

JSPM University Pune
Faculty of Education and Humanities
School of Liberal Arts and Social Sciences



NEP aligned
Course Structure and Syllabus
for
M.A. Psychology
(Effective from AY: 2023-24)



Bleek

Dean

FACULTY OF EDUCATION AND HUMANITIES
JSPM UNIVERSITY PUNE



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Semester I Level 6.5

Sr. No.	Course Type	Course Code	Course Name	Teaching Scheme (Hrs. per week)				Examination & Marking Scheme			Credits
				L	T	P	EL	TH	PR	OR	
1	PCC	230UPYM01_01	Educational Psychology	2	1	-	-	100	-	-	3
2	PCC	230UPYM02_01	Cognitive Psychology	2	1	-	-	100	-	-	3
3	PCC	230UPYM03_01	Psychometrics	2	-	-	2	100	-	-	2.5
4	PSBC	230UPYM10_01	Fundamentals of Psychology	3	-	-	-	100	-	-	3
5	MMC	230USYB05_01	Gender Sociology	1	-	2	-	-	50	50	2
6	SEC	230VBCB10_01	Advanced Excel	2	-	2	-	-	50	50	3
7	VSC	230IDCB01_01	Design Thinking and Creativity	1	-	-	2	-	-	50	1.5
8	AEC	230UENM01_01	Communicative English for Professionals.	1	-	2	-	50	-	-	2
9	RMC	230IRMM01_01	Research Methodology	2	-	-	-	50	-	-	2
Total Academic Engagement and Credits				16	2	6	4	500	100	150	22
				24				750			



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Semester II Level 6.5

Sr. No.	Course Type	Course Code	Course Name	Teaching Scheme (Hrs. per week)				Examination & Marking Scheme			Credits
				L	T	P	EL	TH	PR	OR	
1	PCC	230UPYM04_02	Theories of Personality	2	1	-	-	100	-	-	3
2	PCC	230UPYM05_02	Clinical Neuropsychology	2	1	-	2	100	-	50	3.5
3	PCC	230UPYM06_02	Experiments and Testing	1	-	4	-	-	50	50	3
4	PSBC	230UPYM11_02	Fundamentals of Social Psychology	3	-	-	-	100	-	-	3
5	MMC	230UEEB02_02	Public Economics	2	-	-	-	100	-	-	2
6	VSC	230IINB02_02	Innovation	1	-	-	2	-	-	50	1.5
7	AEC	230UENM02_02	Business Communication	1	-	2	-	50	-	-	2
8	RMC	230IRMM05_02	Research Statistics in Psychology	2	-	-	-	50	-	-	2
9	IITP/FP/CEP	230UPYM18_02	Internship/Field Project/Community Engagement Program	4-6 Weeks				-	-	50	2
Total Academic Engagement and Credits				14	2	6	4	500	50	200	22
				22			750				

Note: A **Postgraduate Diploma** will be awarded if a student exits after first year. For Exit at the end of first year the student must complete: (Total credits = 8)

a) An internship / OJT of 8 - 10 weeks (4 credits)

b) Additional Course 1 (4 credits) (Vocational Skill Course (VSC) / Skill Enhancement Course (SEC))



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: PCC	Course Title: Educational Psychology	
Course Code: 230UPYM01_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 2 Tutorial (T): 1 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> • To acquaint students with applications of Psychology in the field of Education. • To help students in understanding the teaching-learning process. • To explain ways to improve the quality of education by understanding the teacher-student dynamics. • To make students aware about various professions in the field of Education. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Knowledge: Students will recall key theories and perspectives in educational psychology to demonstrate an understanding of the subject. CO2: Comprehension: Students will explain the implications of cognitive diversity for teaching and learning, showcasing their understanding of diverse learning styles. CO 3: Application: Students will apply classroom management strategies effectively to diverse teaching scenarios, demonstrating practical teaching skills. CO 4: Analysis: Students will analyze the impact of different learning styles on instructional design, enabling them to make informed instructional decisions. CO 5: Synthesis: Students will develop culturally compatible classroom strategies for diverse student populations, integrating knowledge and creativity in teaching. CO6: Evaluation: Students will evaluate and recommend effective teaching methods, considering technological advancements, reflecting critical thinking in educational practices.		
Course Contents		
Unit I	Introduction to Education Psychology	(7 Hrs)
Definition, Nature, Scope, and Relevance of Education Psychology, Conceptual and Theoretical perspectives, Behaviourist and Social Learning Perspectives, Cognitive, Humanistic Perspective and Constructivism		



