

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



FACULTY OF HUMANITIES

NEP 2020 COMPLIANT CURRICULUM FOR

M. A. I

DEPARTMENT OF APPLIED PSYCHOLOGY

Course Name: Counselling Psychology

With effect from 2026-27



PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

M. A. I

DEPARTMENT OF APPLIED PSYCHOLOGY

Course Name: Counselling 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.

Eligibility for M.A. Psychology

The Eligibility criteria for Course as per Govt. / PAHSUS rules and norms.



पुण्यश्लोक अहिल्यादेवी होळकर
सोलापूर विद्यापीठ

॥ विद्यया संपन्नता ॥

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

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

M. A. I

DEPARTMENT OF APPLIED PSYCHOLOGY

Course Name: Counselling Psychology

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.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

Faculty of Humanities

NEP 2020 Compliant Curriculum For

M. A. I

DEPARTMENT OF APPLIED PSYCHOLOGY

Course Name: Counselling 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 AHILYADEVI HOLKARSOLAPUR UNIVERSITY, SOLAPUR

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

M.A. Part-I Department of Applied Psychology

Course name: Counselling Psychology

Under the Faculty of Humanities

Year (2 Year PG)	Level	Sem.	Major		RM	OJT/ FP	R P	Com . Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem -I	DSC-I (4) Applied Cognitive Psychology	DSE (4) Psychology Of Personality OR DSE (4) Theories of Learning OR Psychological Perspectives in Education OR Neuropsychol ogy	RM -I (4) Research Methodolo gy in Psycholog y	-	-	22	PG Diploma (After 3 Years Degree)
			DSC-II (4) Applied Social Psychology						
			DSC-III (4) Practicum: Experiments Cognitive Process						
			DSC-IV (2) Introduction to Counselling Psychology						
		Sem -II	DSC-V (4) Physiological Psychology	DSE-II (4) Domains of Personality OR Organization Psychology OR Development of Psychological Thought OR Psychology of Individual Differences	-	OJT /FP (4) Field Visit and Project Writing	22		
			DSC-VI (4) Statistics in Psychology						
			DSC-VII (4) Practicum Test- Psychological Assessment						
			DSC-VIII (2) Psychology of Emotion						
Com. Cr. For PG Diplom a			28	08	04	04	44		

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

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

Syllabus

(According to NEP 2020)

M. A. Part – I Department of Applied Psychology

Course name: Counselling Psychology

Choice Based Credit System

w. e. f. Academic Year-2026-27

Semester – I

Level	SEM I	Title of the Paper	SEM Exam			Total Credits
			UA Theory	CA	Total	
6.0	Subject code	Major-Mandatory (DSC)				
	M1526-DSC-11	DSC-I Applied Cognitive Psychology	60	40	100	4
	M1526-DSC-12	DSC-II Applied Social Psychology	60	40	100	4
	M1526-DSC-13	DSC-III Practicum: Experiments. Cognitive Process Practical Paper	60	40	100	4
	M1526-DSC-14	DSC-IV Introduction to Counselling Psychology	30	20	50	2
		Discipline Specific Elective (DSE)Any One				
	M1526-DSE-1A	DSE Psychology of Personality OR Theories of Learning OR Psychological Perspectives in Education OR Neuropsychology	60	40	100	4
	M1526-RM-11	Research Methodology (RM)				
		Research Methodology in Psychology	60	40	100	4
		Total Credit 22				

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

Syllabus

(According to NEP 2020)

M. A. Part – I Department of Applied Psychology

Course name: Counselling Psychology

Choice Based Credit System

w. e. f. Academic Year-2026-27

Semester – II

Level	SEM II	Title of the Paper	SEM Exam			Total Credits
			UA Theory	CA	Total	
6.0	Subject code	Major-Mandatory (DSC)				
	M1526-DSC-25	DSC-V Physiological Psychology	60	40	100	4
	M1526-DSC-26	DSC-VI Statistics in Psychology	60	40	100	4
	M1526-DSC-27	DSC-VII Practicum Test-Psychological Assessment Practical Paper	60	40	100	4
	M1526-DSC-28	DSC-VIII Psychology of Emotion	30	20	50	2
		Discipline Specific Elective (DSE) Any One				
	M1526-DSE-2A	DSE- Domains of Personality OR Organization Psychology OR Development of Psychological Thought OR Psychology of Individual Differences OR	60	40	100	4
	M1526-FP-21	OJT/FP				
		Filed Project	60	40	100	4
		TotalCredits-22				



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology
SEM -I**

**Vertical: DSC-I
Course Code: M1526-DSC-11
Paper Title: Applied Cognitive 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>
--	--

Course Preamble: Applied Cognitive Psychology explores how scientific knowledge about human cognition can be used to understand and improve real-world performance, decision-making, learning, communication, and problem-solving. Drawing on research in attention, perception, memory, language, reasoning, judgment, and cognitive development, the course examines how cognitive processes influence behavior in educational, clinical, organizational, technological, and everyday settings. Students will learn to connect foundational cognitive theories with practical applications, including human-computer interaction, instructional design, eyewitness testimony, workplace performance, consumer behavior, and health communication. Emphasis is placed on evidence-based approaches, critical evaluation of research findings, and the translation of cognitive principles into effective interventions and solutions. the course, students will be able to analyses real-world problems through a cognitive psychology lens, apply cognitive principles to diverse professional contexts, and evaluate the effectiveness of cognitive-based strategies for enhancing human performance and well-being

