Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Empowered Autonomous)

Two Year Degree Program in Psychology

(Faculty of Humanities)

CBCS Syllabus

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

For Department of Psychology

Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2026 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2026-2027

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 neurodevelopmental disorders.

PSO7. To provide the student an introduction to the processes involved in clinical work and psychodynamic psychotherapy.

PSO8. The student will be acquainted with the challenges likely to be encountered while working with difficult patient groups as well as traumatized individuals and communities. In effect the programme will initiate the participants into their future professional life.

PSO9. Preparing the clinical psychologists of the future, equipping them with skills and adequate knowledge-bases.

PSO10. Students will learn advanced theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective.

PSO11. Develop an in-depth understanding of multivariate methods and computer applications to statistics.

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Tuljaram Chaturchand College of Arts, Science and Commerce Baramati, Dist-Pune, MS, India.

(Empowered Autonomous)

Board of Studies in Psychology & Yoga

(Academic Year 2025-26 to 2027-28)

Sr. No.	Name of Member	Designation
1.	Dr. Shinde Vijaykumar Balbhim Head & Associate Professor, Department of Psychology, T. C. College, Baramati.	Chairperson
2.	Dr. Awate Jyotiram Namdeo Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
3.	Prof. Pol Swarali Bhalchandra Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
4.	Dr. Londhe Datta Vishwanath Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
5.	Prof. Khomane Dattatray Baban Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
6.	Prof. Wable Pranit Popat Assistant Professor, Department of Yoga, T. C. College, Baramati	Member
7.	Dr. Kolekar Ramdas Bhagwan Assistant Professor, Department of Psychology, S.P. College, Pune	Vice-Chancellor Nominee Subject Expert from SPPU, Pune
8.	Dr. Bhupender Singh Assistant Professor, Department of Psychology, Vishwakarma University, Pune	Subject Expert from Outside the Parent University
9.	Dr. Pratibha Mehetre Assistant Professor, Department of Psychology, Karnavati University, Gujarat	Subject Expert from Outside the Parent University
10.	Ms. Riya Bagade	Representative from industry/corporate sector/allied areas
11.	Ms. Rejasha Khan	Member of the College Alumni
12.	Ms. Pooja Pawar	UG Student
13.	Mrs. Poornima Jagtap	PG Student

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Course Structure for (M. A. Psychology) Part-I (2026 Pattern)

Sem.	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
I	Major (Mandatory)	PSY-501-MRM	Cognitive Process	Theory	04
	Major (Mandatory)	PSY -502-MRM	Psychometrics	Theory	04
	Major (Mandatory)	PSY -503-MRM	Statistical Methods	Theory	04
	Major (Mandatory)	PSY -504-MRM	Psychology Practical: Tests	Practical	02
	Major (Elective)	PSY -505-MJE(A)	Psychology of Adjustment	Theory (Any One)	04
		PSY -505-MJE(B)	Cyber Psychology		
	Research Methodology (RM)	PSY -506-RM	Research Methodology in Psychology	Theory	04
			Total Credits Semester I		**22**
II	Major (Mandatory)	PSY -551-MRM	Advanced Cognitive Process	Theory	04
	Major (Mandatory)	PSY -552-MRM	Psychological Assessment	Theory	04
	Major (Mandatory)	PSY -553-MRM	Advanced Research Methodology	Theory	04
	Major (Mandatory)	PSY -554-MRM	Psychology Practical: Experiments	Practical	02
	Major (Elective)	PSY -555-MJE(A)	Mental Health	Theory (Any One)	04
		PSY -555-MJE(B)	Criminal Psychology		
	On Job Training (OJT)	PSY -556-OJT	On Job Training	Practical	04
			Total Credits Semester II		**22**
			Cumulative Credits of Semester I and II		**44**

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme	**: M.A.**
Program Code	**: PAPSY**
Class	**: M. A. I**
Semester	**: I**
Course Type	**: MAJOR MANDATORY THEORY**
Course Name	**: COGNITIVE PROCESS**
Course Code	**: PSY-501-MRM**
No. of Lectures	**: 60**
No. of Credits	**: 04**

A) Course Objectives

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

1. To develop advanced understanding of the nature, scope and historical development of cognitive psychology.
2. To understand and apply research methods used in cognitive psychology.
3. To examine cognitive processes such as sensation, attention, and perception.
4. To critically analyze theories of language, thinking, intelligence, and metacognition.
5. To understand cognitive mechanisms underlying problem solving, creativity, and decision making.
6. To apply cognitive principles in educational and real-life contexts.
7. To enhance analytical, research, and innovative thinking skills.

B) Course Outcomes

CO1 After completion of this course, students will understand the nature, scope, historical development, and cognitive revolution in psychology.

CO2 After completion of this course, students will understand and apply research methods and scientific approaches used in cognitive psychology.

CO3 After completion of this course, students will understand and analyze the processes of sensation, attention, and perception using various theoretical models.