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Unit II	Human Diversity and Education	(7 hrs)
Differences In Cognitive Styles and Learning Strategies, Readiness For Learning and Classroom Achievement, Cultural Diversity and Implications for Teaching: Understanding and Interpreting Cultural Differences, Gender, Race and Ethnicity Differences- Case for Multicultural Classrooms: Creating Culturally Compatible Classrooms		
Unit III	Learner Differences & Learner Needs	(8 Hrs)
Intelligence - Theories of Intelligence - Multiple Intelligence, Criticism Of Multiple Intelligence- Implications for Teachers - Differences in Intelligence and Implications For Teaching, Learning Style Differences and Implications for Teaching, Students With Learning Challenges and Implications for Teaching: ADHD, Learning Disability, Autism Spectrum Disorders, Intellectual Disabilities, Health and Sensory Impairments and Gifted Students		
Unit IV	Effective Teaching and Classroom Management	(8 Hrs)
Characteristic Of Effective Teacher, Teaching Methods and Issues Related to Technological Advances, Classroom Management and Related Issues.		
Unit V	Education And Classroom Assessment	(7 Hrs)
Discipline And Control, Uses And Abuses in Psychological Testing in Education, I.Q. Controversy, Issues Related to Classroom Assessment and Evaluation: Grades And Grading, Alternatives To Traditional Assessment		
Unit VI	Inclusive Education	(8 Hrs)
Definition, Nature, And Significance of Inclusive Education, Addressing Classroom Diversity: Gender, SES, Region, Caste, Ethnic and Linguistic Diversity, Disability, Responsibilities Of Teacher Towards Learners with Diverse Needs, Issues Related to Categorization and Labelling, Focus On Inclusive Education in NEP 2020		
Learning Resources		
Textbooks: (Maximum 2)		
1. Woolfolk, A. (2013). Educational Psychology. Delhi: Pearson.		
2. Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. Routledge		



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Reference Books:

1. Bartlett, S., and Burton, D. (2012). Introduction to Education Studies. London: Sage.
2. Brophy, J. (2010). Motivating Students to Learn (3rd ed.). Routledge.
3. Frederickson, N., Miller, A. & Cline, T. (2008). Educational Psychology. Hodder Education.
4. Rubie-Davies, C. (Ed.) (2011). Educational Psychology Concepts, Research and Challenges. Routledge.
5. Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). Teaching Students with Special Needs in Inclusive Settings (6th ed.). PHI Learning.
6. Woolfolk Anita and Woolfolk Hoy Anita (2008). Educational Psychology, Pearson, New Delhi.
7. Woolfolk Anita (2004). Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
8. Woolfolk, A. (2013). Educational Psychology. Delhi: Pearson.



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: PCC	Course Title: Cognitive Psychology	
Course Code: 230UPYM02_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 2 Tutorial (T): 1 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none">• The undergoing course will provide students with the understanding of fundamental principles and theories of Cognitive Psychology.• The course aims at providing understanding of sensory modalities involved in cognitive processes.		
Course Outcomes: On completion of the course, learner will be able to CO 1: Knowledge (Remember) Explain the core principles and theories of cognitive psychology, including the information processing model and cognitive neuroscience. CO 2: Comprehension (Understand) Interpret the concepts of sensation and attention and illustrate how they influence the selection and organization of sensory information in various environments. CO 3: Application (Apply) Apply knowledge of memory processes to assess how information is encoded, stored, and retrieved, and evaluate how these processes affect everyday memory and cognition. CO 4: Analysis (Analyze) Analyse research on metacognition and self-regulation, and evaluate its role in problem-solving, decision-making, and learning strategies. CO 5: Synthesis (Create): Synthesize information on sensation, perception, attention, memory, language, and metacognition to develop comprehensive models of cognitive functioning and information processing. CO 6: Evaluation (Evaluate) Evaluate the impact of cognitive processes on daily life, such as their role in memory enhancement techniques, advertising strategies, and cognitive biases in decision-making.		
Course Contents		
Unit I	Introduction to Cognitive Psychology	(7 Hrs)
Introduction to Cognitive Psychology, History of Cognitive Psychology, Domains of Cognitive Psychology, Approaches to study Cognitive Psychology		
Unit II	Sensation and Attention	(7 Hrs)
Definition, Human Senses, Absolute threshold, Difference threshold, Definition, types of attention, Factors affecting attention, Theories of attention, Factors influencing attention Span of attention		
Unit III	Perception and Pattern Recognition	(8 Hrs)
Definition of Perception, Perceptual processes, Perception of Space, Depth, and distance. Illusion, perceptual illusion, Factors affecting perception, Pattern Recognition: Object recognition, Theories of Object Recognition, Template matching models, Feature analysis, Facial recognition		



