



**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
**(Autonomous)**

**Two Year Degree Program in Psychology**  
**(Faculty of Humanities)**

**CBCS Syllabus**

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

**For Department of Psychology**  
**Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2023 Pattern)**

**(As Per NEP 2020)**

**To be implemented from Academic Year 2023-2024**

**Title of the Programme: M.A. (Psychology)****Preamble**

Master's Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a need of professionals in the field. Application of psychological principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the various fields. The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment.

This course provides broad training to the student toward marketing psychology knowledge and become professional psychologist or trainer. It would facilitate acquiring specialized knowledge, inculcating relevant attitude, values and a sense of empowerment. It recognizes multiplicity in ways and means of knowledge-creation and applications. The course will enable the learners to assume the role of the psychologists for the better development of individuals and society with a positive attitude.

## Programme Specific Outcomes (PSOs)

- PSO1.** Students will develop strong observational skills and the ability to identify psychosocial problems in society.
- PSO2.** Equipping students with understanding of application of Psychological principles to solve human problems.
- PSO3.** Create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.
- PSO4.** 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.
- PSO5.** Provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.
- PSO6.** Students would develop in assessment and intervention in neurodevelopmental disorders.
- PSO7.** To provide the student an introduction to the processes involved in clinical work and psychodynamic psychotherapy.
- PSO8.** The student will be acquainted with the challenges likely to be encountered while working with difficult patient groups as well as traumatized individuals and communities. In effect the programme will initiate the participants into their future professional life.
- PSO9.** Preparing the clinical psychologists of the future, equipping them with skills and adequate knowledge-bases.
- PSO10.** Students will learn advanced theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.
- PSO11.** Develop an in-depth understanding of multivariate methods and computer applications to statistics.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in Psychology**

From 2022-23 to 2024-25

Sr. No.	Name	Designation
1.	<b>Dr. Shinde V.B.</b>	Chairman
2.	<b>Dr. Dhame G.M.</b>	Member
3.	<b>Dr. Jagtap R.D.</b>	Member
4.	<b>Dr. Awate J.N.</b>	Member
5.	<b>Mr. Londhe D.V.</b>	Member
6.	<b>Dr. Waman R.R.</b>	Vice-Chancellor Nominee
7.	<b>Dr. Shitole S. K.</b>	Expert from other University
8.	<b>Dr. Singh Bhupender</b>	Expert from other University
9.	<b>Mr. Shinde Sandip</b>	Industry Expert
10.	<b>Mrs. Shah Smita</b>	Meritorious Alumni
11.	<b>Ms. Londhe Priti</b>	Student Representative
12.	<b>Ms. Divekar Shirley</b>	Student Representative
13.	<b>Ms. Vaidya Jui</b>	Student Representative
14.	<b>Mr. Hivarkar Premraj</b>	Student Representative

**Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
(Autonomous)**

**Course Structure for (M. A. Psychology) Part-I (2023 Pattern)**

Sem.	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
<b>I</b>	Major (Mandatory)	PSY-501-MJM	Cognitive Psychology	Theory	04
	Major (Mandatory)	PSY -502-MJM	Psychometrics	Theory	04
	Major (Mandatory)	PSY -503-MJM	Statistical Methods	Theory	04
	Major (Mandatory)	PSY -504-MJM	Psychology Practical: Tests	Practical	02
	Major (Elective)	PSY -511-MJE	Psychology of Adjustment	Theory	04
	Research Methodology (RM)	PSY -521-RM	Research Methodology in Psychology	Theory	04
<b>Total Credits Semester I</b>					<b>22</b>
<b>II</b>	Major (Mandatory)	PSY -551-MJM	Learning and Memory	Theory	04
	Major (Mandatory)	PSY -552-MJM	Psychological Testing: Applications	Theory	04
	Major (Mandatory)	PSY -553-MJM	Research Methodology	Theory	04
	Major (Mandatory)	PSY -554-MJM	Psychology Practical :Experiments	Practical	02
	Major (Elective)	PSY -561-MJE	Mental Health	Theory	04
	On Job Training (OJT)/Field Project (FP)	PSY -581-OJT/FP	Field Project	Training/ Project	04
<b>Total Credits Semester II</b>					<b>22</b>
<b>Cumulative Credits of Semester I and II</b>					<b>44</b>

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I****(w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PPSY</b>
<b>Class</b>	<b>: M. A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: COGNITIVE PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY-501-MJM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives**

1. To makes the students familiar with the field of cognition in general.
2. To acquaints the students with the processes of sensation and Perception.
3. To develop insights into one's own and others behavior and mental processes.
4. To enrich students understanding of major concepts, theoretical perspectives and empirical findings of cognitive Psychology.
5. To make the student understand the process of reasoning and decision making
6. To make the students understand the process of attention.
7. To develop insights into one's own and others cognitive developments.