Course Objectives:

During this course, the student is expected to:

1. Understand the historical and theoretical foundations of cognitive psychology.
2. Understand experimental methods used in cognitive research.
3. Examine cognitive functions through cognitive neuroscience perspectives
4. Analyze memory, attention, perception, language and reasoning processes

Course Outcomes:
At the end of this course, students will be able to:
1. Explain historical developments and theoretical perspectives in cognitive psychology:
2. Demonstrate understanding of cognitive research methods and cognitive neuroscience techniques
3. Analyze attention, perception, consciousness and their applications
4. Evaluate memory systems, knowledge representation and information processing models

UNIT I: Foundations of Cognitive Psychology	No. of lectures-15	Weightage:15 Marks
1.1 Introduction and Historical Foundations 1.2 The Cognitive Revolution 1.3 Information Processing Approach 1.4 Cognitive Neuroscience 1.5 Methods of Cognitive Research (Experimental Methods, Reaction Time Studies, Neuropsychological Methods, Brain Imaging Techniques) 1.6 Computational Models of Cognition		
UNIT II: Attention, Perception and Consciousness	No. of lectures-15	Weightage:15 Marks
2.1 Nature of Attention: (Definition, characteristics, Functions of attention) 2.2 Models of Attention: (Early Selection Models, Attenuation Model, Late Selection Models, Capacity Theories) 2.3 Types of Attention: (Selective Attention, Divided Attention, Sustained Attention, Executive Attention) 2.4 Perception: (Nature and characteristics, Sensation versus perception) 2.5 Perceptual Processes: (Bottom-Up Processing and Top-Down Processing) 2.6 Perceptual Organization: (Gestalt principles, Figure-ground perception, Depth perception, Motion perception)		
UNIT III: Memory and Forgetting	No. of lectures-15	Weightage:15 Marks

<p>3.1 Nature and Functions of Memory</p> <p>3.2 Structure of Memory: Sensory Memory (Iconic memory & Echoic memory), Working Memory, Long-Term Memory)</p> <p>3.3 Types of Long-Term Memory: Explicit Memory (Episodic memory & Semantic memory), Implicit Memory (Procedural memory, Priming, Conditioning)</p> <p>3.4 Models of Memory: Atkinson and Shiffrin Model, Levels of Processing Theory, Working Memory Model, Connectionist Models</p> <p>3.5 Forgetting (Decay theory, Interference theory, Retrieval failure, Motivated forgetting)</p> <p>3.6 Memory Distortion and Eyewitness Memory.</p>			
UNIT IV: Thinking, Problem Solving and Decision Making		No. of lecture-15	Weightage:15 Marks
<p>4.1 Concepts and Categorization</p> <p>4.2 Thinking and Reasoning (Deductive Reasoning & Inductive Reasoning)</p> <p>4.3 Problem Solving: Approaches to Problem Solving (A. Trial and error B. Algorithms C. Heuristics D. Means-end analysis)</p> <p>4.5 Heuristics and Biases: A. Heuristics (1. Availability Heuristic 2. Representativeness Heuristic 3. Anchoring) B. Biases (1. Confirmation Bias 2. Hindsight Bias 3. Overconfidence Bias)</p> <p>4.6 Judgment and Decision Making (1. Normative models 2. Descriptive models 3. Prospect Theory 4. Risk perception 5. Decision-making under uncertainty)</p>			
Reference Books			
1.	Goldstein, E. B. Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Cengage Learning		
2.	Eysenck, M. W., & Keane, M. T. Cognitive Psychology: A Student's Handbook. Routledge/Psychology Press		
3.	Anderson, J. R. Cognitive Psychology and Its Implications. Worth Publishers		
4.	Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. Cognitive Neuroscience: The Biology of the Mind. W. W. Norton		
5.	Sternberg, R. J., & Sternberg, K. Cognitive Psychology. Cengage Learning		
6.	Kahneman, D. Thinking, Fast and Slow. Farrar, Straus and Giroux.		
7.	Pinker, S. The Language Instinct. Harper Perennial		
8.	Neisser, U. Cognitive Psychology. Appleton-Century-Crofts		
9.	Mangal, S. K. Cognitive Psychology. PHI Learning. Singh, A. K. Advanced General Psychology. Motilal Banarsidass		



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

Department of Applied Psychology

Course name: Counselling Psychology

SEM -I

Vertical: DSC-II

Course Code: M1526-DSC-12

Paper Title: Applied Social Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 40 Marks

Course Preamble: Applied Social Psychology Applied Social Psychology examines how principles, theories, and research findings from social psychology can be applied to understand, predict, and address real-world social issues and human behavior. The course focuses on the interaction between individuals, groups, and social environments, exploring how thoughts, feelings, and behaviors are influenced by social contexts. Drawing upon key concepts such as social perception, attitudes, persuasion, group dynamics, leadership, social influence, prejudice, interpersonal relationships, prosocial behavior, and conflict resolution, the course emphasizes their practical applications in diverse settings, including education, healthcare, organizations, communities, public policy, and social development. Students will analyze contemporary social challenges and evaluate evidence-based interventions designed to promote positive individual and societal outcomes. The course encourages critical thinking, ethical awareness, and the application of psychological knowledge to solve social problems, enhance communication, foster inclusion, improve teamwork, and support behavioral change. Through case studies, field-based examples, and applied projects, students will develop the skills needed to translate social psychological principles into effective strategies for personal, professional, and community contexts

Course Objectives:

During this course, the student is expected to:

1. To Develop an understanding of the theoretical foundations, major perspectives, research methods, and ethical principles
2. To Examine the influence of social, cognitive, cultural and environmental factors on health-related behaviors, educational processes, community functioning and social development.

