M. PI-21

Cognitive and other tests

1. Cognitive style
2. FIRO-B
3. Self-concept
4. Well-being
5. Career and family Value

Section B (CIA) Essay Writing:

From following topics any one topic randomly assigned for Essay writing in internal assessment to each student by course teacher

1. Evolution of perception
2. Evolution of Emotions
3. Evolution of motivation
4. Evolution and Consciousness
5. Evolution child Psychology
6. Evolution Social Psychology
7. Evolution Clinical Psychology
8. Evolution Personality Theories
9. Evolution Psychotherapy
10. Evolution Developmental Psychology
11. Evolution of sport Psychology
12. Bio-Psychology
13. Evolution criminal Psychology
14. Evolution of Attention
15. Evolution of Memory
16. Stress Management
17. Time Management
18. Communicational Skills
19. Counseling
20. Cognitive Neuroscience
21. Family Counseling
22. Evolution of Educational Psychology
23. Evolution of forensic Psychology

Sr.No	Content	Mark
A	Instruction	15
B	Experiment Procedure and Written Exam	30
C	Viva	15

Reference Books	
1	. Kaplan R.M. and saccuzzo D.P. (2007) Psychological Testing- Principles, Applications and Issues Australia- Thomson Wads worth.
2	Singh A.K. (2006)-Tests, Measurements and ResearchMethods in Behavioural Sciences Patna- Bharti Bharan
3	Freeman F.S. 3rd edi. (1965)- Psychological Testing New Delhi- Oxford &IBH Publishing co. Pvt. Ltd. Books
4	Tinkar M.A. & Rusself W.A. Introduction to methods in psychology Appleton
5	Jolata S (1962)-Experiments in psychology- Asia Publishing House
6	Galloti K.M.(2004) Cognitive Psychology in and out of the Laboratory U.S.A. Thomson Wordsworth
7	Stenberge R.J. (1990) Cognitive Psychology N.Y. Harcourt Brace college Pub.
8	Munn (1984) Experimental Psychology Jpurnal
9	Baker and Taylor (1960) Laboratory experiments in psychology
10	Snodgrass (1985) Human experimental Psychology 10.Woodworth and schools berge (1982) Experimental Psychology



**PUNYASHLOK AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

**Vertical: DSE -B
Course Code: 230126204
Course Name: Psychology of Emotion**

<p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p>	<p>*Examination Scheme</p> <p>UA:30 Marks</p> <p>CA: 20 Marks</p>
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Course Preamble: Psychology of Emotion Emotions are integral to every aspect of our life and psychology. Emotions have purpose and we need to handle them with curiosity, understanding and wisdom. This course will provide a comprehensive understanding and applications of the psychology of emotions and emotional intelligence. This course will address some major questions associated with the scientific study of emotions, It is a very small part compared to the part played by the emotions and passions in human life, and this region of psychology is not deserving of such neglect Emotion has been conceived as separate from reason and forceful not only with respect to the misuse of reason but also because it is able to wrest control of behavior away from reason.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To impart students' knowledge about emotions</p>
<p>2. To understand to students' different approaches of emotions</p>
<p>3. To impart students' knowledge about emotional disorders.</p>
<p>4. To understand the importance theory of emotion.</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. Student understand basic nature of emotion</p>

2. Student understand different approaches of emotions
3. Student learn cultural basis behind emotions.
4. Student can understand different emotional disorders

Unit 1. Introduction and Approaches of Emotion	No. of lectures-15	Weightage:15 Marks
1.1 Emotion: Definitions, Nature and Importance of Emotion 1.2 Specific Basic Emotions: Anger, Sadness, Anxiety, Fear, Love, Happiness, Jealousy, Shame 1.3. Early Approaches of Emotion: Darwin, McDougal, James-Lange, Cannon-Bard 1.4. Effect of Emotions on Human (Positive and Negative)		
Unit 2. Approaches of Emotion	No. of lectures-15	Weightage:15 Marks
2.1. Phenomenological Approaches of Emotion: Sartre, Buytedjik, Hillman, Fell, De Rivera 2.2. Behavioral Approaches of Emotion: Watson, Harlow and Stagner, Millenson, Weiskrantz 2.3. Cognitive Approaches of Emotion: Arnold, Schachter, Leventhal, Bower, Lazarus 2.4. Social Approaches of Emotion: Ethology: Eibl-Eibesfeldt, Dimensionality: Frijda, Social Sharing: Rime, Group Expression: Heiseand O'Brien		

