



Deccan Education Society's
Fergusson College (Autonomous)
Pune

Learning Outcomes-Based Curriculum
for 2 years M.A Programme
as per guidelines of
NEP-2020

for
F. Y. M. A. (Psychology)

With effect from Academic Year

2023-2024

Program Outcomes (POs) for M.A Programme

PO1	<p>Disciplinary Knowledge: Demonstrate comprehensive knowledge and a strong theoretical grounding in their area of work.</p>
PO2	<p>Critical Thinking and Problem solving: Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and also evaluate them in terms of generic conventions. Identify the problem by observing the situation closely, take actions and apply lateral thinking and analytical skills to design the solutions.</p>
PO3	<p>Social competence and communication skills: Demonstrate ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies. Elicit views of others, present complex information in a clear and concise and help reach conclusion in group settings.</p>
PO4	<p>Research-related skills and Scientific temper: Infer scientific literature, build sense of enquiry and able to formulate, test, analyse, interpret and establish hypothesis and research questions; and to identify and consult relevant sources to find answers. Able to plan and write a research paper/project while emphasizing on academics and research ethics, scientific conduct and creating awareness about intellectual property rights and issues of plagiarism.</p>
PO5	<p>Trans-disciplinary research competence: Create new conceptual, theoretical, methodological innovations that integrates and transcends beyond discipline-specific approaches to address a common problem.</p>
PO6	<p>Personal and professional competence: Perform independently and also collaboratively as a part of team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.</p>
PO7	<p>Effective Citizenship and Ethics : Demonstrate empathetic social concern and equity centred national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.</p>
PO8	<p>Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.</p>
PO9	<p>Self-directed and Life-long learning: Demonstrate attitudes of being a life-long learner who passionately pursues self-determined goals in the broadest context of socio-technological changes. Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.</p>

PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to
PSO1	Academic Competence – i) Develop sound disciplinary knowledge in their chosen area of specialization like the industrial-organizational or clinical psychology along with deeper understanding of Human cognition, Emotions, Personality, Counselling, Psychometry and Research. ii) Ability to use skills in laboratory as well as the real world settings iii) Develop their critical thinking further by sharpening their interpretative abilities using different approaches.
PSO2	Personal and Professional Competence – i) Develop positive attributes such as empathy, compassion, self-awareness, social participation, and accountability. ii) Learn the social skills of collaboration, cooperation and realize the power of groups. Display leadership skills and also the ability to carry out tasks independently. iii) Apply the research and psychometric knowledge to their chosen fields of specialization.
PSO3	Research Competence – i) Plan, design and conduct research studies and interpret and apply the research findings to real life situations. Conduct a comprehensive review of existing literature and formulate hypotheses based on that. ii) Develop an in-depth understanding of research tools, methodology and ethical research practices.
PSO4	Entrepreneurial and Social competence: – i) Analyze social problems, social dynamics and create solutions to manage them effectively. ii) Develop deep self-awareness including their own biases and cultural notions. iii) Display sensitivity, and understanding about how various socio-cultural factors impact human behaviour. Respect intellectual property rights and is aware of the implications of engaging in unethical means

**Programme Structure
Department of Psychology**

M.A. Psychology

Semester	Paper Code	Paper Title	Credits
I	PSY -501	Psychometry (Theory)	4
	PSY -502	Indian Psychology (Theory)	4
	PSY -503 OR	Psychopathology I (Elective –I Theory)	4
	PSY -504	Performance Management and Development (Elective –II Theory)	
	PSY -510	Research Methodology (Theory)	4
	PSY-520	Practical-I	2
	PSY -521	Practical-II	2
II	PSY -551	Qualitative Research Methods (Theory)	4
	PSY -552	Statistical Methods (Theory)	4
	PSY -553 OR	Psychopathology II(Elective –I Theory)	4
	PSY-554	Strategic Human Resource Management (Elective –II Theory)	
	PSY -560	On Job Training/Field Project	4
	PSY -570	EXPERIMENTS II (Practical-III)	2
	PSY -571	STATISTICS PRACTICAL (Practical-IV)	2

Teaching and Evaluation (Only for FORMAL education courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory / Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	3 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Eligibility: As per the rules and regulations of Savitribai Phule Pune University (SPPU)