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Unit IV	Memory Processes	(8 Hrs)
Encoding and storage, Retrieval, Memory Distortion, Levels Of Processing Models		
Unit V	Language Processes	(7 Hrs)
Components of Language, Theories of Language, Psycholinguistics, Bilingualism and Multilingualism		
Unit VI	Meta-Cognition	(8 Hrs)
Introduction to Metacognition, Meta components, Phenomenon, Meta Comprehension		
Learning Resources		
Textbooks		
1. Solso, R. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.		
2. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.		
Reference Books:		
1. Anderson, J. (2015). Cognitive Psychology and its implications. New York: Worth Publishers.		
2. Best, J. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.		
3. Corens, S., Ward, L., and Enns, J. (1994). Sensation and Perception. NY: Harcourt Brace and Co.		
4. Flavell, J. (1985). Cognitive Development (2nd ed) NJ: Prentice Hall.		
5. Galloti, K. (2004). Cognitive Psychology in and out of the laboratory. USA: Thomson Wadsworth.		
6. Gavin, H. (1998). The Essence of Cognitive Psychology. London: Prentice-Hall.		
7. Horton, D. and Turnage, T. (1976). Human Learning. ND: Prentice-Hall.		
8. Kellogg, R. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.		
9. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.		
10. Messer, D. and Miller, S. (1999). Exploring Developmental Psychology. London: Arnold.		
11. Reed, S. (1988). Cognition: Theory and Applications (3rd ed). California: Brooks/Cole Pub.		
12. Singh, S. and Singh (2008) Psychoneuroimmunology, New Delhi: Global Vision.		
13. Sternberg, R. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.		
14. Solso, R. (2004). Cognitive Psychology (6th ed.). Delhi: Pearson Education.		
15. Wade, C. and Tavis, C. (2007). Psychology. ND: Pearson Education.		
MOOC / NPTEL Courses:		
Link of the Course: https://www.udemy.com/share/105cs6/		
Additional Web Resources: https://www.york.ac.uk/study/moocs/cognitive-psychology-experimental-science/		



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: PCC	Course Title: Psychometrics	
Course Code: 230UPYM03_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2.5	Lecture (L): 2 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 2	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> The objective of undergoing course is to inculcate students with the knowledge of behaviour assessment and how this assessment takes place. It will flourish knowledge of constructing and designing tools to diagnose and measure different behaviours. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Remember: To make students familiar with basic concepts of psychological testing. CO2: Understand: To make students equipped with the knowledge of factors involved in psychological testing. CO3: Apply: Knowledge of steps involved in development of psychological tests. CO4: Illustrate: To inculcate knowledge of application of psychological tests in various situations CO5: Evaluate: To make them aware of ethics and other issues involved in testing. CO6: Demonstration: Demonstrate how to develop psychological test.		
Course Contents		
Unit I	Introduction To Psychological Testing	(5 Hrs)
Definition, Characteristics of Psychological Tests, Criteria Of Good Psychological Test, Classification Of Psychological Tests, General Steps in Test Construction, Ethical Issues in Psychological Testing		
Unit II	Item Writing	(6 Hrs)
Meaning And Types of Items, General Guidelines for Item Writing, Item Difficulty and Item Discrimination, Item Characteristic Curve, Item Response Theory		
Unit III	Item Analysis	(4 Hrs)
Meaning And Purpose of Item Analysis, Knowledge-Based Tests, Person-Based Tests, Factor Analysis in Test Construction, Problems/Limitations of Item Analysis		



