



Fergusson College (Autonomous)

Pune

Learning Outcomes-Based Curriculum

for

M. A. I - Psychology

With effect from June 2019

Program Outcomes (POs) for M.A Programme

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

PSO No.	Program Specific Outcomes(PSOs) Upon completion of this programme the student will be able to
PSO1	Academic Competence – <ul style="list-style-type: none"> i) Develop sound disciplinary knowledge in their chosen area of specialization like the industrial-organizational or clinical psychology along with deeper understanding of Human cognition, Emotions, Personality, Counselling, Psychometry and Research. ii) Ability to use skills in laboratory as well as the real world settings iii) Develop their critical thinking further by sharpening their interpretative abilities using different approaches.
PSO2	Personal and Professional Competence – <ul style="list-style-type: none"> i) Develop positive attributes such as empathy, compassion, self-awareness, social participation, and accountability. ii) Learn the social skills of collaboration, cooperation and realize the power of groups. Display leadership skills and also the ability to carry out tasks independently. iii) Apply the research and psychometric knowledge to their chosen fields of specialization.
PSO3	Research Competence – <ul style="list-style-type: none"> i) Plan, design and conduct research studies and interpret and apply the research findings to real life situations. Conduct a comprehensive review of existing literature and formulate hypotheses based on that. ii) Develop an in-depth understanding of research tools, methodology and ethical research practices.
PSO4	Entrepreneurial and Social competence: – <ul style="list-style-type: none"> i) Analyze social problems, social dynamics and create solutions to manage them effectively. ii) Develop deep self-awareness including their own biases and cultural notions. iii) Display sensitivity, and understanding about how various socio-cultural factors impact human behaviour. Respect intellectual property rights and is aware of the implications of engaging in unethical means

Program Structure

Year	Course Code	Course Title	Course	Credits
F.Y. M.A.	Semester I			
	PSY4101	Statistics and Research Methods	Core	04
	PSY4102	Psychometry Theory	Core	04
	PSY4103	Introduction to Human Resource Management	(Departmental elective)	04
	PSY4104	Foundations of Clinical Psychology	(Departmental elective)	04
	PSY4105	Psychology Practicals -I	Core	04
	Semester II			
	PSY4201	Advanced Statistics and Research Methods	Core	04
	PSY4202	Human Cognition and Emotion	Core	04
	PSY4203	Performance Management and Development	(Departmental elective)	04
	PSY4204	Abnormal Psychology	(Departmental elective)	04
	PSY4205	Psychology Practicals -II	Core	04
S.Y. M.A.	Semester III			
	PSY5301	Personality	Core	04
	PSY5302	Processes in Organisation	(Departmental elective)	04
	PSY5303	Strategic Human Resource Management	(Departmental elective)	04
	PSY5304	Psychopathology	(Departmental elective)	04
	PSY5305	Psychodiagnostics	(Departmental elective)	04
	PSY5306	Project/Field Work (Industrial)	(Departmental elective)	04
	Semester IV			
	PSY5307	Project/Field Work (Clinical)	(Departmental elective)	04
	PSY5401	Counselling Psychology	Core	04
	PSY5402	Organisation Development	(Departmental Elective)	04
	PSY5403	Training and Industrial Relations	(Departmental Elective)	04
	PSY5404	Psychotherapies	(Departmental Elective)	04
	PSY5405	Human Interventions	(Departmental Elective)	04
	PSY5406	Practicum (Industrial)	(Departmental Elective)	04
	PSY5407	Practicum (Clinical)	(Departmental Elective)	04

F. Y. M. A. Semester I		
Title of the Course and Course Code	STATISTICS AND RESEARCH METHODS (PSY4101)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe various research approaches used in social sciences and is able to classify characteristics of quantitative and qualitative research	
CO2	Compare and contrast quasi experimental research methods	
CO3	Apply inferential statistics like T-tests and ANOVA using SPSS to suitable research problem	
CO4	Evaluate the application of basic experimental designs to varied research problems.	
CO5	Differentiate between the various qualitative approaches to be used in research	
CO6	Design an experiment when a research problem is given	