3. To Understand the role of psychological influencing behavior within organizational, political, legal and media contexts
4. To Understand the prejudice, discrimination, intergroup conflict, environmental concerns and social inequalities
Course Outcomes: At the end of this course, students will be able to:
1. The students will explain major theoretical perspectives, research approaches and contemporary developments used in the application of social psychology
2. Students will apply social psychological concepts to understand and address problems related to health behavior, educational environments, community well-being and social development initiatives.
3. Students will evaluate the psychological processes underlying behavior in organizational, political, legal, consumer, and media settings using empirical evidence and theoretical frameworks.
4. Students will analyze social issues involving prejudice, stereotyping, discrimination, intergroup relations, environmental behavior, and collective action from a scientific perspective.

Unit I: Introduction to Applied Social Psychology	No. of lectures-15	Weightage:15 Marks
1.1. Introduction to Applied Social Psychology 1.2. Major Theoretical Perspectives: (Social Cognitive Theory, Attribution Theory, Theory of Planned Behavior, Social Identity Theory, Cognitive Dissonance Theory, Social Learning Theory, Ecological Approaches) 1.3. Research Methods in Applied Social Psychology: (Experimental methods, Field experiments, Action research, Community-based participatory research, Program evaluation, Intervention research) 1.4. Ethics in Applied Social Psychology: (Ethical issues in social intervention, Social responsibility of psychologists, Cultural sensitivity)		
Unit II: Application of Applied Social Psychology	No. of lectures-15	Weightage:15 Marks

<p>2.1. Health Psychology Applications</p> <p>2.2. Educational Applications</p> <p>2.3. Community Psychology Applications</p> <p>2.4. Public Health and Social Change</p>		
<p>Unit III: Application in Organizations, Law, Politics and Media</p>	<p>No. of lectures-15</p>	<p>Weightage:15 Marks</p>
<p>3.1. Organizational Applications: (Leadership, Team dynamics, Organizational culture, Employee motivation, Workplace diversity, Conflict management)</p> <p>3.2. Political Psychology: (Political attitudes, Political participation, Voting behavior, Political communication, National identity)</p> <p>3.3. Legal and Forensic Applications: (Eyewitness testimony, Jury decision making, Criminal behavior)</p> <p>3.4. Media Psychology: (Media influence, Social media behavior, Persuasion and propaganda, Misinformation and fake news)</p>		
<p>Unit IV: Social Issues, Behavioral Interventions</p>	<p>No. of lectures-15</p>	<p>Weightage:15 Marks</p>
<p>4.1. Prejudice, Stereotyping and Discrimination: (Causes and consequences, Reduction strategies, Diversity and inclusion)</p> <p>4.2. Intergroup Relations: (Conflict and cooperation, Social identity, Collective action, Peace psychology)</p> <p>4.3. Environmental Psychology Applications: Climate change behavior, Sustainable behavior, Environmental attitudes, Conservation psychology)</p> <p>4.4. Behavioral Interventions: (Behavior modification strategies, Nudging techniques, Social norms interventions)</p>		

Reference Books	
1	Schneider, F. W., Gruman, J. A., & Coutts, L. M. Applied Social Psychology: Understanding and Addressing Social and Practical Problems. Sage Publications
2	Taylor, S. E., Peplau, L. A., Sears, D. O., & Sánchez-Johnsen, L. Social Psychology. Pearson Education.

3	Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. <i>Social Psychology</i> . Pearson Education
4	Myers, D. G., & Twenge, J. M. <i>Social Psychology</i> . McGraw-Hill Education
5	Baron, R. A., Branscombe, N. R., & Byrne, D. <i>Social Psychology</i> . Pearson Education
6	Cialdini, R. B. <i>Influence: The Psychology of Persuasion</i> . Harper Business.,
7	Perloff, R. M. <i>The Dynamics of Persuasion</i> . Routledge..
8	Kahneman, D. <i>Thinking, Fast and Slow</i> . Farrar, Straus and Giroux.
9	Forsyth, D. R. <i>Group Dynamics</i> . Cengage Learning.
10	Hogg, M. A., & Vaughan, G. M. <i>Social Psychology</i> . Pearson Education.
11	Misra, G. (Ed.). <i>Handbook of Psychology in India</i> . Oxford University Press India



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

Department of Applied Psychology

Course name: Counselling Psychology

SEM -I

Vertical: DSC III

Course Code: M1526-DSC-13

Paper Title: 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>
--	---

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-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

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 of Abnormal Behaviour
8. Evolution Clinical Psychology
9. Evolution Personality theories
10. Evolution Psychotherapy
11. Evolution Developmental Psychology
12. Evolution Applied Psychology
13. Evolution of Sport Psychology
14. Biopsychology
15. Evolution criminal psychology.
16. Evolution of Attention
17. Evolution of Memory
18. Stress Management
19. Time Management
20. Communicational Skills
21. Counseling Skills prevention of MR
22. Cognitive Neuroscience
23. Family Counselling
24. Evolution of Educational psychology
25. 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