CO4 After completion of this course, students will understand and critically evaluate major theories of language, intelligence, and metacognition.

CO5 After completion of this course, students will understand metacognitive processes and develop awareness of self-regulated learning strategies.

CO6 After completion of this course, students will understand and apply problem-solving and decision-making strategies in academic and real-life situations.

CO7 After completion of this course, students will understand creativity and evaluate the applications of cognitive psychology in professional and everyday contexts.

Topics and Learning Points

UNIT I FOUNDATIONS AND RESEARCH IN COGNITIVE PSYCHOLOGY (15 Lectures)

1.1 Nature, Scope and domains
1.2 History and Cognitive Revolution
1.3 Research Methods in Cognitive Psychology
1.4 Cognitive Development (Piaget psychological approach)

UNIT II SENSATION, ATTENTION AND PERCEPTION (15 Lectures)

2.1 Sensation – Ear and eyes and their biology
2.2 Attention: (a) Functions of attention: Divided attention, selective attention
(b) Theories of attention process (c) Signal Detection Theory and vigilance.
2.3 Perception-approaches: Gestalt, perceptual constancy, Bottom-Up (feature analysis, template matching, prototypes), Top-Down and Pandemonium
2.4 Perception: Cross-cultural studies

UNIT III LANGUAGE, THINKING AND INTELLIGENCE (15 Lectures)

3.1 Language phenomena related to reading, writing and speaking.
3.2 Language and thought
3.3 Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg
3.4 Metacognition: Metacognitive knowledge and Metacognitive regulation

UNIT IV PROBLEM SOLVING, CREATIVITY AND DECISION MAKING (15 Lectures)

4.1 Problem Solving: Types, Stages and Barriers, Strategies in Problem Solving (Algorithms & Heuristics)
4.2 Creativity: Theories and Cognitive Processes
4.3 Decision Making and Judgment
4.4 Applications of Cognitive Psychology (Education, Everyday problem solving, Applied Cognitive Psychology)

Reference Books

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

Mapping of Programme outcome with Course outcome

Class: MA (Semester-I) **Subject:** Psychology
Course: Cognitive Process **Course Code:** PSY-501-MRM

* 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	PO 11	PO 12
CO 1	3	2	1				2			1		2
CO 2	2	2	3			2	1	2		1		1
CO 3	2	3	1		2		1			1		1
CO 4	1	2	1				3			1	2	3
CO 5		1		3		1			2	1		1
CO 6	1	2	1				2			2	3	2
CO 7		1	2		2		1	3		1		1

Justification for the Mapping

PO1 – Disciplinary Knowledge: 5 COs (CO1, CO2, CO3, CO4, CO6) – These COs develop core theoretical and conceptual knowledge of cognitive psychology including foundations, research methods, cognitive processes, intelligence theories, and problem-solving models.

PO2 – Critical Thinking and Analysis: 6 COs (CO1, CO2, CO3, CO4, CO6, CO7) – Students analyze cognitive theories, compare models of perception and intelligence, evaluate decision-making processes, and critically examine applications of cognitive psychology.

PO3 – Research and Inquiry Skills: 5 COs (CO1, CO2, CO3, CO4, CO7) – Research methods, experimental foundations of cognition, and applied cognitive inquiry enhance research orientation and methodological understanding.

PO4 – Effective Communication: 1 CO (CO5) – Metacognition and reflective learning enhance students' ability to articulate cognitive processes and self-regulated learning strategies in academic contexts.

PO5 – Interdisciplinary Approach: 2 COs (CO3, CO7) – Cross-cultural perception and applied cognitive psychology integrate knowledge from education and allied disciplines.

PO6 – Digital and Information Literacy: 3 COs (CO2, CO5, CO7) – Use of research tools, academic resources, and learning strategies supports digital literacy skills.

PO7 – Problem Solving and Application: 3 COs (CO4, CO6, CO7) – Application of intelligence theories, decision-making models, and creativity principles supports real-life and professional problem solving.

PO8 – Ethics, Values, and Social Responsibility: 3 COs (CO1, CO2, CO5) – Understanding ethical research practices and responsible learning promotes academic integrity and social responsibility.

PO9 – Leadership and Teamwork: 2 COs (CO4, CO5) – Seminar discussions and collaborative learning activities promote interpersonal and teamwork skills.

PO10 – Lifelong Learning: 4 COs (CO1, CO4, CO6, CO7) – Conceptual understanding, reflective learning, and applied cognitive skills foster self-directed and continuous learning.

PO11 – Creativity and Innovation: 2 COs (CO4, CO6) – Intelligence theories, creativity models, and problem-solving strategies promote innovative and original thinking.

PO12 – Employability and Career Readiness: 6 COs (CO1, CO2, CO3, CO4, CO6, CO7) – Advanced knowledge, research skills, analytical thinking, and applied cognitive strategies enhance professional competence in education, research, and applied psychology fields.

