



Anekant Education Society's
Tuljaram Chaturchand College, Baramati

(Autonomous)

Two Year Degree Program in Psychology
(Faculty of Humanities)

CBCS Syllabus

M.A. (Psychology) Part-II Semester –III

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 psycho-social 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 neurodevelopment 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. | Dr. Shinde V.B. | Chairman |
| 2. | Dr. Waman R.R. | Vice-Chancellor Nominee |
| 3. | Dr. Shitole S. K. | Expert from other University |
| 4. | Dr. Singh Bhupender | Expert from other University |
| 5. | Mr. Shinde Sandip | Industry Expert |
| 6. | Mrs. Shah Smita | Meritorious Alumni |
| 7. | Dr. Dhame G.M. | Member |
| 8. | Dr. Jagtap R.D. | Member |
| 9. | Dr. Awate J.N. | Member |
| 10. | Mr. Londhe D.V. | Member |
| 11. | Mr. Kumbhar Kunal | Student Representative |
| 12. | Ms. Kumbhar Ankita | Student Representative |
| 13. | Ms. Kharat Mayuri | Student Representative |
| 14. | Mr. DombPranoti | Student Representative |

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

Course Structure for (M. A. Psychology) Part-II (2024 Pattern)

| Sem. | Course Type | Course Code | Course Title | Theory/ Practical | No. of Credits |
|--|---------------------------|----------------|--|----------------------|----------------|
| III | Major (Mandatory) | PSY-601-MJM | Personality | Theory | 04 |
| | Major (Mandatory) | PSY -602-MJM | Psychology of Abnormal Behaviour Personnel psychology | Theory | 04 |
| | Major (Mandatory) | PSY -603-MJM | Psychodiagnostics Organizational Behaviour | Theory | 04 |
| | Major (Mandatory) | PSY -604-MJM | Indian Psychology | Theory | 02 |
| | Major (Elective) | PSY -611-MJE | Health Psychology | Theory | 04 |
| | | PSY -611-MJE | Advance Social Psychology | | |
| | Research Methodology (RM) | PSY -621-RP | Research Project | Theory | 04 |
| Total Credits Semester III | | | | | 22 |
| IV | Major (Mandatory) | PSY-651-MJM | Motivation & Emotion | Theory | 04 |
| | Major (Mandatory) | PSY-652-MJM | Psychopathology Human resource management | Theory | 04 |
| | Major (Mandatory) | PSY-653-MJM | Psychotherapies Organizational Development | Theory | 04 |
| | Major (Elective) | PSY-661-MJE(A) | Professionalism in Psychology | Theory | 04 |
| | | PSY-661-MJE(B) | Gender Psychology | | |
| | Research Project (RP) | PSY-681-FP | Research Project | Project | 06 |
| Total Credits Semester IV | | | | | 22 |
| Cumulative Credits of Semester III and IV | | | | | 44 |

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

| | |
|------------------------------|---------------------------------|
| Name of the Programme | : M.A. |
| Program Code | : PPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : MAJOR MANDATORY THEORY |
| Course Name | : PERSONALITY |
| Course Code | : PSY-601-MJM |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. Introduce the definitions and nature of personality, theories, and applications in counselling and clinical areas.
2. Explore psychoanalytic and neo-psychoanalytic theories including those of Freud, Jung, Adler, Horney, Erikson, and Fromm.
3. Examine learning, cognitive, humanistic, and existential approaches to personality, including perspectives from Dollard & Miller, Rotter, Kelly, Maslow, Rogers, Frankl, and May.
4. Study the trait approach to personality, its history, and prominent theorists such as Allport, Cattell, Eysenck, and the Five Factor Model by Costa & McCrae.
5. Understand the assessment techniques used in personality evaluation.
6. Analyse the evolution of personality assessment methods and contemporary issues in the field.
7. Apply theoretical knowledge to practical scenarios in counselling and clinical settings.

B) Course Outcomes

After the completion of this course students will gain:

- CO1. Develop a comprehensive understanding of the definitions, nature, and significance of personality in various contexts.
- CO2. Evaluate and compare psychoanalytic and neo-psychoanalytic theories in understanding individual differences.
- CO3. Critically assess learning, cognitive, humanistic, and existential perspectives on personality development
- CO4. Analyze the trait approach to personality, including its historical background and contemporary applications.
- CO5. Demonstrate proficiency in personality assessment techniques and their relevance in clinical practice.
- CO6. Identify and discuss current issues and debates in the field of personality psychology.
- CO7. Apply theoretical knowledge to counseling and clinical scenarios, demonstrating practical skills in personality assessment and intervention.

Topics and Learning Points

UNIT-I INTRODUCTION TO PERSONALITY (15 Lectures)

- 1.1 Definitions and nature of personality
- 1.2 Theories of personality
- 1.3 Applications of personality in counseling and clinical areas
- 1.4 Assessment of Personality

UNIT-II PSYCHOANALYTIC & NEO-PSYCHOANALYTIC THEORIES OF PERSONALITY (15 Lectures)

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

UNIT-III LEARNING, COGNITIVE, HUMANISTIC - EXISTENTIAL APPROACHES TO PERSONALITY (15 Lectures)

- 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

UNIT- IV TRAIT APPROACH AND CURRENT ISSUES**(15 Lectures)**

- 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

Reference Books

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Edn. Wiley:India.
2. Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons.
3. Ryckman, R.M. (1978). *Theories of Personality*. D.Van Nostrand Company.
4. Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. 6th Edn. Pearson Prentice Hall, India.
5. Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall. Larsen & Buss *Personality Development*
6. Buck, R. (1976) *Human Motivation and Emotion*, New York: Wiley.
7. Endler, N.S., & Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
8. Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
9. Aleem, Sheema (2012). *Theories of Personality*. Dorling Kindersley (India)
10. Schultz, D.P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
11. Kaplan, H.B. (1996), *Psychological stress from the perspective of self- theory*. In: H.B. In Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
12. McCrae, R.R. & Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluver.

Mapping of Program Outcomes with Course Outcomes

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

Subject: Psychology

Course:Personality

course Code:PSY-601-MJM

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

| Programme Outcomes (POs) | | | | | | | |
|--------------------------|------|------|------|------|------|------|------|
| Course Outcomes | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
| CO 1 | 3 | | 3 | | | | |
| CO 2 | | | | | | | 3 |
| CO 3 | 3 | 3 | | | | | 3 |
| CO 4 | 3 | 3 | | | | | |
| CO 5 | | | | | 3 | | 3 |
| CO 6 | | | | | | 3 | |
| CO 7 | | 3 | | 3 | | | 3 |

Justification for the Mapping

1. PO1 Comprehensive Knowledge and Understanding: CO1 - PO1, PO3: Developing a comprehensive understanding of personality aligns with PO1 (Comprehensive Knowledge and Understanding) as it involves acquiring knowledge about personality in various contexts. It also aligns with PO3 (Constitutional, humanistic, ethical, and moral values) as it fosters an appreciation for the ethical and moral implications of personality theories.
2. PO2 Application of knowledge and skills:CO2 - PO7: Evaluating and comparing psychoanalytic and neo-psychoanalytic theories aligns with PO7 (Critical and Creative Thinking) as it requires critical analysis and comparison of different theoretical perspectives.
3. PO3 Constitutional, humanistic, ethical, and moral values:CO3 - PO1, PO2, PO7: Critically assessing various perspectives on personality development aligns with PO1 (Comprehensive Knowledge and Understanding) as it involves acquiring knowledge about different theories. It also aligns with PO2 (Application of knowledge and skills) as it requires applying theoretical knowledge to evaluate theories. Additionally, it aligns with PO7 (Critical and Creative Thinking) as it involves critical evaluation of theories.
4. PO4 Employability and job-ready skills, and entrepreneurship skills:CO4 - PO1, PO2: Analyzing the trait approach to personality aligns with PO1 (Comprehensive Knowledge and Understanding) as it involves understanding the historical background and applications of trait theory. It also aligns with PO2 (Application of knowledge and skills) as it requires applying theoretical knowledge to analyse the trait approach.