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Unit IV	Standardization Of Tests	(5 hrs)
Reliability: Meaning And Methods (Types) Of Reliability, Standard Errors of Measurement, Validity: Meaning And Aspects of Validity, Validity Coefficient, Error of Estimate, Relationship Between Reliability and Validity, Norms: Basic Concept and Types, Standard Scores (Types), Interpretation of Test Scores		
Unit V	Applications Of Psychological Testing	(6 Hrs)
Tests Of Intelligence & Creativity: Stanford-Binet, Wechsler Intelligences Scale for Children (WISC); Torrance Tests of Creative Thinking (TTCT), Tests Of Personality: NEO-PI, 16PF, Tests In Field of Industrial Psychology: FIRO-B, Myers-Briggs Type Indicator (MBTI), Tests In Field of Clinical Psychology: Minnesota Multiphasic Personality Inventory, (MMPI), Rorschach, TAT		
Unit VI	Issues In Psychological Testing	(4 Hrs)
Test Bias, Copyright of Psychological Tests, Testing and the Law, Current Trends in Psychological Testing, Future of Psychological Testing		

Learning Resources

Textbooks: (Maximum 2)

1. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences.
2. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education

Reference Books:

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. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences.
4. Patna: Bharati Bhavan.
5. Rust John & Golombok, Modern Psychometrics: 3rd edition
6. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

MOOC / NPTEL Courses:

https://onlinecourses.nptel.ac.in/noc21_hs59/preview, Prof. Rajlakshmi Guha, IIT Kharagpur



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: PSBC	Course Title: Fundamentals Of Psychology	
Course Code: 230UPYM10_1	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 3 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> The undergoing course will develop understanding of fundamental concepts in psychology, such as the history and major schools of thought, and identify key figures who have contributed to the field. The course will inculcate knowledge of principles of learning and memory, Intelligence, creativity, problem solving and decision making that will aid in the development of critical thinking among students. 		
CO 1- Knowledge - Students will be able to apply the principles of various branches of psychology to understand human behavior and its modern India context. CO 2- Comprehension - Students will be able to analyze and improve attention, perception, and concentration using relevant techniques and concepts from psychology. CO 3- Application - Students will be able to demonstrate an understanding of the principles of learning, reinforcement, and behavior modification for real-life applications. CO 4- Analysis - Students will be able to explain the nature and processes of memory, apply memory enhancement techniques, and understand theories of forgetting. CO 5- Synthesis - Students will be able to analyze and apply motivation theories to understand human behavior and its various approaches. CO 6- Evaluation - Students will be able to comprehend the concept of emotion, its elements, and major theories, and apply this knowledge to real-world situations.		
Course Contents		
Unit I	Introduction to Psychology:	(8 Hrs)
Definition, Nature, and Scope of Psychology, Scientific Methods of Psychology, History and Perspectives of Psychology (Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviourism), The Indian Psychology: Past and Present		
Unit II	Learning and Memory	(8 Hrs)
Learning: Definition, Principles of Classical conditioning, Operant conditioning, and Observational learning, Cognitive learning, Factors affecting learning, Memory: Nature of memory, Types of Memory, Approaches in Memory, Memory Models: The Atkinson and Shiffrin Model of Memory, PASS Model, Forgetting: Nature and Causes of Forgetting- Trace decay, Interference, forgetting due to retrieval failure, Repression, Forgetting Curve, Amnesia		



