

# **PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR**



**Name of the Faculty : Humanities**

**Syllabus : M.A. Part-I Applied Psychology**  
**(As Per NEP 2020 Structure)**

**With effect from : August-2023**

## **Title of the Program- M.A. Applied Psychology**

- **Preamble of the Program:-**

M.A. Psychology the CBCS pattern four semester course that aim provides in specialization in streams of psychology students, the learner can opt for specialization in Clinical and 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 include des clinical psychology, psychotherapies, psychopathology health & positive psychology community psychology, psychology of adjustment, cross-cultural psychology, rehabilitation and forensic psychology and psycho diagnostics in modern society. This course provides broad training to the student to ward marketing psychology

knowledge demand become professional psychologic trainer.

- **Objective of the Program**

- a) To acquaint students of Basic assumptions principles, roots of modern scientific and applied psychology.
- b) To help students to acquire knowledge and cognitive, biological, neuropsychological, research, explanation and in sight in the clinical & counseling psychology.
- c) To train the students in various psychotherapies, selecting and applying different tests for different purpose.
- d) To explain the contemporary theoretical development in modern applied psychology.
- e) To make students understand the humans various psychological mental disorders.
- f) To enable student to develop skills & competencies deal with specialized areas of counselling, psychotherapies, community, interventions psychometric techniques and mental status examination methods

- **Outcomes of the Program**

- a) Be able serves as basis of further higher study and research in the field such a Ph.D. M. Phil.
- b) 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.

c) Be able to competent opt for further higher studies and career in various specialized fields like clinical, educational, counselling, rehabilitation.

d) Be able to opportunities in job like clinical psychologist, counselling psychologist, child psychologist. Psychologist Neuropsychologist, bio psychologist, school psychologist Rehabilitation psychologist, career counsellor, child care worker. 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.

e) Be able to work in various employment areas such as Mental hospitals, Child youth guidance center, Community mental health center, Defense force personal administration

f) Organization, college, Universities, specialized schools. Private practice in psychometric center, and Research establishment.

- **Eligibility of the Program;**

Possess in graduate degree (10+2+3)with psychology or B.A. or passed entrance examination in psychology (any graduate any faculty of any university or its equivalent) The entrance examination format include as per University Entrance Exam Rules The questions related to subject knowledge will be based on the under graduate syllabus of the university The admission based on BA psychology specialization, students in entrance exam merits and reservation rules. Any faculty or stream graduate Student qualifying in the entrance examination will be admitted as per merit from the seats vacant at the center.

- **Duration of theProgram:**

Two consecutive (1Odd+1Even) semester constitute 1academic year.

- **Medium of Instructions:** English

- **Examination** (80Marks Theory+20Marks Internal)

## Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Structure and Credit distribution of PG degree Program for Two Years/ One Year  
MA. Part I ,Psychology under the Faculty of Humanities Updated as on 5-7-2023

Year (2Yr.PG)	Level	Sem. (2 Yr)	Major		RM	OJT/FP	RP	Com. Cr.	Degree
			<b>Mandatory</b>	<b>Electives</b>					
<b>I</b>	<b>6.0</b>	<b>Sem . I</b>	<b>DSC-I (4)</b> Applied Cognitive Psychology  <b>DSC-II (4)</b> Applied Social Psychology  <b>DSC-III (4)</b> Practicum: Experiments. Cognitive Process  <b>DSC-IV (2)</b> Sport Psychology	<b>DSE (4)</b> Psychology of Personality  <b>OR</b> <b>DSE (4)</b> Theories of Learning <b>OR</b> <b>DSE (4)</b> Psychological Perspectives in Education <b>OR</b> <b>DSE (4)</b> Field work-I	<b>R.M.(4)</b> Research Methodology in Psychology	.....	....	<b>22</b>	PG Diploma (After 3 Yr Degree)
		<b>Sem . II</b>	<b>DSC-V (4)</b> Physiological Psychology  <b>DSC-VI (4)</b> Statistics in Psychology  <b>DSC-VII (4)</b> Practicum Test- Psychological Assessment <b>DSC-VIII (2)</b> Psychology of Emotion	<b>DSE- (4)</b> Domains of Personality  <b>DSE- (4)</b> Organization Psychology <b>DSE- (4)</b> Development of Psychological Thought <b>DSE- (4)</b> Psychology of Individual Differences	.....	<b>OJT/FP (4)</b>  On Job Training  <b>Field Project</b>		<b>22</b>	
<b>Cum. Cr. For PG Diploma</b>			<b>28</b>	<b>08</b>	<b>04</b>	<b>04</b>		<b>44</b>	