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme : M.A.
Program Code : PAPSY
Class : M.A. I
Semester :I
Course Type : MAJOR MANDATORY THEORY
Course Name : PSYCHOMETRICS
Course Code : PSY-502-MRM
No. of Lectures : 60
No. of Credits : 04

A) Course Objectives

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

B) Course Outcomes

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

Topics and Learning Points

UNIT-I NATURE AND SCOPE OF PSYCHOLOGICAL TESTING (15 Lectures)

1.1 Definition, Nature and characteristics of psychological tests
1.2 Classification, Uses and Types of Psychological tests
1.3 Meaning and Types of Items
1.4 Ethical issues in psychological testing

UNIT-II NORMS AND THE MEANING OF TESTS SCORE (15 Lectures)

2.1 Basic statistical concepts in psychological testing
2.2 Definition, Nature of Norms
2.3 Types of Norms
2.4 Computer Applications in Psychological Testing and Assessment

UNIT-III RELIABILITY (15 Lectures)

3.1 Definition and meaning of Reliability
3.2 The correlation of coefficient
3.3 Types of Reliability
3.4 Factors Influencing Reliability

UNIT-IV VALIDITY (15 Lectures)

4.1 Definition and meaning of Validity
4.2 Content Validity
4.3 Criterion Validity
4.4 Construct Validity

References:

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing.* N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues.* Australia: Thomson Wadsworth.
3. Gregory, R.J. (2008). *Psychological testing: History, principles and applications.* New Delhi: Pearson Education.
4. Singh, A.K. (2006*). Tests, Measurements and Research Methods in Behavioral Sciences. Patna*: Bharati Bhavan.
5. Nunnally, J.C. (1981). *Psychometric theory.* NY: Tata McGraw-Hill.
6. Freeman, F.S. 3rd ed. (1965). *Psychological testing.* New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
7. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing.* New York: Harper Collins Publishers:
8. Anastasi, A. (1988). *Psychological Testing.* New York: McMillan.
9. Chadha, N. K. (1996). *Theory and practice of psychometry.* N. D.: New Age International.
10. Miller, L., Lovler, R & Mclintire, S. (2013). Psychological Testing: A Practical Approach. Sage Publication.
11. Barve, B.N. & Narke, H.J. (2008). Manomapan.Vidhya Prakashan. Nagpur.

Mapping of Program Outcomes with Course Outcomes

Class: MA (Semester-I) **Subject:** Psychology
Course: Psychometrics **Course Code:** PSY-502-MRM

* 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	PO11	PO12
CO 1	3	3		3			3					
CO 2	3							3				
CO 3	3	3	3			3	3			3	3	3
CO 4	3	3	3	3	3					3		
CO 5	3		3	3				3	3		3	3
CO 6	3	3	3		3	3	3					3
CO 7	3	3			3	3	3			3		3

Justification for the Mapping

PO1 – Disciplinary Knowledge: 7 COs (CO1–CO7)
All COs build core conceptual and theoretical knowledge in psychological testing and assessment.

PO2 – Critical Thinking and Analysis: 5 COs (CO1, CO3, CO4, CO6, CO7)
Students analyze, compare, and differentiate types of tests and measurement concepts.

PO3 – Research and Inquiry Skills: 4 COs (CO3, CO4, CO5, CO6)
Understanding test construction and measurement develops research methodology skills.

PO4 – Effective Communication: 3 COs (CO1, CO4, CO5)
Students explain concepts of assessment, intelligence, and personality tools clearly in academic formats.

PO5 – Interdisciplinary Approach: 3 COs (CO4, CO6, CO7)
Intelligence, aptitude, and values testing connect psychology with education and social sciences.

PO6 – Digital and Information Literacy: 2 COs (CO3, CO6)

Test construction and measurement require use of statistical tools and digital resources.

PO7 – Problem Solving and Application: 4 COs (CO1, CO3, CO6, CO7)

Students apply assessment tools in practical and professional contexts.

PO8 – Ethics, Values, and Social Responsibility: 2 COs (CO2, CO5)

Ethical issues in testing promote responsible and fair psychological practice.

PO9 – Leadership and Teamwork: 1 CO (CO5)

Personality assessment activities support collaborative learning and interpersonal skills.

PO10 – Lifelong Learning: 3 COs (CO3, CO4, CO7)

Knowledge of testing prepares students for higher studies and competitive examinations.

PO11 – Creativity and Innovation: 2 COs (CO3, CO5)

Test development and interpretation encourage innovative thinking.