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Unit III	Intelligence	(7 Hrs)
Definition of intelligence, Theories of Intelligence: Two Factor Theory – Charles Spearman; Primary Mental Abilities – L.L. Thurstone (seven factors); Raymond Cattell – Fluid and Crystallized Intelligence, Modern Theories: Information Processing; Triarchic Theory – Sternberg, Theory of Multiple Intelligence – Howard Gardner, How intelligence is measured - The concept of IQ, Emotional Intelligence – Concept of Emotional Intelligence, Characteristics of Emotionally Intelligent Persons (in brief).		
Unit IV	Thinking and Creativity	(8 Hrs)
Definition and Nature of Thinking, (Concept, Mental Image, Prototype), The processes of Thinking, Problem solving, Steps of problem Solving, Reasoning, Types of Reasoning, Decision making, Definitions, Approaches to Creativity, Steps of Creativity, Divergent Production, Investment Theory of Creativity, The Relationship Between Motivation and Creativity		
Unit V	Motivation and Emotion	(7 Hrs)
Motivation: Definition and Types of Motivation, Concept of Homeostasis & Maslow's Hierarchy of Motivation, Emotion: Definition, Nature & Importance, Basic Emotions, Theories of Emotion, Managing Emotions		
Unit VI	Consciousness	(7 Hrs)
Understanding Consciousness, Altered states of Consciousness, Sleep and Dreams, Hypnosis and Suggestibility		

Learning Resources

Textbooks: (Maximum 2)

1. Baron, R. & Misra. (2013). Psychology. New Delhi: Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education

Reference Books:

1. Baron, R. & Misra. (2013). Psychology. New Delhi: Pearson.
2. Mishra B. K. (2017). Psychology. New Delhi: PHI Learning
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Morgan, C. T., King, R., A., Weisz, J. R., & Schopler, J. (1993). Delhi: McGraw Hill Education.

MOOC / NPTEL Courses:

Link of the Course: <https://www.udemy.com/share/1078Te/>

Additional Web Resources: https://onlinecourses.nptel.ac.in/noc23_hs39/preview



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JSPM University Pune M.A. Psychology Semester I		
Course Type: MMC	Course Title: Gender Sociology	
Course Code: 230USYB05_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 1 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Practical (PR): 50 Marks Oral (OR): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives:		
<ul style="list-style-type: none"> To Make Students aware about Gender stereotypes and Gender socialization To understand how women are victims of patriarchal society 		
Course Outcomes: On completion of the course, learner will be able to		
CO1: GS will be Introduced to students to understand about the difference between sex and Gender		
CO2: The subject will make them learn how gender stereotypes, patriarchy, sexual division of labour women vulnerable in the society		
CO3: Students will apply the knowledge and can analyze different situation of discrimination		
CO4: The students will realize gender gap in academia and gender inequality in educational attainment		
CO5: Students can learn importance of gender equality and strive for equal and just society		
CO6: Students will apply the Biological and psychoanalytic theory of gender to understand women's status in the society		
Course Contents		
Unit I	What is Gender?	(8 Hrs)
How does Gender structure society? What is Sex? What is Gender? What is Patriarchy?, Sexual Division of Labour? Socialization Practices		
Unit II	Social and cultural Construction of Gender	(8 Hrs)
How is Gender socially constructed? Social Hierarchies, Components and bases of gender in society, Cultural transmission theory		
Unit III	Biological and Psychological theories of Gender	(7 Hrs)
Brain Differences, Hormonal Differences, Cognitive VS Feminist Psychoanalytic theories of Gender, Sex Roles Theory		
Unit IV	Gender Socialization	(8 Hrs)
Childhood, Gender Socialization, Sensitization at Schools, Embodiment		



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Unit V	Gender and Families	(7 Hrs)
Socio-economic stages of Indian family, Effect on gender relations, How Gender in families varies by class? Gay, Lesbian, and transgender		
Unit VI	Gender and Education	(7 Hrs)
Gender ideologies on educating females, Gender gap in educational attainment, How Maths and English are gendered, sexism in classroom and academia		
Learning Resources		
Textbook:		
1. Myra Marx Ferree, Judith Lorber, and Beth B. Hess (eds.): Revisioning Gender. Sage 1999 (RG) Connell, RW. Masculinities. University of California Press. 1995		
2. Dana Vannoy (ed.): Gender Mosaics. Social Perspectives. Original Readings. Los Angeles, Roxbury, 2001. (GM)		
Reference Books:		
1. West, Candace, and Don H. Zimmermann: Doing Gender (CP)		
2. Glenn, Evelyn Nakano: The Social Construction and Institutionalization of Gender and Race: An Integrative Framework		