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

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**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	<b>Subject</b>	<b>Major-Mandatory (DSC)</b>				
	<b>DSC-I</b>	Applied Cognitive Psychology	80	20	100	4
	<b>DSC-II</b>	Applied Social Psychology	80	20	100	4
	<b>DSC-III</b>	Practicum: Experiments. Cognitive Process	80	20	100	4
	<b>DSC-IV</b>	Sport Psychology	40	10	50	2
		<b>Discipline Specific Elective (DSE) Any One</b>				
	<b>DSE</b>	Psychology of Personality	80	20	100	4
	<b>DSE</b>	Theories of Learning	80	20	100	4
	<b>DSE</b>	Psychological Perspectives in Education	80	20	100	4
	<b>DSE</b>	Field work-I	80	20	100	4
		<b>Research Methodology (RM)</b>				
	<b>RM</b>	Research Methodology in Psychology	80	20	100	4
		<b>Total Credits 22</b>				

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**W.e.f. Academic Year 2023-24**

**Semester II**

Level	SEM I	Title of the Paper	SEM Exam			Total Credits
			UA Theory	CA	Total	
6.0	<b>Subject</b>	<b>Major-Mandatory (DSC)</b>				
	<b>DSC-V</b>	Physiological Psychology	80	20	100	4
	<b>DSC-VI</b>	Statistics in Psychology	80	20	100	4
	<b>DSC-VII</b>	Practicum Test- Psychological Assessment	80	20	100	4
	<b>DSC-VIII</b>	Psychology of Emotion	40	10	50	2
		<b>Discipline Specific Elective (DSE) Any One</b>				
	<b>DSE-</b>	Domains of Personality	80	20	100	4
	<b>DSE-</b>	Organization Psychology	80	20	100	4
	<b>DSE-</b>	Development of Psychological Thought	80	20	100	4
	<b>DSE-</b>	Psychology of Individual Differences	80	20	100	4
		<b>OJT/FP</b>				
	<b>OJT/FP</b>	Filed Project	80	20	100	4
		<b>Total Credits 22</b>				



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**W.e.f. Academic Year 2023-24**

**Semester I**

**Major-Mandatory (DSC-I)**

**Title of the paper- Applied Cognitive Psychology**

**Credit 4**

**Teaching Hours-60**

**Course Objectives:**

- 1) To develop insight into one's own and others behavioural and mental process.
- 2) To enrich students understanding the major concepts, theoretical perspectives and empirical finding in cognitive Psychology

**Course Outcomes:**

After completion of this course the students will be able:

- 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.

**Module No and Title: - 1 Introduction to Cognitive Psychology (15 Hours)**

- 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

**Module No and Title: - 2 Perception (15 Hours)**

- 2.1 Sensation representation
- 2.2 Iconic and Echoic store
- 2.3 Theoretical approaches to perception.
- 2.4 Deficits in perception

**Module No and Title: -3 Problem Solving and Creativity (15 Hours)**

- 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.

**Module No and Title: - 4 Decision Making and Reasoning (15 Hours)**

- 4.1 Judgments and decision making
- 4.2 Deductive reasoning
- 4.3 Inductive reasoning
- 4.4 Artificial intelligence

**Book for study:**

- 1) Robert J. Sternberg (2007): Cognitive Psychology (Fourth Edition). Thomson, Wadsworth, Indian Edition.
- 2) James W. Kalet (2014) Biological Psychology (Eleventh Edition) Cengage Learning

**Books for Reference**

- 1) Robert J. Sternberg (2009) Applied Cognitive Psychology: Cengage Learning, Pashupati Printers (P) Ltd.
- 2) Mark H. A. Scaft, Gabriel, Gabriel A. Radvansky & c (2010): Cognition Pearson; ReproIndia Ltd.
- 3) Edward E. Smith, Stephen M. Kosslyn (2009), Cognitive Psychology, New Delhi, PHI Learning Private Limited.
- 4) Borude R. R. (2005) Bodhnik Manasashtra Chhaya Prakashan.