M.A. PSYCHOLOGY FIRST YEAR

SEMESTER I

Title of the Course and Course Code	PSYCHOMETRY: THEORY (PSY-501)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the nature of a Psychological test along with its characteristics, uses and applications	
CO2	Explain the steps/methods to construct a psychological test, measure its reliability, validity and norms	
CO3	Calculate reliability for a psychological test using SPSS	
CO4	Differentiate between different types of norms with suitable examples	
CO5	Evaluate critically the methods of test construction	
CO6	Write items and uses appropriate methods to construct a psychological test	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	NATURE AND SCOPE OF PSYCHOLOGICAL TESTING 1.1. Definition and characteristics of psychological tests 1.2. General steps in test construction 1.3. Item analysis 1.4. Using computer software to do the item analysis	12
II	RELIABILITY 2.1. Definition and types of reliability 2.2. The reliability coefficient 2.3. Factors that influence reliability 2.4. Using Computer software to calculate reliability	12
III	VALIDITY 3.1. Content-description validation procedures 3.2. Criterion-prediction procedures 3.3. Construct-identification procedures 3.4. Using Computer software to calculate the validity	12
IV	NORMS AND THE MEANING OF TEST SCORES 4.1. Levels of measurement 4.2. Normal curve in relation to Norms 4.3. Types of Norms 4.4. Using Computer software to convert the raw scores into comparable norm scores	12
V	COMPUTERIZED TESTING 5.1 Computerized testing 5.2 Computerized adaptive testing 5.3 Web-Based Assessment 5.4 Implication for the future	12

References:

1. Leslie A. Miller (2013). *Psychological Testing*. New Delhi: Sage Publication
2. Aiken, L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*
3. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
4. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
5. Anastasi, A. (1988). *Psychological testing*. NY: Macmillan.
5. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
6. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers:
7. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
8. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
9. Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
10. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
11. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
12. Kline, P. (1983). *Personality measurement and theory*. Hutchinson.
13. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
14. Nunnally, J.C. (1981). *Psychometric theory*. NY: Tata McGraw-Hill
15. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*.

Title of the Course and Course Code	INDIAN PSYCHOLOGY (PSY-502)	Number of Credits : 04
Course objectives		
This course aims to familiarize students with the major Indian approaches to the study of human mind, life and consciousness. It aims to help students to see the relevance of Indian wisdom traditions in all walks of life. After this course the student will be able to		
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1.	Describe the various Indian approaches to the study of consciousness	
CO2.	Explain the philosophical basis of Indian approaches	
CO3.	Compare and contrast western and eastern thoughts about consciousness	
CO4.	Elaborate on the relevance of Indian approaches in organizational behaviour, health and psychotherapy	
CO5.	Describe the structure of personality according to different Indian approaches	
CO6.	Study the various paths to self -realization according to Indian traditions	
CH.1 CONSCIOUSNESS		
Number of lectures 15		
1.1 What is consciousness		
1.2 Western and Indian approaches to the study of consciousness		
1.3 Paths to self realization: Karma, Bhakti and Yoga		
1.4 Advaita Vedanta and the darshanas		
CH. 2. YOGA		
Number of lectures 15		
2.1. Patanjali's Raja Yoga		
2.2. The eightfold path of Raja Yoga		
2.3. Yoga and Psychotherapy		
2.4. Integral yoga (Sri Aurobindo's conceptualization of the levels of being)		
CH. 3 PSYCHOLOGY OF BUDDHISM, JAINISM AND SUFISM		
Number of lectures 15		
3.1. Nature of consciousness and personality according to Buddhism		
3.2. Mindfulness and its applications in psychotherapy		
3.3. Nature of perception, cognition and higher mental activity according to Jainism		
3.4. Sufism: Historical background, views about the self, soul and aims of human life according to Sufism		
CH. 4 APPLICATIONS OF INDIAN PSYCHOLOGY		
Number of lectures 15		
4.1. Ayurveda and health practices		
4.2. Bhagvad Gita based approaches to organizational behaviour		
4.3. Folk wisdom and traditional healing practices		
4.4. Psychotherapy and Indian thought		