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JSPM University, Pune F.Y.M.A. Psychology Semester II		
Course Type: SEC	Course Title: Advanced Excel	
Course Code: 230VBCB10_02	Teaching Scheme: (Hrs./ Week)	Examination Scheme:
Credit: 3	Lecture (L): 2 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Practical (PR): 50 Marks Oral (OR): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives:		
<ul style="list-style-type: none"> To build up the technical knowledge of the students and make them aware of the advanced Excel formulas and other terms. 		
Course Outcomes:		
CO1: Students will learn the concept of basic functioning. CO2: Understand the concept of validation. CO3: Understand the concept of advanced filters. CO4: Learn the concept of advanced sorting. CO5: Learn the concept of basic function. CO6: Understand the concept lookup functions.		
Course Contents		
Unit I	Mastering the Essentials: Excel's Basic Functions	7 Hrs
Basic function: sum, average, count, max/min, Basic text, date/time, lookup information, Name manager, Formulae auditing, Mathematical functions Sumif, countif, averageif and nestedif, And, or not		
Unit II	Data Integrity: Excel Validation Techniques	7 Hrs
Validation: input message, error alerts, drop-down lists. Conditional formatting, Formatting dates, and time functions, data validation, text, and list validation.		
Unit III	Precision Filtering: Excel's Advanced Filter Strategies	7 Hrs
Advance filters: Extracting records with advanced filters. Using formulae in criteria, Charts:- bar charts, pie charts, line charts and slicers, watermark, Managing primary and secondary data.		
Unit IV	Sophisticated Sorting: Excel's Advanced Sorting Techniques	8 Hrs
Advanced sorting: sorting from top to bottom, left to right. Creating, a custom list, Sort by using the custom list.		
Unit V	Text Wizardry: Unleashing Excel's Powerful Text Functions	8 Hrs
Text functions using: The mid, search, left, and right functions, Using the trim clean, clean, upper, and lower functions, Using the substitute and text function, Using trim, clean, proper, and dollar functions.		
Unit VI	Unlocking Data: Excel's Lookup Function Mastery	8 Hrs
Lookup functions: match with lookup functions, Index and match functions, Offset and indirect functions.		



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Learning Resources

Text Books:

1. "Excel 2023", Leonardo L. Wright
2. "Advanced Excel essential" "Apress".

Reference Books:

1. M.L. Humphrey

MOOC / NPTEL Courses:

Additional Web Resources: <https://www.edubasetrainings.com>



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: VSC	Course Title: Design Thinking and Creativity	
Course Code: 230IDCB01_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 1.5	Lecture (L): 1 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Oral (OR): 50 Marks
Prerequisite Courses, if any:		
Course Objectives:		
<p>Course Outcomes: On completion of the course, learner will be able to,</p> <p>CO1: Describe the Design thinking principles of Human Centered approach to real life problem solving</p> <p>CO2: Demonstrate through the project-oriented approach the basic theories and knowledge of design thinking and master the tools and principles of design thinking, and their application.</p> <p>CO3: Demonstrate through the project-oriented approach the basic theories and knowledge of design thinking and master the tools and principles of design thinking, and their application.</p> <p>CO4: Analysis of various applications of design thinking.</p> <p>CO5: Determine the suitable design thinking approach to solve the problem.</p> <p>CO6: Develop a low fidelity prototype of the alternative Solutions to the identified Problem.</p>		
Course Contents		
Unit I	Design Thinking Introduction	(3 Hrs)
<p>Introduction & definition of design thinking, Principles, the process, Innovation in design thinking, importance of design thinking method, the relationship between design thinking and innovation & entrepreneurship. Five step method of Design thinking (Empathize, Define, Ideate, Prototype, Test).</p> <p>Class Activity: Students are asked to form groups. Classroom Project begins: Share ideas with team members, discuss about meaning of DT, it's importance in today's world.</p> <p>Case: ABC Nightline- IDEO Shopping Cart, (the video can be shown in classroom for discussion.)</p>		
Unit II	Awareness of the five stages of design thinking, Empathize & Define	(5 Hrs)
<p>Stage 1 & 2: Empathize & Define</p> <p>Introduction of the tools in the stage of empathy. Emphasize the skills and tactics of interviews. Understand the persona, Methods of collecting the data from interviews. The empathy map.</p> <p>Establishing the Problem statement using 5 Why's technique as a tool to understand the root cause.</p>		