Reference Books	
1	AdJ.J.M. Vingerhoets, & Ivan Nyklicek Johan Denollet. (2008). Emotion Regulation: Conceptual and Clinical Issues. New York, Springer Science+ Business Media
2	Borod, Joan, C. (2000). The Neuropsychology of Emotion. New York, Oxford University Press, Inc.
3	Strongman, K. T. (2003). The Psychology of Emotion: from everyday life to theory (Fifth Edition). Printed and bound in Great Britain by Biddles Ltd, Guildford and King's Lynn Books for References:
4	Schneider, K. (1959). Klinische Psychopathologies [M.W. Hamilton, translator]. New York: Grune & Stratton
5	Taylor, G. J. (2000). Recent developments in alexithymia theory and research. Canadian Journal of Psychiatry.
6	Taylor, G. J., Bagby, R. M. & Parker, J. D. A. (1997). Disorders of Affect Regulation: Alexithymia in Medical and Psychiatric Illness. Cambridge: Cambridge University Press.
7	Tomkins, S. S. (1962). Affect, Imagery and Consciousness, Vol. 1, The Positive Affects. New York: Springer-Verlag.
8	Tomkins, S. S. (1963). Affect, Imagery and Consciousness, Vol. 2, The Negative Affects. New York: Springer-Verlag.
9	Turner, M. B. (1967). Philosophy and the Science of Behavior. New York: Appleton-Century Crofts.
10	Watson, J. B. (1929). Psychology. From the Standpoint of a Behaviorist, 3rd edn, revised. Philadelphia: Lippincott. 8. Weiner, B. (1986). An Attributional Theory of Emotion and Motivation. New York: Springer Verlag.
11	Weiskrantz, L. (1968). Emotion. In L. Weiskrantz (ed.) Analysis of Behavioural Change, pp. 50-90. New York: Harper & Row.
12	Williams, J. M. G., Watts, F. N., MacLeod, C. & Mathews, A. (1997). Cognitive Psychology and Emotional Disorders, 2nd edn. Chichester, UK: John Wiley & Sons.
13	Wittgenstein, L. (1953). Philosophical Investigations, transl. G. E. M. Anscombe. Oxford: Blackwell.
14	Young, P. T. (1961). Motivation and Emotion. New York: John Wiley & Sons.



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

Vertical: DSE-A
Course Code: 230126206
Course Name: Domains of Personality

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Domains of Personality: Personality refers to the long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways. Our personality is what makes us unique individuals. Each person has an idiosyncratic pattern of enduring, long-term characteristics and a manner in which they interact with other individuals and the world around them. Our personalities are thought to be long-term, stable, and not easily changed. Personality psychology focuses on construction of a coherent picture of the individual and their major psychological processes. Investigation of individual psychological differences. Investigation of human nature and psychological similarities between individuals. Personality traits are relatively consistent patterns of thought and behavior, and many have proposed that five trait dimensions are sufficient to capture the variations in personality seen across individuals.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To introducing the students neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality</p>
<p>2. To help the students allow to compare significant research in Eastern and western culture</p>

3. Ability to develop and maintain effective Early childhood attachment, adult relationships.
4. To understand Cognitive social learning theory
Course Outcomes: At the end of this course, students will be able to:
1. Student able to introduce the neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.
2. StudentabletoallowcomparingsignificantresearchinEasternandwesternculture
3. Apply knowledge of models and concepts of Theories of sex differences: socialization and social roles
4. Demonstrate the knowledge necessary Personality revealed through goal

Unit 1: Neo – Psychoanalytic and Humanistic Domain	No. of lectures-15	Weightage:15 Marks
1.1 Ego Psychology–Erikson Eight stages, Kaven Horney, Self and Narcissim 1.2 Object Relation Theory–Early childhood attachment, adult relationships 1.3 Basic concepts–Needs, Traits, apperception, TAT. Basic three motives: Achievement, power, intimacy. 1.4 Humanistic Domain–Maslow and Rogers contribution		
Unit 2: Cognitive Domain	No. of lectures-15	Weightage:15 Marks
2.1 Personality revealed through perceptions – field of independence, pain tolerance, sensation reducing and augmenting 2.2 Personality revealed through interpretation – Kelly’s personal construct theory, locus of control, learn helplessness 2.3 Personality revealed through goal. 2.4 Personal project analysis–Cognitive social learning theory, intelligence		
Unit 3: Experiential Domains	No. of lectures-15	Weightage:15 Marks
3.1 Issues in emotional research –emotional state Vs emotional trait, categorical Vs Dimensional approach, content Vs style of emotional life 3.2 Components of the self –self-concept, developmental of self-concept, self schemeta 3.3 Evaluation of component of self– self-esteem: evaluation of one’s self, Research on self-esteem. 3.4Social components of the self: Social identity: The Nature of Identity, Identity Development, Identity crisis.		
Unit 4: The Social and Cultural Domain	No. of lectures-15	Weightage:15 Marks