Unit. No.	Contents	No. of Lectures
I	INTRODUCTION TO BEHAVIOUR SCIENCES RESEARCH 1.1 Nature and scope of research in the social sciences 1.2 Problem, variables, hypothesis (types), sampling (types), 1.3 Approaches to research (qualitative, quantitative and Mixed) 1.4 Ethics in social science research Movement	15
II	PRELIMINARY STATISTICS FOR SOCIAL SCIENCE RESEARCH 2.1. Employee Probability, Normal Distribution Curve: Characteristics, Applications Descriptive statistics (Using SPSS): Measures of central tendency 2.2. Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, 2.3. Confidence interval, Type I and Type II errors; one-tailed and two tailed	15
III	BASIC QUANTITATIVE RESEARCH DESIGNS 3.1. Survey: Cross sectional, successive independent samples, longitudinal 3.2. Non-experimental approaches: Phenomenology, case study, field study, correlational designs, ex post facto designs, archival research 3.3. Experimental Designs: Principles (Variance-systematic, error, extraneous), internal and external validity 3.4. Quasi experimental designs	15

IV	STATISTICS FOR BETWEEN GROUP DESIGNS 4.1. Non-parametric tests: Man Whitney U test (Using SPSS), Kruskal Wallis Test 4.2. Students' T Test (using SPSS) 4.3. ANOVA (Using SPSS): One way 4.4. Drawing conclusions: Generalizing from the results, generalizing across subjects, handling a non-significant Voutcome.	15
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References:

1. Guilford J. P. and Fruchter B. (1985). Fundamental Statistics in Psychology and Education (6th ed) McGraw - Hill
2. Howell D.C. (1997). Statistical Methods for Psychology (4th Ed)
3. Kurtz, A.K. & Mayo, S.T. (1979). Statistical methods in education and psychology. Narosa.
4. Levin, J. & Fox, J. A. (2006). Elementary statistics in social research. Delhi: Pearson Education.
5. Lomax, R. G. (1998). Statistical concepts: A second course for education and behavioural sciences. N.J.: Lawrence Erlbaum Asso. Inc.
6. Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall
7. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education
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10. Kerlinger F.N. (1994). Foundations of behavioral research (3rd ed)
11. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.
12. Locke, L.F., Sliverman, S.J. & Spirduso, W.W. (2004). Reading and understanding research (2nd ed). Thousand Oaks: Sage Publications.
13. Mason E.J. and Bramble W.J. (1989). Understanding and conducting research: Applications in education and behavioral sciences (2nd ed)
14. Neuman W. Lawraence (2007) Social Research Methods, Pearson Education.
15. Nunnally, J.C., & Bernstein, I.H. (1994). Psychometric theory (3rd ed. NY: McGraw-Hill.
16. Ranjit Kumar (2006). Research methodology: A step-by-step guide for beginners. N.D.: Pearson Education.
17. Richards Lyn and Morcse Janice M. (2013) README FIRST FOR A USER'S GUIDE TO Qualitative methods, Third Edition, Sage Publication.
18. Robinson, P.W. (1976). Fundamentals of experimental psychology. Prentice-Hall.
19. Rosnow, R.L. & Rosenthal, R. (1999). Beginning behavioral research: A conceptual primer (3rd ed). Upper Saddle River NJ: Prentice-Hall
20. Shaughnessy J.J. and Zechmeister E.B. (1997). Research Methods in Psychology (4th ed)
21. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
22. Smith, R.A., & Davis, S.F. (1997). The psychologist as detective: An introduction to conducting research in psychology. Upper Saddle River NJ: Prentice-Hall.
23. Tabachnick B.G. and Fidell L.J. (2001). Using Multivariable statistics (4th ed)
24. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). Essentials of research methods in psychology