Reference books

1. K. R. Rao, A. C. Paranje, & A. K. Dalal (Eds.), Handbook of Indian Psychology (pp. 186-216). New Delhi, India: Cambridge University Press India/Foundation Books
2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc
3. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.
4. Cornelissen M. Misra G. & Varma S. (2011). *Foundations of indian psychology. volume 1 theories and concepts*. Dorling Kindersley. Retrieved May 26 2023 from <https://proquest.safaribooksonline.com/9788131730843>.
5. Frager, R., & Fadiman, J. (2012). Personality and Personal Growth (7th Ed.). Pearson. ISBN-13: 978-0205254781
6. Veereshwar , P. (2002). Indian System of Psychotherapy, New Delhi : Kalpaz Publications. ISBN 9788178350783

PSYCHOPATHOLOGY I (ELECTIVE –I THEORY) PSY-503		
Title of the Course and Course Code	PSYCHOPATHOLOGY I (ELECTIVE –I THEORY) PSY-503	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Outline a brief history of the field of psychopathology and the classification system of DSM	
CO2	Describe the clinical picture and possible etiology of psychological disorders listed in the DSM	
CO3	Infer disorders based on the symptoms of a given client. Examines the family history and genetic factors to determine the origin of the disorder	
CO4	Analyze the reasons for the prevalence and incidence of certain disorders in particular communities or social groups. Explain the impact of biological factors as well as particular child rearing practices and family patterns on pathological behavior	
CO5	Evaluate the suitability of various assessment techniques for particular disorders. Determines the prognosis for patients based on vulnerability and protective factors	
CO6	Formulate the goal for the treatment for patients showing pathological behaviour	

Unit. No.	Title of unit and Contents	No. of Lectures
I	INTRODUCTION TO PSYCHOPATHOLOGY 1.1 Community mental health movement: historical perspective, functioning of community mental health centres 1.2 History of the DSM 1.3 Criteria of abnormal behaviour, prevalence, incidence, comorbidity, prognosis, vulnerability and protective factors, Need for diagnosis and assessment, paradigms in psychopathology 1.4 Legal issues: Civil commitment, criminal commitment 1.5 Patient's rights and clinical practice guidelines, Prevention of mental health problems: universal, selective and indicated interventions	15
II	ANXIETY AND MOOD DISORDERS 2.1. Generalized Anxiety disorder, Separation Anxiety disorder, selective mutism, Panic disorder and PTSD 2.2. Phobias and OCD 2.3. Depressive disorders 2.4. Bipolar disorder	15

III	DISORDERS OF CHILDHOOD 3.1. Intellectual disability 3.2. Autism, Aspergers' and other pervasive developmental disorders 3.3. Learning disabilities 3.4. Oppositional defiant disorder, conduct disorder	15
IV	SOMATOFORM, DISSOCIATIVE, EATING AND SLEEP DISORDERS 4.1. Somatic symptom related disorders 4.2. Dissociative disorders, Fugue and amnesia Dissociative Identity Disorder 4.3. Eating disorders 4.4. Sleep disorders	15

References:

1. American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5thEdn)
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
3. Sarason, I.G, & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology (4thed.). Pacific Grove: Books/Cole.
5. Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). Abnormal psychology (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). Study guide to DSM-IV. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment. New York: Wiley.
11. World Health Organization (1992). The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines: Delhi: Oxford University Press.

Title of the Course and Course Code	PERFORMANCE MANAGEMENT AND DEVELOPMENT (ELECTIVE –II THEORY) PSY- 504	Number of Credits : 04
Course Outcomes (Cos) On completion of the course, the students will be able to:		
CO1	State various concepts like performance appraisal, job evaluation methods, learning theories and other training terminology	
CO2	Distinguish between different theoretical perspectives of training	
CO3	Examine the training needs of adult learners and applies the theoretical principles to training contexts	
CO4	Differentiate between the various learning theories and makes suitable use of them for training context	
CO5	Compare and contrast Human resource development, training and Organization Development	
CO6	Specify the training needs using the ADDIE model	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	PERFORMANCE MANAGEMENT 1.1. Job evaluation 1.2. Methods of Performance Appraisal: Employee appraisal, 360-degree feedback 1.3. Conducting and documenting and communicating performance appraisal 1.4. Reward Strategy	15
II	LEARNING IN THE ORGANISATION 2.1. Adult theories of learning: Behaviourism, Cognitive, Constructivist Pragmatism, and Humanistic 2.2. Middle range models of learning: Andragogy 2.3. Experiential learning 2.4. Incidental learning	15
III	HRD AND TRAINING 3.1. HRD, training and OD: Understanding its nature and scope 3.2. Paradigms and process of HRD 3.3. Assessing training needs and Designing a training program 3.4. Evaluating a training program	15
IV	TRAINING METHODS 4.1. Management games 4.2. On-the-job training, Apprenticeship 4.3. Simulation, assessment centers 4.4. In-basket training	15