**B) Course Outcomes**

- CO1. Students will trace the history of cognitive psychology and its influence on other fields of psychology.
- CO2. Advanced theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.
- CO3. Knowledge of quantitative research methods used in cognitive psychology.
- CO4. Developing positive attitude about day-to-day problems and its solutions.
- CO5. Examine the theories and physiological processes of perception.
- CO6. Student would understand the process of reasoning and decision making.
- CO7. Describe the neural bases of mental processes, and the brain research methods utilized in cognitive psychology.

**Topics and Learning Points****UNIT-I INTRODUCTION TO COGNITIVE PSYCHOLOGY (15 LECTURES)**

- 1.1 Nature, Definition and Domains of Cognitive Psychology
- 1.2 History and methods of Cognitive Psychology
- 1.3 Theories of Cognitive Development: Piaget, Vygotsky
- 1.4 Theories of Cognitive Processes
- 1.5 Application: Recent Trends in Artificial Intelligence ( Merits & Demerits)

**UNIT -II SENSATION, ATTENTION, PERCEPTION (15 LECTURES)**

- 2.1 Sensation - Introduction to psychophysics: Basic concepts and methods.
- 2.2 Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance.
- 2.3 Pattern recognition: Template matching theory, prototype models and Distinctive-Features models
- 2.4 Perception-approaches: Gestalt, Bottom-Up Top-Down and Computational theories
- 2.5. Application: meta-cognition

**UNIT-III LANGUAGE AND RELATED COGNITIVE PHENOMENA (15LECTURES)**

- 3.1 Understanding Languages
- 3.2 Reading: theories of word recognition, reading & Comprehension
- 3.3 Speaking: selecting speech in content, Speech errors, social context of speech
- 3.4 Writing: Comparing speaking & writing
- 3.5 Multilingualism and Neuropsychological basis of Language

**UNIT-IV PROBLEM SOLVING, CREATIVITY AND DECISION MAKING (15 LECTURES)**

- 4.1 Problem solving: Definition, types, cycle, obstacles and aid
- 4.2 Approaches to problem solving
- 4.3 Meaning, process and theories of Creativity
- 4.4 Decision making and reasoning, Emotion& thinking
- 4.5 Application: How to Enhancing Creativity

**Reference Books**

1. Matlin, M. (2012). *Cognition. (8<sup>th</sup> ed)*. John Wiley.
2. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
3. Sternberg, R.J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
4. Kellogg, R.T.(2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications.
5. Solso, R. L. (2004). *Cognitive Psychology (6th ed)*. Delhi: Pearson Education.
6. Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.
7. Gavin, H. (1998). *The essence of cognitive psychology*. London: Prentice-Hall.
8. Corens, S., Ward, L.M., & Enns, J. (1994). *Sensation and perception*. NY: Harcourt Brace & Co.
9. Messer, D. & Miller, S. (1999). *Exploring developmental psychology*. London:Arnold.
10. Flavell, J.H. (1985). *Cognitive development (2nd ed)* NJ: Prentice Hall.
11. Reed, S.K. (1988). *Cognition: Theory and applications (3rd ed)*. California: Brooks/Cole Pub.Co.
12. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
13. Reed S. K. (2004). *Cognition: Theory and application (3rd ed)*. California: Brooks/Cole Pub. Company
14. Desai, B. and Abhyankar, S. C. (2007). *Prayogik Manasashastra ani Sanshodhan Paddhati*. Pune: Narendra Prakashan.
15. Borude, R.R. (2005). *Bodhanik manasashastra*. Chhaya Prakashan.
16. Groome, D., Eysenck, M.W., Baker, K., et al., (2016). *An introduction to applied Cognitive Psychology,(2<sup>nd</sup> ed.)*. New York: Routledge.



## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A-I (Sem I)

**Subject:** Psychology

**Course:** Cognitive Psychology

**Course Code:** PSY-501-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3									
CO 2		3						3		
CO 3			3			3			3	3
CO 4		3						3	3	
CO 5			3		3				3	
CO 6				3	2					
CO 7					2		3			3

### Justification for the Mapping

**PO1. Comprehensive Knowledge and Understanding**

CO1. This outcome provides students with a comprehensive understanding of the historical development and influence of cognitive psychology within the broader field of psychology.

**PO2. Application of knowledge and skills**

CO2, CO4 this outcome focuses on applying theoretical and empirical knowledge of basic mental processes to real-world situations, demonstrating the application of cognitive psychology principles.

**PO3. Constitutional, humanistic, ethical, and moral values**

CO3, CO5 Ethical considerations are inherent in cognitive psychology research, which students will engage with in multiple course outcomes, ensuring they develop an understanding of ethical principles.

**PO4. Employability and job-ready skills and entrepreneurship skills**

CO6 Reasoning and decision-making skills are essential for employability and entrepreneurship, as they enable individuals to make informed choices and solve problems effectively in professional settings.

**PO5. Autonomy, Responsibility, and Accountability**

CO5, CO6, CO7 Responsibility and accountability are fostered through the development of research skills, critical thinking, and problem-solving abilities throughout the course.

**PO6. Research Skills**

CO3 this outcome directly addresses research skills, specifically quantitative methods commonly used in cognitive psychology research.

**PO7. Critical and Creative Thinking**

CO7 Understanding neural bases and research a method requires critical thinking to evaluate and interpret complex information.

**PO8. Problem-solving Abilities**

CO2, CO4 Both of these outcomes directly contribute to developing problem-solving abilities by providing theoretical knowledge and practical applications.

**PO9. Collaboration and Teamwork**

CO3, CO4, CO5 Collaboration and teamwork may be fostered through group projects, discussions, or presentations related to cognitive psychology research and applications.

**PO10. Digital and technological skills**

CO3, CO7 Understanding and utilizing digital and technological tools are essential components of modern cognitive psychology research, particularly in data analysis (CO3) and brain research methods (CO7).

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I****(w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: PSYCHOMETRICS</b>
<b>Course Code</b>	<b>: PSY-502-MJM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives**

1. To introduce students to psychological assessment methods and techniques.
2. To make a distinction between the fundamental concepts of psychological assessment and testing.
3. To understand ethical and social issues in the field.
4. To learn various aspects of test construction.
5. To explore the measurement of intelligence and the issues in psychological testing.
6. To learn the tools used in personality assessment and the measurement of interests, attitudes and values.
7. To make a distinction between aptitude and achievement tests and the types of aptitude and achievement tests are discussed.

**B) Course Outcomes**

- CO1. Students will be making a distinction between the concepts of psychological assessment and testing.
- CO2. Students will understand the ethical and social issues in the field.
- CO3. Students will understand the basics of test construction.
- CO4. Students will be explaining the origins and types of intelligence testing.
- CO5. Students will describe the tools used for personality assessment.
- CO6. Students will be certain measures used in the measurement of interests, values and attitudes.
- CO7. Students will distinguish between aptitude and achievement tests.

## **Topics and Learning Points**

### **UNIT-I NATURE AND SCOPE OF PSYCHOLOGICAL TESTING (15 LECTURES)**

- 1.1 Definition, Nature and characteristics of Psychological tests
- 1.2 Classification, Uses and types of Psychological tests
- 1.3 Item Analysis
- 1.4 General steps in test construction
- 1.5 Ethical issues in Psychological testing

### **UNIT-II NORMS AND THE MEANING OF TESTS SCORE (15 LECTURES)**

- 1.1 Basis statistical concepts in Psychological testing
- 1.2 Definition, Nature of Norms
- 1.3 Steps in Developing Norms
- 1.4 Types of Norms
- 1.5 Administration and Interpretation of Computerized test

### **UNIT-III RELIABILITY (15 LECTURES)**

- 3.1 Definition and meaning of Reliability
- 3.2 The correlation coefficient
- 3.3 Types of Reliability
- 3.4 Reliability of Speed Tests
- 3.5 Factors Influencing Reliability

### **UNIT-IV VALIDITY (15 LECTURES)**

- 4.1 Meaning and Aspects of Validity
- 4.2 Content-description validation procedures
- 4.3 Criterion-prediction procedures
- 4.4 Construct-Identification Procedures
- 4.5 Factors Influencing Validity

**References:**

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhavan.
5. Anastasi, A. (1988). *Psychological testing*. NY: Macmillan.
6. Nunnally, J.C. (1981). *Psychometric theory*. NY: Tata McGraw-Hill
7. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
8. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers:
9. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
10. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International
11. Miller, L., Lovler, R & McIntire, S. (2013). *Psychological Testing: A Practical Approach*. Sage Publication.