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**W.e.f. Academic Year 2023-24**

**Semester I**

**Major-Mandatory (DSCII)**

**Title of the paper- Applied Social Psychology**

**Credit:-4**

**Teaching Hours :60**

**Course Objectives**

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

**Course Outcomes:**

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

**Module no and Title: 1. Inter Personal Attraction and Close Relationship (15 Hours)**

- 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

**Module No and Title: 2 Aggressions**

**(15 Hours)**

- 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
- 2.5 Application – Prevention and Control of Aggression

**Module No and Title:- 3 Pro- Social Behaviour**

**(15 Hours)**

- 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
- 3.5 Application – How to increase pro – social behavior

**Module No and Title:-4 Communications**

**(15 Hours)**

- 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

**Book for study**

1. Baron R, Byrne D, Branscombe N (2014), Social Psychology ,13 th edition, Pearson Publications, New Delhi
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

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

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**W.e.f. Academic Year 2023-24**

**Semester I**

**Major-Mandatory (DSC-III)**

**Title of the paper- Practicum: Experiments. Cognitive Process**

**Credit:-4**

**Course Objectives: -**

- 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:**

After completion of this course the students will be able:

- 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
- 5) To make students aware about various experimental design

**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-termMemory16
- 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. FamilyCounselling17
- y. Evolution of Educational psychology

z. evolution of Forensic psychology

**Tutorials: On prescribed Experiments in syllabus (10Marks)**

**Distribution of Marks**

Section A–

**Record Book (Journal) – 20**

**Prcedure-15**

**Report Writing–25**

**Viva- 20**

TotalMarks –80

**Books for study–**

- 1) MohsinS.M.(1975) Experiments Psychology–orientLongman
- 2) TinkarM.A. &RussellW.A.–Introductionto methodsinPsychologyAppleton
- 3) JolataS(1962)–ExperimentsinPsychology–AsiaPublishingHouse
- 4) GallotiK.M.(2004)–  
CognitivePsychologyinandoutofthelaboratoryU.S.A.Thomson  
Words worth.
- 5) StenbergeR.J.(1990)-Cognitive PsychologyN.Y.HarcourtBracecollegePub.
- 6) Munn(1984)–Experimental Psychology Journal.

**Book for Reference–**

- 1) Bakerand Taylor (1960)–Laboratory experiments in Psychology
- 2) Snodgrass ( 1985)–Human experimental Psychology
- 3) Wood worth and schools berge (1982) –Experimental Psychology

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**M.A. Part-I (Applied Psychology for Uni. Campus)**

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**W.e.f. Academic Year 2023-24**

**Semester I**

**Major-Mandatory (DSCIV)**

**Title of the paper- Sports Psychology**

**Credit: -2**

**Teaching Hours:30**

**Course Objectives: -**

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

**Course Outcome**

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

**Module No and Title: 1 Introduction of Sport Psychology (15 Hours)**

- 1.1: History of sport psychology.
- 1.2: What is sport psychology?
- 1.3: Role of sport psychology.
- 1.4: Scope of sport psychology

**Module No and Title: 2 Personality and Sport (15 Hours)**

- 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

**Books for Study:**

- 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:**

- 1)प्रा.कल्पनानागरे,प्रा.योगीताजाधव&ज्योतीगायकवाड.(२०१६).उपयोजतमानसशास्त्र.प्रशांतपब्लिकेशन.जळगांव. महाराष्ट्र.
- 2)डॉ.म.न.पलसाने&डॉ.सवतानवरे.(१९९३).उपयोजतमानसशास्त्र.वायलीईस्टनललमीटेडपब्लिशसन.पुणे३८.
- 1) प.म.आळेंगांवकर.(१९९४).प्रगतक्रिडामानसशास्त्र.कॉन्टिनेन्टलप्रकाशन.पुणे३०.

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**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester I**

**Electives (DSE)**

**Title of the paper- Psychology of Personality**

**Credit:-4**

**Teaching Hours:60**

**Course Objectives–**

1. To help the students to understand the difference between personality theories and personality psychology.
2. This course helps the students to understand Indian as familiarity to personality related concepts and functions.

**Course Out comes:**

After completion of this course the students will be able:

1. To know the nature of personality and characteristics of good Personality.
2. To understand the taxonomies personality from different theories dispositions from psychoanalytical perspective
3. To understand personality development from genetics physiology & evolutionary approach
4. To understand personality development from Humanistic and Existential perspectives
5. To know recent development in the field of Psychoanalytic approach.
6. To know researches in the field of personality psychology

**Module No and Title:- 1 Introduction to Personality Psychology (15 Hours)**

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

**Module No and Title: -2 Trait and trait taxonomies/dispositions to Personality (15 Ho)**

- 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 2.4 Personality stability, change, conevence overtime

**Module No and Title: - 3 Genetics/Physiological/Evolutionary approaches to Personality (15 Hours)**

- 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

**Module No and Title: -4 Psychoanalytic approach to personality (15 Hours)**

- 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

**Book for study**

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.**

1) Career C.S. and Scheier M.F.(1996) personality Perspectiveson3rd Edi. Allyn & Becan