PO12 – Employability and Career Readiness: 4 COs (CO3, CO5, CO6, CO7)

Assessment skills enhance career opportunities in education, counselling, HR, and research

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme : **M.A.**
Program Code : **PAPSY**
Class : **M.A. I**
Semester : **I**
Course Type : **MAJOR MANDATORY THEORY**
Course Name : **STATISTICAL METHODS**
Course Code : **PSY-503-MRM**
No. of Lectures : **60**
No. of Credits : **04**

A) Course Objectives

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

A) Course Outcomes

After completion of this course the students will be able:

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

Topics and Learning Points

UNIT- I BASICS STATISTICS IN PSYCHOLOGY (15 Lectures)

1.1 Meaning of Statistics in Behavioral Sciences
1.2 Measures of Central tendency, Variability, Curves and Graphs
1.3 Percentiles, Percentile Ranks and Standard Scores
1.4 Applications of Probability and Normal Distribution Curve in Psychology

UNIT-II CORRELATION AND REGRESSION (15 Lectures)

2.1 Correlation: Meaning, Usage and Limitations
2.2 Pearson's Product-Moment Correlation
2.3 Other Types of Correlations
2.4 Regression: Meaning, Analysis and Types

UNIT-III INFERENTIAL STATISTICS (15 Lectures)

3.1 Inferences: Standard Error of Mean
3.2 Significance of Difference for Means Variances and Correlation Coefficients
3.3 One-way and Two-way ANOVA-Independent, Concept of Repeated Measures
3.4 Analysis of Covariance: Concept

UNIT-IV NON- PARAMETRIC STATISTICS (15 Lectures)

4.1 Introduction to Non-Parametric Statistics
4.2 Difference Between Parametric and Non- Parametric Statistics
4.3 Chi Square tests
4.4 Non-Parametric Tests for Correlated and Uncorrelated Data

Reference Books

1. Black, T.R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics.* London: Sage Pub.
2. Fergusson, G. A. (1976). *Statistical analysis in psychology and education*. McGraw-Hill.
3. Foster, J.J. (2001). *Data analysis: Using SPSS for windows.* London: Sage Publication.
4. Glass, G. V. & Stanley, J. C. (1970). *Statistical methods in education and psychology.* Prentice- Hall.
5. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw – Hill.
6. Howell D.C. (1997*). Statistical Methods for Psychology* (4th Ed).
7. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology.* Narosa.
8. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research.* Delhi: Pearson Education.
9. Lomax, R. G. (1998). *Statistical concepts: A second course for education and behavioral sciences.* N.J.: Lawrence Erlbaum Asso. Inc.
10. Mangal, S. K. (2006). *Statistics in psychology and education.* N.D.: Prentice-Hall.
11. Minium E.W., King B. M., Bear G. (1995). *Statistical Reasoning in Psychology and Education.*
12. *Mohanti, B. and Misra, S. (2016). Statistics for Bhavioural and Social Sciences. Sage Publications India Pvt. Ltd.*
13. Welkowitz, J., Emen, R. B. and Cohen, J. (1982). *Introductory statistics for the behavioral sciences (3rd ed.).* N.Y.: Academic Press.

Mapping of Program Outcomes with Course Outcomes

Class: MA (Semester-I) **Subject:** Psychology

Course: Statistical Methods **Course Code:** PSY-503-MRM

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

Programme Outcomes (POs)												
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1			1	2			1		1
CO2	3	3	2			2	2			1		1
CO3	3	3	3	1		2	3			1		2
CO4	2	2	1	2		3	2			1		1
CO5	2	2	2	1		3	3			1	1	2
CO6	3	3	3	1	1	2	3	1		1	1	2
CO7	3	3	3	1	2	3	3	1	1	2	2	3

Justification for the Mapping

PO1 (Disciplinary Knowledge) → CO1, CO3: Understanding and applying statistical methods strengthens advanced disciplinary knowledge in psychology.

PO2 (Critical Thinking and Analysis) → CO2, CO3: Application of numerical methods and inferential statistics enhances analytical and evaluative skills.

PO3 (Research and Inquiry Skills) → CO6, CO7: Use of statistical techniques and multivariate methods directly supports research design and data analysis competence.

PO4 (Effective Communication) → CO4: Statistical presentation of data through graphs and tables improves clarity in academic communication.

PO5 (Interdisciplinary Approach) → CO7: Application of multivariate methods encourages integration of statistical knowledge across disciplines.

PO6 (Digital and Information Literacy) → CO5: Use of statistical software develops digital competency and data handling skills.

PO7 (Problem Solving and Application) → CO3, CO6: Application of statistical techniques enhances problem-solving in real-life and research contexts.

PO8 (Ethics, Values, and Social Responsibility) → CO6: Ethical application of statistical methods in research promotes responsible academic practice.

PO9 (Leadership and Teamwork) → CO4: Presentation and interpretation of statistical results support collaborative academic activities.

PO10 (Lifelong Learning) → CO2: Mastery of statistical applications encourages continuous professional development.

PO11 (Creativity and Innovation) → CO7: Use of advanced multivariate techniques promotes innovative research approaches.

PO12 (Employability and Career Readiness) → CO5, CO6: Proficiency in statistical software and data analysis enhances professional preparedness and employability.