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A-I (Sem I)

**Subject:** Psychology

**Course:** Psychometrics

**Course Code:** PSY-502-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3						3			
CO 2			3	3				3		
CO 3		3				3				3
CO 4	3									
CO 5		3	3						3	3
CO 6	3							3		
CO 7					2		3		3	3

### Justification for the Mapping

**PO1. Comprehensive Knowledge and Understanding**

CO1, CO4, CO6 Understanding the nuances of different psychological concepts enhances overall comprehension.

**PO2. Application of knowledge and skills**

CO3, CO5 Applying knowledge of test construction principles demonstrates practical skills.

**PO3. Constitutional, humanistic, ethical, and moral values**

CO2, CO5 Understanding ethical and social issues aligns with ethical and moral values.

**PO4. Employability and job-ready skills and entrepreneurship skills**

CO2 Knowledge of ethical issues is crucial for professional readiness.

**PO5. Autonomy, Responsibility, and Accountability**

CO7 Responsibility and accountability are fostered through the development of research skills, critical thinking, and problem-solving abilities throughout the course.

**PO6. Research Skills**

CO3 Test construction involves research methods and design.

**PO7. Critical and Creative Thinking**

CO1, CO7 Distinguishing between test types requires critical thinking.

**PO8. Problem-solving Abilities**

CO2, CO6 Identifying appropriate measures involves problem-solving skills.

**PO9. Collaboration and Teamwork**

CO5, CO7 Discussing and understanding test distinctions can be a collaborative effort.

**PO10. Digital and technological skills**

CO3, CO5, CO7 Many modern assessment tools are digital, requiring technological proficiency.

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I****(w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY THEORY</b>
<b>Course Name</b>	<b>: STATISTICAL METHODS</b>
<b>Course Code</b>	<b>: PSY-503-MJM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives**

1. To inculcate in students the need and importance of statistics in Psychology.
2. To develop computational skills in students.
3. To introduce fundamental concepts about statistics.
4. To get them equipped with different statistical presentation of data.
5. To prepare students to understand and use software's for different statistical operations.
6. To make them learn the statistical techniques in designing research and processing data.
7. To introduce multivariate methods and computer applications to statistics.

**A) Course Outcomes**

After completion of this course the students will be able:

- CO1. Understand the need and importance of statistics in Psychology.
- CO2. Understand applications of statistics and learn numerical methods associated with them.
- CO3. Understand and apply various statistical methods.
- CO4. Equipped with different statistical presentation of data.
- CO5. Understand and apply computerized software's for different statistical operations.
- CO6. Learn about use of statistical techniques in designing research and processing data.
- CO7. Develop an in-depth understanding of multivariate methods and computer applications to statistics.

## Topics and Learning Points

### **UNIT-I BASICS STATISTICS AND PROBABILITY (15 LECTURES)**

- 1.1 Aims and Applications of Statistics in Social Sciences.
- 1.2 Overview of measures of Central tendency, variability, curves and graphs.
- 1.3 Percentiles, percentile ranks and standard scores.
- 1.4 Probability: Concept, definition, and approaches.
- 1.5 Characteristics and Applications of normal distribution curve.

### **UNIT-II CORRELATION AND REGRESSION (15 LECTURES)**

- 2.1 Meaning and Types of correlation
- 2.2 Pearson's Product-Moment Correlation
- 2.3 Other Types of Correlation (Point Bi-serial Correlation and Phi-coefficient, Bi-serial and Tetra choric correlation, Partial and Multiple Correlations)
- 2.4 Regression and Prediction
- 2.5 Multiple Regressions

### **UNIT-III INFERENTIAL STATISTICS (15 LECTURES)**

- 3.1 Inferences: Standard error of mean and other statistics
- 3.2 Significance of difference for means variances and correlation coefficients.
- 3.3 Assumptions of Analysis of Variance, and One-way ANOVA-Independent, concept of repeated measures
- 3.4 Two-way ANOVA-Independent, concept of repeated measures
- 3.5 Analysis of Covariance: Concept.