- 4.1 Sex–Differences in Personality, Temperament, five factor model, Basic Emotions, others dimensions of personality.
- 4.2 Masculinity, Femininity, Androgyny and sex roles–Search for Androgyny, Gender stereotype
- 4.3 Theories of sex differences: socialization and social roles, Hormonal theories.
- 4.4 Cultural Psychology: Definitions, three major approaches to culture 1. Evoked culture 2. Transmitted culture 3. Cultural universals.

Reference Books

1	Randy Larsen, David Buss, Megha Deuskar.(2014)Fourth edition Personality
2	Psychology: Domains of knowledge About Human Nature. NJ: McGraw-Hill Education. Book For References
3	Career C.S. and Scheier M.F.(1996) personality Perspectives on 3rd Edi. Allyn & Becan 2.Schultz
4	D. P. and Schultz S. C.(2009) Personality theories, Cenage 3.Pervin L.A.(1996) Personality,
5	Jhon Villy 4.Halland Lindzey (1984) Theories of personality, Willy Estern 5.Buss D.M. , Larsen
6	R.J. (2009) Personality Psychology Domains of knowledge About Human Nature. NJ: Mc Graw-Hill Humanities 6.Corr.,
7	P.J.& Gerald Matthews, G (2009),The Cambridge Handbook of Personality psychology Cambridge: Cambridge university press.
8	Buzge J.M(2010)Personality Wadsworth publishing 8.John, O.P. Robins,
9	R.W. & Pervin. L.A. (Eds.) (2010)Hand book of personality, Third Edition. Theory and Research New York, NY: Guilford
10	Larsen R.J.(2010) classing views personality Psychology Dushkin/mc graw–hill
11	Miserandino M(2011)Personality Psychology foundation & findings, Person Education.
12	Barve(2011)Vaykatimatwa Shindhant



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

Vertical: DSE -B
Course Code: 230126207
Course Name: Organization Psychology

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Organization Psychology organizational psychology, centers on the specific human mindsets, behaviors, and conduct that impact performance, productivity, and collaboration in the workplace. This field delves into the human psyche and studies career development and decision-making at various levels. Psychology looks at individual decisions, small group behavior, and the assessment of jobs. The industrial component may be used to create detailed applications, questionnaires, as well as design interviews to help employers find the person that best fits the needs of a specific job. However, psychology is not just for employers. The organizational component of this field focuses on how to make the employee's experience one that would be enjoyable and productive. This focus includes strategies that build colleague relationships and increase collaboration so that work is a place employees genuinely want to come to each day.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. Work motivation and approaches of work motivation.</p>
<p>2. Attitudes, emotions, stress at workplace and organizations.</p>
<p>3. Justice, Diversity and Leadership in Organizations</p>
<p>4. Teams, Dynamics, Development and Changes in Organization</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>Understood the basic Principles of Organizational behavior.</p>
<p>1. Student able to learn Importance of Motivation in the Workplace</p>

2. Students understand Self-Efficacy in Modern Motivation Theory.
3. Student learns descriptions of different of Leadership stages
4. Student will use the knowledge of Organization in research