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology**

SEM -I

Vertical: DSC -IV

Course Code: M1526-DSC-14

Paper Title: Introduction to Counselling Psychology

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30Marks

CA: 20 Marks

Course Preamble: Introduction to Counselling Psychology: Counselling Psychology is one of the major applied branches of psychology. It focuses on promoting psychological well-being, facilitating personal growth, enhancing adjustment and helping individuals cope effectively with developmental, emotional, educational, vocational and interpersonal challenges. Also, it emphasizes the strengths and resources of individuals while addressing psychological difficulties through preventive, developmental and remedial approaches. Now days, mental health concerns have increased the need for professional counselling services across educational institutions, healthcare settings, workplaces and community organizations due to rapid social change, academic pressures, occupational demands and family transitions. Counselling Psychology provides scientific knowledge and practical skills for understanding human behavior, establishing therapeutic relationships, facilitating self-awareness and promoting adaptive coping strategies. Therefore, this course introduces postgraduate students to the foundations of Counselling Psychology, including its historical development, theoretical orientations, counselling processes, essential counselling skills, ethical considerations, and contemporary applications. The course is designed to provide students with a conceptual understanding of counselling principles and prepare them for advanced study and professional training in counselling and related helping professions

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

1. To develop a comprehensive understanding of the nature, scope, historical development, goals and professional foundations of Counselling Psychology
2. To understand the application of counselling principles in educational, vocational, family, health, community and mental health areas.

Course Outcomes: At the end of this course, students will be able to:
1. Explain the historical foundations, scope, goals, principles and contemporary developments in Counselling Psychology.
2. Evaluate the role and applications of counselling services across educational, vocational, healthcare, community and mental health areas.

Unit I: Introduction, Perspectives and Professional Issues in Counselling Psychology	No. of lectures-15	Weightage:15 Marks
<p>1.1 Introduction to Counselling Psychology: (i. Meaning, ii. Definition, iii. Nature, iv. Scope of Counselling Psychology, v. Historical Development of Counselling Psychology, vi. Difference among Guidance, Counselling and Psychotherapy)</p> <p>1.2 Major Theoretical Approaches to Counselling:(i. Psychoanalytic Approach, ii. Person-Centered Counselling, iii. Behavioral Approach, iv. Cognitive-Behavioral Approach, v. Rational Emotive Behavior Therapy - REBT, vi. Existential Approach)</p> <p>1.3 Professional Roles and Functions of Counselling Psychologists: (Facilitator, Prevention, Developmental and Remedial Functions, Professional Competencies)</p> <p>1.4 Ethical and Professional Issues: (Ethical Principles, Confidentiality and Privacy, Informed Consent, Professional Boundaries, Competence and Accountability, Ethical Decision-Making)</p>		
Unit II: Counselling Process, Skills and Applications	No. of lectures-15	Weightage:15 Marks
<p>2.1 Counselling Process: (i. Stages of Counselling, ii. Establishing Therapeutic Relationship iii. Assessment and Problem Identification, iv. Goal Setting, v. Intervention Planning vi. Termination and Follow-Up)</p> <p>2.2 Core Counselling Skills: (i. Active Listening, ii. Attending Behavior, iii. Empathy iv. Rapport Building v. Reflection of Feelings, vi. Questioning Techniques vii. Summarization, viii. Feedback Skills)</p> <p>2.3 Applications of Counselling Psychology: (i. Educational Counselling, ii. Career and Vocational Counselling, iii. Family and Marital Counselling, iv. Health and Rehabilitation Counselling, v. Community Counselling, vi. Crisis and Grief Counselling)</p> <p>2.4 Recent Issues in Counselling Psychology: (i. Mental Health Promotion, ii. Counselling in Educational Institutions, iii. Counselling for Youth and Emerging Adults, iv. Workplace Counselling, v. Digital and Online Counselling, vi. Tele-Counselling)</p>		

Text Books:	
1	Corey, G. Theory and Practice of Counselling and Psychotherapy. Cengage Learning
2	Nelson-Jones, R. Basic Counselling Skills: A Helper's Manual. Sage Publications
3.	McLeod, J. An Introduction to Counselling. Open University Press
Reference Books	
1	Murphy, S. M. The Oxford Handbook of Sport and Performance Psychology. Oxford University Press.
2	Williams, J. M., & Krane, V. Applied Sport Psychology: Personal Growth to Peak Performance. McGraw-Hill Education
3	Moran, A. Sport and Exercise Psychology: A Critical Introduction. Routledge.
4	Sharf, R. S. Theories of Psychotherapy and Counselling: Concepts and Cases. Cengage Learning.
5	Egan, G. The Skilled Helper. Cengage Learning..
6	Gladding, S. T. Counseling: A Comprehensive Profession. Pearson Education.
7	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. Intentional Interviewing and Counseling. Cengage Learning.
8	Sommers-Flanagan, J., & Sommers-Flanagan, R. Counseling and Psychotherapy Theories in Context and Practice. Wiley.
9	Capuzzi, D., & Stauffer, M. D. Counseling and Psychotherapy: Theories and Interventions. American Counseling Association.
10	Patterson, L. E., & Welfel, E. R. The Counseling Process: A Multitheoretical Integrative Approach. Cengage Learning
	Indian References
11	Mangal, S. K. Guidance and Counselling. PHI Learning Pvt. Ltd.
12	Misra, G. (Ed.). Handbook of Psychology in India. Oxford University Press India



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology**

SEM –I

**Vertical: DSE –A
Course Code: M1526-DSE-1A
Paper Title: 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>
--	---

Course Preamble: The course Psychology of Personality provides a comprehensive introduction to the scientific study of personality and individual differences. It explores the major theories, concepts, and research methods used to understand how personality develops, functions, and influences human behavior across different contexts. Students will examine classical and contemporary perspectives, including psychoanalytic, trait, behavioral, social-cognitive, humanistic, biological, and cultural approaches to personality. The course emphasizes the interaction between genetic, environmental, cognitive, emotional, and social factors in shaping personality. It also introduces various methods of personality assessment and discusses their applications in education, counseling, clinical practice, organizational settings, and everyday life. Through critical analysis of theories and empirical research, students will develop an understanding of the complexity of human personality and the factors that contribute to individual uniqueness.

