

Anekant Education Society
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati
Autonomous

Course Structure for M.A.-II Semester-III Psychology
(2019 Pattern)

Semester	Paper Code	Title of Paper	No. of Credits
III	PSY 5301	Personality	04
	PSY 5302	Psychopathology-I	04
	PSY 5303	Psychodiagnostics Procedure and techniques	04
	PSY 5304	Project	04

Syllabus (CBCS) For M.A. Psychology
(2019 Pattern)
(Effective from academic year 2020-2021)
Choice Based Credit System Syllabus (2019 Pattern)

Class: M.A. II (Semester – III)

Course Code: PSY5301

Credit: 04

Title of the Course: Personality

No. of Lectures: 40

A) Course Objectives:

To acquaint the students with:

1. To provide the students with a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2. To allow the students to observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.
3. To acquaint the students with the applications of personality theories in different walks of life.
4. To develop the ability to compare and contrast different theoretical approaches.
5. To apply theoretical concepts to analyze and interpret case studies, demonstrating the practical application of personality theories in understanding human behavior.
6. To critically examine criticisms and limitations associated with each personality theory.
7. To apply theoretical knowledge to practical settings, such as counseling, clinical contexts, demonstrating the relevance and utility of personality theories in real-world scenarios.

B) Course Outcomes:

- CO1. Students will be able to demonstrate a comprehensive understanding of major personality theories.
- CO2. Students will be capable of critically evaluating research methodologies used in personality psychology.
- CO3. Students will be able to apply personality concepts to real-world scenarios, demonstrating an understanding of how personality influences behavior, relationships.
- CO4. Students will develop the ability to compare and contrast different theoretical approaches.
- CO5. Students will apply theoretical concepts to analyze and interpret case studies, demonstrating the practical application of personality theories in understanding human behavior.
- CO6. Students will critically examine criticisms and limitations associated with each personality theory, fostering a nuanced understanding of the strengths and weaknesses of different perspectives.

CO7. Students will be able to apply theoretical knowledge to practical settings, such as counselling, clinical contexts, demonstrating the relevance and utility of personality theories in real-world scenarios.

UNIT-I INTRODUCTION TO PERSONALITY [10]

- 1.1 Definitions and nature of personality
- 1.2 Different perspective of personality
- 1.3 Applications of personality in industrial and clinical areas.
- 1.4 Approaches: Person-Situation interaction, Idiographic & Nomothetic

UNIT-II PSYCHODYNAMIC & NEO-PSYCHODYNAMIC THEORIES OF PERSONALITY [10]

- 2.1 Classical Psychoanalysis: Sigmund Freud
- 2.2 Carl Jung
- 2.3 Adler, Horney
- 2.4 Erik Erikson, Sullivan

UNIT-III LEARNING, COGNITIVE, HUMANISTIC – EXISTENTIAL APPROACHES TO PERSONALITY [10]

- 3.1 Learning Perspectives: Dollard & Miller, Julian Rotter's expectancy model
- 3.2 Cognitive Perspectives: Kelly's constructive alternativism
- 3.3 Humanistic Perspectives: Abraham Maslow, Carl Rogers
- 3.4 Existential Positions: Viktor Frankl, Rollo May
- 3.5 Kohlberg theory of Moral Development

UNIT- IV TRAIT APPROACH AND CURRENT ISSUES [10]

- 4.1 Trait Approach: History

4.2 G. Allport, Raymond Cattell

4.3 Hans. J. Eysenck, Five Factor Model – Costa & McCrae

4.4 Assessment of Traits Approach's and current Issues

4.5 Current Issues II: Consistency and temporal stability of personality and issues in social desirability.

References:

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20. Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.

21. Kundu, C.L. (1989). *Personality development*. ND: Sterling Pub.
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Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Personality

Course Code: PSY5301

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
CO 1				3				
CO 2	3						3	2
CO 3						3		
CO 4				2				
CO 5					3			
CO 6		3						3
CO 7			3					

PO1: Research-Related Skills and Scientific Temper

CO2: Developing the ability to critically evaluate research methodologies aligns with the research-related skills and scientific temper, ensuring students can assess and scrutinize the scientific methods used in personality psychology research.

PO2: Effective Citizenship and Ethics

CO6: The critical examination of criticisms and limitations involves ethical considerations and aligns with the broader goal of fostering effective citizenship and ethical behavior.

PO3: Social competence and Communication skills

CO7: Applying theoretical knowledge to practical settings requires effective communication and social competence, aligning with the development of social competence and communication skills.

PO4: Disciplinary Knowledge

CO1&CO4: It involves acquiring and applying disciplinary knowledge in personality theories, ensuring students have a solid understanding of the field.