Unit1: An Introduction and Approaches to Work Motivation	No. of lectures-15	Weightage:15 Marks
1.1. Brief History of Motivation Theory in I-O Psychology 1.2. The Meaning and Importance of Motivation in the Workplace 1.3. Classic Approaches to Work Motivation a) Person-as-Machine Theories b) Person-as-Scientist Theories 1.4. Modern Approaches to Work Motivation a) Person-as-Intentional Approaches b) The Concept of Self-Efficacy in Modern Motivation Theory c) Common Themes in Modern Motivation Approaches 1.5. Practical Issues in Motivation a) Can Motivation Be Measured? b) Cross-Cultural Issues in Motivation c) Generational Differences and Work Motivation d) Motivational Interventions		
Unit 2: Attitudes, Emotions, Stress and Behavior	No. of lectures-15	Weightage:15 Marks
2.1. Work Attitudes a) The Experience of Emotion at Work b) Job Satisfaction: Some History c) The Measurement of Job Satisfaction d) The Concept of Commitment e) Organizational Identification f) Employee Engagement 2.2. Moods, Emotions, Attitudes, and Behavior a) Satisfaction versus Mood versus Emotion b) Withdrawal Behaviors 2.3. Special Topics Related to Attitudes and Emotions I.4. Common Stressors at Work I.5. Reducing and Managing Stress a) Primary Prevention Strategies b) Secondary Prevention Strategies c) Tertiary Prevention Strategies d) Summary of Stress Intervention Strategies		
Unit 3: Justice, Diversity and Leadership in Organizations	No. of lectures-15	Weightage:15 Marks

<p>3.1. The Concept and Approaches to Organizational Justice</p> <p>3.2. The Meaning and Dynamics of Diversity</p> <p>3.3. The Concept of Leadership a) Conceptual Distinctions b) The Problem of Defining Leadership Outcomes c) Negative Leadership Outcomes: The Destructive Leader d) Leader versus Manager or Supervisor e) Leader Development versus Leadership Development f) The Motivation to Lead</p> <p>3.4. Traditional Theories of Leadership a) The “Great Man” Theories b) The Trait Approach c) The Power Approach to Leadership d) The Behavioral Approach e) The Contingency Approach f) The Consequences of Participation: The Vroom–Yetton Model</p> <p>3.5. New Approaches to Leadership a) Leader–Member Exchange (LMX) b) Transformational Leadership c) Authentic Leadership d) The Charismatic Leader</p>		
<p>Unit 4: Teams, Dynamics, Development and Changes in Organization</p>	<p>No. of lectures-15</p>	<p>Weightage:15 Marks</p>
<p>4.1. Definitions, Types and Input–Process–Output Model of Team a) Effectiveness b) Team Inputs c) Team Processes d) Team Outputs</p> <p>4.2 Special Issues in Teams a) Team Appraisal and Feedback b) Team Roles c) Team Development d) Team Training e) Cultural Issues in Teams</p> <p>4.3. Conceptual and Theoretical Foundations of Organizations a) Organizations and People b) Organization as Integration c) Theories of Organization</p> <p>4.4. Social Dynamics of Organizations a) Climate and Culture b) Climate and Culture from the Multicultural Perspective c) An Application of Culture and Climate: Safety d) Socialization and the Concept of Person–Organization (P–O) and Person–Job (P–J) Fit</p> <p>4.5. Organizational Development and Change a) Organizational Change b) Examples of Large-Scale Organizational Change Initiatives c) Emerging Commonalities among Organizational Interventions.</p>		

Reference Books	
1	Frank J. Landy, Jeffrey M. Conte. (2014) Work In the 21 st Century, An Introduction to Industrial and Organizational Psychology, 6th Edition John
2	Wiley & Sons, Inc. America. Books for References
3	Davis, K & Newstrom, C.W (1993): Organizational Behavior: Human
4	Behavior at work, McGraw -Hill.
5	Robbins, Stephen, P. (2000): Organizational Behavior, 9th edition, Prentice-
6	Hall of India. Pvt. Ltd, New Delhi.
7	Robbins, Stephen, P. : Organizational Behavior, 14th edition, Pearson
8	Education Singapore, Pvt. ltd.
9	Sekaran, Uma (1989) : Organizational Behavior,- Text and cases, Tata 8. McGraw–Hill Publishing Company, New Delhi
10	Suggested Research Journal
11	Industrial and organizational psychology
12	Journal of Organizational Behavior
13	Research in Organizational Behavior
14	Journal of Occupational and Organizational Psychology
15	Journal of Group & Organization Management (GOM)
16	Journal of Leadership & Organizational Studies
17	Journal of Gender, Work and Organization
18	Journal of Work, Employment and Society (SAGE)
19	Journal of Review of International Organizations



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

Vertical: DSE-C

Course Code: 230126208

Course Name: - Development of Psychological Thought

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

06 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Development of Psychological Thought students to get a basic understanding about the field of psychology. This course will allow interested students to learn about psychology at their own pace and as per their convenience. The course will make use of simple activities, case studies and discussions so that students are able to relate to this field. This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective. Review the development of psychological thought and introduce the issues and debates in contemporary psychology. This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective. studying psychology, as well as scholars and researchers in the field who are interested in understanding the historical progression of psychological theories and concepts