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme	**: M.A.**
Program Code	**: PAPSY**
Class	**: M.A. I**
Semester	**: I**
Course Type	**: MAJOR MANDATORY PRACTICAL**
Course Name	**: PSYCHOLOGY PRACTICAL: TESTS**
Course Code	**: PSY-504-MRM**
No. of Lectures	**: 60**
No. of Credits	**: 02**

A) Course Objectives

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

B) Course Outcomes

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

Topics and Learning Points

UNIT-I GENERAL ABILITY AND SPECIAL ABILITY TESTS (Any Three): (30 Lectures)

1. Intelligence tests: Verbal Test
2. Intelligence tests: Performance Test
3. Judgment and Reasoning
4. Multiple Aptitude Test
5. Special Aptitude Test
6. Self-report inventory

UNIT -II CLINICAL ASSESSMENT TESTS (Any Three): (30 Lectures)

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

GUIDELINES FOR THE CONDUCT OF PRACTICAL:

1. Each batch of students should consist of 12 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with two lecture periods per session.
4. Total workload per batch will be 4 lecture periods.
5. Practical examination will be held at end of the semester.
6. The concerned teacher should verify the completion of practical journal as well study report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (SEMESTER END EXAMINATION):

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination, the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.

5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper for Psychology Practical: Tests (PSY-504-MRM) will be as follows:
   a) Question paper/ preference sheet for practical.
   b) The question paper will contain 3 questions based on tests.
   c) The student will give 2 preferences.
   d) Out of the two preferences given by the student, the final choice of the question to be attempted will be of the external examiner

BREAK UP OF 50 MARKS WILL BE AS FOLLOWS:

1. **Internal Examination: 20 Marks**

a) At least 2 conduct Test	10 marks
b) Viva	05 marks
a) Journal Writing	05 Marks
a) TOTAL MARKS	**20 marks**

2. **Semester End Examination: 30 Marks**
   a) Instructions and conducting 05 marks
   b) Practical Report 05 marks
   c) Journal 10 marks
   d) Practical Viva 10 marks
3. The duration for practical examination will be of 3 clock hours per batch.
4. Assessment of practical report should be done by the external examiner only.
5. Instructions & conducting, journal, viva, should be assessed by the internal and external examiners. Average marks of the two examiners should be taken as final assessment.
6. Difference of more than 25% marks between the internal and external examiners in assessment on any of the items mentioned above should be settled mutually.
7. Total remuneration for the examination should be equally divided between the two examiners.

Reference Books

1. *Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.*
2. *Aiken L.R. (1996). Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.*
3. *Chadha, N. K. (1996). Theory and practice of psychometry. N. D.: New Age International Ltd.*
4. *Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed).*
5. *Freeman, F.S. 3rd ed. (2002). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.*
6. *Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.*
7. *Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.*
8. *Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc.*
9. *Nunnally, J.C. and Bernstein, I.H. (1994). Psychometric theory (3rd ed). NY: McGraw-Hill.*
10. *Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.*
11. *Test manuals of respective tests.*

Mapping of Program Outcomes with Course Outcomes

Class: M.A (Semester-I) **Subject:** Psychology

Course: Psychology Practical: Tests **Course Code:** PSY-504-MRM

* 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	PO11	PO12
CO 1	3	2	2	2	1	1	3	2	1	1	1	2
CO 2	3	3	2	1		1	2	1		1		2
CO 3	2	3	2	3		1	2	2	1	1		2
CO 4	3	3	3	1	1	2	3	2	1	1	3	2
CO 5	3	2	3	1	1	2	3	2	1	1	2	2
CO 6	2	2	2	3		2	3	2	2	1	1	2
CO 7	3	2	2	1	1	1	3	2	1	1	1	3

Justification for the Mapping

PO1 (Disciplinary Knowledge) → CO2, CO7: Knowledge of different psychological tests and their applications strengthen advanced disciplinary understanding.

PO2 (Critical Thinking and Analysis) → CO3, CO4: Interpretation of test scores and construction of new tests enhance analytical and evaluative abilities.

PO3 (Research and Inquiry Skills) → CO4, CO5: Test construction and understanding development procedures promote research competence.

PO4 (Effective Communication) → CO3, CO6: Report writing and interpretation of test results improve professional communication skills.

PO5 (Interdisciplinary Approach) → CO7: Application of intelligence, personality, and clinical tests integrates knowledge across psychological domains.

PO6 (Digital and Information Literacy) → CO2: Understanding psychometric properties and evaluation procedures supports use of assessment tools and data resources.

PO7 (Problem Solving and Application) → CO1, CO7: Counselling skills and practical test application enhance real-life problem-solving abilities.

PO8 (Ethics, Values, and Social Responsibility) → CO1: Counselling and test interpretation encourage ethical and responsible psychological practice.