<p>Course Objectives: During this course, the student is expected to:</p>
<p>1. To help the students to understand the difference between personality theories and personality psychology.</p>
<p>2. This course helps the student to understand Indian 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>

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.

Unit-1: Introduction to Personality Psychology	No. of lectures-15	Weightage:15 Marks
1.1 The Role of Personality Theory in Psychology 1.2 Definition of Personality and its description 1.3 Three level of personality analysis 1.4 Six domains of knowledge about human nature 1.5 Research design in personality		
Unit-2: Dispositional And Traits Personology Or Personality	No. of lectures-15	Weightage:15 Marks
2.1 Types and Traits 2.2 identification of most important traits a) lexical, b) theoretical, and c) statistical 2.3 Taxonomies of personality -Eysenk, cattel, circumplex, fivefactor, Indian. 2.4 personality trait measurement issues 2.5 Personality Dispositions over Time: Stability, Coherence, and Change		
Unit 3: Personality Related Biological Approach	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
- a) Basic instincts, b) unconscious motivation c) psychic determinism
- 4.2 Structure of personality and Dynamics of personality
- 4.3 Psychosexual stages of personality development
- 4.4 Personality and psychoanalysis
- 4.5 Importance of Psychoanalysis

Reference Books

1	Randy Larsen, David Buss, Megha Deuskar. (2014) Fourth edition Personality Psychology: Domains of knowledge About Human Nature.NJ:McGraw-Hill Education.
2	Career C.S. and Scheier M.F.(1996) personality Perspectiveson 3rd Edi.Allyn & Becan
3	Schultz D. P.and SchultzS.C.(2009) Personality theories, Cenage
4	Schultz D. P.and SchultzS.C.(2009)Personality theories, Cenage
5	Pervein L.A.(1996) Personality,JhonVilly
6	Halland Lindzey(1984)Theories of personality,WillyEstern.
7	Buss D.M.,Larsen R .J .(2009) Personality Psychology Domains of knowledge About HumanNature.NJ:McGraw-HillHumanities
8	Corr.,P.J.& Gerald Matthews,G (2009),
9	The Cambridge Handbook of Personality psychology Cambridge: Cambridge university press
10	Buzge J .M(2010) Personality wads worth publishing
11	John, O.P.Robins, R.W. &Pervin.L.A.(Eds.)(2010)Handbook of persnality,Third Edition.Theory and Research NewYork,NY: Guilford
12	LarsenR.J.(2010)clasingviewspersonalityPsychologyDushkin/mcgraw–hill
13	Miserandino M (2011) Personality Psychology foundation& findings Person Education.



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology**

SEM –I

**Vertical: DSE-B
Course Code: M1526-DSE-1A
Paper Title: 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>
--	---

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, incremental nature, Nonmediation 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: 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</p> <p>3.2 EdwardC. Tolman a) Molar behavior and purposive behaviorism b) Major theoretical concepts: What is learned, Confirmation, Vicarioustrial 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</p>		
Unit 4. Social Learning and Neuro-Scientific Approach	No. of lectures-15	Weightage:15 Marks
<p>4.1. Albert Bandura's Explanation of Observational Learning: a) Bandura on reinforcement b) Major theoretical concepts: Attention al 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 theor</p> <p>4.2. Donald0.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</p>		

Reference Books	
1	Oslo, 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 AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology
SEM –I**

Vertical: DSE -C

Course Code: M1526-DSE-1A

Paper Title: 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; 2.2 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

**Department of Applied Psychology
Course name: Counselling Psychology
SEM –I**

**Vertical: DSE -D
Course Code: M1526-DSE-1A
Paper Title: 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>
--	--

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
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		
Unit: 2: Neuroanatomy	No. of lectures-15	Weightage:15 Marks
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 2.2 The Nervous system A) Positional terms B) Divisions of the Brain: The hindbrain, The Midbrain, The forebrain		
Unit: 3: Techniques in Neuropsychology	No. of lectures-15	Weightage:15 Marks
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)		
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 "Atypical 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 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**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –I**

**Vertical: R.M.
Code: M1526-RM-11
Paper Title: 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>
--	--

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>

2. they can follow the research report and papers in different the students of psychology
3. Student will earn 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 AHILYADEVII HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSC- V
Course Code: M1526-DSC-25
Paper Title: 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>
--	--