Title of the Course and Course Code	Psychometry: Theory (PSY4102)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the nature of a Psychological test along with its characteristics, uses and applications	
CO2	Explain the steps/methods to construct a psychological test, measure its reliability, validity and norms	
CO3	Calculate reliability for a psychological test using SPSS	
CO4	Differentiate between different types of norms with suitable examples	
CO5	Evaluate critically the methods of test construction	
CO6	Write items and use appropriate methods to construct a psychological test	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	NATURE AND SCOPE OF PSYCHOLOGICAL TESTING 1.1. Definition and characteristics of psychological tests 1.2. General steps in test construction 1.3. Item analysis 1.4. Using computer software to do the item analysis	10
II	RELIABILITY 2.1. Definition and types of reliability 2.2. The reliability coefficient 2.3. Factors that influence reliability 2.4. Using Computer software to calculate reliability	10
III	VALIDITY 3.1. Content-description validation procedures 3.2. Criterion-prediction procedures 3.3. Construct-identification procedures 3.4. Using Computer software to calculate the validity	10
IV	NORMS AND THE MEANING OF TEST SCORES 4.1. Levels of measurement 4.2. Normal curve in relation to Norms 4.3. Types of Norms 4.4. Using Computer software to convert the raw scores into comparable norm scores	10
V	COMPUTERIZED TESTING 5.1 Computerized testing 5.2 Computerized adaptive testing 5.3 Web-Based Assessment 5.4 Implication for the future	10

References:

1. Leslie A. Miller (2013). *Psychological Testing*. New Delhi: Sage Publication
2. Aiken, L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*
3. Anastasi A. (1988). *Psychological Testing*. New York: McMillan
4. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
5. Anastasi, A. (1988). *Psychological testing*. NY: Macmillan.
5. Chadha, N. K. (1996). *Theory and practice of psychometry*. N. D.: New Age International Ltd.
6. Cronbach, L. J. 5th ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers:
7. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
8. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
9. Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
10. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
11. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
12. Kline, P. (1983). *Personality measurement and theory*. Hutchinson.
13. Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
14. Nunnally, J.C. (1981). *Psychometric theory*. NY: Tata McGraw-Hill
15. Patna: Bharati Bhavan.
16. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Desai, B. and Abhyankar, S. C. (2010). *Prayogik Manasashastra ani Sanshodhan Paddhati*. Pune: Narendra Prakashan

Title of the Course and Course Code	INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (PSY4103)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Cite the contribution of management thinkers, recent developments in the field of I-O Psychology as well as describes the relevant constructs of Positive OB	
CO2	Outline the concepts of manpower planning, employee selection, job analysis and competency based JD	
CO3	Transfer the knowledge to solve organisational problems pertaining to recruitment	
CO4	Classify between the different selection techniques	
CO5	Evaluate the methods and use of Job analysis methods	
CO6	Create a behaviour event Interview and writes the role and competencies along with its levels.	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	ORGANISATION AND PEOPLE 1.1 Management Thinkers: Taylor, Weber, Drucker, Mayo, Ford, Maslow. 1.2 Nature of Organisations: Basic components, As an open systems, Formal and informal, Indian concepts in organisations 1.3 Organisational goals, strategy and responsibilities 1.4 People: views of work, nature of workforce in modern organisation	15
II	THRIVING IN THE ORGANISATION 2.1. Positive organisation Behaviour: Employee engagement, Positive work-family interface, Meaning in work, Spirituality. 2.2. Creating eustress: Dealing with negative emotions, Transactional analysis. 2.3. SWOT analysis 2.4. Career Development	15
III	PEOPLE RESOURCING 3.1. Strategic workforce planning and forecasting 3.2. Nature and factors determining recruitment 3.3 Methods of selection 3.4 Recruitment for higher position	15

IV	JOB ANALYSIS	15
	4.1. Job Analysis: purpose, methods and uses of job analysis.	
	4.2. Competence based JD: Developing a competence framework	
	4.3. Behaviour Event Interview	
	4.4. Writing Key Result Areas	

References:

1. DeCenzo, D. A. & Robbins, S. P. (2008). *Personnel/ human resource management New Delhi:*
2. Prentice- Hall Pvt. Ltd.
3. Cascio, W.F. &Aguinis H. (2008).Applied Psychology in human Resource Management (6th Ed.).New Delhi: Prentice-Hall India Pvt. Ltd.
4. Aamodt, M.G. (2007).Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
5. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems*. N.D.: Oxford & IBH.
6. Miner, J.B. (1992). *Industrial and organizational psychology*. McGraw-Hill.
7. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
8. Cascio, W.F. (2006). *Managing human resources; Productivity, quality of work lifeprofits*. N.Y.: Tata McGraw Hill.
9. Ivancevich,J.M.&Gluek,W.F.(1983).Foundation of personnel / human resourcemanagement. Plane Texas : U.S.A. Business Pub.Inc.
10. McCormic,E.J.&Ilgen, D.(1980). Industrial psychology (7th ed). London: George Allen and Unwin.
11. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu

Title of the Course and Course Code	FOUNDATIONS OF CLINICAL PSYCHOLOGY (PSY4104)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the field of Clinical Psychology, its nature and scope. Outlines the role of clinical psychologists in clinical and research settings.	
CO2	Discuss the concept of maladjustment. Describes the training and field of work of Clinical Psychologists	
CO3	Outline the different methods used in the assessment of abnormal behavior and examines the applicability of these methods to different clinical situations	
CO4	Compare and contrast the different paradigms in psychopathology	
CO5	Appraise critically the legal and ethical issues in clinical psychology. Argues ethical dilemmas concerning patients' rights and related social issues	
CO6	Write short articles about advocacy in mental health	

Unit. No.	Title of unit and Contents	No. of Lectures
I	INTRODUCTION TO CLINICAL PSYCHOLOGY 1.1 Understanding Maladjustment scientifically 1.2 Clinical Psychology as a helping profession: Counseling and Psychotherapy 1.3 Training of a Clinical Psychologist 1.4 Work settings of Clinical Psychologists: Research, Teaching, Psychotherapy, Assessment, Consultation and Administration	15
II	PARADIGMS IN CLINICAL PSYCHOLOGY 2.1. The Biological Paradigm: Genetics, Brain research, Nervous system 2.2 Psychoanalysis: key assumptions, influences on clinical psychology 2.3. Behavioral-cognitive paradigm: key assumptions, influences on clinical psychology 2.4 Humanistic perspective: key assumptions, influences on clinical psychology	15
III	PSYCHOLOGICAL ASSESSMENT 3.1 Clinical Interviewing: Listening, rapport building, Case history, diagnostic interview, identifying crisis 3.2. Intellectual and educational assessment: IQ tests, aptitude tests, LD tests 3.3. Personality assessment: Self-report inventories, Projective techniques 3.4. Behavioral assessment: Behavioral interviews, direct	15

	observation, analogue, psychophysiological recording method	
IV	SOCIAL, LEGAL AND ETHICAL ISSUES 4.1. Community mental health movement: historical perspective, functioning of community mental health centres 4.2. Legal issues: Civil commitment, criminal commitment 4.3 Patient's rights and clinical practice guidelines 4.4 Prevention of mental health problems: universal, selective and indicated interventions	15

References:

1. Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13thEdn. Pearson Education, India.
3. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
4. Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9thed.). New York: Wiley.
5. Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rdEdn. McGraw Hill: New York, USA.
6. Hersen, M., & Thomas, J.C. (2007). *Handbook of Clinical Interviewing with Adults*. California: Sage Publications Inc.
7. Taylor, S. (2006) 6th ed. *Health psychology*. ND: Tata McGraw-Hill
8. Brannon, L. & Feist, J. (2007). *Introduction to health psychology*. Singapore: Thomson Wadsworth

Title of the Course and Course Code	PSYCHOLOGY PRACTICALS (PSYCHOMETRY) (PSY4105)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	State the different types of tests, its psychometric properties and uses	
CO2	Distinguish between tests that can be used to measure various psychological constructs.	
CO3	Employ tests to measure intelligence, personality, adjustment, attitudes and values	
CO4	Classify between self-report inventory and projective tests	
CO5	Review and interpret the results obtained from the tests	
CO6	Write a report based on test findings	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	I] GENERAL ABILITY TESTS (any two): 1. Intelligence tests: Verbal Test 2. Intelligence tests: Performance Test 3. Creativity 4. Thinking 5. Judgment and Reasoning	12
II	II] SPECIAL ABILITY TESTS (any two): 1. Multiple Aptitude Test 2. Special Aptitude Test	12
III	III] PERSONALITY TESTS (any three): 1. Self-report inventory 2. Projective test: Verbal 3. Projective test: Pictorial 4. Interest inventory 5. Adjustment inventory 6. Attitude / Values	18
IV	IV] OTHER TESTS (any three): 1. Stress / Frustration 2. Environmental Assessment 3. Development Assessment 4. Achievement Test 5. Cognitive Style 6. Self-Concept 7. Neuropsychological Assessment 8. Social Skill / Behavioural Skill	18

References:

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3. D'Amato, M.R. (2009). *Experimental psychology: Methodology, psychophysics and learning*.
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12. Ranjit Kumar (2014). *Research Methodology: A step by step guide for beginners*. Pearson Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume

F. Y. M. A. Semester II		
Title of the Course and Course Code	Advanced Statistics And Research Methods (PSY4201)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the research designs, qualitative approaches and use of computer technology in qualitative research	
CO2	Differentiate between the need to use within group, between group and multiple group design	
CO3	Employ advanced statistical techniques like two way ANOVA, MANOVA, Regression using SPSS	
CO4	Identify the use of qualitative methodology to research problem.	
CO5	Justify the use of a particular research design and statistics in the context of a research problem	
CO6	Formulate a research design based on the research variables/problem	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	ADVANCED QUANTITATIVE RESEARCH DESIGNS 1.1. Between groups designs: Two group designs, more than two group designs 1.2. Factorial Designs 1.3. Within group designs: types 1.4. Two way and repeated measures ANOVA, (Using SPSS)	15
II	MULTIVARIATE STATISTICS 2.1. ANCOVA (Using SPSS) 2.2. MANOVA (Using SPSS) 2.3. Chi square, correlation (Types) (Pearson's r, partial correlation, regression, types (Using SPSS), investigating the effect of mediating and moderating variables 2.4. Factor Analysis: Exploratory, confirmatory	15
III	QUALITATIVE RESEARCH 3.1. Ethnographic research 3.2. Case study and single subject study research 3.3. Qualitative data analysis 3.4. Use of computer technology in qualitative data analysis	15
IV	WRITING RESEARCH REPORT 4.1 Purpose and structuring the research report 4.2 Review of literature 4.3 Proposal and research report writing (Thesis, journal) 4.4 References and bibliography	15

References:

1. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill
2. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)
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19. Richards Lyn and Morcse Janice M. (2013) *README FIRST FOR A USER'S GUIDE TO Qualitative methods*, Third Edition, Sage Publication.
20. Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.
21. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer* (3rd ed). Upper Saddle River NJ: Prentice-Hall
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24. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology*. Upper Saddle River NJ: Prentice-Hall.
25. Tabachnick B.G. and Fidell L.J. (2001). *Using Multivariable statistics* (4th ed)
26. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*

Title of the Course and Course Code	HUMAN COGNITION AND EMOTION (PSY4202)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Describe the different structures of the brain and the nervous system. Matches the various cognitive functions with appropriate centres in the brain that are responsible for these functions	
CO2	Explain the neurological mechanisms that underlie human cognitive and emotive functions	
CO3	Demonstrate the use of principles of thinking and problem solving to everyday life situations. Applies the knowledge of principles of speech recognition and production to speech problems in children and adults	
CO4	Explain emotional and cognitive deficits in clinical populations with reference to their neurological and developmental basis	
CO5	Determine the use of appropriate brain imaging techniques for particular neurological problems	
CO6	Formulate simple activities and exercises to enhance cognitive functioning	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	COGNITIVE NEUROSCIENCE 1.1 Overview of Brain Areas 1.2 Neuronal Structure and Function 1.3 Role of chief neurotransmitters 1.4 Brain imaging Methods	15
II	PROBLEM-SOLVING, CREATIVITY AND DECISION MAKING 2.1. Problem-solving process, approaches, hindrances to problem-solving 2.2. Creativity: process, factors determining creativity, 2.3. Decision making: Reasoning, use of heuristics 2.4. Neurological basis of executive functions	15
III	LANGUAGE 3.1. Speech Perception, reading processes and understanding discourse 3.2. Speaking 3.3. Writing 3.4. Neurological basis of language	15
IV	EMOTION 4.1 Emotion: Meaning and its influence on cognition. 4.2 Biological basis of emotion 4.3 Theories of Emotion 4.4 Emotional expression and regulation	15

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Title of the Course and Course Code	Performance Management And Development (PSY4203)	Number of Credits : 04
Course Outcomes (Cos) On completion of the course, the students will be able to:		
CO1	State various concepts like performance appraisal, job evaluation methods, learning theories and other training terminology	
CO2	Distinguish between different theoretical perspectives of training	
CO3	Examine the training needs of adult learners and applies the theoretical principles to training contexts	
CO4	Differentiate between the various learning theories and makes suitable use of them for training context	
CO5	Compare and contrast Human resource development, training and Organisation Development	
CO6	Specify the training needs using the ADDIE model	