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

(w. e. from June, 2024)

| | |
|------------------------------|---|
| Name of the Programme | : M.A. |
| Program Code | : PPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : MAJOR MANDATORY THEORY |
| Course Name | : PSYCHOLOGY OF ABNORMAL BEHAVIOUR |
| Course Code | : PSY-602-MJM |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

To acquaint the students with:

1. Latest DSM-5 classification system of Mental Disorders.
2. Various Perspective of Psychopathology.
3. The symptoms and prognosis of different Mental Disorders.
4. To comprehend the definitions and criteria of mental disorders and their historical evolution.
5. To identify and differentiate neurodevelopment disorders and their respective causes and treatments.
6. To examine anxiety-related disorders, obsessive-compulsive-related disorders, trauma, and stress-related disorders.
7. To understand dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders.

B) Course Outcomes

- CO1. Understand the ethical and social issues surrounding a diagnosis of abnormality.
- CO2. Examine the impact of biological factors on the development of psychological disorders.
- CO3. Develop an understanding of how social and cultural factors impact the expression of psychological disorders.

CO4. Demonstrate knowledge of the criteria used to define mental disorders.

CO5. Identify and differentiate neurodevelopment disorders like intellectual disability and childhood disorders

CO6. Evaluate anxiety-related disorders, obsessive-compulsive-related disorders, trauma, and stress-related disorders.

CO7. Evaluate dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders.

TOPICS AND LEARNING POINTS

UNIT-I INTRODUCTION TO MENTAL DISORDER AND PARADIGMS OF PSYCHOPATHOLOGY (15 Lectures)

1.1 Definition and Criteria of mental disorder

1.2 History and Classification of mental disorder According to DSM-5TR

1.3 Diagnosing Psychological Disorders: DSM-5TR and ICD-11

1.4 Various Perspectives in Psychopathology- Biological, Psychoanalytical, Behavioristic, Cognitive, Humanistic-existential, Diathesis- Stress Model

UNIT -II NEURODEVELOPMENTAL DISORDERS, SCHIZOPHRENIA SPECTRUM & OTHER PSYCHOTIC DISORDERS (15 Lectures)

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 Other Psychotic Disorders

UNIT -III DEPRESSION, ANXIETY, OBSESSIVE-COMPULSIVE, TRAUMA AND STRESS RELATED DISORDER (15 Lectures)

3.1 Depression: Definition, types- Disruptive Dysregulation Disorder, Major Depression, 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

UNIT-IV DISSOCIATIVE DISORDERS, SOMATIC SYMPTOM RELATED DISORDERS, EATING AND SLEEP-WAKE DISORDERS (15 Lectures)

4.1 Dissociative Disorder: Definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization. Causes, Symptoms and Treatment.

4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Conversion Disorder, Factitious Disorder

4.3 Eating Disorder: Types- Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder Causes, Symptoms and Treatment.

4.4 Sleep-wake Disorders: 1) Insomnia, 2) Hypersomnia, 3) Narcolepsy, 4) Breathing related disorder, 5) Sleep-waking, 6) Sleep Terror, 7) Nightmare

References:

1. American Psychiatric Association: Text Revision (2022) “*Diagnostic and Statistical Manual of Mental Disorders*”.
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* (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. First, M.B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, etiology, and treatment*. New York: Wiley.
10. World Health Organization (1992). *The ICD-10 Classification of mental and behavioral disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
11. Puri, B.K., Laking, P.J. & Treasaden, I.H. (1996). *Textbook of psychiatry*. New York: Churchill Livingstone.
12. Oltmanns T. F., Emery R. E. (1995) „*Abnormal Psychology*“ Prentice Hall.
13. Sue, D., Sue D. W. & Sue S. (2006) “*Abnormal Behavior*” (8th 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.

15. Ray, W.J. (2015). *Abnormal Psychology Neuroscience Perspectives Behaviour and Experience*, Sage Publications India Pvt. Ltd. Psychology of Abnormal Behaviour

Mapping of Program Outcomes with Course Outcomes

Class: M.A-II (SEM III)

Subject: Psychology

Course: Psychology of Abnormal Behavior

Course Code: PSY-602-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 |
| CO 1 | | 3 | | | | | | | |
| CO 2 | 3 | | | | | | | | |
| CO 3 | | | 3 | | | | | | |
| CO 4 | | | | 3 | | | | | |
| CO 5 | | | | 3 | | | | | |
| CO 6 | | | | | 3 | | | | |
| CO 7 | | | | | | | 2 | | |
| CO 8 | | | | | | | | | |

Justification for the Mapping

PO1: Research-Related Skills and Scientific temper:

CO2: Examining the influence of biological factors on psychological disorders cultivates research-related skills and a scientific temper, enriching the understanding of the etiology of mental health conditions.

PO2: Effective Citizenship and Ethics:

CO1: Understanding the ethical and social implications of abnormality diagnoses fosters effective citizenship and ethical awareness in navigating mental health contexts.

PO3: Social competence and communication skills:

CO3: Developing an awareness of how social and cultural factors impact psychological disorders enhances social competence and communication skills for culturally sensitive interactions.

PO4: Disciplinary Knowledge:

CO4: Demonstrating knowledge of the criteria for defining mental disorders reflects disciplinary expertise, ensuring a comprehensive grasp of the classification and diagnostic process.

CO5: Identifying and differentiating neurodevelopmental disorders aligns with disciplinary knowledge, providing a nuanced understanding of specific developmental challenges.

PO5: Personal and professional competence:

CO6: Evaluating anxiety-related, obsessive-compulsive-related, trauma, and stress-related disorders contributes to personal and professional competence in assessing and managing diverse psychological conditions.

PO7: Environment and Sustainability:

CO7: Evaluating dissociative disorders, somatic symptom-related disorders, eating disorders, and sleep-wake disorders aligns with environmental and sustainability considerations, promoting holistic well-being in individuals and communities.

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

(w. e. from June, 2024)

| | |
|------------------------------|---|
| Name of the Programme | : M.A. |
| Program Code | : PPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : MAJOR MANDATORY THEORY |
| Course Name | : PERSONNEL PSYCHOLOGY (Industrial Psychology) |
| Course Code | : PSY-602-MJM |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. To Understand the Foundations of Personnel Psychology and Organizations
2. To Explore the Diversity of Organizational Types and Structures
3. To Analyze Challenges and Future Trends in Personnel Management
4. To Apply Concepts through Case Studies on Inclusion, Diversity, and Equality
5. To Define and Describe Talent Management Components
6. To Evaluate Competency Mapping and its Necessity
7. To Understand and Apply Compensation and Benefits Principles

B) Course Outcomes

- CO.1. Students will be able to articulate the nature, scope, and functions of personnel psychology, demonstrating a comprehensive understanding of its relevance in organizational settings.
- CO.2. Students will be able to categorize and compare different types of organizations, including startups, family businesses, entrepreneurship ventures, and multinational corporations, gaining insights into their unique characteristics.
- CO.3. Students will develop the ability to critically analyze challenges and anticipate future trends in personnel management, demonstrating a forward-thinking perspective.
- CO.4. Students will apply theoretical knowledge through the analysis of case studies on inclusion, diversity, and equality at the workplace, fostering practical problem-solving skills.
- CO.5. Students will be able to define talent management and identify its key components, establishing a foundational understanding of effective talent management practices.