Course Preamble: Physiological Psychology Physiological Psychology is the scientific study of the biological foundations of behavior, cognition, emotion, and mental processes. This course explores the relationship between the nervous system and behavior, examining how brain structures, neural mechanisms, hormones, genetics, and physiological processes influence human and animal actions. Students will gain an understanding of the organization and function of the central and peripheral nervous systems, sensory and motor processes, learning and memory, motivation, emotion, sleep, stress, and psychological disorders from a biological perspective. Through the integration of research findings from neuroscience, psychology, and related disciplines, the course provides a comprehensive understanding of how physiological processes shape behavior and mental functioning. Emphasis is placed on scientific inquiry, experimental methods, and contemporary advances in brain research. By the end of the course, students will be able to explain key neurobiological concepts, critically evaluate research in physiological psychology, and apply biological principles to the understanding of behavior and psychological phenomena

<p>Course Objectives: During this course, the student is expected to:</p>
<p>1. To develop a comprehensive understanding of the biological foundations of behavior, including the structure and functioning of the nervous system, neural communication processes, and major neurotransmitter systems underlying human behavior.</p>
<p>2. To understand functions of the brain, sensory systems and motor mechanisms, perception, information processing and behavioral regulation</p>
<p>3. To analyze the physiological mechanisms underlying cognition, learning, memory, language, emotion, motivation and biological rhythms from contemporary neuro scientific perspectives</p>

4. To Understand the role of neuroendocrine processes, psychopharmacological mechanisms and brain-behavior relationships in normal functioning as well as neurological and psychological disorders
Course Outcomes: At the end of this course, students will be able to:
1. The students will explain the structure and functions of the nervous system, neural communication mechanisms, neurotransmitter systems, and research methods used in physiological psychology..
2. The students will demonstrate an understanding of brain organization, sensory processing, motor control systems, and their contribution to human behavior and adaptation
3. The students will analyze the neural bases of cognitive processes, including learning, memory, attention, language, consciousness, emotion, motivation, and sleep.
4. The students will evaluate the influence of hormones, drugs, and neurophysiological processes on behavior and explain the biological mechanisms associated with major neurological and psychological disorders

Unit I: Foundations of Physiological Psychology	No. of lectures-15	Weightage:15 Marks
1.1. Introduction to Physiological Psychology: (Definition, Nature, scope, Historical development) 1.2. Nervous System Organization: (Central Nervous System, Peripheral Nervous System, Somatic Nervous System, Autonomic Nervous System, Sympathetic and Parasympathetic divisions) 1.3. Structure and Function of Neurons: (Neuron anatomy, Types of neurons, Glial cells, Neural networks) 1.4. Neural Communication: (Resting membrane potential, Action potential, Synaptic transmission, Neurotransmitters) 1.5. Major Neurotransmitter Systems: (Acetylcholine, Dopamine, Serotonin, Norepinephrine, GABA, Glutamate) 1.6. Research Methods in Physiological Psychology: Experimental methods, Lesion studies, Single-cell recording, Electrophysiological methods)		
Unit II: Brain, Sensory Processes and Motor Functions	No. of lectures-15	Weightage:15 Marks
2.1. Neuroanatomical Foundations: (Brain development, Cerebral cortex, Lobes of the brain, Hemispheric specialization) 2.2. Subcortical Structures: (Thalamus, Hypothalamus, Basal ganglia, Limbic system, Cerebellum) 2.3. Sensory Systems: (Visual system, Auditory system, Somatosensory system, Olfactory system, Gustatory system) 2.4. Perception and Neural Processing: (Neural coding, Sensory integration, Plasticity)		

Unit III: Cognition, Emotion and Biological Rhythms	No. of lectures-15	Weightage:15 Marks
<p>3.1. Learning and Memory: (Neural basis of learning, Synaptic plasticity, Long-Term Potentiation (LTP), Memory systems)</p> <p>3.2. Language and Brain: Language lateralization, Broca's area, Wernicke's area, Aphasia</p> <p>2.3. Emotion and Motivation: Limbic system, Amygdala, Theories of emotion, Reward systems, Neural basis of motivation)</p> <p>2.4. Sleep and Biological Rhythms: Circadian rhythms, Sleep stages, Neurobiology of sleep, Sleep disorders)</p>		
Unit IV: Neuroendocrinology and Psychopharmacology	No. of lectures-15	Weightage:15 Marks
<p>4.1. Neuroendocrine System: Endocrine glands, Hormones and behavior, Hypothalamic-pituitary axis, Stress physiology</p> <p>4.2. Psychopharmacology: Drug action on the nervous system, Psychoactive substances, Therapeutic drugs, Addiction mechanisms</p> <p>4.3. Neurological and Psychological Disorders: Depression, Anxiety disorders, Schizophrenia, Bipolar disorder, Autism Spectrum Disorder, ADHD, Alzheimer's disease, Parkinson's disease)</p> <p>4.4. Brain Plasticity and Rehabilitation: Neuroplasticity, Recovery after brain injury, Cognitive rehabilitation)</p>		

Reference Books	
	Books for Reading / Textbook
1	Kalat, J. W. Biological Psychology. Cengage Learning.:
2	Pinel, J.P.J.(2006).Biopsychology,6thedition.NewDelhi,PearsonEducation Carlson, N. R., & Birkett, M. A. <i>Physiology of Behavior</i> . Pearson Education
3	Kolb, B., & Whishaw, I. Q. An Introduction to Brain and Behavior. Worth Publishers
	Reference Books
1	Bridgeman,.(1994)The Biology of the Behaviour and mind,NewYork,PrenticeHall
2	Bear, M. F., Connors, B. W., & Paradiso, M. A. <i>Neuroscience: Exploring the Brain</i> . Wolters Kluwer
3	Pinel, J. P. J., & Barnes, S. J. <i>Biopsychology</i> . Pearson Education
4	Purves, D., et al. <i>Neuroscience</i> . Oxford University Press
5	Kandel, E. R., et al. <i>Principles of Neural Science</i> . McGraw-Hill Education.