Course Objectives:

During this course, the student is expected to:

1. This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective
2. Review the development of psychological thought and introduce the issues and debates in contemporary psychology
3. Students shall be able to Free Will and Determinism, Empiricism and Rationality
4. To the study of Associationism, Structuralism and Functionalism

Course Outcomes: At the end of this course, students will be able to:

1. Grasp the details of apply historical methods to critically evaluate the past
2. Analyze the historical and scientific research methods.
3. Understand the Emergence of modern psychology
4. Student Understand the Feminism and social constructionism

Unit1: Understanding Psyche: Debates and Issues	No. of lectures-15	Weightage:15 Marks
1.1 A universal quest for understanding Consciousness. 1.2 Indian Perspective: Yoga and Vedant: Western Perspective. 1.3 Emergence of modern psychology: Questions from Western view 1.4 Debates: Free Will and Determinism, Empiricism and Rationality; Issues of Consciousness and Mind Body Relationship		
Unit 2: Early Schools of Psychology and Positivist Orientation	No. of lectures-15	Weightage:15 Marks
2.1 Early Schools of Psychology: Associationism, Structuralism and Functionalism 2.2 Positivist Orientation: From behaviorism to cognition: Key contributions of Watson,Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.		
Unit 3: Psychoanalytic and Humanistic- Existential Orientation	No. of lectures-15	Weightage:15 Marks
3.1 Freudian Psychoanalysis, 3.2 The turn towards ‘social’ – Adler, Jung, Fromm, Egopsychology – Erik Erikson, Object relations; 3.3 Cultural psychoanalysis (SudhirKakar), 3.4 Contributions of Phenomenological oriented humanistic and existential thinkers.		
Unit 4: Contemporary Developments	No. of lectures-15	Weightage:15 Marks
4.1 Feminism and social constructionism 4.2 Psychology of Gender		

Reference Books	
1	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing
2	Feist&Feist. Theories of Personality McGraw Hill Higher Education.
3	Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151.
4	Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist, 40, 266-275.
5	Helgeson, V.S. (2006). Psychology of Gender. Pearson Education
6	Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006, pp.25-44.
7	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context.(4th Ed.). Pearson education.
8	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4 th Ed.). Pearson education.
9	Kurt Pawlik, Gery D'ydewalle (2006). Psychological Concepts: An International Historical Perspective. Taylor Francis Group.
10	Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought(6th Ed.). Singapore: Pearson Education
11	Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology, John Wiley
12	Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
13	Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/Latest edition available
14	St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company
15	Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

Vertical: DSE-D
Course Code: 230126209
Course Name: - Psychology of Individual Differences

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>06 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: Psychology of Individual Differences individuals are exact duplicates; they differ from each other in some way or the other. Hence the job of the psychologist is to identify and understand this uniqueness in individuals. Such a similarity or difference between persons reveals individual differences. It happens in our day-to-day life when we see people around us. A question comes to mind; how and why people appear similar or different to each other? For example when we think about their physical appearance, we often ask ourselves why some people have dark or fair complexion, why some people are tall and some are short, why some are thin and why some are very fat. When we think about their psychological characteristics we often come across people who are very talkative or less talkative, some laugh too much whereas others take much time even to smile, some are very friendly whereas some prefer to be alone.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.</p>
<p>2. understand how to assess individual differences</p>
<p>3. discuss the nature and definition of intelligence and tools to measure it</p>
<p>4. Discuss the nature of personality and describe the different techniques used in personality assessment.</p>

Course Outcomes: At the end of this course, students will be able to:
1. Understand The environment is responsible as how we are reared
2. Analyze the Individual differences occur due to interaction of genetic and environmental factors.
3. Understand the people's characteristics from a large sample and examine the pattern of distribution
4. Student Understand explain interest and tools to measure interest

Unit1: Personality	No. of lectures-15	Weightage:15 Marks
1. Nature of personality; 2. Biopsychosocial foundations of personality; 3. Culture, gender and personality 4. Perspectives on personality: Psychodynamic Perspectives (Freud), humanistic Perspectives (Maslow) and social Perspectives (Bandura)		
Unit 2: Intelligence	No. of lectures-15	Weightage:15 Marks
1. Concept of intelligence: Psychometric and cognitive approaches to intelligence; 2. Gardner's multiple intelligences; 3. Emotional Intelligence, Heredity, environment and intelligence; 4. Group differences in intelligence; Extremes of intelligence.		
Unit 3: Indian Approach	No. of lectures-15	Weightage:15 Marks
1. Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. 2. Components of Identity: Concept of Triguna from Sankhya perspective.		
Unit 4: Enhancing Individual's Potential	No. of lectures-15	Weightage:15 Marks
1. Self-determination theory; 2. Enhancing cognitive potential, 3. Self-regulation and self enhancement; 4. Fostering creativity.		