- 2) Schultz D. P. and Schultz S. C. (2009) Personality theories, Cengage
- 3) Pervin L. A. (1996) Personality, John Wiley
- 4) Halland Lindzey (1984) Theories of personality, Wiley Eastern
- 5) Buss D. M., Larsen R. J. (2009) Personality Psychology Domains of knowledge 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) Handbook of personality, Third Edition. Theory and Research New York, NY: Guilford
- 9) Larsen R. J. (2010) closing views personality Psychology Dushkin/mcgraw-hill
- 10) Miserandino M (2011) Personality Psychology foundation & findings, Person Education. Barve (2011) Vaykatimatwa Shindhant

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**Syllabus**

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**W.e.f. Academic Year 2023-24**

**Semester I**

**Electives (DSE)**

**Title of the paper- Theories of Learning**

**Credit: -4**

**Teaching Hours-60**

**Course Objectives: -**

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

**Course Outcomes:**

1. Introduction with the learning process.
2. Understand basic concepts in different theories of learning
3. Understand and Analyze the various approaches towards learning and growth
4. Knowledge about learning principles through a comparative understanding
5. Understand the behavioral approach of learning
6. Understand and analyze the social approaches to learning

**Module No and Title: 1 Nature of Learning (15 Hours)**

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?



## 1.2 The systematic study of learning

- a) What is science?
- b) Aspects of theory and from research to theory
- c) Theories as tools

1.3 Edward L. Thorndike Major theoretical concepts: Connectionism, Incremental nature, No mediation by ideas, Mammals learn in same manner

## 1.4 Ivan P. Pavlov

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

## **Module No and Title: 2 Burrhus F. Skinner Theory of Learning (15 Hours)**

- 2.1 Major theoretical concepts: Respondent and Operant behavior, Type and Type Reconditioning, Skinner on reinforcement, Secondary Reinforcement, Positive and negative reinforcement, Punishment, Alternatives to punishment, Schedules of reinforcement
- 2.2 Skinner's legacy: Personalized systems of instruction, Computer based instruction
- 2.3 The Misbehavior of organisms
- 2.4 Evaluation of Skinner's theory

## **Module No and Title: 3: Gestalt and Purposive Approach (15 Hours)**

### **3.1 Gestalt theory of learning:**

- a) Major theoretical concepts: Field theory, Nature versus nurture, Law of Pragnanz,
- b) Gestalt principles of learning: The pre-solution period, Insightful learning summarized, Transposition
- c) Gestalt psychology on reinforcement
- d) Productive thinking and Memory Trace
- e) Evaluation of Gestalt theory

### **3.2 Edward C. Tolman**

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

d) Evaluation of Tolman's theory

**Module No and Title: 4: Social Learning and Neuro-Scientific Approach (15 Hours)**

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

**Books for Reading**

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

**Books for Reference:**

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

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester I**

**Electives (DSE)**

**Title of the paper- Psychological Perspectives in Education**

**Credit:-4**

**Teaching Hours 60**

**Course Objectives: -**

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

**Module No and Title: 1: Education and Psychology: An Introduction (15 Hours)**

- 1.1 Education as a Discipline
- 1.2 Education & Schooling;
- 1.3 Contributions of Psychology to Education;
- 1.4 Child-centred' and 'progressive' education.

**Module No and Title: 2: Debates and Issues in Educational Psychology (15 Hours)**

- 2.1 Role of Play in Education;
- 1.2 Role of a teacher.

**Module No and Title: 3: Classroom Management & Assessment (15 Hours)**

- 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.

**Module No and Title 4: Inclusive Education: Dealing with Classroom Diversity (15 Hours)**

4.1 Inclusive Education: Nature, Concept& Importance;

4.2 Addressing classroom diversity: Gender, Socio-Economic Status, Caste. Disability

### **Books for Reading**

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: TheHarvester 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 primer of libertarian education. New York: Free Life Editions.
  12. Sutherland, M. (1988). Thoery of education. London: Longman.
- Woolfolk, A. (2013). Educational psychology. Delhi: Pearson

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester I**

**Electives (DSE)**

**Title of the paper: Neuropsychology**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives: -**

1. To introduce the student the recent trends in Neuropsychology
2. To acquaint the student knowledge neuropsychology, neuro anatomy, Techniques of neuropsychology

**Course Outcomes: -**

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

**Module no and title: -1 Introduction to Neuropsychology (15 Hours)**

1.1 What is Neuropsychology

A) Heart, Mind and Brain: The Early History of Neuropsychology.