PO5: Personal and Professional Competence

CO5: Applying theoretical concepts to case studies requires a blend of personal and professional competence, demonstrating the practical application of personality theories in understanding human behavior.

PO6: Self-directed and Life-long learning

CO3: The ability to apply personality concepts to real-world scenarios reflects self-directed and life-long learning, as students continually apply theoretical knowledge to different contexts.

PO7: Environment and Sustainability

CO2:These outcomes involve considerations related to the environmental and sustainability aspects of research methodologies and ethical considerations.

PO8: Critical Thinking and Problem Solving

CO2 &CO6:Critical thinking and problem-solving skills are inherent in the critical evaluation of research methodologies and the examination of criticisms and limitations associated with personality theories.

Class: M.A.II (Semester-III)

Course Code: PSY5302

Title of the Course: Psychopathology-I

Subject: Psychology

No. of Lectures: 40

A) Course Objectives:

1. Latest DSM-5 classification system of Mental Disorders
2. Various Perspective of Psychopathology
3. The symptoms and prognosis of different Mental Disorders
4. Equip students with skills to analyze clinical presentations, symptoms, and behaviors associated with various mental disorders.
5. Introduce different therapeutic approaches and interventions used in managing and treating mental health disorders, considering evidence-based practices.
6. Encourage critical thinking by evaluating strengths, weaknesses, and applicability of different psychopathological perspectives in explaining mental health conditions.
7. Highlight the importance of ethical practices and cultural sensitivity in diagnosing, treating, and understanding mental health issues.

B) Course Outcomes:

- CO1. Students should demonstrate comprehensive knowledge and understanding of the DSM-5.
- CO2. Apply psychopathological perspectives to analyze case studies or real-life scenarios, elucidating how each perspective might explain the observed behaviors or symptoms.
- CO3. Identify and describe the symptoms, behaviors, and diagnostic criteria associated with various mental disorders.
- CO4. Develop proficiency in assessing and interpreting clinical presentations and symptoms associated with mental disorders.
- CO5. Acquire knowledge about various therapeutic interventions used for treating mental health disorders.
- CO6. Demonstrate critical thinking by evaluating and comparing different psychopathological perspectives in their application to mental health.
- CO7. Understand the significance of cultural sensitivity and ethical considerations when dealing with mental health issues and diverse populations.

CREDIT-I INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY [10]

- 1.1 Definition and Criteria of mental disorder
- 1.2 Historical Background and Classification of mental disorder According to DSM-5
- 1.3 DSM-5 and ICD-11 based classification of mental disorders (main categories)
- 1.4 Various Perspectives in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model.

CREDIT-II NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA SPECTRUM & OTHER PSYCHOTIC DISORDERS. [10]

- 2.1 Intellectual Disability: Definition, types, causes and treatment
- 2.2 Childhood Disorders: Autism, ADHD and Learning Disability
- 2.3 Schizophrenia: Definition, Subtypes symptoms, etiology and treatments
- 2.4 Schizophrenia Spectrum and Other Psychotic Disorders

CREDIT-III DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDER [10]

- 3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, Dysthymia, Premenstrual Dysphoric Disorder. Symptoms, causes of and treatments for Depression
- 3.2 Anxiety Related Disorder: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder
- 3.3 Obsessive-Compulsive Related Disorders: Obsessive-Compulsive Disorder (OCD), Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania Disorder
- 3.4 Trauma and stress related disorder

CREDIT-IV DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING, ELIMINATION AND SLEEP-WAKE DISORDERS [10]

4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.

4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder 4.3A) Eating Disorder: Types- 1) Pica, 2) Ruminant, 3) Avoidant food Intake Disorder, 4) Bulimia

B) Elimination Disorder: Types- 1) Enuresis, 2) Encopresis

4.4 Sleep-wake Disorders: Somnia types: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder. Parasomnic Types- 1) Non REM sleep arousal disorder, 2) Sleep-waking, 3) Sleep Terror, 4) Nightmare, 5) REM sleep behavior disorder, 6) Restless legs syndrome.

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Mapping of Program Outcomes with Course Outcomes

Class: M.A-II (Sem III)

Subject: Psychology

Course: Psychopathology-I

Course Code: PSY-5302

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
CO 1				3					
CO 2					3				
CO 3						3			
CO 4	3				3				
CO 5				3					
CO 6								3	
CO 7		3							

Justification for the mapping

PO1:Research-Related Skills and Scientific temper:

CO4:Developing proficiency in assessing and interpreting clinical presentations aligns with disciplinary knowledge, fostering a deeper understanding of mental health disorders.