6	Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. <i>Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience</i> . Sinauer Associates
7	Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. <i>Cognitive Neuroscience: The Biology of the Mind</i> . W. W. Norton & Company
8	Ward, J. <i>The Student's Guide to Cognitive Neuroscience</i> . Psychology Press.
9	Banich, M. T., & Compton, R. J. <i>Cognitive Neuroscience</i> . Cambridge University Press.
10	Lezak, M. D., et al. <i>Neuropsychological Assessment</i> . Oxford University Press
11	Misra, G. (Ed.). <i>Handbook of Psychology in India</i> . Oxford University Press India.



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSC- VI
Course Code: M1526-DSC-26
Paper Title: 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>
--	--

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: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>
<p>2. To use ‘t’ test, ANOVA, ANCOVA, MANOV A and other non-parametric tests to study group differences</p>
<p>3. To describe and used different methods of correlations for studying the strength of relationship between the variables</p>

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 AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

**Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSC -VII
Course Code: M1526-DSC-27
Paper Title: Practicum Test- Psychological Assessment**

<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>
--	--

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

<p>Course Objectives: During this course, the student is expected to:</p>
<p>1. To develop interest and awareness of psychological tests interpretation of score and report writing</p>
<p>2. To acquaint the students with procedure and evaluation of psychological tests</p>
<p>3. To help students To acquaint the students with the skills of observations on the basis of psychological tests</p>
<p>4. To emphasize the Evolution Social Psychology</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. Student able to develops interest in psychological tests interpretation of score and report writing</p>
<p>2. Student learn to acquaint procedure and evaluation of psychological tests.</p>

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

D) Method of Evaluation

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

Reference Books	
1	Kaplan R.M. and Saccuzzo D.P. (2007) Psychological Testing- Principles, Applications and Issues Australia- Thomson Wadsworth.
2	Singh A.K. (2006)-Tests, Measurements and Research Methods 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	Tinker M.A. & Russel 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 Journal
9	Baker and Taylor (1960) Laboratory experiments in psychology
10	Snodgrass (1985) Human experimental Psychology 10. Woodworth and Schlosberg (1982) Experimental Psychology



**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSC -VIII
Course Code: M1526-DSC-28
Paper Title : 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>
--	--

Course Preamble: Psychology of Emotion Psychology of Emotion examines the nature, development, expression, and regulation of human emotions and their influence on thought, behavior, decision-making, and social relationships. This course provides a comprehensive understanding of the psychological, biological, cognitive, social, and cultural factors that shape emotional experiences across the lifespan. The course explores major theories of emotion, including physiological, cognitive, evolutionary, and social-constructionist perspectives, while examining the neural and hormonal mechanisms underlying emotional processes. Students will investigate topics such as emotional development, emotional intelligence, motivation, stress, mood, emotional regulation, emotional disorders, and the role of emotions in interpersonal relationships, health, learning, and performance.

<p>Course Objectives: During this course, the student is expected to:</p>
<p>1. To develop a comprehensive understanding of the nature, components, functions, and theoretical foundations of emotions from classical and contemporary psychological perspectives.</p>
<p>2. To examine the biological, cognitive, social, and cultural determinants of emotional experiences and emotional expression</p>
<p>3. To understand the neural and physiological mechanisms underlying emotions, emotional regulation, and emotional responses.</p>
<p>4. To understand the emotions in cognition, decision-making, interpersonal relationships, mental health, and psychological well-being</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>

1. Explain major theories, concepts, and contemporary developments in the psychology of emotion.
2. Analyze the biological, cognitive, social, and cultural processes involved in emotional experiences and emotional behavior
3. Evaluate the role of emotions in motivation, cognition, decision-making, social interaction, and psychological adjustment.
4. Apply theoretical knowledge to understand emotional disorders, emotional regulation processes, and emotional well-being

Unit I: Foundations, Theories, and Biological Bases of Emotion	No. of lectures-15	Weightage:15 Marks
<p>1.1 Introduction to Psychology of Emotion: (a) Nature and Meaning of Emotion b) Components of Emotion c) Functions of Emotions)</p> <p>1.2 Major Theories of Emotion: (a) James-Lange Theory b) Cannon-Bard Theory c) Schachter-Singer Two-Factor Theory d) Cognitive Appraisal Theory (Lazarus) e) Facial Feedback Hypothesis f) Basic Emotion Theory (Ekman)</p> <p>1.3 Biological Bases of Emotion: (a) Neural Mechanisms of Emotion b) Limbic System and Emotional Processing c) Role of Amygdala)</p> <p>1.4 Expression and Recognition of Emotions: (a) Facial Expressions b) Nonverbal Communication c) Universality versus Cultural Specificity d) Emotion Recognition and Social Perception)</p>		
Unit II: Emotion Regulation and Emotional Intelligence	No. of lectures-15	Weightage:15 Marks
<p>2.1 Emotion Regulation: (a) Importance of Emotion Regulation b) Gross's Process Model of Emotion Regulation c) Coping Strategies d) Mindfulness and Emotional Regulation)</p> <p>2.2 Emotional Intelligence: (a) Concept and Models of Emotional Intelligence b) Mayer and Salovey Model c) Goleman's Model d) Assessment of Emotional Intelligence e) Applications of Emotional Intelligence)</p> <p>2.3 Positive Emotions and Well-Being: (a) Happiness and Subjective Well-Being b) Positive Psychology and Emotions c) Resilience d) Gratitude e) Optimism)</p> <p>2.4 Emotion and Mental Health: (a) Anxiety and Emotional Processes b) Depression and Emotional Dysregulation c) Stress, Burnout and Emotional Health)</p>		