B) The Mind body Problem.

1.2 The Recent History of Neuropsychology

A) Cataloging the effects of Lesions      B) Focus on the Neuron

C) The Brain Mappers                      D) Functional Neurosurgery

**Module No and Title: -2 Neuroanatomy (15 Hours)**

2.1 Cells of the Nervous System

- A) Neurons and glia Structure and function
- B) Communication within the Neuron: The Action Potential
- C) Communication between Neurons: The Synapse
- D) Neurotransmitters –Acetylcholine Monoamine, soluble Gases Amino Acids, Neuropeptides

The Nervous system

- A) Positional terms
- B) Divisions of the Brain: The hindbrain, The Midbrain, The forebrain

**Module No and Title: -3 Techniques in Neuropsychology (15 Hours)**

3.1 Study of the Damaged Nervous system

- A) The Scientific Method
- B) Non-human animal models
- C) Cognitive Testing

3.2 Brain Imaging

- A) Structural Imaging: X-Rays Computed, Tomography, Magnetic Resonance Imaging
- B) Electrophysiological methods: Electroencephalogram (EEG), Event- Related Potentials (ERPS), Magnetoencephalography (MEG)

**Module No and Title: -4 Laterality (15 Hours)**

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

**Books for Study**

1. Lorin Elias and Deborah Saucier, (2018) “Neuropsychology: Clinical and Experimental Foundations” 1st Edition, Pearson Education, Limited.

## Books For References

1. Naima Khattn, (2012) "Health Psychology" Dorling Kindersley (India) Pvt. Ltd., Licencees of Pearson Education in south Asia.
2. John. w. Santrock 2007 "A typical approach to Life Span. Development" Third Edn. Tata McGraw Hill. Books for Reference
3. Dacey and Travers (1996) "Human Development ' Across the Life Span" Brown and Benchmark publisher 3rd Edition.
4. Diane E Papalia and Sally Olds (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 Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

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**W.e.f. Academic Year 2023-24**

**Semester I**

**Electives (DSE)**

**Title of the paper: Field Work**

**Credit: -4**

### **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

- (i) 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  
EAR**

“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.”

**A THESIS 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**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester I**

**R.M. (4)**

**Title of the paper: Research Methodology in Psychology**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives**

- 1.To acquaint the student with basic research process, research design and types of investigation that they can follow the research report and papers in different the students of psychology.
- 2.To acquaint the students the scientific research, Sampling and data collection, research design.

**Course Outcomes**

- 1.Student will able with basic research process, research design and types of investigation that they can follow the research report and papers in different the students of psychology.
- 2.Student will earn scientific research, Sampling and data collection, research design.

**Module No and Title: - 1 Scientific Research (15 Hours)**

- 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

**Module No and Title: -2 Research Design (15 Hours)**

- 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

**Module No and Title: - 3 Types of Investigation and data collection (15 Hours)**

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

**Module No and Title: -4 Research proposal, Interpretation and computer Application (15 H)**

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

**Books for study**

1.J. S. Zechmeister EB zechmiester, J.J. Shaughnessy Essentials of Research methods in psychology TATA McGraw-Hill Edition.

2.Fred N.Kerlinger(2005)“Foundation of Behavioural Research”Surjeet Publications. IInd Edi.

**Book for Reference**

1.C.R.Kotahi,“Research Methodology methods & Techniques. IInd di wiy Eaternmied.

2.Barude R.R.(2006)“Sanshodhan Padhatishastra” Pune Vidyamarathi Grhua.

3.B.N.Barve (2009)“Manshshatratil Sanshodhan Pathithi” Vidya prakashan Nagpur.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Major-Mandatory (DSC V)**

**Title of the paper: Physiological Psychology**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives:**

- 1.To acquaint understand fundamental physiological mechanism under the psychological processes
- 2.To provide student different physiological concepts relating to the basis of behaviour

**Course Outcomes:**

- 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.Student understand internal and hormonal regulation of behaviour