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

References:

1. Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd.
4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill
5. Robbins, S.P., Judge T.A., &Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.
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7. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts
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Title of the Course and Course Code	Abnormal Psychology(PSY4204)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Outline a brief history of the field of psychopathology and the classification system of DSM	
CO2	Describe the clinical picture and possible etiology of psychological disorders listed in the DSM	
CO3	Infer disorders based on the symptoms of a given client. Examines the family history and genetic factors to determine the origin of the disorder	
CO4	Analyze the reasons for the prevalence and incidence of certain disorders in particular communities or social groups. Explain the impact of biological factors as well as particular child rearing practices and family patterns on pathological behavior	
CO5	Evaluate the suitability of various assessment techniques for particular disorders. Determines the prognosis for patients based on vulnerability and protective factors	
CO6	Formulate the goal for the treatment for patients showing pathological behaviour	

Unit. No.	Title of unit and Contents	No. of Lectures
I	INTRODUCTION TO ABNORMAL PSYCHOLOGY 1.1 Historical perspectives 1.2 History of the DSM 1.3. Criteria of abnormal behaviour, prevalence, incidence, comorbidity, prognosis, vulnerability and protective factors. 1.4. Need for diagnosis and assessment, problems and issues in assessment	15
II	ANXIETY AND MOOD DISORDERS 2.1. Generalized Anxiety disorder, Separation Anxiety disorder, selective mutism, Panic disorder and PTSD 2.2. Phobias and OCD 2.3. Depressive disorders 2.4. Bipolar disorder	15
III	DISORDERS OF CHILDHOOD 3.1. Intellectual disability 3.2. Autism, Aspergers' and other pervasive developmental disorders 3.3. Learning disabilities 3.4. Oppositional defiant disorder, conduct disorder	15

IV	SOMATOFORM, DISSOCIATIVE, EATING AND SLEEP DISORDERS 4.1. Somatic symptom related disorders 4.2. Dissociative disorders, Fugue and amnesia Dissociative Identity Disorder 4.3. Eating disorders 4.4. Sleep disorders	15
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References:

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2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Edn. Pearson Education, India.
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Title of the Course and Course Code	Psychology Practical (Experiments)(PSY4205)	Number of Credits : 04
Course Outcomes (COs) On completion of the course, the students will be able to:		
CO1	Cite the principles of scientific experimentation in the laboratory	
CO2	Demonstrate the various cognitive process such as learning, memory and perception with appropriate experiments	
CO3	Employ suitable experiment to study the problem	
CO4	Explain the obtained results of the experiment with the help of literature review	
CO5	Evaluate a research experiment critically.	
CO6	Design and carry out psychological experiments independently	

Unit. No.	Title of Unit and Contents	No. of Lectures
I	COGNITIVE PROCESSES (ANY 3): <ol style="list-style-type: none"> 1. Signal Detection – ROC 2. Perceptual Defense 3. Concept Formation 4. Problem Solving 5. Study of Mental Imagery 6. Peterson's Test of Rational Learning 7. Stroop Effect in Visual Perception 8. Effect of feedback on Illusion 9. Time perception 	18
II	LEARNING (ANY 3): <ol style="list-style-type: none"> 1. Learning by Insight (Bolt Head Maze) 2. Interference: Retroactive / Proactive 3. Paired Associate Learning 4. Serial Learning 5. Verbal Conditioning 6. Transfer of training in maze learning 	18
III	MEMORY (ANY 2): <ol style="list-style-type: none"> 1. Short Term Memory 2. Effect of Mnemonic Strategy on Memory 3. Immediate Memory Span: Meaningful Vs. Meaningless Material 4. Organization in Memory 5. Memory for Unattended Material 6. Memory for Associated and Un-associated Pairs of Words 	12
IV	MOTIVATION AND EMOTION (ANY 2): <ol style="list-style-type: none"> 1. Zeigarnik Effect 2. Effect of Anxiety on Performance 3. Knowledge of Result 4. Goal Setting 5. Level of Aspiration- Steadiness Tester or Tower Building Blocks 	12

References:

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2. Berkowitz, L. (1974). Advanced experimental social psychology. Academic Press.
3. Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd.
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