CO.6. Students will evaluate the necessity and models of competency mapping, demonstrating the ability to identify and assess competencies for effective talent management.

CO.7. Students will comprehend the meaning, importance, and benefits of compensation and employee benefits, showcasing an understanding of compensation structures, both traditional and non-traditional.

TOPICS AND LEARNING POINTS

UNIT-1: INTRODUCTION TO PERSONNEL PSYCHOLOGY (15 Lectures)

1.1. Overview of personnel psychology- Nature, scope and functions of personnel psychology.

1.2. Introduction to organization- Types of organization, Startups, family business, entrepreneurship, MNCs.

1.3. Current trends and challenges.

1.4. Diversity in the workplace and Inclusion strategies.

UNIT-2: TALENT MANAGEMENT (15 Lectures)

2.1. Definition and components of talent management.

2.2. Competency mapping: Introduction, necessity and models.

2.3. Role of assessment centers.

2.4. Talent Acquisition, Recruitment strategies for attracting top talent, Selection methods for identifying high-potential candidates.

UNIT-3: EVALUATING EMPLOYEE PERFORMANCE AND EMPLOYEE TRAINING

(15 Lectures)

3.1. Purposes and meaning of performance appraisal.

3.2. Performance appraisal techniques and errors.

3.3. Needs assessment, Training design and implementation.

3.4. Evaluation of training effectiveness.

UNIT-4: COMPENSATION AND BENEFITS (15 Lectures)

4.1. Definition and importance of compensation and benefits.

4.2. Types of employee benefits.

4.3 Compensation structure in India

4.4. Case studies in compensation and benefits- Developing a reward Strategy

References:

- 1) Aamodt, Michael G. (2016). Industrial/Organizational Psychology: An Applied Approach (8thEdn). Cengage Learning

- 2) Berry, L.M. (1998), reprint 2010. Psychology at work: An introduction to Industrial and Organizational Psychology. N.Y.: McGraw-Hill International Editions.
- 3) BisenVikram and Priya (2010). Industrial Psychology. New Age International (P) Limited, Publishers
- 4) Cascio, Wayne F. (2010). Managing Human Resources: Productivity, Quality of Work Life, Profits (8th Edn). McGraw-Hill
- 5) Cascio, Wayne F.; Aguinis Herman (2014). Applied Psychology in Human Resource Management (7th Edn). Pearson
- 6) DeCenzo, David A.; Robbins, Stephen P.; Verhulst, Susan L. (2016). Fundamentals of Human Resource Management (12th Edn). Wiley
- 7) Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). Human Resource Management. N.D.: Tata Mc-Graw Hill
- 8) SanghiSeema (2016). The handbook of competency mapping: Understanding, designing and implementing competency models in organizations (3rd Edn). Sage.
- 9) Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Education.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem.III)

Subject: Psychology

Course: Personnel Psychology

Course Code: PSY-602-MJM

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

| Course Outcomes | Programme Outcomes (POs) | | | | | | | | | |
|-----------------|--------------------------|-----|-----|-----|-----|-----|------|------|------|-------|
| | PO 1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO 7 | PO 8 | PO 9 | PO1 0 |
| CO1 | 3 | | | | | | | | | |
| CO2 | | | | | | | | | | |
| CO3 | | | | | 3 | | 3 | | | |
| CO4 | | 3 | 3 | | | | 2 | 3 | 3 | |
| CO5 | | | | 3 | | | | | | |
| CO6 | | | | | | 3 | | | | |
| CO7 | | | | | | | | 2 | | |

Justification for the mapping**PO1: Comprehensive knowledge and understanding**

CO.1 focuses on students articulating the nature, scope, and functions of personnel psychology, demonstrating comprehensive knowledge and understanding of its relevance in organizational settings.

PO2: Application of knowledge and skills

CO.4 requires students to apply theoretical knowledge through the analysis of case studies on inclusion, diversity, and equality at the workplace, showcasing the application of their knowledge and skills.

PO3: Constitutional, humanistic, ethical and moral values

CO.4 involves analyzing case studies on inclusion, diversity, and equality at the workplace, requiring students to consider constitutional, humanistic, ethical, and moral values in their problem-solving approach.

PO4: Employability, job ready skills and entrepreneurship skills

CO.5 focuses on students defining talent management and identifying its key components, contributing to the development of job-ready skills and an understanding of entrepreneurship within the talent management context.

PO5: Autonomy, responsibility and accountability

CO.3 involves the development of critical analysis skills and anticipating future trends in personnel management, requiring students to demonstrate autonomy, responsibility, and accountability in their forward-thinking perspective.

PO6: Research skills

CO.6 requires students to evaluate the necessity and models of competency mapping, showcasing their research skills in understanding and assessing competencies for effective talent management.

PO7: Critical and creative thinking

Both CO.3 (critical analysis of challenges and anticipating future trends) and CO.4 (application of theoretical knowledge through case studies) contribute to the development of critical and creative thinking skills.

PO8: Problem-solving abilities

CO.4 involves practical problem-solving skills through the analysis of case studies, and CO.7 (comprehending the meaning, importance, and benefits of compensation and employee benefits) contributes to problem-solving abilities within the compensation context.

PO9: Collaboration and teamwork

CO.4 involves analyzing case studies on inclusion, diversity, and equality at the workplace, fostering collaboration and teamwork as students work together to address practical issues.

PO10: Digital and technological skills

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

| | |
|------------------------------|---------------------------------|
| Name of the Programme | : M.A. |
| Program Code | : PAPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : MAJOR MANDATORY THEORY |
| Course Name | : PSYCHOGIAGNOSTICS |
| Course Code | : PSY-603-MJM |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

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 oral communication skills to communicate assessment findings to clients, colleagues and other stakeholders.
6. Understand and adhere to ethical guidelines and standards in the practice of psychodiagnostics.
7. Developing the ability to integrate data from multiple sources to create a comprehensive understanding of the client's psychological functioning.

A) Course Outcomes

After completion of this course the students will be able:

- CO1. List the various techniques used for clinical assessment of patients. Identifies the steps to reach a formal diagnosis of a disorder
- CO2. Students will demonstrate a broad understanding of key concepts, historical and developmental, and ethical considerations in psychodiagnostics.

- CO3.Performs basic case history accompanied by risk assessment and protective factors in the patient's illness
- CO4.Students will be able to accurately administer, score, and interpret common psychodiagnostic instruments.
- CO5.Explains the results of different assessments and draws conclusions based on the assessment results.
- CO6.Students will prepare clear, concise and clinically relevant reports and presentations based on assessment results.
- CO7.Students will demonstrate ethical decision-making skills, respect client privacy and maintain the highest standards of professional conduct.