PO9 (Leadership and Teamwork) → CO6: Conducting test administration and report writing fosters collaboration and interpersonal competence.

PO10 (Lifelong Learning) → CO2: Knowledge of diverse psychological assessments promotes continuous professional development.

PO11 (Creativity and Innovation) → CO4: Construction of new psychological tests enhances innovation and creative thinking.

PO12 (Employability and Career Readiness) → CO1, CO6: Practical skills in testing, counselling, and reporting improve professional preparedness and career opportunities.

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme : **M.A.**
Program Code : **PAPSY**
Class : **M.A. I**
Semester : **I**
Course Type : **ELECTIVES**
Course Name : **PSYCHOLOGY OF ADJUSTMENT**
Course Code : **PSY-505-MJE(A)**
No. of Lectures : **60**
No. of Credits : **04**

A) Course Objectives

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

B) Course Outcomes

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

Topics and Learning Points

UNIT-I ADJUSTMENT TO MODERN LIFE (15 Lectures)

1.1 Adjustment: Meaning, Nature and Dynamics

1.2 Maladjustment: meaning and types

1.3 Roots of Happiness

1.4 Being a well-adjusted student

UNIT-II STRESS AND ITS EFFECTS (15 Lectures)

2.1 Stress: Definition, Nature and Types

2.2 Types of and Responses to stress

2.3 Potential Effects of Stress

2.4 Factors influencing stress tolerance

UNIT-III COPING PROCESSES (15 Lectures)

3.1 Coping: Definition, features involved

3.2 Constructive Coping: Appraisal-Focused Coping

3.3 Constructive Coping: Problem focused and Emotion Focused Coping

3.4 Factors influencing stress tolerance

UNIT-IV MARITAL ADJUSTMENT (15 Lectures)

4.1 Moving Toward Marriage

4.2 Predictors of Marital Success

4.3 Communications and Conflicts resolution

4.4 Pre and post marital counselling

Reference Books

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

Mapping of Program Outcomes with Course Outcomes

Class: MA-I (Semester-I) **Subject:** Psychology

Course: Psychology of Adjustment **Course Code:** PSY- 505-MJE (A)

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

Course Outcome - Program Outcome Correlation Matrix												
COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	3	3	2	2	2	3	2
CO2	3	2	2	3	2	2	2	2	2	2	2	3
CO3	3	3	3	2	3	2	3	2	1	2	3	2
CO4	3	3	3	3	1	2	2	2	3	2	2	2
CO5	3	3	2	2	2	1	1	1	2	1	1	1
CO6	3	2	2	3	2	2	2	2	1	2	2	2
CO7	3	3	2	2	2	3	3	2	1	3	3	2

Justification for the Mapping

PO1 – Disciplinary Knowledge (3 – Strong)

All COs strongly align as the course builds core psychological knowledge of adjustment, stress, coping, and marital relationships.

PO2 – Critical Thinking and Analysis

Strong in CO1, CO2, CO3, CO4, CO6, and CO7 where students analyze stressors, coping mechanisms, and marital dynamics.

PO3 – Research and Inquiry Skills
Moderately aligned in CO1, CO2, CO3, CO4, and CO6 through evaluation of stress theories and marital predictors.
Strong in CO7 as counselling processes require structured understanding and application of psychological principles.

PO4 – Effective Communication
Strong in CO5, CO6, and CO7 where interpersonal communication, conflict resolution, and counselling skills are central.

PO5 – Interdisciplinary Approach
Moderately aligned in CO1, CO4, CO6, and CO7 as adjustment and marital issues intersect with sociology, health sciences, and family studies.

PO6 – Digital and Information Literacy
Moderate alignment in conceptual understanding of stress and coping (research-based knowledge acquisition), though not primarily technology-focused.

PO7 – Problem Solving and Application
Strong alignment across CO2–CO7 as students apply coping, adjustment, and conflict-resolution strategies to real-life contexts.

PO8 – Ethics, Values, and Social Responsibility
Strong in CO5, CO6, and CO7 where ethical relationships, social responsibility, and emotional maturity are emphasized.

PO9 – Leadership and Teamwork
Strong in CO5, CO6, and CO7 as healthy interpersonal skills, collaboration, and relationship management are key components.

PO10 – Lifelong Learning
Moderately to strongly aligned, especially in CO7, as counselling awareness and stress management promote continuous personal development.

PO11 – Creativity and Innovation
Moderate alignment in most COs; strong in CO7 where counselling and conflict resolution require adaptive and innovative thinking.