References:

1. Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd.
4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill
5. Robbins, S.P., Judge T.A., &Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.
6. Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth
7. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
8. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu
9. Pareek, U. and Rao, T.V.(2003). Designing and managing human resource system. N.D.: Oxford & IBH.
10. Hersey, P.&Blanchard ,K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall.
11. Robbins,S. (2001). Organization behaviour. (9th ed.).New Delhi :Prentice Hall of India.
12. Rao , V.S.P. and Narayana ,P.S.(1995). Organizational theory and behaviour (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.
13. McShane ,S.L. and Von Glinow,M.A.(200). Organizational behavior: Emerging realities for the workplace revolution . New Dehli: Tata Mcgraw-Hill.

Title of the Course and Course Code	RESEARCH METHODOLOGY (THEORY) PSY-510	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe various research approaches used in social sciences and is able to classify characteristics of quantitative and qualitative research	
CO2	Compare and contrast quasi experimental research methods	
CO3	Apply inferential statistics like T-tests and ANOVA using SPSS to suitable research problem	
CO4	Evaluate the application of basic experimental designs to varied research problems.	
CO5	Differentiate between the various qualitative approaches to be used in research	
CO6	Design an experiment when a research problem is given	
Unit. No.	Contents	No. of Lectures
I	INTRODUCTION TO BEHAVIOUR SCIENCES RESEARCH 1.1 History of research. Indian, Egyptian, Greek ideas methodologies and research 1.2 Nature and scope of research in the social sciences, selecting a research topic 1.3 Problem, variables, hypothesis(types), sampling (types), 1.4 Approaches to research (qualitative, quantitative and Mixed) 1.5 Ethics in social science research	15
II	BASIC QUANTITATIVE RESEARCH DESIGNS 2.1 Survey: Cross sectional, successive independent samples, longitudinal 2.2 Non-experimental approaches: Phenomenology, case study, field study, correlational designs, ex post facto designs, archival research 2.3 Experimental Designs: Principles (Variance-systematic, error, extraneous), internal and external validity 2.4 Quasi experimental designs 2.5 Exploratory and confirmatory research	15
III	ADVANCED QUANTITATIVE RESEARCH DESIGNS 3.1 Between groups designs: Two group designs, more than two group designs 3.2 Factorial Designs 3.3 Within group designs: types 3.4 Two way and repeated measures ANOVA	15

IV	WRITING RESEARCH REPORT	15
	4.1 Purpose and structuring the research report	
	4.2 Review of literature	
	4.3 Proposal and research report writing (Thesis, journal)	
	4.4 Discussing results	
	4.5 References and bibliography	

References:

1. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
2. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
3. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
4. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.
5. Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
6. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*
7. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioural sciences*(3rd ed.). N.Y.: Academic Press.
8. Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)
9. Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
10. Locke, L.F., Sliverman, S.J. & Spirduso, W.W. (2004). *Reading and understanding research*(2nded). Thousand Oaks: Sage Publications.
11. Neuman W. & Lawrence (2007) *Social Research Methods*, Pearson Education.
12. Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed. NY: McGraw-Hill.
13. Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. N.D.: Pearson Education.
14. Richards Lyn and Morcse Janice M. (2013) *README FIRST FOR A USER'S GUIDE TO Qualitativemethods*, Third Edition, Sage Publication.
15. Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.
16. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer* (3rd ed). Upper Saddle River NJ: Prentice-Hall
17. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
18. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology*. Upper Saddle River NJ: Prentice-Hall.
19. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*

Title of the Course and Course Code	PSYCHOMETRY (PRACTICAL) PSY-520	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	State the different types of tests, its psychometric properties and uses	
CO2	Distinguish between tests that can be used to measure various psychological constructs.	
CO3	Employ tests to measure intelligence, personality, adjustment, attitudes and values	
CO4	Classify between self-report inventory and projective tests	
CO5	Review and interpret the results obtained from the tests	
CO6	Write a report based on test findings	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	I] GENERAL ABILITY TESTS (any one): 1. Intelligence tests: Verbal Test 2. Intelligence tests: Performance Test 3. Creativity 4. Thinking 5. Judgment and Reasoning	10
II	II] SPECIAL ABILITY TESTS (any one): 1. Multiple Aptitude Test 2. Special Aptitude Test	10
III	III] PERSONALITY TESTS (any two): 1. Self-report inventory 2. Projective test: Verbal 3. Projective test: Pictorial 4. Interest inventory 5. Adjustment inventory 6. Attitude / Values	20
IV	IV] OTHER TESTS (any two): 1. Stress / Frustration 2. Environmental Assessment 3. Development Assessment 4. Achievement Test 5. Cognitive Style 6. Self-Concept 7. Neuropsychological Assessment 8. Social Skill / Behavioural Skill	20