TOPICS AND LEARNING POINTS

UNIT-I PSYCHODIAGNOSTIC PROCEDURE-I (15 LECTURES)

- 1.1 The clinical interview; Structured and semi-structured Interviews, SCID
- 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), Suicide risk assessment and warning signs
- 1.3 DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity
- 1.4 WHO Disability Assessment Schedule

UNIT-II PSYCHO-DIAGNOSTIC PROCEDURE-II (15 LECTURES)

- 2.1 Personality Inventory- MMPI-2, MCMI
- 2.2 Depression and Mania Measures: Hamilton Depression Scale, Altman Self-Rating Mania Scale
- 2.3 Anxiety & Anger Measures: Taylor's Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory
- 2.4 Schizophrenia Measure: Positive Negative Syndrome Scale (PNSS)

UNIT-III PSYCHO-DIAGNOSTIC PROCEDURE-III (15 LECTURES)

- 3.1 Neuropsychological Test: 1) NIMHANS Neuropsychological Battery 2) Halsted-Reitan Neuropsychological Battery
- 3.2 Projective Techniques: 1) TAT, CAT, Projective Play
- 3.3 Diagnostic Testing for Special Populations: Infant Development Measure: 1) Bayley Scale of Infant and Toddler Development Schedule 3) Test for Autism, ADHD
- 3.4 Intellectual Disability Assessment Techniques: Wechsler Preschool and Primary Scales of Intelligence, Malin's Intelligence Scale

UNIT-IV COGNITIVE ASSESSMENT AND CLINICAL REPORTS (15 LECTURES)

- 4.1 Writing Clinical Report
- 4.2 Mental State Assessment
- 4.3 Test used to assess Cognitive assessment MMSE
- 4.4 Family Conflict Assessment Technique: DAS, Family Conflict Scale

Reference Books

1. Anastasi, A., and Urbina, S. (2005). *Psychological testing*. 7th Edition. Pearson Education: India
2. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). *Abnormal Psychology: Current Perspectives*. Edn. Tata McGraw-Hill: New Delhi, India.
3. Barlow, D.H. and Durand, V.M. (2014). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Coll.
4. Brannon, L. and Feist, J. (2007). *Introduction to Health Psychology*. Singapore: Thomson Wadsworth.
5. Carson, R.C., Butcher, J.N., Mineka, S., and Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
6. Davison, G.C., Neal, JM and Kring, A.M. (2004). *Abnormal Psychology*. (9th). New York: Wiley.
7. Hersen, M., & Thomas, J.C. (2007). *Handbook of Clinical Interviewing with Adults*. California: Sage Publications Inc.
8. Kapoor, M. (1995). *Mental Health of Indian Children*. New Delhi: Rishi.
9. Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). *Clinical Psychology: Evolving Theory, Practice, and Research*. Upper Saddle River, NJ: Prentice-Hall.
10. Taylor, S. (2006) 6th ed. *Health Psychology*. ND: Tata McGraw-Hill.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Psychodiagnostics

Course Code: PSY-603-MJM

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

| Programme Outcomes (POs) | | | | | | | | | | |
|--------------------------|------|------|------|------|------|------|------|------|------|-------|
| Course Outcomes | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
| CO 1 | | | | | | | 3 | 3 | | |
| CO 2 | 3 | | | | | | | | | |
| CO 3 | | | | | 2 | | | | | |
| CO 4 | | 3 | | | | 3 | | | 3 | 3 |
| CO 5 | | | | | | 3 | | | | |
| CO 6 | | 3 | | | | | | | | |
| CO 7 | | | 3 | | | | | | | |

Justification for the mapping

PO1.Comprehensive Knowledge and Understanding

CO2.A broad understanding of key concepts, historical development, and ethical considerations in psychodiagnostics is essential for comprehensive knowledge and understanding in the field.

PO2. Application of knowledge and skills

CO4, CO6the ability to accurately administer, score, and interpret psychodiagnostic instruments demonstrates the application of knowledge and skills in clinical practice.

PO3 .Constitutional, humanistic, ethical, and moral values

CO7Ethical decision-making skills, respect for client privacy, and maintaining professional conduct are integral to upholding constitutional, humanistic, ethical, and moral values in clinical practice.

PO4. Employability and job-ready skills and entrepreneurship skills

CO6The ability to prepare clear, concise, and clinically relevant reports and presentations demonstrates employability skills and entrepreneurship skills required in the field.

PO5. Autonomy, Responsibility, and Accountability

CO3Performing basic case history accompanied by risk assessment and protective factors requires autonomy, responsibility, and accountability in clinical practice.

PO6. Research Skills

CO5Explaining the results of different assessments and drawing conclusions based on assessment results requires research skills to interpret and analyze the data effectively.

PO7. Critical and Creative Thinking

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

CO1 Listing various techniques used for clinical assessment and identifying steps to reach a formal diagnosis require critical and creative thinking skills to analyze and synthesize information effectively.

PO8. Problem-solving Abilities

CO1 Listing various techniques used for clinical assessment and identifying steps to reach a formal diagnosis require problem-solving abilities to address complex diagnostic challenges effectively.

PO9. Collaboration and Teamwork

CO4. Accurately administering, scoring, and interpreting psychodiagnostic instruments often involves collaboration and teamwork within interdisciplinary clinical teams.

PO10. Digital and technological skills

CO4 Accurately administering, scoring, and interpreting psychodiagnostic instruments may require proficiency in digital and technological skills, such as using computerized assessment tools.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

| | |
|------------------------------|---|
| Name of the Programme | : M.A. |
| Program Code | : PAPSY |
| Class | : M.A. II |
| Semester | : II |
| Course Type | : MAJOR MANDATORY THEORY |
| Course Name | : ORGANIZATIONAL BEHAVIOUR (Industrial Psychology) |
| Course Code | : PSY-603-MJM |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. To Understand the Foundations of Organizational Behavior.
2. To Analyze Models of Organizational Behavior.
3. To Explore Cultural Dimensions in Organizations.
4. To Analyze Motivation Theories and Strategies.
5. To Understand Work Stress and its Management.
6. To Explore Leadership, Power, and Politics in Organizational Contexts.
7. To Examine Organizational Structure, Communication, and Conflict Management.

A) Course Outcomes

After completion of this course the students will be able:

- CO1. Develop an understanding of the nature and historical evolution of OB, and recognize the contemporary challenges shaping organizational behavior in today's dynamic environments.
- CO2. Evaluate the Autocratic, Custodial, Supportive, Collegial, and System models of OB, analyzing their implications on organizational structure, culture, and employee behavior.
- CO3. Examine organizational culture through the dimensions proposed by Hofstede, Trompenaars, and Pareek (OCTAPACE), fostering an appreciation for cultural diversity and its influence on organizational dynamics.
- CO4. Investigate motivation theories, from early to contemporary, and explore strategies such as distributive justice, equity theory, quality of work life, and job enrichment to enhance motivation in organizational settings.

- CO5. Examine sources, consequences, and strategies for managing work stress, fostering an awareness of the impact of stress on individual and organizational effectiveness.
- CO6. Analyze behavioral, contingency, and emerging approaches to leadership, understanding the concepts of power, its bases, and the dynamics of politics within organizations, and recognize their influence on OB.
- CO7. Explore different organizational structures and their impact on OB, understand the significance of effective communication, and analyze conflict types and negotiation strategies, emphasizing the role of empowerment and participation in organizational success.

TOPICS AND LEARNING POINTS

UNIT 1. INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR (15 Lectures)

- 1.1 Definition, scope & nature of Organizational Behaviour;
- 1.2 History of OB, Challenges of OB
- 1.3 Models of OB: Autocratic, Custodial, Supportive, Collegial, System
- 1.4 Definition and components of organizational culture, Dimensions according to Hofstede, Trompenaars, Pareek (OCTAPACE).

UNIT 2. MOTIVATION IN ORGANIZATION (15 Lectures)

- 2.1 Definition and significance of motivation in organizational behavior
- 2.2 Early theories and Contemporary Theories
- 2.2 Motivating by Being Fair: Distributive justice and Equity theory.
- 2.4 Motivating by Altering Expectations and by Structuring Jobs: Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.