**Module No and Title: 1 Introduction to physiological psychology (15 Hours)**

**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

**Module No and Title: 2 Neurons, Neural Communications and Conduction (15 Hours)**

2.1 Neural Communications and Conduction

2.2 Synaptic transmission

2.3 Neuro-transmitters and effect of drugs

**Module No and Title: 3 Nervous Systems (15 Hours)**

3.1 Anatomy of Brain

3.2 Structure of Nervous system

3.3 Central Nervous System 3.4 Peripheral Nervous System 3.5 Hemispheric Specialization

**Module No and Title: 4 Internal & Hormonal Regulation / Sleep (15 Hours)**

4.1 Homeostasis

4.2 Metabolism

4.3 Hormonal regulation of behaviour

4.4 Circadian Rhythm & Sleep

**Books for Study:**

1. Meetu Khosla (2017). An Introduction to Physiological Psychology Published by Vivek Mehta Sage Publication

2. Levinthal, C.F. (1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall

**Books for Reference:**

1. Pinel, J.P.J. (2006). Biopsychology, 6th edition, New Delhi, Pearson Education.

2. Morgan, T.C. and Stella, E. (1950). Physiological Psychology

3. Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.

4. Bridgeman, (1994) The Biology of the Behaviour and Mind, New York, Prentice Hall



**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Major-Mandatory (DSC VI)**

**Title of the paper: Statistics in Psychology**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives:**

- 1.To make the students the concepts and application s of descriptive statistics and probability
- 2.To help student understand when and how to use ‘t’ test, ANOVA, ANCOVA, MANOVA and other non-parametric tests to study group differences
- 3.To help student understand when and how to use different methods of correlations to study the strength of relationship between the variables
- 4.To help student understand how predictions about variables can be made
- 5.To help students know the non-parametric alternatives to measure the relationship between the variables
- 6.To help students know the techniques off actor analysis, path analysis and structural quite on modeling

**Course Outcomes:**

After completion of this course the students will be able:

- 1.To explain the concepts and applications of descriptive statistics and probability.
- 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.

- 5. To describe and use the non-parametric alternatives to measure the relationship between the variables.
- 6. To describe the techniques of factor analysis, path analysis and structural equation modeling

**Module No and Title: 1: Overview of Descriptive Statistics and Probability (15 Hours)**

- 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.

**Module No and Title: 2 Inferential Statistics: Inference about Location (15 Hours)**

- 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 discriminant function analysis.

**Module No and Title: 3 Associations, Prediction and Other Methods (15 Hours)**

- 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's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test.

**Module No and Title: 4 Factor Analysis and Software Packages (15 Hours)**

- 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

**Books for Study:**

1. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
2. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
3. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
4. Aron & Aron (2008). *Statistics for Psychology* (5th ed.). New Delhi: Pearson

**Books for References:**

1. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N. Y.: John Wiley.
2. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
3. Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
4. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N. Y.: McGraw-Hill.
6. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998).
7. *Multivariate data analysis*. (5th Ed.). N. J.: Prentice-Hall Inc.
8. Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage
9. Loehlin, J. (1998). *Latent Variable Models: an introduction of actor, path, and structural analysis*. Hillsdale, N. J.: LEA
10. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

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**W.e.f. Academic Year 2023-24**

**Semester II**

**Major-Mandatory (DSC VII)**

**Title of the paper: Practicum Test- Psychological Assessment**

**Credit: -4**

**Course Objectives: -**

- 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 acquaint the students with the skills of observations on the basis of psychological tests.

**Course Outcomes: -**

- 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.

**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-219

### **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

### **Tutorials: On Prescribed Experiments in Syllabus**

Distribution of Marks : Section A

Record Book –

Procedure

Report Writing

Viva

### **Books for Study**

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 Research Methods in Behavioural Sciences Patna- Bharti Bharan.
3. Freeman F.S. 3<sup>rd</sup> edi. (1965)- Psychological Testing New Delhi- Oxford & IBH Publishing co. Pvt. Ltd.

**Books for References:**

1. Anastasi J.C. and Bernstein I. H. (1994) Psychological Theory 3<sup>rd</sup> ED. NY : -McGraw- Hill
2. Mohsin S.M. (1975) Experiments Psychology-orient Longman
3. Tinker M.A. & Russell W.A. Introduction to methods in psychology Appleton
4. Jolota S (1962)-Experiments in psychology- Asia Publishing House
5. Galloti K.M.(2004) Cognitive Psychology in and out of the Laboratory U.S.A. Thomson Wordsworth.
6. Stenberge R.J. (1990) Cognitive Psychology N.Y. Harcourt Brace college Pub.
7. Munn (1984) Experimental Psychology Jpurnal.
8. Baker and Taylor (1960) Laboratory experiments in psychology
9. Snodgrass (1985) Human experimental Psychology
10. Woodworth and schools berge (1982) Experimental Psychology

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

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**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Major-Mandatory (DSC VIII)**

**Title of the paper: Psychology of Emotion**

**Credit: -2**

**Teaching Hours 30**

**Course Objectives:**

- 1.To impart students' knowledge about emotions.
- 2.To understand to students' different approaches of emotions
- 3.To impart students' knowledge about emotional disorders.