Reference Books	
1	Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN 13:9788131773444.
2	Carr, A. (2011): Positive psychology. Routledge.
3	Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi
4	Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
5	Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts. Pearson.
6	Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009). Bridging learning: Unlocking cognitivepotential in and out of the classroom. Corwin.
7	Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi:Tata McGraw-Hill
8	Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.
9	The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C.R. Snyder. Oxford Library of Psychology
10	Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India. SAGE Publications



**PUNYASHLOK AHILYADEV I HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I Applied Psychology
SEM –II**

**Vertical: OJT/FP
Course Code: 230126205
Course Name: - Field Project**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week,</p> <p>Total Hours-60</p> <p>06 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks</p> <p>CA: 40 Marks</p>
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Course Preamble: OJT/FP The emphasis on training automatically eliminates all jobs that require no more than a brief initial orientation period. Similarly, because reimbursements are intended to compensate the Employer for decreased productivity, jobs that pay by commission or piecework are generally considered inappropriate. Additionally, seasonal, temporary and part-time jobs should likewise be avoided because the desired outcome of OJT is long-term retention into full-time employment that leads to self-sufficiency. Fieldwork in Psychology is an independent learning experience, where students volunteer or are employed in work directly related to psychology

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
<p>1. To develop an understanding of the students can learn how to apply concepts, theories, and methods in real life.</p>
<p>2. Students can learn to identify and mobilize resources</p>
<p>3. Students can learn to interact with the professional world and overcome inhibitions.</p>
<p>4. Learning through real-world experience</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. Students have learnt about the major consequences of behaviour in the study area</p>
<p>2. To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.</p>

3. To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society

4. Student Understand To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions

PROJECT WORK: Guidelines

1. Project Based Learning is the application of the comprehensive methodology to inculcate the spirit of strategizing industry operations in a real-time environment

2. The project work aims to foster students with an opportunity to develop conceptual, analytical, communication and interpersonal skills.

3. Selection of Project work

Topic 1. The choice of topic for the project work and the approach to be adopted needs to be based on the field of specialization.

2. It is important to distinguish between ‘project work topic’ and ‘project work title’. The topic is the specific area that you wish to investigate. The title may not be decided until the project work has been written so as to reflect its content properly.

4. The project topic should conform to the following: Related to one or more of the subjects or areas of study within the core program and specialization; Clearly focused so as to facilitate in-depth study, subject to the availability of adequate sources of information and to your own knowledge; of value and interest to you and your personal and professional Development.

5. Planning the Project work Selecting an original and relevant topic for investigation. Establishing the precise focus of your study by deciding on the aims and objectives of the project work, formulating questions to be investigated, deciding the sampling techniques and statistical techniques to sum up the findings of the study. Consider very carefully what is worth investigating and its feasibility. Drawing up initial project work outlines considering the aims and objectives of the project work. Workout various stages of project work.

6. Important instructions and in form action on Project Submission: The title of the project should not be more than 12 words in length. The complete Project Work should be submitted in 15000-30000 words. You are supposed to submit project work along with extended abstract and project guide resume simultaneously. You must be careful about Originality and Relevance of Project Topic to avoid Project Rejection at a later stage. Therefore, you are required to submit a plagiarism report acknowledging 85% originality Project Guide must be Post Graduate with a minimum of 10 years of work experience Ensure to include signed & scanned copies of following essential certificates.

From Project Guide: Certifying bona fides of project work carried out under his/her supervision from a student: Certifying that submitted project work is an original piece of work and has not been submitted earlier You will receive an intimation through a registered email address, on successful uploading of project work report. Viva Questions will be accessible after uploading Project Work. Project submission will be accepted only after the Project file is uploaded and Viva questions are answered generally, it takes four to six weeks to complete the process of evaluation of project work. Writing the Project Work: Please submit the extended abstract of the project work in 3000-5000 words.