### **UNIT-IV NON- PARAMETRIC STATISTICS AND STATISTICAL SOFTWARES (15 LECTURES)**

- 4.1 Difference between Parametric and Non-parametric statistics
- 4.2 Chi Square tests
- 4.3 Non-parametric tests for correlated and uncorrelated data
- 4.4 Statistical software's: An introduction
- 4.5 Applications of Statistical Software's –Analysis and Interpretation of data.



### Reference Books

- 1) Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*
- 2) Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
- 3) Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
- 4) Sarma K.V.S. (2001) *Statistic Made Simple : Do it Yourself on PC*
- 5) Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural sciences (3rd ed.)*. N.Y.: Academic Press.
- 6) Fergusson, G. A. (1976). *Statistical analysis in psychology and education*. McGraw-Hill.
- 7) Glass, G. V. & Stanley, J. C. (1970). *Statistical methods in education and psychology*. Prentice- Hall.
- 8) Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
- 9) Lomax, R. G. (1998). *Statistical concepts: A second course for education and behavioural sciences*. N.J.: Lawrence Erlbaum Asso. Inc.
- 10) Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
- 11) Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.
- 12) Black, T.R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. London: Sage Pub.
- 13) Foster, J.J. (2001). *Data analysis: Using SPSS for windows*. London: Sage Publication.

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A-I (Sem I)

**Subject:** Psychology

**Course:** Statistical Methods

**Course Code:** PSY-503-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3				3	3				
CO 2		3		3						
CO 3	3						3	3		
CO 4							2			
CO 5		3	3	3				3		3
CO 6					3	3			3	
CO 7	2								2	2

### **Justification for the Mapping**

#### **PO1. Comprehensive Knowledge and Understanding**

CO1, CO3, CO7: Developing an understanding of the importance of statistics in psychology contributes to students' comprehensive knowledge of the subject. Mastery of various statistical methods enhances students' understanding of the subject matter, contributing to their comprehensive knowledge and understanding. Acquiring an in-depth understanding of advanced statistical techniques contributes significantly to students' comprehensive knowledge and understanding of statistics in psychology.

#### **PO2. Application of knowledge and skills**

CO2, CO5: Learning about statistical applications and numerical methods equips students with practical skills that they can apply in various psychological contexts.

#### **PO3. Constitutional, humanistic, ethical, and moral values**

CO5: Using statistical software ethically and responsibly aligns with constitutional, humanistic, ethical, and moral values, ensuring the integrity and confidentiality of data, and respecting ethical guidelines in data analysis.

#### **PO4. Employability and job-ready skills and entrepreneurship skills**

CO2, CO5: These course outcomes provide practical skills and knowledge relevant to data analysis roles, enhancing employability and potentially fostering entrepreneurship in data-related fields.

#### **PO5. Autonomy, Responsibility, and Accountability**

CO1, CO6: Understanding the importance of statistics and learning to apply statistical techniques independently fosters autonomy, responsibility, and accountability in conducting research and data analysis.

#### **PO6. Research Skills**

CO1, CO6: Understanding the importance of statistics in research and learning to apply statistical techniques in research design and data processing are fundamental to developing research skills.

#### **PO7. Critical and Creative Thinking**

CO3, CO4: Understanding various statistical methods and different ways of presenting data fosters critical and creative thinking by enabling students to analyze data from multiple perspectives and make informed decisions.

#### **PO8. Problem-solving Abilities**

CO3, CO5: Understanding and applying statistical methods and software tools enhance problem-solving abilities by equipping students to address research questions and analyze data effectively.

#### **PO9. Collaboration and Teamwork**

CO6, CO7: Learning statistical techniques in research design and data processing often involves collaborative projects, fostering collaboration and teamwork skills.

#### **PO10. Digital and technological skills**

CO5, CO7: Learning statistical software and its applications enhances digital and technological skills, aligning with the digital aspect of PO10. Additionally, understanding multivariate methods and computer applications contributes to technological proficiency.

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I****(w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: MAJOR MANDATORY PRACTICAL</b>
<b>Course Name</b>	<b>: PSYCHOLOGY PRACTICAL: TESTS</b>
<b>Course Code</b>	<b>: PSY-504-MJM</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

**A) Course Objectives**

1. To enable students to understand the basic psychological testing processes and their applications in everyday life
2. To acquaint the students with different tests used for psychological assessment
3. The administration of psychological tests, interpretation of scores and report writing.
4. The evaluation procedures and evaluation of psychological tests.
5. To employ procedure of test development.
6. The different areas of experimentation and test administration in psychology.
7. To understand the procedure of intelligence testing.