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Chadha N.K.(2009),*Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.
3. Kaplan R. M. & Saccuzzo D.P.(2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
4. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
5. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
6. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
7. Kline, P. (1983). *Personality measurement and theory*. Hutchinson.
8. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.

Title of the Course and Course Code	EXPERIMENTS I (PRACTICAL) PSY-521	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Cite the principles of scientific experimentation in the laboratory	
CO2	Demonstrate the various cognitive process such as learning, memory and perception with appropriate experiments	
CO3	Employ suitable experiment to study the problem	
CO4	Explain the obtained results of the experiment with the help of literature review	
CO5	Evaluate a research experiment critically.	
CO6	Design and carry out psychological experiments independently	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	COGNITIVE PROCESSES (ANY 3): 1. Signal Detection – ROC 2. Perceptual Defense 3. Concept Formation 4. Problem Solving 5. Study of Mental Imagery 6. Peterson’s Test of Rational Learning 7. Stroop Effect in Visual Perception 8. Effect of feedback on Illusion 9. Time perception	30
II	LEARNING (ANY 3): 1. Learning by Insight (Bolt Head Maze) 2. Interference: Retroactive / Proactive 3. Paired Associate Learning 4. Serial Learning 5. Verbal Conditioning 6. Transfer of training in maze learning	30

SEMESTER II

Title of the Course and Course Code	QUALITATIVE RESEARCH METHODS (THEORY) PSY-551	Number of Credits : 04
Course Outcomes (COs)		
On completion of the course, the students will be able to:		
CO1 Describe the rationale behind the use of qualitative research methods in social sciences		
CO2 Use appropriate methods of data collection for qualitative research		
CO3 Use software for qualitative data representation and analysis		
CO4 Compare and contrast qualitative and quantitative research methods		
CO5 Select an appropriate qualitative research approach to study social phenomena		
CO6 Analyze and represent qualitative data and write a report of qualitative research		
CH. 1 INTRODUCTION TO QUALITATIVE RESEARCH		No. of lectures
1.1. Nature and rationale of qualitative research 1.2. Difference between qualitative, quantitative and mixed designs in research 1.3. History of qualitative research 1.4. Paradigms of qualitative research		15
CH. 2 METHODS OF QUALITATIVE DATA COLLECTION		15
2.1. Interviews 2.2 Focused group discussions 2.3. Observation 2.4. Archival research 2.5. Data triangulation and transcription		
CH.3. APPROACHES TO QUALITATIVE RESEARCH		15
3.1. Phenomenology 3.2. Narrative research 3.3. Grounded theory 3.4. Ethnography 3.5. Case studies		
CH. 4 ANALYSIS AND REPRESENTATION OF QUALITATIVE DATA		15
4.1. Preparation of data 4.2. Approaches to data analysis: thematic content analysis, Charmas’ method, Strauss and Corbin’s method 4.3. Methods of representing qualitative data 4.4. Use of software in qualitative data analysis 4.5. Qualitative report writing		

Reference books

1. Flick, U. (2014) *An Introduction to Qualitative Research. 5th Edition*, Sage Publications, London.
2. Neuman, W. (2014) *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson, Essex, UK.
3. Denzin, N.K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks: SAGE

Title of the Course and Course Code	STATISTICAL METHODS (THEORY) PSY-552	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe concepts used in descriptive and inferential statistics	
CO2	Differentiate between the need to use within group, between group and multiple group design	
CO3	Employ advanced statistical techniques like two way ANOVA, MANOVA, Regression using SPSS	
CO4	Apply inferential statistics like T-tests and ANOVA using SPSS to suitable research problem	