The extended abstract should case the following aspects:

(A) The abstract for 500-1000 words an abstract is an overview or a brief summary of project work, which helps the reader to ascertain the purpose of carrying the project work. It acts as a

stand-alone entity for the complete project work.

- (B) The study hypotheses (null or alternative hypotheses, if applicable)
- (C) Literature Review Literature review (secondary sources) is the evaluation of substantive findings and theoretical and methodological contribution to a particular topic. It is a critical analysis of the previous research conducted in a particular area.
- (D) Research methodology adopted Research methodology is the implementation of methods or techniques to efficiently solve a research problem, which helps the reader to assess the validity and reliability of the study.

Research methodology constitutes of:

Research Design: Descriptive, Conclusive, Causal or Exploratory Sampling Technique: Probability or Non-Probability Data Collection: Tools used for data collection (for eg: questionnaire, survey, etc) Data Preparation: Classification and Tabulation of data Data Analysis: Hypotheses Testing

(E) Results (theoretical or empirical) The findings of the study are to be summarized as: Data interpretation: Interpret and elaborate findings of the research Recommendation: Suggestions based on critical analysis of the results

(F) Implications of theory and practice the total size of the project document should not exceed 2MB. Portable document format (.pdf), Microsoft Word (.doc,.docx) Figures, graphs. Tables, Appendices and References should follow the American Psychological Association (APA) Style guide, 6th edition.

Mention the sources of any images, tables, and figures cited or presented Include a page header known as “running head at the top of every page Use Font: Times New Roman; Font size: 12; Double-spaced; 1-inch (2.5cm) margin all around Use American spellings (‘program’ not ‘programme’; ‘center’ and not ‘Centre’ Use “z” spellings instead of “s” spellings (recognize, organize, summarize)

7. Project Submission: Complete Project submission includes three stages (iv) Extended Abstract along with Guide Resume (v) Project Report Submission along with Plagiarism Report (vi) Answer Viva Questions

8. Viva Submission: i. Viva Questions will include 5 descriptive questions related to your specific project. ii. Viva questions are mandatory for the final project submission.

9. Evaluation Scheme:

IMPORTANT NOTE Students must submit all Project Components (Extended Abstract, Guide Resume, Project Report, Plagiarism Report, and Viva Answers). In case of incomplete details, students will be asked to resubmit all project documents which would lead to delinquency in Academic Completion and Extension Fee. Plagiarism check would be conducted before evaluation, for all the Project Report submissions. If any report exceeds 15% plagiarism, the same would be rejected and the student will undergo the process of resubmission as per rules.

M.A.THESIS

Write here title of the thesis in all upper-case (capital letters) with a 'Centre' alignment. Place this title on the upper central part of the cover with sufficient margin from top and both sides. Use a font size suitable to the length of the title."

ATHESIS SUBMITTED TO

NAME OF THE UNIVERSITY

**FORWARD OF DEGREE OF MASTER OF ARTS (M.A.)
IN THE FACULTY OF HUMANITIES**

SUBMITTED BY

.....

UNDER THE GUIDANCE OF

.....

.....

RESEARCH CENTRE

.....

.....

MONTH & YEAR OF SUBMISSION

**WRITE
HERE NAME OF THE
CANDIDATE**

**MONTH, Y
YEAR**

Evaluation Pattern- 04 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

Evaluation Pattern- 02 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise Weightage distribution.

● College Level Assessment (CA) Activities:
*Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report /Viva voce/ Case Study etc. Choice of Subject Teacher.

Nature of Question Paper Pattern: - 04 Credits Paper
As per NEP-2020 Structure for PG Course w.e.f.-2023-24.

Time-2.30 hours

Marks-60

Question No. 1 Choose the correct alternative.

12

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)

Question No. 2 Write short answers (Any four)

12

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Question No.3 Write short answers (Any Two)

12

- 1)

2)

3)

4)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

1)

2)

Question No. 5 Write the details answer (Broad answer type question) **12**

Nature of Question Paper Pattern: - 02 Credits Paper
As per NEP-2020 Structure for PG Course w.e.f.-2023-24.

Time-1.30 hours

Marks-30

Question No. 1 Choose the correct alternative.

06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question No. 2 Write short answers (Any Two)

06

- 1)
- 2)
- 3)
- 4)

Question No. 3 Write short answers / Short note.

06

- 1)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)