**B) Course Outcomes**

- CO1. The importance outcome of the course students developed certain skills of psychological counseling on the basis of psychological test results.
- CO2. State the different types of tests, its psychometric properties and uses
- CO3. Interpret test score and able to write.
- CO4. Construct new psychological test following test development procedures.
- CO5. Students would know the importance of procedure of test development.
- CO6. Various skills of conducting test administrations and writing its reports.
- CO7. Employ tests to measure intelligence, personality, adjustment, attitudes and values.

## Topics and Learning Points

### UNIT-I GENERAL ABILITY TESTS (any Two): (10 LECTURES)

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Judgment and Reasoning
4. Thinking

### UNIT -II SPECIAL ABILITY TESTS (any Two): (10 LECTURES)

1. Multiple Aptitude Test (any one)
2. Special Aptitude Test (any one)

### UNIT -III PERSONALITY AND CLINICAL ASSESSMENT TESTS (any Four) (10 LECTURES)

1. Self-report inventory
2. Projective test: Pictorial
3. Interest inventory
4. Attitude / Values
5. Stress / Frustration
6. Anxiety/ Depression
7. Autism/ ADHD
8. Neuropsychological Assessment

### Reference Books

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
5. Freeman, F.S. 3rd ed. (2002). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Cronbach L. J. (1984). *Essentials of Psychological Testing* (4th Ed)
7. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
8. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.

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9. Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory (3rd ed)*. NY: McGraw-Hill.
10. Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
13. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
14. Test manuals of respective tests.

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.A-I (Sem I)

**Subject:** Psychology

**Course:** Psychology Practical: Tests

**Course Code:** PSY-504-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1		3	3	2	3					
CO 2	3						3	3		
CO 3		3	3		3					3
CO 4		3			3	3	2	3		
CO 5	3					3				
CO 6		3	3	3			2			
CO 7		3		3			3			3

#### Justification for the Mapping

##### **PO1. Comprehensive Knowledge and Understanding**

CO2, CO5 these course outcomes involve understanding various types of psychological tests, their properties, uses, and the importance of test development procedures, which contribute to comprehensive knowledge and understanding in psychological counseling.

##### **PO2. Application of knowledge and skills**

CO1, 3, 4, 6, 7 These course outcomes involve applying knowledge and skills in various aspects of psychological testing, interpretation, counseling, and report writing, which align with the application of knowledge and skills in psychological counseling.

##### **PO3. Constitutional, humanistic, ethical, and moral values**

CO1, CO3, 6 these course outcomes involve understanding and applying ethical and moral values in psychological counseling, interpretation, and reporting of test results.

##### **PO4. Employability and job-ready skills and entrepreneurship skills**

CO1, CO6, 7 these course outcomes equip students with employable skills in psychological counseling, test administration, and report writing, which are essential for job readiness in the

field.

**PO5. Autonomy, Responsibility, and Accountability**

CO1, CO3, CO4 These course outcomes involve taking responsibility for counseling based on test results, interpreting scores, and adhering to ethical standards, reflecting autonomy, responsibility, and accountability.

**PO6. Research Skills**

CO4, CO5, These course outcomes involve research skills in understanding and following test development procedures, as well as recognizing the importance of these procedures in psychological testing.

**PO7. Critical and Creative Thinking**

CO2, CO4, CO6, CO7 These course outcomes require critical thinking in understanding test types, psychometric properties, interpretation, and creatively applying this knowledge in test construction and employment.

**PO8. Problem-solving Abilities**

CO2, CO4. These course outcomes involve problem-solving abilities in understanding and creating psychological tests, which is a crucial aspect of psychological counseling.

**PO9. Collaboration and Teamwork**

**PO10. Digital and technological skills**

CO3, CO7 this course outcome involves utilizing digital and technological skills in conducting test administrations and writing reports, which is essential in modern psychological assessment practices.

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I****(w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PAPSY</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: ELECTIVES</b>
<b>Course Name</b>	<b>: PSYCHOLOGY OF ADJUSTMENT</b>
<b>Course Code</b>	<b>: PSY-511-MJE</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives**

1. To acquaint the student with various areas of adjustment.
2. To familiarize the students with Maladjustment perspectives of adjustment.
3. To familiarize the students with modern ways of effective adjustment.
4. To inculcate sense of Scientific Aptitude, Approach & Social Awareness in students
5. To develop self-understanding and insight.
6. To equip students with basic self-help skills (psychological and social)
7. To understand the stress coping strategies.