Unit. No.	Contents	No. of Lectures
I	PRELIMINARY STATISTICS FOR SOCIAL SCIENCE RESEARCH 1.1 Probability, Normal Distribution Curve: Characteristics, Applications 1.2 Descriptive statistics: Measures of central tendency and dispersion 1.3 Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, Hypothesis testing, 1.4 Type I and Type II errors; one-tailed and two tailed test Confidence interval,	15
II	PARAMETRIC STATISTICS 2.1. Students' T Test 2.2. ANOVA : One way, Two-way and repeated 2.3. ANCOVA 2.4. MANOVA	15
III	NON-PARAMETRIC STATISTICS 3.1. Non-parametric tests: Man Whitney U test , Kruskal Wallis Test 3.2. Chi square 3.3. Correlation-nature, scatter plot, and types 3.4. Drawing conclusions: Generalizing from the results, generalizing across subjects, handling a non-significant outcome	15

IV	REGRESSION AND FACTOR ANALYSIS	15
	4.1 Regression-Linear and Multiple,	
	4.2 Investigating the effect of mediating and moderating variables.	
	4.3 Factor Analysis: Exploratory,	
	4.4 Factor Analysis: Confirmatory	

References:

1. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
2. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
3. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
4. Myers A. (1986). *Experimental Psychology*(2nd ed) California: Brooks/Cole Publishing company
5. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*

Title of the Course and Course Code	PSYCHOPATHOLOGY II (ELECTIVE –I THEORY) PSY-553	Number of Credits : 04
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Course Outcomes (COs) On completion of the course, the students will be able to:	
CO1	Names the different disorders listed in DSM 5. Describes the Clinical picture and symptoms of each disorder
CO2	Explains the etiological factors involved in these disorders from various paradigms in pathology
CO3	Infers about the causes of particular disorders on the basis of symptomatology and the patient's case history
CO4	Compares and contrasts between overlapping diagnostic categories.
CO5	Recommends appropriate strategies for treatment for particular disorders depending upon their time of onset, duration and intensity of symptoms
CO6	Develops case formulations and treatment goals for patients. Devises action plans to treat the patient.

Unit No.	Title of Unit and Contents	No. of Lectures
I	SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS 1.1 Brief history of schizophrenia 1.2 Schizophrenia spectrum: brief psychotic disorder, schizophreniform disorder, schizophrenia, schizoaffective disorder, catatonia 1.3 Delusional disorder 1.4 Etiological factors 1.5 Treatment	15
II	SEXUAL, GENDER RELATED AND PERSONALITY DISORDERS 2.1. Sexual Dysfunctions 2.2. Paraphilic disorders 2.3. Gender Dysphoria 2.4. Personality Disorders	15
III	SUBSTANCE RELATED, ADDICTIVE DISORDERS AND NEUROCOGNITIVE DISORDERS 3.1. Alcohol use, caffeine use, Cannabis use, Hallucinogen use, Opioid use, 3.2. Stimulant use, sedative, hypnotic or anxiolytic intoxication, tobacco use disorders 3.3. Neurocognitive disorder: delirium 3.4. Major and mild neurocognitive disorders: Alzheimer's, Parkinson's, Huntington's chorea, Lewi Body disease, Vascular dementia 3.5. Major and mild neurocognitive disorders due to Traumatic Brain injury, HIV and Prion disease	15

IV	OTHER CONDITIONS THAT MAY BE A FOCUS OF CLINICAL ATTENTION	15
	4.1. Medication induced movement disorders and other adverse effects of medication 4.2. Relational problems, neglect and abuse 4.3. Educational, occupational and social problems 4.4. Other problems related to the social environment	

References:

1. American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5 th Edn)
2. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (Eleventh edition.). Philadelphia: Wolters Kluwer.
3. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.
4. Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology* (4th ed.). Pacific Grove: Books/Cole.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.
6. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: current perspectives*. 9th Edn. Tata McGraw-Hill: New Delhi, India.
7. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
8. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
9. Fauman, M.A. (1996). *Study guide to DSM-IV*. Jaypee Brothers.
10. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
11. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
12. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingsto.
13. Sue, D., Sue D. W. & Sue S. (2006) “*Abnormal Behavior*” (8 th Edn) Houghton Mifflin Company.
14. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) *Abnormal Psychology* (15th Ed.) *Dorling Kindersley(India) Pvt.Ltd. of Pearson Education*.