PO12 – Employability and Career Readiness
Moderate alignment across most COs as the course builds transferable skills in:
Counselling Emotional intelligence Conflict management Human resource and social services role
Strong in CO7 due to practical counselling competence enhancing professional

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Subject	**: Psychology**
Program Code	**: PAPSY**
Class	**: MA-I**
Semester	**: I**
Course Type	**: Major Elective Theory**
Course Name	**: Cyber Psychology**
Course Code	**: PSY-505-MJE (B)**
No. of Lectures	**: 60**
No. of Credits	**: 4**

(A)Course Objectives:

1) Understand the basic concepts, meaning, scope, and historical development of Cyber Psychology.
2) Explain major psychological theories related to online behavior and digital identity formation.
3) Analyze social behavior in cyberspace, including social media usage, online relationships, and virtual communities.
4) Identify psychological issues related to cyberspace, such as cyberbullying, internet addiction, and problematic internet use.
5) Evaluate the impact of digital technology on mental health and well-being, including gaming disorder and digital stress.
6) Understand the psychological aspects of cyber-crime, cyber terrorism, and online radicalization.
7) Develop awareness about digital ethics, privacy, responsible technology use, and emerging trends in cyber psychology.

(B) Course Outcomes:

CO1. Define and explain key concepts of Cyber Psychology and its interdisciplinary nature.
CO2. Apply psychological theories to understand online behaviors such as self-presentation, anonymity, and digital identity construction.
CO3. Critically examine social interactions in cyberspace, including the influence of social media on attitudes and relationships.
CO4. Assess psychological risks associated with excessive internet use, including internet addiction

cyberbullying, and gaming disorder.

CO5.Recognize the psychological impact of digital stress, cyber trauma, and online harassment.

CO6.Analyze psychological factors underlying cyber-crimes and radicalization processes.

CO7.Demonstrate responsible digital citizenship by applying ethical principles, privacy awareness, and healthy technology practices.

Topics and Learning Points

UNIT I: INTRODUCTION TO CYBER PSYCHOLOGY (15 Lectures)

1.1 Meaning, Definition and Scope of Cyber Psychology
1.2 History and Development of Cyber Psychology
1.3 Theories related to Online Behavior
1.4 Digital Self and Online Identity Formation

UNIT II: SOCIAL BEHAVIOR IN CYBERSPACE (15 Lectures)

2.1 Social Media Psychology
2.2 Online Relationships and Virtual Communities
2.3 Cyberbullying and Online Harassment
2.4 Internet Addiction and Problematic Internet Use

UNIT III: CYBER MENTAL HEALTH AND WELL-BEING (15 Lectures)

3.1 Psychological Effects of Internet Use
3.2 Gaming Psychology and Online Gaming Disorder
3.3 Cyber Trauma and Digital Stress
3.4 Digital Detox and Healthy Technology Use

UNIT IV: CYBER CRIME, ETHICS AND EMERGING TRENDS (15 Lectures)

4.1 Cyber Crime: Types and Psychological Factors
4.2 Cyber Terrorism and Radicalization
4.3 Privacy, Ethics and Digital Responsibility
4.4 Future Trends in Cyber Psychology

Reference

Bhave, S. Y. (Ed.). (2018). *Cyber psychiatry*. Jaypee Brothers Medical Publishers.

Godbole, N., & Belapure, S. (2011). *Cyber security: Understanding cyber crimes, computer forensics and legal perspectives*. Wiley India.

Malhotra, S., Sharma, K., & Dogra, S. (Eds.). (2020). *Inhabiting cyberspace in India: Theory, perspectives, and challenges*. Springer.

Mathew, R. K. (2023). *The human algorithm: Cyberpsychology for the digital age*. Hay House India.

Sharma, A., & Thakur, R. (2018). *Cyber psychology: The context of human-computer interaction*. University Science Press.

Mapping of Program Outcomes with Course Outcomes

Class: MA-I (Semester-I) **Subject:** Psychology

Course: Cyber Psychology **Course Code:** PSY-505-MJE (B)

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

Course Outcome - Program Outcome Correlation Matrix												
COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	1	2	1	2	1	2	2	1
CO2	3	3	2	3	1	3	1	1	2	1	2	2
CO3	3	3	2	2	1	3	2	2	3	2	2	2
CO4	3	3	1	3	1	3	2	2	3	2	1	2
CO5	3	2	2	2	2	3	1	2	2	2	2	2
CO6	3	2	2	3	2	3	2	2	2	1	2	2
CO7	3	3	3	3	2	3	3	3	3	3	3	3

Justification for the Mapping

PO1 (Disciplinary Knowledge): Strongly aligned with all COs as the course builds core and advanced understanding of Cyber Psychology concepts.

PO2 (Critical Thinking): Highly reflected in CO3, CO5, and CO7 where students analyze online behaviors and digital interactions.

PO3 (Research Skills): Moderately aligned through assessment of cyber risks, digital identity, and online behavior evaluation.

PO4 (Communication Skills): Strong in CO2, CO6, and CO7 as students apply and present psychological interpretations of cyber issues.

PO5 (Interdisciplinary Approach): Integrated in CO5–CO7 where psychology connects with technology, law, and sociology.

PO6 (Digital Literacy & Problem Solving): Strongly aligned across all COs due to the digital and applied nature of the subject.