UNIT 3. LEADERSHIP AND POWER (15 Lectures)

- 3.1 Behavioral Approach to Leadership Style
- 3.2 Contingency theories of leadership
- 3.3 Transactional leadership, Transformational leadership; Leadership skill development
- 3.4 Power- Concept, Bases of power, Leadership and Power Dynamics

UNIT 4. ORGANIZATIONAL STRUCTURE, COMMUNICATION AND CONFLICT MANAGEMENT (15 Lectures)

- 4.1 Organizational structure: Concept, Types of organizational structures, Impact on OB
- 4.2 Organizational Communication: Meaning, functions, types and techniques for improving communication skills.
- 4.3 Conflict: Concept, Types, Strategies for conflict resolution;
- 4.4 Negotiation- Concept and process.

References:

- 1) Greenberg, J. and Baron R. A. (2005) *Behaviour in organizations*. N.D.: Pearson Edu.
- 2) Hersey, P.& Blanchard, K.H. (1982) . *Management of organizational behaviour utilizing human resources* (4th ed.). Prentice-Hall.
- 3) Luthans, F. (2013). *Organizational behaviour: An Evidence – based Approach* (12th Ed.) ND: McGraw-Hill Edu (India) Pvt. Ltd.
- 4) McShane, S.L; Olekalns, M; Newman, A.; &Travaglione, T. (2016). *Organizational*
- 5) Nelson and Quick (2018) *Organisational Behaviour*. Boston: Cengage
- 6) Newstrom, J.W. (2007) *Organizational behaviour : Human behaviour at work* N.D.: Tata McGraw-Hill
- 7) Rao , V.S.P. and Narayana ,P.S.(1995). *Organizational theory and behaviour* (2nd ed.) New Delhi :Konark Pub. Pvt.Ltd.
- 8) Robbins and Judge (2015). *Organisational Behavior*. New Delhi: Pearson
- 9) Robbins, S.P.; Judge, T.A; and Sanghi, A. (2009). *Organizational behavior*. N.D.: Pearson Prentice Hall.
- 10) Singh (2015). *Organizational Behavior: Text and Cases*, 2/e - Pearson, Education.
- 11) Sinha, J.B.P. (2008) *Culture & Organizational Behavior*. New Delhi: Sage Texts

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II(Sem.III)

Subject: Psychology

Course: Organizational Behavior

Course Code: PSY-603-MJM

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

| Course Outcomes | Programme Outcomes(POs) | | | | | | | | | |
|-----------------|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | 3 | | | | | | | | | |
| CO2 | | 3 | | | | | | | | |
| CO3 | | | 3 | | | | | | | |
| CO4 | | | | 3 | | | | | | |
| CO5 | | | | | 3 | | | | | |
| CO6 | | | | | | 3 | | | | |
| CO7 | | | | | | | 3 | 3 | 3 | 3 |

Justification for the mapping

PO1: Comprehensive knowledge and understanding

CO.1: This CO ensures that students acquire comprehensive knowledge and understanding of organizational behavior, including its historical context and the current challenges, promoting a solid foundation in the subject.

PO2: Application of knowledge and skills

CO.2: By evaluating different OB models, students are required to apply their knowledge to analyze and understand the practical implications of these models on various aspects of organizations, honing their application skills.

PO3: Constitutional, humanistic, ethical and moral values

CO.3: This CO emphasizes understanding organizational culture through different cultural dimensions, promoting awareness of cultural diversity and ethical values in the organizational context.

PO4: Employability, job ready skills and entrepreneurship skills

CO.4: The exploration of motivation theories and strategies enhances students' job-ready skills by providing them with insights into how to effectively motivate individuals within an organizational setting.

PO5: Autonomy, responsibility and accountability

CO.5: Understanding stress management strategies contributes to developing autonomy, responsibility, and accountability by preparing students to deal with workplace stress effectively, ensuring personal and organizational well-being.

PO6: Research skills

CO.6: The analysis of various leadership approaches requires students to delve into research on behavioral, contingency, and emerging leadership theories, enhancing their research skills in the field of organizational behavior.

PO7: Critical and creative thinking

CO.7: This CO encourages critical thinking by requiring students to explore and analyze the impact of organizational structures, communication effectiveness, and conflict resolution strategies on organizational success.

PO8: Problem-solving abilities

CO.7: By exploring different organizational structures and analyzing conflict resolution strategies, students develop problem-solving abilities relevant to organizational behavior challenges.

PO9: Collaboration and teamwork

CO.7: Understanding effective communication, negotiation strategies, and the role of empowerment promotes collaboration and teamwork skills essential for organizational success.

PO10: Digital and technological skills

CO.7: In today's digital age, effective communication and understanding of organizational structures require digital and technological skills, aligning with PO10.

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

(w. e. from June, 2024)

| | |
|------------------------------|------------------------------------|
| Name of the Programme | : M.A. |
| Program Code | : PPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : MAJOR MANDATORY PRACTICAL |
| Course Name | : INDIAN PSYCHOLOGY |
| Course Code | : PSY-604-MJM |
| No. of Lectures | : 30 |
| No. of Credits | : 02 |

A) Course Objectives

1. Understand the foundations of Indian Psychology, including its conceptual roots and implications.
2. Explore personality models and perspectives within Indian Psychology, including Svabhāva, Prakṛti, and Satva-raja-tamaguna Model.
3. Examine Buddhist and Sufi perspectives on personality, focusing on major concepts and principles.
4. Investigate the concept of mind and consciousness in Indian Psychology.
5. Analyze the Yoga perspective, including its general principles, types, and the 8 Limbs of Yoga.
6. Discuss applications of Indian Psychology in various contexts.
7. Integrate knowledge of Indian Psychology with contemporary psychological theories and practices.

B) Course Outcomes

After the completion of this course students will gain:

CO1. Demonstrate a comprehensive understanding of the foundations and sources of Indian Psychology.

CO2. Evaluate personality models and perspectives within Indian Psychology, including their relevance and implications.

CO3. Analyze Buddhist and Sufi perspectives on personality, identifying key concepts and principles.

CO4. Critically examine the concept of mind and consciousness in the context of Indian Psychology.

CO5. Apply principles of Yoga psychology, including the 8 Limbs of Yoga, to understand psychological processes.

CO6. Develop skills in applying Indian Psychology concepts and principles to real-world situations.

CO7. Synthesize knowledge of Indian Psychology with contemporary psychological theories and practices for holistic understanding.

TOPICS AND LEARNING POINTS

UNIT I: FOUNDATIONS OF INDIAN PSYCHOLOGY (10 Lectures)

- 1.1. Psychology in the Indian Tradition, Sources of Indian Psychology
- 1.2. Conceptual roots of Indian Psychology

UNIT II. PERSONALITY MODELS AND PERSPECTIVES IN INDIAN PSYCHOLOGY (10 Lectures)

- 2.1 Models of personality: Svabhāva, Prakṛti, and Personality: Satva-raja-tamaguna Model
- 2.2. Buddhist perspective: History, Major concepts, Four Noble truths, The Eight-Fold Path.

UNIT III. INDIAN PSYCHOLOGY (10 Lectures)

- 3.1. Concept of Mind; Consciousness in Indian Psychology
- 3.2. Yoga Perspective: Introduction, General principles, Types of Yoga and 8 Limbs of Yoga.

Reference Books

1. Verma, M. C. (2010). *Foundations of Indian Psychology*, Volume 1: Theories and Concepts (Vol. 1). Pearson Education India.
2. Rao, K.R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer
3. Frager, R. & Fadiman, J. *Personality and Personal Growth*
4. Rao, K.R., Anand C. Paranjpe, and Ajit K. Dalal. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.