**B) Course Outcomes**

- CO1. Students will explain factors that are related to and challenges in adjustment.
- CO2. Describe several effective strategies for improving academic performance.
- CO3. Students will understand the empirical approach in adjustment psychology.
- CO4. Explain the nature and consequences of stress (positive and negative) factors that increase stress tolerance.
- CO5. Discuss coping strategies that people employ: defensive and constructive.
- CO6. Understand the nature of careers and work along with challenges involved.
- CO7. Students will understand the problem focused and emotion focused coping.

## Topics and Learning Points

### UNIT-1 ADJUSTMENT TO MODERN LIFE (15 LECTURES)

- 1.1 Adjustment: Meaning, Process and Nature
- 1.2 Maladjustment: meaning and types
- 1.3 Roots of Happiness
- 1.4 Being a well-adjusted student

### UNIT-2 STRESS AND ITS EFFECTS (15LECTURES)

- 2.1 Stress: Definition, Nature and Types
- 2.2 Types of and Responses to stress
- 2.3 Potential Effects of Stress
- 2.4 Factors influencing stress tolerance

### UNIT-3 COPING PROCESSES (15LECTURES)

- 3.1 Coping: Definition, features involved
- 3.2 Constructive Coping: Appraisal-Focused Coping
- 3.3 Constructive Coping: Problem focused and Emotion Focused Coping
- 3.4 Factors influencing stress tolerance

### UNIT-4 CAREER AND WORK (15LECTURES)

- 4.1 Choosing a career
- 4.2 Models of Career Choice: Holland and Super
- 4.3 The Changing World of Work
- 4.4 Occupational Hazards and Balancing Work



**Reference Books**

1. Brannon, L. and Feist, J. (2007). Introduction to health psychology. India ed. N.D.:Thomson.
2. Kumar, V. B. (2005). Psychology of Adjustment. Mumbai: Himalaya Publishing
3. Taylor, S.E. (1999). Health Psychology. 4th ed. Singapore: McGraw-Hill Book Co.
4. Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21st Century (Ed. 8th). Bengaluru: Thomson and Wadsworth.
5. Palsane, M., N. and Navre, S. (2010). Upyojit Manasshastra. Continental Publisher Vijayanagar, Pune 30.

**SYLLABUS (CBCS as per NEP 2020) FOR M.A. I**

(w. e. from June, 2023)

<b>Name of the Programme</b>	<b>: M.A.</b>
<b>Program Code</b>	<b>: PAPS</b>
<b>Class</b>	<b>: M.A. I</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: RESEARCH METHODOLOGY</b>
<b>Course Name</b>	<b>: RESEARCH METHODOLOGY IN PSYCHOLOGY</b>
<b>Course Code</b>	<b>: PSY -521-RM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 04</b>

**A) Course Objectives**

To acquaint the students with:

- 1) To apply the research fundamentals in psychology.
- 2) To understand the basic concepts in psychological research.
- 3) To know how to find published scientific articles on a topic in psychology.
- 4) To make decisions about the appropriate use of basic research techniques and research design.
- 5) To know how to design, conduct, & interpret psychological research.
- 6) To write up the methods of a research study and report the results of statistical analyses using APA style.
- 7) To introduce the various statistical techniques in designing research and processing data.

**B) Course Outcomes**

After completion of this course the students will be able to:

- CO1. Apply the research fundamentals in psychology.
- CO2. Understand the basic concepts in psychological research.
- CO3. Make decisions about the appropriate use of basic research techniques and research design.
- CO4. Know how to find published scientific articles.
- CO5. Effectively interpret and communicate research findings.
- CO6. Write up the methods of a research study and report the results of statistical analyses using APA style.
- CO7. Learn about use of statistical techniques in designing research and processing data.