PO2:Effective Citizenship and Ethics:

CO7:Understanding cultural sensitivity and ethical considerations in mental health emphasizes effective citizenship, ensuring responsible and respectful practices with diverse populations.

PO4:Disciplinary Knowledge:

CO1:Demonstrating comprehensive knowledge and understanding of the DSM-5 ensures a solid foundation in mental health diagnostics, aligning with disciplinary expertise.

CO5:Acquiring knowledge about therapeutic interventions for mental health disorders corresponds with disciplinary expertise, enhancing the ability to address diverse treatment modalities.

PO5:Personal and professional competence:

CO2:Applying psychopathological perspectives to analyze cases integrates theoretical knowledge with personal and professional competence, enhancing the ability to explain observed behaviors.

CO4:Developing proficiency in assessing and interpreting clinical presentations aligns with disciplinary knowledge, fostering a deeper understanding of mental health disorders.

PO6:Self-directed and Life-long learning:

CO3:Identifying symptoms and diagnostic criteria of mental disorders reflects a commitment to self-directed learning and lifelong knowledge acquisition.

PO8:Critical Thinking and Problem Solving:

CO6:Demonstrating critical thinking in evaluating psychopathological perspectives promotes problem-solving skills, enriching the application of theoretical knowledge to mental health scenarios.

Class: M.A.-II (Semester – III)

Course Code: PSY 5303 **Title of the Course:** Psychodiagnostics Procedure and techniques

Credit: 04

No. of Lectures: 40

A) Course Objectives:

1. To understand the theoretical foundations and principles of psychodiagnostics in clinical psychology.
2. Acquire proficiency in various psychodiagnostic methods and tools used in clinical assessment.
3. Develop skills in differential diagnosis by distinguishing between various psychological disorders.
4. Gain awareness and competence in conducting culturally sensitive psychodiagnostic assessments.
5. To Develop written and verbal communication skills to communicate assessment findings to clients, colleagues and other stakeholders.
6. Developing the ability to integrate data from multiple sources to create a comprehensive understanding of the client's psychological functioning.
7. Understand and adhere to ethical guidelines and standards in the practice of psychodiagnostics.

B) Course Outcomes:

- CO1. Students will demonstrate a broad understanding of key concepts, historical and development, ethical considerations in psychodiagnostics.
- CO2. Students will be able to accurately administer, score, and interpret common psychodiagnostics instruments.
- CO3. Students will be able to apply psychodiagnostics techniques to differentiate similar clinical presentations and make accurate diagnoses.
- CO4. Students will be able to adapt assessment tools and techniques to consider cultural factors and diverse perspectives.
- CO5. Students will prepare clear, concise and clinically relevant reports and presentations based on assessment results.

CO6. Students will demonstrate competency in synthesizing information from standardized tests and other assessment methods to inform treatment planning.

CO7. Students will demonstrate ethical decision-making skills, respect client confidentiality and maintain the highest standards of professional conduct.

UNIT-1 PSYCHODIAGNOSTIC PROCEDURE [10]

1.1 Structured clinical interview for DSM (SCID) and Its types

1.2 A) DSM-5 Self-Rated levels 1 Cross-Cutting symptom Measure- Adult form B)

Parent/Guardian-Rated DSM-5 levels 1 Cross-Cutting symptom Measure- Child form (age 6 to 17)

1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity

1.4 WHO Disability Assessment Schedule

UNIT-2 PSYCHODIAGNOSTIC PROCEDURE-II [10]

2.1 Personality Inventories- MMPI-2, MCMI

2.2 Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale

2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory (Self Analysis Forms IPAT Anxiety Scale)

2.4 Schizophrenia Measure: Positive Negative Syndrome Scale(PNSS)

UNIT-3 PSYCHODIAGNOSTIC PROCEDURE-III [10]

3.1 Neuropsychological Test: 1) Bender Visual Motor Gestalt Test, 2) Luria- Nebraska Neuropsychological Battery 3) Halstead-Reitan Neuropsychological Battery

3.2 Projective Techniques: Rorschach Ink-Blot Test, 2) Murray TAT, 3) Children Apperception Test

3.3 Diagnostic Test for Special Populations: Infant Development Measures: 1) Bayley Scales of Infant and Toddler Development, 2) Gesell Developmental Schedules

3.4 Intellectual Disability Assessment Techniques: Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Malin's Intelligence Scale

UNIT-4 COGNITIVE ASSESSMENT & CLINICAL REPORT [10]

4.1 Writing Clinical Report

4.2 Mental State Assessment

4.3 Mini-Mental state Examination (MMSE Cognitive Impairment)

4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

REFERENCE BOOKS

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
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Mapping of Program Outcomes with Course Outcomes

Class: M.A.-II (SEM-III)

Subject: Psychodiagnostics Procedure and techniques

Course Code: PSY 5303

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
CO 1			3						
CO 2									
CO 3				3					
CO 4				2					
CO 5					3				
CO 6									
CO 7									
CO 8									

Mapping of Program Outcomes with Course Outcomes

PO3: Social Competence and Communication Skills

CO1: Students will demonstrate a broad understanding of key concepts, historical development, and ethical considerations in psychiatry.