5. Dalal, Ajit K., and Girishwar Misra. (2010). *The core and context of Indian psychology*. " Psychology and developing societies 22.1: 121-155.
6. Sreeja Gangadharan, P., & Jena, S. P. K. (2016). *Understanding Mind through Indian Psychology*.
7. Banavathy, V. K., & Choudry, A. (2015). Indian psychology: Understanding the basics. *International Journal of Yoga-Philosophy, Psychology and Parapsychology*, 3(1), 9.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Semester – III)

Subject: Psychology

Course: Indian Psychology

Course Code: PSY-604-MJM

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

| Programme Outcomes (POs) | | | | | | | | | | |
|--------------------------|------|------|------|------|------|------|------|------|------|-------|
| Course Outcomes | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
| CO 1 | 3 | | | | | 2 | | | | |
| CO 2 | | | | | | | 3 | | | |
| CO 3 | | | 3 | | | | | | | 2 |
| CO 4 | 3 | | | | | | 3 | | | |
| CO 5 | | 3 | | | | | | | | |
| CO 6 | | 3 | | 3 | | | | 3 | 2 | |
| CO 7 | | | | | 3 | | | | | |

Justification for the mapping

PO1.Comprehensive Knowledge and Understanding

CO1 and CO4 focus on developing a deep understanding of Indian Psychology's foundational concepts, which directly contribute to achieving comprehensive knowledge and understanding.

PO2. Application of knowledge and skills

CO5 and CO6 emphasize the practical application of Indian Psychology principles, facilitating the application of acquired knowledge and skills in real-world scenarios.

PO3 .Constitutional, humanistic, ethical, and moral values

CO3 explores philosophical perspectives, fostering an understanding of ethical and moral values embedded within Buddhist and Sufi traditions, which align with the program outcome.

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

CO6 not only focuses on application but also on developing practical skills, which are essential for employability and entrepreneurship.

PO5. Autonomy, Responsibility, and Accountability

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CO7 encourages students to integrate knowledge from various sources, fostering autonomy and accountability in their understanding and application of Indian Psychology.

PO6. Research Skills

CO1 involves studying foundational theories and sources, which are crucial for conducting research in Indian Psychology, thereby enhancing research skills.

PO7. Critical and Creative Thinking

CO2 and CO4 necessitate critical thinking skills in analyzing and evaluating complex psychological concepts within Indian Psychology, fostering critical and creative thinking.

PO8. Problem-solving Abilities

CO6 involves applying theoretical knowledge to solve real-world problems, thereby enhancing problem-solving abilities.

PO9. Collaboration and Teamwork

Collaborative activities can be incorporated into various course outcomes to foster teamwork, such as group projects analyzing different psychological perspectives.

PO10. Digital and technological skills

Integrating technology into coursework and research projects can help develop digital and technological skills indirectly.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

| | |
|------------------------------|----------------------------|
| Name of the Programme | : M.A. |
| Program Code | : PPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : ELECTIVES |
| Course Name | : HEALTH PSYCHOLOGY |
| Course Code | : PSY-611-MJE |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. To describe the evolution of health psychology as a field and define its scope and objectives.
2. To identify the importance of health psychology in addressing contemporary health challenges and improving overall well-being.
3. To examine cultural variations in conceptualizing the mind-body connection and health outcomes.
4. To grasp the interconnectedness of biological, psychological, and social factors in determining health outcomes.
5. To assess the relationship between stress, immune function, and the development of common diseases such as cancer, heart disease, diabetes, and hypertension.
6. To examine the role of lifestyle behaviors in promoting or compromising physical health.
7. To familiar with theoretical frameworks such as the Health Belief Model, Self-Determination Theory, and the Trans theoretical Model of Behavior Change.

B) Course Outcomes

- CO1.Students will demonstrate knowledge of key historical milestones in the development of health psychology and articulate a clear definition of the field.
- CO2.Students will be able to analyze real-world situations where health psychology interventions can benefit individuals and communities.
- CO3.Students will demonstrate an understanding of how Eastern and Western philosophies influence approaches to health and healing.

CO4.Students will be able to apply the bio-psychosocial model to analyze specific health conditions and develop holistic intervention strategies.

CO5.Students will be able to explain the biological mechanisms through which stress contributes to disease progression and identify potential intervention strategies.

CO6.Students will be able to identify risk factors associated with poor nutrition, obesity, and substance abuse, as well as discuss strategies for prevention and intervention.

CO7.Students will be able to apply these theories to design effective interventions aimed at modifying health behaviors and promoting positive lifestyle changes.

Topics and Learning Points

UNIT I INTRODUCTION TO HEALTH PSYCHOLOGY (15LECTURES)

1.1 History and definition of health psychology

1.2 Need for health psychology and application

1.3 Mind and body relation

1.4 Bio-psychosocial model

UNIT II STRESS, LIFESTYLE AND HEALTH (15LECTURES)

2.1 Stress, immune functioning and diseases (Cancer, heart disease, diabetes and hypertension)

2.2 Metabolism and health: nutrition, obesity

2.3 Substance abuse and health

2.4 Reaction to illness: decision to take treatment, using and misusing health services

UNIT III HEALTH BEHAVIOR AND CHANGING HEALTH HABITS (15LECTURES)

3.1 Health behaviours: Role of behavioural factors in disease and disorder

3.2 Barriers to modifying poor health behaviours, Attitudes and changing health behaviours.

3.3 Venues of health modification: individual (therapist, health practitioner, managed care facilities) social (Family, self-help groups)

3.4 Theories and model of health: Health belief model, self-determination theory

UNIT IV INTERVENTIONS**(15LECTURES)**

- 4.1 Stress management and Social support; moderation of stress by social support
- 4.2 Coping interventions: CBT, mindfulness, coping skills training, Affirmations training, Brief COPE, resilience.
- 4.3 Modern intervention techniques: workplace, community-based intervention, social media and internet
- 4.4 Future of health psychology: research and becoming a health psychologist.

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. (2020). *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.
6. Martin, L. R., & DiMatteo, M. R. (Eds.). (2013). *The Oxford handbook of health communication, behaviour change, and treatment adherence*. Oxford University Press.
7. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer India

Mapping of Program Outcomes with Course Outcomes

Class:M.A. II (Semester – III)**Subject:** Psychology**Course:** Health Psychology**Course Code:** PSY-611-MJE**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

| Programme Outcomes (POs) | | | | | | | | | | |
|--------------------------|------|------|------|------|------|------|------|------|------|-------|
| Course Outcomes | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
| CO 1 | 3 | 3 | | | | 3 | | | | |
| CO 2 | | | | | | | 3 | | | |
| CO 3 | 3 | | 3 | | | | | | | |
| CO 4 | | 3 | | | | | | 3 | | |
| CO 5 | | | 3 | | | | 3 | | | |
| CO 6 | | 2 | | 3 | | | | 2 | | |
| CO 7 | | 3 | | 3 | | | 3 | 3 | | |

Justification for the mapping

PO1.Comprehensive Knowledge and Understanding

CO1, CO3 these course outcomes provide students with a comprehensive understanding of the historical context and philosophical underpinnings of health psychology, contributing to their overall knowledge and understanding in the field.

PO2. Application of knowledge and skills

CO2, CO4, CO6, and CO7 these course outcomes focus on applying theoretical knowledge and skills in real-world scenarios, enabling students to utilize their understanding of health psychology to address various health issues effectively.

PO3. Constitutional, humanistic, ethical, and moral values

CO3 and CO5 course outcomes are more focused on knowledge and skills, they indirectly promote ethical and moral values by emphasizing holistic approaches to health and healing and the importance of considering diverse philosophical perspectives.

PO4. Employability and job-ready skills and entrepreneurship skills

CO6 and CO7 outcomes equip students with practical skills and knowledge applicable in health psychology-related professions, enhancing their employability and readiness for the job market.