PO7 (Teamwork & Collaboration): Reflected in applied discussions, case studies, and cyber awareness activities.

PO8 (Ethics & Values): Strongly connected with digital citizenship, privacy awareness, and responsible online behavior.

PO9 (Leadership & Technological Skills): Linked with cybercrime analysis, risk management, and digital competence.

PO10 (Lifelong Learning & Community Engagement): Encourages responsible technology use and awareness in society.

PO11 – (Creativity and Innovation)

Moderately aligned (2) with CO1–CO6 as students analyze and interpret emerging cyber issues.

Strongly aligned (3) with CO7 because responsible digital citizenship requires innovative and ethical thinking in online environments.

PO12 – (Employability and Career Readiness)

Moderate alignment (2) across most COs as Cyber Psychology builds skills relevant to: Digital counseling Cybercrime analysis social media research mental health services

Strong alignment (3) in CO7 because ethical digital practices and technological competence enhance professional reading.

SYLLABUS (CBCS as per NEP 2020) FOR MA-I Sem-I (w. e. from June, 2026)

Name of the Programme : M.A.
Program Code : PAPSY
Class : M.A. I
Semester : I
Course Type : RESEARCH METHODOLOGY
Course Name : RESEARCH METHODOLOGY IN PSYCHOLOGY
Course Code : PSY -506-RM
No. of Lectures : 60
No. of Credits : 04

A) Course Objectives

To acquaint the students with:

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

B) Course Outcomes

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

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

Topics and Learning Points

UNIT- I RESEARCH: AN INTRODUCTION (15 Lectures)

1.1 Developing Ideas for Research in Psychology
1.2 Types of Research
1.3 The Research Process
1.4 Ethics in Psychological Research

UNIT-II PROBLEM, VARIABLES AND HYPOTHESIS (15 Lectures)

2.1 Problem: Meaning, Nature and Types
2.2 Variables: Meaning, Types and its Operational Definitions
2.3 Literature Review on Psychological Variables
2.4 Hypothesis: Meaning, Types and Formulating Hypothesis

UNIT-III RESEARCH DESIGNS AND DATA COLLECTION (15 Lectures)

3.1 Research Designs: Meaning and Types
3.2 Methods of Data Collection
3.3 Ethical Issues in Data Collection
3.4 Sampling: Meaning and Types

UNIT-IV RESEARCH REPORT WRITING IN PSYCHOLOGY (15 Lectures)

4.1 Introduction to APA Style
4.2 Writing a Research Proposal
4.3 Importance of Research Report
4.4 Writing a Journal Research Report and Research Paper

References

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

Mapping of Program Outcomes with Course Outcomes

Class: M.A.-I (Semester- I) **Course:** Research Methodology in Psychology
Subject: Psychology **Course Code:** PSY -506-RM

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

	Programme Outcomes (POs)											
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	1	1	2	2		1	1	2
CO2	3	3	2			1	2	1		1		1
CO3	3	3	3	1	1	2	3	2	1	1	2	2
CO4	2	2	2	1		3	1	1		2		2
CO5	2	3	3	3	1	2	2	2	1	1	1	2
CO6	2	2	3	3		2	2	2		1	1	2
CO7	3	3	3	1	1	2	3	1		1	1	3

Justification for the Mapping

PO1 (Disciplinary Knowledge) → CO1, CO2: Application and understanding of research fundamentals strengthen advanced disciplinary knowledge in psychology.

PO2 (Critical Thinking and Analysis) → CO3, CO5: Selection of research designs and interpretation of findings enhance analytical and evaluative abilities.

PO3 (Research and Inquiry Skills) → CO1, CO3, CO7: Designing research and applying statistical techniques directly develop inquiry and methodological competence.

PO4 (Effective Communication) → CO5, CO6: Interpretation and APA-style reporting of research findings improve scholarly communication skills.

PO5 (Interdisciplinary Approach) → CO3: Appropriate research design and variable selection encourage integration of multidisciplinary perspectives.

PO6 (Digital and Information Literacy) → CO4: Locating and reviewing published scientific articles enhances digital and information literacy.

PO7 (Problem Solving and Application) → CO3, CO7: Application of research techniques and statistical tools strengthens problem-solving abilities in professional contexts.

PO8 (Ethics, Values, and Social Responsibility) → CO1: Application of ethical principles in research promotes responsible and value-based academic practice.

PO9 (Leadership and Teamwork) → CO5: Communicating and presenting research findings foster collaborative and leadership skills.

PO10 (Lifelong Learning) → CO4: Developing skills to search and review scientific literature supports continuous professional learning.

PO11 (Creativity and Innovation) → CO3: Designing innovative research proposals and methodologies enhances creative and original thinking.

PO12 (Employability and Career Readiness) → CO6, CO7: Competence in APA reporting and statistical analysis improves professional preparedness and career opportunities.