Title of the Course and Course Code	STRATEGIC HUMAN RESOURCE MANAGEMENT (Elective II Theory) PSY-554	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describes the different models of Organization behaviour, culture, motivation and leadership theories. Outlines the historical development in the organization processes like motivation and leadership	
CO2	Distinguishes between the organizational structures and design. Gives examples of different types of conflicts and conflict handling styles.	
CO3	Employs the theoretical constructs pertaining to organizations to solve case study questions.	
CO4	Explains the scenarios in the organizations in the context of culture, motivation, leadership, Communication and Conflict insights.	
CO5	Critically evaluates the pros and cons of employing certain organizational constructs	
CO6	Writes about the functioning of organizations and diagnoses pitfalls and provides suggestions for improvement.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	STRATEGIC HRM 1.1 HRM and Strategic Management process 1.2 HR tools to implement strategy, Developing the HR strategy 1.3 Improving HRM effectiveness 1.4 HR analytics and Use of software for HRM functions.	15
II	COMPENSATION AND BENEFITS 2.1. Developing Pay levels and Pay structures 2.2. Types of Pay: Individual and Group 2.3. Types of Benefits 2.4. Matching organization strategy to compensation strategy	15
III	BUILDING COMPETENCY MODEL 3.1 Key concepts in competency model 3.2 Data collection methods 3.3 Steps in competency model 3.4 Uses of Competency models for HRM	15

IV	MANAGING HR GLOBALLY 4.1 Current global changes 4.2 Factors affecting HRM in global markets 4.3 International employees and levels of global participation 4.4 Management of expatriate managers	15
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References:

1. Michael Armstrong, Stephen Taylor, (2015). *Armstrong's Handbook of Human Resource Management Practice*. 13th edition. Kogan Page Publications.
2. Gary Dessler, Biju Varkkey, (2016). *Human Resource Management*. 14th edition. Pearson Publications Pacific Grove:
3. Nick Wilton, (2011). *An Introduction to Human Resource Management*. Sage SouthAsia Edition. SAGE Publications, Los Angeles.
4. Michael Muller-Camen, Richard Croucher, Susan Leigh, (2016) *Human Resource Management. A Case Study Approach*. Viva Books, New Delhi
5. K. Ashwathapa (2008). *Human Resource Management*. 5th edition, New Delhi: TataMcGraw-Hill
6. Pattanayak B. (2005) *Human Resource Management*. 3rd Edn. N.D. Prentice Hall
7. Pareek U. and Rao T.V. (2003) *Designing and Managing HumanResource System*. N.D. Oxford and IBH
8. Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006).
9. *Human Resource Management*. N.D.: Tata Mc-Graw Hill
10. Dessler, G. (2008). *Human resource management, 10thed*. N.D.: Dorling KindersleyIndia Pvt. Ltd.
11. Cascio, W.F. (2006). 7th ed. *Managing human resources: Productivity, quality ofwork life, profits*. N.D.: Tata Mc-Graw-Hill

Title of the Course and Course Code	FIELD PROJECT (CLINICAL) (PSY-560)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Outlines the functioning of the mental health institution	
CO2	Describes the hierarchy of the mental health institution with the job roles of each level	
CO3	Carries out designated tasks and projects in the mental health institution	
CO4	Identifies the needs of patient groups and available treatment methods	
CO5	Critically evaluates the functioning of the institution with respect to the effectiveness of its work in the field of mental health	
CO6	Writes a report detailing the steps undertaken and provides inputs to the organization and reflects on the insights gained	

GENERAL

1. Each batch of project should consist of maximum 12 students.
2. Workload for each batch will be equivalent to **8 lecture periods**.
3. Student should do fieldwork guided by the teacher concerned.
4. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.

2. There will be 50 marks for continuous (internal) assessment and 50 marks for Semester End Examination (SEE).

a) Continuous (Internal) Assessment of project-40 Marks.

1. Term Paper 1 -20 marks

2. Term Paper 2 -20 marks

b) Semester End Examination (SEE): 60Marks

b (1) Evaluation of Project Report-30 marks

b (2) Presentation & Viva-voce –30 marks

Title of the Course and Course Code	FIELD PROJECT (INDUSTRIAL) (PSY-560)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Outlines the functioning of institution or organisation	
CO2	Describes the organisation structure and Key roles in the organisation	
CO3	Carries out designated tasks and projects in the Organisation	
CO4	Identifies the HR related problem area of the organisation using various data collection tools	
CO5	Critically evaluates and provides inputs to the organisation	
CO6	Writes a report detailing the steps undertaken and provides inputs to the organisation and reflects on the insights gained	

GENERAL

1. Each batch of project should consist of maximum 12 students.
2. Workload for each batch will be equivalent to **8 lecture periods**.
3. Student should select a research problem pertinent to their specialization area in
4. consultation with teacher concerned OR the student should do fieldwork guided by the teacher concerned.

Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PROJECT ASSESSMENT– 100 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 40 marks for continuous (internal) assessment and 60 marks for Semester End Examination (SEE).

a) Continuous (Internal) Assessment of project-40 Marks.

1. Term Paper 1 -20 marks
2. Term Paper 2 -20 marks

b) Semester End Examination (SEE): 60Marks

b (1) Evaluation of Project Report-30 marks

b (2) Presentation & Viva-voce –30 marks

Title of the Course and Course Code	EXPERIMENTS II (PRACTICAL) PSY-570	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Cite the principles of scientific experimentation in the laboratory	
CO2	Demonstrate the various cognitive process such as memory, motivation and emotion with appropriate experiments	
CO3	Employ suitable experiment to study the problem	
CO4	Explain the obtained results of the experiment with the help of literature review	
CO5	Evaluate a research experiment critically.	
CO6	Design and carry out psychological experiments independently	

Unit I	MEMORY (ANY 3): 1. Short Term Memory 2. Effect of Mnemonic Strategy on Memory 3. Immediate Memory Span: Meaningful Vs. Meaningless Material 4. Organization in Memory 5. Memory for Unattended Material 6. Memory for Associated and Un-associated Pairs of Words	30
Unit II	MOTIVATION AND EMOTION (ANY 3): 1. Zeigarnik Effect 2. Effect of Anxiety on Performance 3. Knowledge of Result 4. Goal Setting 5. Level of Aspiration- Steadiness Tester or Tower Building Blocks	30

Reference books:

1. D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.
2. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
3. Jalota, S. (1962). Experiments in psychology. Asia Publishing House.
4. Kaplan R. M. & Saccuzzo D.P. (2005) Psychological Testing, Principles, Applications and Issues. Sixth Ed. Cengage Learning India, Pvt Ltd.
5. Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.
6. Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House.
7. Postman, L. & Egan, J.P. (1949), reprint 2009. Experimental psychology: An introduction. ND: Kalyani Publication.

Title of the Course and Course Code	STATISTICS (PRACTICAL) PSY-571	Number of Credits : 02
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe various research approaches used in social sciences and is able to classify characteristics of quantitative and qualitative research	
CO2	Compare and contrast quasi experimental research methods	
CO3	Apply inferential statistics like T-tests and ANOVA using SPSS to suitable research problem	
CO4	Evaluate the application of basic experimental designs to varied research problems.	
CO5	Differentiate between the various qualitative approaches to be used in research	
CO6	Design an experiment when a research problem is given	
Unit. No.	Contents	No. of Lectures
I	PRELIMINARY STATISTICS FOR SOCIAL SCIENCE RESEARCH 1.1 Probability, Normal Distribution Curve: Characteristics, Applications 1.2 Descriptive statistics: Measures of central tendency and dispersion 1.3 Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, Hypothesis testing, 1.4 Type I and Type II errors; one-tailed and two tailed test Confidence interval,	15
II	PARAMETRIC STATISTICS 2.1 Students' T Test 2.2 ANOVA : One way, Two-way and repeated 2.3 ANCOVA 2.4 MANOVA	15
III	NON-PARAMETRIC STATISTICS 3.1 Non-parametric tests: Man Whitney U test , Kruskal Wallis Test 3.2 Chi square 3.3 Correlation-nature, scatter plot, and types 3.4 Drawing conclusions: Generalizing from the results,	15

	generalizing across subjects, handling a non-significant outcome	
IV	REGRESSION AND FACTOR ANALYSIS 4.1 Regression-Linear and Multiple, 4.2 Investigating the effect of mediating and moderating variables. 4.3 Factor Analysis: Exploratory, 4.4 Factor Analysis: Confirmatory	15

Students will be provided with dummy data sets and they will be expected to carry out statistical analysis of the data using SPSS

References:

1. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
2. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
3. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*. Narosa.
4. Myers A. (1986). *Experimental Psychology*(2nd ed) California: Brooks/Cole Publishing company
5. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education*