PO5. Autonomy, Responsibility, and Accountability

Through the application of knowledge and skills in analyzing real-world situations and designing interventions, students develop autonomy, responsibility, and accountability in addressing health issues effectively.

PO6. Research Skills

While not explicitly focused on research methodology, CO1 lays the foundation for research by providing historical context and defining the field of health psychology, which is essential

for conducting research in this area.

PO7. Critical and Creative Thinking

CO2, CO5 and CO7 these course outcomes require students to think critically about health issues, identify effective intervention strategies, and creatively design solutions to promote positive health outcomes.

PO8. Problem-solving Abilities

CO4, CO6 and CO7 these course outcomes require students to analyze complex health issues and develop comprehensive solutions, thereby enhancing their problem-solving abilities.

SYLLABUS (CBCS as per NEP 2020) FOR M.A. II**(w. e. from June, 2024)**

| | |
|------------------------------|------------------------------------|
| Name of the Programme | : M.A. |
| Program Code | : PAPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : ELECTIVES |
| Course Name | : ADVANCE SOCIAL PSYCHOLOGY |
| Course Code | : PSY-611-MJE |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. Define and articulate the core concepts and concerns of social psychology, including the key theories and perspectives shaping the field.
2. Explore and critically evaluate the various research methods employed in the study of social behavior, emphasizing their strengths and limitations.
3. Investigate social categorization and its consequences on perception, emphasizing the study of stereotypes, prejudice, and discrimination.
4. Examine different theoretical perspectives in Social Psychology and analyze emerging trends in the field.
5. Define and differentiate types of schemas and their role in schematic processing.
6. Examine the processes of impression formation and impression management.
7. Evaluate theories of attraction, love, and relationship formation, distinguishing internal and external determinants of attraction.

B) Course Outcomes

CO1. Students will Understanding the Foundations of Social Psychology

CO2. Analyzing Social Perception, Cognition, Attribution, and Stereotyping

CO3. Students will be able to critically assess and apply diverse theoretical frameworks, staying informed about current developments in the dynamic field of Social Psychology.

CO4.Students will understand the impact of socialization on individuals and society, recognizing the agents influencing early development.

CO5.Students will demonstrate a nuanced understanding of cognitive processes, particularly how schemas influence perception and cognition.

CO6.Students will gain insight into how individuals form and manage impressions, enhancing their ability to understand and navigate social interactions.

CO7.Students will comprehend the factors influencing interpersonal attraction, leading to a nuanced understanding of relationship dynamics.

TOPICS AND LEARNING POINTS

UNIT 1. INTRODUCTION TO ADVANCED SOCIAL PSYCHOLOGY

- 1.1 Overview of definition, key concepts, and core concerns of Social Psychology.
- 1.2 Research in Social Psychology: Methods of studying social behaviour.
- 1.3 Theoretical perspectives in Social Psychology; Emerging trends in social psychology
- 1.4 Processes of socialization and agents of childhood socialization.

UNIT 2. SOCIAL PERCEPTION, COGNITION, ATTRIBUTION AND STEREOTYPING

- 2.1 Concept, types of schemas and schematic processing.
- 2.2 Social categorization and its impact on perception. - Stereotypes, prejudice, and discrimination.
- 2.3 Theories of attribution; Bias and errors in attribution. Sources of error in social cognition.
- 2.4 Impression formation and impression management.

UNIT 3. INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS.

- 3.1 Theories of attraction, love and relationship formation; Internal and External determinants of Attraction.
- 3.2 Interpersonal relationships in a digital age. Addressing challenges and enhancing positive social interactions.
- 3.3 Close relationships: Friends, Romantic relation, Family and Spouses
- 3.4 Relationship maintenance, Conflict resolution and communication in relationships

UNIT 4. APPLICATION OF SOCIAL PSYCHOLOGY

- 1.1 The application of social psychology to social welfare, politics and leadership.
- 1.2 Using social psychology in business and work-settings.
- 1.3 Applying social psychology in health.
- 1.4 Applying social psychology in family life and interpersonal relationship.

Reference Books

1. DeLamater, J. D., Myers, D. J., & Collett, J. L. (2018). *Social psychology*. Routledge. Kenrick, 'Introduction to Social Psychology.
2. Bordens, K. S., & Horowitz, I. A. (2013). *Social psychology*. Psychology Press.
3. Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
4. Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology*, 11/E. Delhi: Prentice-Hall of India

Mapping of Program Outcomes with Course Outcomes

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

Subject: Psychology

Course: Advance Social Psychology

course Code:PSY-611-MJE

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

| Programme Outcomes (POs) | | | | | | | | | | |
|--------------------------|------|------|------|------|------|------|-----|-----|-----|------|
| Course Outcomes | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO7 | PO8 | PO9 | PO10 |
| CO 1 | 3 | | | | | | | | | |
| CO 2 | 3 | | | | | | 2 | | | |
| CO 3 | 3 | | | 3 | | 3 | | | | |
| CO 4 | | | 2 | | | | | | | |
| CO 5 | | | | | | | | | | |
| CO 6 | | 3 | | | 3 | | | 3 | | |
| CO 7 | | 3 | | 3 | | | 3 | | 3 | |

Justification for the Mapping

PO1.Comprehensive Knowledge and Understanding

The course outcomes 1,2,3 focus on imparting foundational knowledge and understanding of social psychology theories, perception, cognition, and attribution. By achieving these course outcomes, students will develop comprehensive knowledge and understanding of the field,

aligning with PO1.

PO2. Application of knowledge and skills

CO6, CO7 these course outcomes emphasize the application of knowledge in understanding and managing social interactions, forming impressions, and understanding relationship dynamics. Achieving these outcomes demonstrates the application of social psychology knowledge and skills, aligning with PO2.

PO3 .Constitutional, humanistic, ethical, and moral values

CO4 this course outcome focuses on understanding the impact of socialization on individuals and society, which inherently involves recognizing ethical and moral values in social interactions and societal structures, aligning with PO3.

PO4. Employability and job-ready skills and entrepreneurship skills

CO3, CO7 the ability to critically assess theories and apply them in different contexts as well as problem-solving abilities developed through understanding social psychology theories align with enhancing employability and job-ready skills, and entrepreneurship skills, fulfilling PO4.

PO5. Autonomy, Responsibility, and Accountability

CO6 Understanding how individuals form and manage impressions fosters autonomy in social interactions, thereby promoting responsibility and accountability for one's actions, aligning with PO5.

PO6. Research Skills

CO3 Critically assessing and applying diverse theoretical frameworks in social psychology requires research skills such as literature review, data analysis, and synthesis, thus aligning with PO6.

PO7. Critical and Creative Thinking

CO2, CO7 these course outcomes Analyzing social perception, cognition, attribution, and factors influencing interpersonal attraction requires critical thinking skills. Additionally, understanding relationship dynamics demands creative thinking to navigate complex social interactions, aligning with PO7.

PO8. Problem-solving Abilities

CO6 the course outcome explicitly focuses on developing problem-solving abilities, which are crucial in understanding and addressing social issues and challenges, thus aligning with PO8.

PO9. Collaboration and Teamwork

CO7 Understanding relationship dynamics involves recognizing the importance of collaboration and teamwork in maintaining healthy relationships, aligning with PO9.

PO10. Digital and technological skills.