**Course Outcomes:**

- 1.Student understand basic nature of emotion
- 2.Student comprent different approaches of emotions
- 3.Student learn cultural basis behind emotions
- 4.Student can understand different emotional disorders

**Module No and Title:1. Introduction and Approaches of Emotion Part1 (15 Hours)**

- 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)

**Module No and Title: 2. Approaches of Emotion Part2 (15 Hours)**

- 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: Heise and O'Brien

**Books for Study:**

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. Gross, James J. (2007) Handbook Of Emotion Regulation. New York, The Guilford Press
4. 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:**

1. Schneider, K. (1959). Klinische Psychopathologies [M.W. Hamilton, translator]. New York: Grune & Stratton.
2. Taylor, G. J. (2000). Recent developments in alexithymia theory and research. Canadian Journal of Psychiatry.
3. 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.
4. Tomkins, S. S. (1962). Affect, Imagery and Consciousness, Vol. 1, The Positive Affects. New York: Springer-Verlag.
5. Tomkins, S. S. (1963). Affect, Imagery and Consciousness, Vol. 2, The Negative Affects. New York: Springer-Verlag.
6. Turner, M.B. (1967). Philosophy and the Science of Behavior. New York: Appleton-Century Crofts.
7. Watson, J.B. (1929). Psychology. From the Stand point of a Behaviorist, 3rd edn, revised. Philadelphia: Lippincott.
8. Weiner, B. (1986). An Attributional Theory of Emotion and Motivation. New York: Springer Verlag.
9. Weiskrantz, L. (1968). Emotion. In L. Weiskrantz (ed.) Analysis of Behavioural Change, pp. 50–90. New York: Harper & Row.

10. Williams, J. M. G., Watts, F. N., MacLeod, C. & Mathews, A. (1997). *Cognitive Psychology and Emotional Disorders*, 2nd edn. Chichester, UK: John Wiley & Sons.

11. Wittgenstein, L. (1953). *Philosophical Investigations*, transl. G.E.M. Anscombe.

Oxford: Blackwell. 12. Young, P. T. (1961). *Motivation and Emotion*. New York: John Wiley & Sons.

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Electives (DSE)**

**Title of the paper: Domains of Personality**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives**

1. To introducing the students neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.
2. To help the students allow to compare significant research in Eastern and western culture.

**Course Outcomes**

1. Student able to introduce the neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.
2. StudentabletoallowcomparingsignificantresearchinEasternandwesternculture

**Module No and Title:1 Neo – Psychoanalytic and Humanistic Domain (15 Hours)**

- 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

**Module No and Title: 2 Cognitive Domain**

**(15 Hours)**

- 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

**Module No and Title: 3 Experiential Domains (15 Hours)**

- 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 schemata
- 3.3 Evaluation of component of self– self-esteem: evaluation of one’s self, Research on self-esteem.
- 3.4 Social components of the self: Social identity: The Nature of Identity, Identity Development, Identity crisis.

**Module No and Title: 4 The Social and Cultural Domain (15 Hours)**

- 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.

**Book for study**

- 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.**

- 1. Career C.S. and Scheier M.F.(1996) personality Perspectives on 3rd Edi. Allyn & Becan
- 2. Schultz D. P. and Schultz S. C.(2009) Personality theories, Cengage
- 3. Pervein L.A.(1996) Personality, Jhon Villy
- 4. Halland Lindzey (1984) Theories of personality, Willy Estern

5. Buss D.M. , Larsen R.J. (2009) Personality Psychology Domains of knowledge 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) Hand book of personality, Third Edition. Theory and Research New York, NY: Guilford
9. Larsen R.J. (2010) classing views personality Psychology Dushkin/mc graw-hill
10. Miserandino M (2011) Personality Psychology foundation & findings, Person Education.
10. Barve (2011) Vaykatimatwa Shindhant

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Electives (DSE)**

**Title of the paper: Organization Psychology**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives:**

- 1.To acquaint the students with the
- 2.Work motivation and approaches of work motivation.
- 3.Attitudes, emotions, stress at workplace and organizations.
- 4.Justice, Diversity and Leadership in Organizations.
- 5.Teams, Dynamics, Development and Changes in Organization.

**Course Outcomes:**

- 1.Student able to learn Importance of Motivation in the Workplace.
- 2.Student 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
- 5.Students improve their life and motivate deeply about their personal journey through life.