Reference Books	
1	Books for Study Reeve, J. Understanding Motivation and Emotion. Wiley.
2	Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. Handbook of Emotions. Guilford Press.
3	Strongman, K. T. The Psychology of Emotion: From Everyday Life to Theory. Wiley
4	Reference Books Ekman, P. Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life. Times Books.
5	Barrett, L. F. How Emotions Are Made: The Secret Life of the Brain. Houghton Mifflin Harcourt..
6	Lazarus, R. S. Emotion and Adaptation. Oxford University Press.
7	LeDoux, J. The Emotional Brain: The Mysterious Underpinnings of Emotional Life. Simon & Schuster.
8	Gross, J. J. (Ed.). Handbook of Emotion Regulation. Guilford Press.
9	Salovey, P., Brackett, M. A., & Mayer, J. D. Emotional Intelligence: Key Readings on the Mayer and Salovey Model. Dude Publishing...
10	Goleman, D. Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books
11	Weiskrantz, L.(1968).Emotion. InL. Weiskrantz(ed.)Analysis of Behavioural Change,pp.50 90.NewYork:Harper &Row.
12	Williams, J. M. G., Watts ,F. N., MacLeod, C. &Mathews,A.(1997). Cognitive Psychology and Emotional Disorders, 2ndedn. 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

**Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSE-A
Course Code: M1526-DSE-2A
Paper Title: Domains of Personality**

<p>*Teaching Scheme</p> <p>Lectures:04 Hours/week, Total Hours-60 04 Credits</p>	<p>*Examination Scheme</p> <p>UA:60 Marks CA: 40 Marks</p>
---	---

Course Preamble: Domains of Personality: This course explores the complex systems that shape human individuality. Personality psychology examines how people differ, why they behave uniquely, and how those patterns remain stable or change over time. Students will investigate six foundational domains of personality. Each domain offers a distinct lens for viewing human nature. Together, they provide a comprehensive framework for understanding the whole person

<p>Course Objectives: 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>
<p>3. Ability to develop and maintain effective early childhood attachment, adult relationships.</p>
<p>4. To understand Cognitive social learning theory</p>
<p>Course Outcomes: At the end of this course, students will be able to:</p>
<p>1. Student able to introduce the neo-psychoanalytical, humanistic, experiential, social, cultural, domains of personality.</p>
<p>2. Student able to allow comparing significant research in Eastern and western culture</p>
<p>3. Apply knowledge of models and concepts of Theories of sex differences: socialization and social roles</p>
<p>4. Demonstrate the knowledge necessary Personality revealed through goal</p>

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 Attachment Relation, Attachment in adult relationships 1.3 Motives and Personality- a) Basic concepts, Needs, Press And TAT, b) Basic three motives: Achievement, power, intimacy		
Unit 2: Cognitive And Behavioral Domain	No. of lectures-15	Weightage:15 Marks
2.1 Personality Revealed Through Perception- a) Field Dependence b) Pain Tolerance and Sensation Reducing/Augmenting 2.2 Personality Revealed Through Interpretation- a) Kelly’s Personal Construct Theory b) Locus of control c) Learned Helplessness 2.3 Personality Revealed Through Goals- a) Personal Projects Analysis Cognitive Social Learning Theory 2.4 Classical conditioning and operant condition		
Unit 3: Personality Approaches/Domains of Self and Emotion	No. of lectures-15	Weightage:15 Marks
3.1 Issues in emotional research- a) emotional state Vs emotional trait, b) Categorical Vs Dimensional approach to emotion 3.2 Content Vs style of emotional life 3.3 Components of the self –self-concept,: developmental of self-concept, self-schemeta 3.4 Evaluation of component of self– self-esteem: evaluation of one’s self, Research on self-esteem. 3.5Social 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. Tranmitted culture 3.Cultural universals..		

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



**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

M. A. I

Department of Applied Psychology

Course name: Counselling Psychology

SEM –II

Vertical: DSE -B

Course Code: M1526-DSE-2A

Paper Title: Organization Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

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.

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

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

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

1. Student able to learn Importance of Motivation in the Workplace
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
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II

Vertical: DSE-C
Course Code: M1526-DSE-2A
Paper Title: - Development of Psychological Thought

<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>
--	--

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 file. 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

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

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 AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: DSE-D
Course Code: M1526-DSE-2A
Paper Title: - Psychology of Individual Differences**

<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>
--	--

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 AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**

**M. A. I
Department of Applied Psychology
Course name: Counselling Psychology
SEM –II**

**Vertical: OJT/FP
Course Code: M1526-FP-21
Paper Title: - Field Project**

<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>
--	--

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>

- | |
|---|
| 2. To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology. |
| 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."

ATHEISIS SUBMITTED TO

NAME OF THE UNIVERSITY

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

**WRITE
HERE NAME OF THE
CANDIDATE**

SUBMITTED BY

.....

UNDER THE GUIDANCE OF

.....

.....

RESEARCH CENTRE

.....

.....

MONTH & YEAR OF SUBMISSION

**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)