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

(w. e. from June, 2024)

| | |
|------------------------------|--|
| Name of the Programme | : M.A. |
| Program Code | : PAPSY |
| Class | : M.A. II |
| Semester | : III |
| Course Type | : RESEARCH PROJECT |
| Course Name | : RESEARCH PROJECT: PILOT STUDY |
| Course Code | : PSY-621-RP |
| No. of Lectures | : 60 |
| No. of Credits | : 04 |

A) Course Objectives

1. Understand research methodologies relevant to studying stress and its management in psychology.
2. Analyse ethical considerations when conducting research on stress management.
3. Master APA format and style for writing research papers, including proper citation and referencing techniques.
4. Comprehend and adhere to plagiarism policies in academic writing and research.
5. Apply appropriate research methodologies to investigate stress and coping mechanisms effectively.
6. Demonstrate ethical awareness and responsibility in designing and executing research projects on stress management.
7. Implement APA format and citation guidelines accurately in written assignments and research papers.

B) Course Outcomes

After the completion of this course students will gain:

CO1.Demonstrate proficiency in selecting and applying suitable research methodologies to study stress and its management.

CO2.Evaluate ethical implications and considerations in conducting research related to stress management.

CO3.Produce written work in accordance with APA format and style, incorporating correct citations and references.

CO4. Exhibit understanding and compliance with plagiarism policies, avoiding academic misconduct.

CO5.Design and conduct research studies on stress management using rigorous methodological approaches.

CO6. Integrate ethical principles into research practices concerning stress and coping mechanisms.

CO7.Present written work and research findings in APA format, adhering to citation and referencing guidelines effectively.

TOPICS AND LEARNING POINTS

GENERAL GUIDELINES:

1. Each batch of project should consist of a maximum of 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. The 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 the teacher concerned.
5. The students are expected to give a proposal for the finalized topic.
6. The purpose of the course is to do a pilot study for the submitted proposal. Thus, sample size should be approximately 10-25% of the total proposed sample in each group.
7. Project report should be written in APA format.
8. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

PREREQUISITES:

Before starting the actual work of the project, students should be well versed with the following concepts: -

- Research Methodology
- Ethical issues in Research
- APA Format and style of writing along with references
- Plagiarism policy of SPPU

Research Proposal Format:

- The research proposal is the outline or blueprint of the project to be completed by the

student.

- The students should select a problem pertinent to their specialization area in consultation with teacher concerned.
- Students of Clinical Psychology as well as Counselling Psychology should study variables having implications for community mental health, wellbeing, and performance of people.
- Students of Industrial Psychology should conduct study on employees using variables having implications for employee performance, stress, wellbeing, and attitudes.
- Being a Masters' level course, the study can involve quantitative or qualitative or mixed approach. Selection of a particular approach needs to be justified in the proposal.
- The research should not focus on aspects such as finding prevalence, incidence, awareness, or finding only gender differences or on test construction and adaptation.
- Overall, the relevance and importance of the topic need to be seen. It should contribute something significant to the field of research.

The research proposal should be typed on A4 size paper in Times New Roman, font size 12 with double spacing, left-aligned. It can be of 15-20 pages. The information included should not be plagiarized. It should follow the following format:

- Introduction
- Review of literature
- Rationale of the study
- Method: statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis
- Expected timeline.
- References
- Appendix

After submission of proposal, the student should complete the pilot study. Thus, sample size should be approximately 10-25% of the total proposed sample in each group, e.g.:

- Proposal is to study Normal and maladjusted group, with sample of 50 in each group.

Then pilot study will be having sample size of 5 to 10 in each group.

- Proposal is to study employees from Sector A (such as banking), Sector B (such as manufacturing) and Sector C (IT industry) is 50 each, then pilot study should have sample size of 5 to 10 in each group.
- Proposal is to study sample of 100 college youth, then pilot study would be 10 to 25 youth.

RESEARCH PROJECT ASSESSMENT (100 MARKS)

Continuous Internal Assessment and Distribution of Marks (40 Marks)

1. Assessment 1: Introduction, review, rationale for research proposal: 10 marks
 2. Assessment 2: Method: hypotheses, variables, sample, tools, etc. – 15 marks
 3. Assessment 3: Conducting Pilot Study: Data analysis, moving way forward: 15 marks
- Semester End Examination (SEE)-60 marks.

1. External Examination will be conducted by two examiners, one internal and one external, appointed by Head of the Department.
2. Each batch will consist of only 12 students.
3. Duration of examination for each batch will be 3 hours.
4. Marks for all components in Semester end examination 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.
6. Those who are appointed as external examiners for any of exam will not take up other activities or programs in the same time period. If they are found to be missing during this important task this matter is cognizable as an administrative offence.

Division of 60 marks for SEE will be as follows:

1. Research proposal: 25 marks
 - a. Introduction– 5 marks
 - b. Review of literature – 5 marks
 - c. Rationale of the study – 5 marks
 - d. Method: Statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis – 5 marks
 - e. References as per APA format – 5 marks

2. Pilot Study Report: 15 marks
3. Presentation: 10 marks
4. Viva: 10 marks

References

- 1) American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7thEdn.). 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* (4thed.). 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 Behavioral 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* (7th 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 ani sanshodhan paddhati.* Pune: Narendra Prakashan.

Mapping of Program Outcomes with Course Outcomes

Class: M.A. (Semester- III)

Subject: Psychology

AES's T. C. College (Autonomous), Baramati. CBCS Syllabus 2023 Pattern as per NEP 2020

Course: Research Project**Course Code: Psy-621-RP**

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

Justification for the Mapping

1. PO1 Comprehensive Knowledge and Understanding: CO1 - PO6, PO7: Demonstrating proficiency in research methodologies aligns with PO6 (Research Skills) as it involves asking relevant questions, formulating hypotheses, and designing research proposals. It also aligns with PO7 (Critical and Creative Thinking) as it requires analytic thought in selecting appropriate methodologies.
2. PO2 Application of knowledge and skills: CO2 - PO3: Evaluating ethical implications in research aligns with PO3 (Constitutional, humanistic, ethical, and moral values) as it involves embracing and practicing ethical values in conducting research.
3. PO3 Constitutional, humanistic, ethical, and moral values: CO3 - PO1, PO2, PO7: Producing written work in APA format aligns with PO1 (Comprehensive Knowledge and Understanding) as it demonstrates understanding within a disciplinary context. It also aligns with PO2 (Application of knowledge and skills) as it involves applying theoretical knowledge to present coherent arguments. Additionally, it aligns with PO7 (Critical and Creative Thinking) as it requires analytic thought in presenting arguments and evaluating evidence.
4. PO4 Employability and job-ready skills, and entrepreneurship skills: CO4 - PO5: Exhibiting understanding and compliance with plagiarism policies aligns with PO5 (Autonomy, Responsibility, and Accountability) as it demonstrates responsibility and accountability in academic work.
5. PO5 Autonomy, Responsibility, and Accountability: CO5 - PO6, PO7: Designing and conducting research studies align with PO6 (Research Skills) as it involves formulating research questions, hypotheses, and analyzing data. It

also aligns with PO7 (Critical and Creative Thinking) as it requires analytic thought in problematizing and synthesizing research issues.

6. PO6 Research Skills: CO6 - PO3: Integrating ethical principles into research aligns with PO3 (Constitutional, humanistic, ethical, and moral values) as it involves practicing ethical behavior in research practices.
7. PO7 Critical and Creative Thinking: CO7 - PO1, PO2, PO7: Presenting research findings in APA format aligns with PO1 (Comprehensive Knowledge and Understanding) as it demonstrates understanding within a disciplinary context. It also aligns with PO2 (Application of knowledge and skills) as it involves applying theoretical knowledge to communicate research findings effectively. Additionally, it aligns with PO7 (Critical and Creative Thinking) as it requires analytic thought in presenting and evaluating evidence.