## **Topics and Learning Points**

### **UNIIT- I RESEARCH: AN INTRODUCTION (15 LECTURES)**

- 1.1 Developing Ideas for Research in Psychology
- 1.2 Types of research
- 1.3 The research process
- 1.4 Ethics in Psychological Research

### **UNIT-II FORMULATING A RESEARCH PROBLEM (15 LECTURES)**

- 2.1 Reviewing the Literature
- 2.2 Variables & its types
- 2.3 Operational Definitions
- 2.4 Formation of Hypothesis

### **UNIT-III RESEARCH DESIGNS& DATA COLLECTION (15 LECTURES)**

- 3.1 Types of research designs
- 3.2 Methods of data collection
- 3.3 Ethical issues in data collection
- 3.4 Sampling and its types

### **UNIIT-IV STATISTICS & REPORT WRITING IN PSYCHOLOGY (15 LECTURES)**

- 4.1 Importance of statistics in psychology
- 4.2 Processing data & displaying data
- 4.3 Writing a research proposal
- 4.4 Writing a research report and research paper

**Reference Books**

- 1) American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup>Edn.). APA.
- 2) Kerlinger, F. N. (2010). *Foundations of behavioral research* (12th Indian reprint). New Delhi: Surjeet Publications,.
- 3) Kothari, C. R., & Garg, G. (2014). *Research methodology: Methods and techniques* (4<sup>th</sup>ed.). New Delhi: New Age International limited.
- 4) Kumar, R. (2014). *Research methodology: A step – by – step guide for beginners* (4th ed.). New Delhi: Sage Publications.
- 5) Shaugnessy, John; Zechmeister, Eugene B. Zechmeister, Jeanne S., (2010). *Research methods in psychology* (8th ed.). New York: The McGraw Hill Companies, Inc.
- 6) Singh A. K. (2006). *Tests, Measurement and Research Methods in Behavioural Sciences*. (5th ed.) Patna: Bharati Bhavan.
- 7) Mangal, S. K. (2006). *Statistics in Psychology and Education*. N. D.: Prentice-Hall.
- 8) Myers, J. (2008). *Methods in Psychological Research*. Sage Publications New Delhi.
- 9) Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Duxbury, California: Thomson Learning.
- 10) McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.
- 11) Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
- 12) American Psychological Association. (2013). *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.). APA.
- 13) Bhattacharya, D.K.(2003).*Research Methodology*. New Delhi: Excel Books.
- 14) Borude, R.R.(2005).*Sanshodhan Paddhatishastra*. Pune:Pune Vidyarthi Gruha
- 15) Desai,B.and Abhyankar,S.C.(2008).*Prayogik manasashastra and sanshodhan paddhati*. Pune: Narendra Prakashan.

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.A-I (Sem I)

**Subject:** Psychology

**Course:** RESEARCH METHODOLOGY IN PSYCHOLOGY

**Course Code:** PSY-502-MJM

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3						3			
CO 2			3	3				3		
CO 3		3				3				3
CO 4	3									
CO 5		3	3						3	3
CO 6	3							3		
CO 7					2		3		3	3

### Justification for the Mapping

**PO1 - Comprehensive Knowledge and Understanding: This course outcome requires students to have a comprehensive understanding of research fundamentals, which aligns with the broader program outcome of comprehensive knowledge and understanding.**

CO2 - Understand the basic concepts in psychological research

**PO1 - Comprehensive Knowledge and Understanding: Understanding basic concepts in psychological research contributes to students' overall comprehensive knowledge and understanding of the field.**

CO3 - Make decisions about the appropriate use of basic research techniques and research design

**PO2 - Application of knowledge and skills: This outcome involves applying knowledge of research techniques and design, which is a practical application of the skills gained in the program.**

CO4 - Know how to find published scientific articles

**PO2 - Application of knowledge and skills: Finding published scientific articles requires practical skills in research navigation and information retrieval, aligning with the application of knowledge and skills.**

CO5 - Effectively interpret and communicate research findings

**PO7 - Critical and Creative Thinking: Interpretation of research findings involves critical thinking skills, while effective communication aligns with creative thinking.**

**PO5 - Autonomy, Responsibility, and Accountability: Being able to effectively communicate findings demonstrates autonomy and responsibility in conveying information accurately.**

CO6 - Write up the methods of a research study and report the results of statistical analyses using APA style

**PO2 - Application of knowledge and skills: Writing up methods and reporting results using APA style requires practical application of knowledge and skills gained in the program.**

**PO10 - Digital and technological skills: Utilizing APA style often involves digital and technological skills, such as formatting documents according to specific guidelines.**

CO7 - Learn about the use of statistical techniques in designing research and processing data

This mapping shows how each course outcome aligns with one or more program outcomes, demonstrating how the skills and knowledge gained in the course contribute to broader learning objectives of the program.