**Module No and Title: 1. An Introduction and Approaches to Work Motivation (15 Hours)**

- 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

**Module No and Title: 2: Attitudes, Emotions, Stress and Behavior (15 Hours)**

**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

**Module No and Title 3: Justice, Diversity and Leadership in Organizations (15 Hours)**

3.1. The Concept and Approaches to Organizational Justice

3.2. The Meaning and Dynamics of Diversity

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

**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

**3.5. New Approaches to Leadership**

- a) Leader–Member Exchange (LMX)
- b) Transformational Leadership
- c) Authentic Leadership
- d) The Charismatic Leader

**Module No and Title: 4: Teams, Dynamics, Development and Changes in Organization (15 Hours)**

**4.1. Definitions, Types and Input–Process–Output Model of Team**

- a) Effectiveness
- b) Team Inputs
- c) Team Processes
- d) Team Outputs



## **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

## **4.3. Conceptual and Theoretical Foundations of Organizations**

- a) Organizations and People
- b) Organization as Integration
- c) Theories of Organization

## **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

## **I.5. Organizational Development and Change**

- a) Organizational Change
- b) Examples of Large-Scale Organizational Change Initiatives
- c) Emerging Commonalities among Organizational Interventions

### **Books for Reading:**

1. Frank J. Landy, Jeffrey M. Conte. (2014) *Work In the 21 st Century, An Introduction to Industrial and Organizational Psychology*, 6th Edition John Wiley & Sons, Inc. America.
2. Wiley & Sons, Inc. America.

### **Books for References:**

1. Davis, K & Newstrom, C.W (1993): *Organizational Behavior: Human Behavior at work*, McGraw -Hill.
2. Behavior at work, McGraw -Hill.

3. Robbins, Stephen, P. (2000): Organizational Behavior, 9th edition, Prentice-
4. Hall of India. Pvt. Ltd, New Delhi.
5. Robbins, Stephen, P. : Organizational Behavior, 14th edition, Pearson
6. Education Singapore, Pvt. ltd.
7. Sekaran, Uma (1989) : Organizational Behavior,- Text and cases, Tata
8. McGraw– Hill Publishing Company, New Delhi
9.  Suggested Research Journal
10. Industrial and organizational psychology
11. Journal of Organizational Behavior
12. Research in Organizational Behavior
13. Journal of Occupational and Organizational Psychology
14. Journal of Group & Organization Management (GOM)
15. Journal of Leadership & Organizational Studies
16. Journal of Gender, Work and Organization
17. Journal of Work, Employment and Society (SAGE)
18.  Journal of Review of International Organizations

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Electives (DSE)**

**Title of the paper: Development of Psychological Thought**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives:**

- 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.

**Module No and Title: 1: Understanding Psyche: Debates and Issues (15 Hours)**

- 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

**Module No and Title:2: Early Schools of Psychology and Positivist Orientation (15 Hours)**

- 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.

**Module No and Title: 3: Psychoanalytic and Humanistic-Existential Orientation (15 Hours)**

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.

**Module No and Title: 4: Contemporary Developments (15 Hours)**

4.1 Feminism and social constructionism

4.2 Psychology of Gender

• **READINGS:**

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. (4th 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.

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**Syllabus**

**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**Electives (DSE)**

**Title of the paper: Psychology of Individual Differences**

**Credit: -4**

**Teaching Hours 60**

**Course Objectives:**

To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

**Unit 1: Personality**

**(15 hours)**

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**

**(15 Hours)**

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**

**(15 Hours)**

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**

**(15 Hours )**

1. Self-determination theory;
2. Enhancing cognitive potential,
3. Self-regulation and self enhancement;
4. Fostering creativity.

• **Readings:**

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.

• **Further Readings**

1. Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt. Ltd.
2. The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C.R. Snyder. Oxford Library of Psychology
3. Sinha, D., Misra, G., & Dalal, A.K. (2015, September). Psychology for India. SAGE Publications

**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

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**(According to NEP 2020)**

**M.A. Part-I (Applied Psychology for Uni. Campus)**

**Choice Based Credit System**

**W.e.f. Academic Year 2023-24**

**Semester II**

**OJT/FP**

**Title of the paper: Field Project**

**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:**

- (g) 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

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

(i) 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.

(j) 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

(k) 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

(l) 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.

**Cover page for M.A. Thesis**

**M.A.THESIS**

**WRITE  
HERE NAME OF THE  
CANDIDATE**

**MONTH, Y  
EAR**

“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.”

**A THESIS 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**