Justification: This course provides basic knowledge and ethical thinking, enhances social competence and communication skills through discussions and case studies.

PO4: Disciplinary Knowledge

CO3: Students will be able to apply psychodiagnostic techniques to differentiate between similar clinical presentations and make accurate diagnoses.

Justification: This course translates theoretical knowledge into practical application, reinforcing disciplinary knowledge by applying techniques to real clinical situations.

CO4: Students will be able to adapt assessment tools and techniques to consider cultural factors and diverse perspectives.

Justification: This course focuses on integrating cultural competence into psychiatry, contributing to a comprehensive disciplinary knowledge base.

PO5: Personal and Professional Competence

CO5: Students will prepare clear, concise and clinically relevant reports and presentations based on assessment results.

Justification: This course enhances personal and professional competence with an emphasis on effective communication of assessment results, a critical skill in the field.

Class: M.A. II (Semester – III)

Course Code: PSY5304

Credit: 04

Title of the Course: Project

No. of Lectures: 40

A) Course Objectives:

1. To formulate clear and focused research questions relevant to a specific area within psychology.
2. To demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
3. To design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
4. To proficient in using relevant research tools, software, and technologies to collect and analyze data for their projects.
5. To demonstrate an awareness of ethical considerations in research.
6. To analyze and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
7. To integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.

B) Course Outcomes:

- CO1. Students will be able to formulate clear and focused research questions relevant to a specific area within psychology.
- CO2. Students will demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
- CO3. Students will design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
- CO4. Students will be proficient in using relevant research tools, software, and technologies to collect and analyze data for their projects.
- CO5. Students will demonstrate an awareness of ethical considerations in research.
- CO6. Students will analyze and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
- CO7. Students will integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.

PROJECT IN THE AREA OF CLINICAL PSYCHOLOGY:

GENERAL

1. Each batch of project should consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.

3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

PROJECT ASSESSMENT– 100 MARKS

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

There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination(ESE).

a) Continuous (Internal) Assessment of project-50 marks

1. Term Paper 1:Introduction, Definitions of main concepts, rationale, significance of the topic of research project -10 marks
2. Term Paper 2: Review of literature-10 marks
3. Presentation of project report in the classroom -20 marks
(Expert teacher appointed by HOD will give marks to each student)

b) Semester-End Examination (SEE)-50 marks

b (1) Evaluation of Project Report-20 marks

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

1. Problem selected, its rationale and significance-3
2. Review work-5
3. Method -05
4. Interpretation, discussion& implications-5
5. Overall quality of the report-2

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

1. Presentation -20 marks
2. Viva-voce-20 marks

Note :

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 32(5) (a) Committee of Pune University.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Project

Course Code: PSY5304

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
CO 1	3			2				3
CO 2			3					
CO 3		3					3	
CO 4					3			
CO 5		2						
CO 6						3		2
CO 7				3				

PO1: Research-Related Skills and Scientific Temper

CO1: Developing the skill to formulate clear research questions is a fundamental aspect of research-related skills, contributing to the overall scientific temper.

PO2: Effective Citizenship and Ethics

CO3&CO5: These outcomes directly involve ethical considerations in research, aligning with the broader goal of effective citizenship and ethics.

PO3: Social competence and Communication skills

CO2: Conducting literature reviews requires effective communication skills and social competence, as students synthesize existing research to inform their projects.

PO4: Disciplinary Knowledge

CO1&CO7: Formulating research questions and integrating interdisciplinary perspectives contribute to the development and application of disciplinary knowledge.

PO5: Personal and Professional Competence

CO4: Proficiency in using research tools and technologies contributes to personal and professional competence, enhancing students' practical skills.

PO6: Self-directed and Life-long learning

CO6: Analysing and interpreting project results involve self-directed learning as students continually refine their skills in data analysis.

PO7: Environment and Sustainability

CO3: Designing research methodologies with ethical considerations aligns with the environmental and sustainability aspects of research.

PO8: Critical Thinking and Problem Solving

CO1&CO6: Critical thinking and problem-solving skills are inherent in the formulation of research questions and the analysis and interpretation of project results.