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(Ex.26/11 attack, rescue team not able to move with ambulance due to stagnation) & Emphasis on establishing the "Problem Statement" only for faculty ref.
 Classroom Project: Each group will write the Problem Statement by using Stages of Empathy and technique of 5 Why's.
 Each group member will do the interview round for writing the problem statement.
 Take record of the interview process.

Unit III	Ideate	(10 Hrs)
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Stage 3, Ideate
 Process to Find and select ideas, The creative process and creative principles, Creativity techniques, Evaluation of ideas. Idea Generation Stage-Fine tuning process of ideas (every team member comes up with 1 idea and passes on to next person, each idea will be fine-tuned by each team member and ultimately matured ideas are established- round robin method) and selection of best three ideas by voting method.
 Classroom Project: Through the project, students will know how to propose the point of view (POV) statement based on the analyses of data from user research via the brainstorm and others.
 Students are asked to submit ideas as many as possible.
 Note in POV practice: please define the problem which each group is finally going to resolve. The practice process: unpack the interview data, select one interviewee as analysis target and solution. Make inferences to generate ideas and POV statement. Please remember: No solution in the POV statement.
 (For faculty ref.: YouTube links for DT examples -How design thinking is transforming lives in rural India - <https://www.youtube.com/watch?v=EH9u1bHqwpc>. Design Thinking in Netflix || Case Studio - 04 - https://www.youtube.com/watch?v=8P8gspd_Bx8)

Unit IV	Prototype & Test	(5 Hrs)
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Stage 4 and 5, Prototype & Test
 Prototype and test stage, Prototype model, The role of prototype and test in the innovation and entrepreneurship. prototype and the way to test, visualization of ideas.
 Classroom project: groups design the prototype to show ideas about the innovative way to resolve the problem in the dormitory life.
 Concerning the test practice: Ask other group to visit your group and test your prototype, and then in turn.

Unit V	Understanding Business Viability	(2 Hrs)
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Checking the Business viability of selected ideas derived in stage 3 using BXT model, Tools for the Design Journey, Pillars of Design thinking.

Unit VI	Presentation and closure	(3 Hrs)
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The student groups will give the final presentation of the project they have done (Unit 1 to 5) and close the DT process.

Learning Resources

Text Books:

1. Design Thinking Methodology Book Paperback, ArtBizTech, Emrah Yayici, 2016.
2. Design Thinking for Strategic Innovation, by Idris Mootee, CEO Idea Couture, Wiley 2014



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Reference Books:

1. "SL Schensul, JJ Schensul, MD LeCompte", (latest reprint) Essential Ethnographic Methods: Observations, Interviews, and Questionnaires: (Ethnographer's Toolkit), <https://rowman.com/ISBN/9780759122017>
2. Paddy Miller, Thomas Wedell-Wedellsborg, (2013), Innovation as Usual: How to Help Your People Bring Great Ideas to Life, HBR Press
3. Tim Brown, (2010), Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, HBR Press
4. "SL Schensul, JJ Schensul, MD LeCompte", (latest reprint) Essential Ethnographic Methods: Observations, Interviews, and Questionnaires: 2 (Ethnographer's Toolkit), <https://rowman.com/ISBN/9780759122017>



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: AEC	Course Title: Communicative English for Professionals	
Course Code: 230UENM01_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 1 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> • Remember the different aspects of communication. • Understand basics of grammar, sentence construction and vocabulary to write and speak effectively. • Apply appropriate modes of expressions in written and oral communication. • Analyze the attitude and aptitude of the speaker in the professional sphere for effective listening skill. • Evaluate the non-verbal clues of the speaker for effective communication. • Cultivate students to create commendable personalities. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Understand and practice different types of communication. CO2: Reflect on basic language skills-listening, speaking, reading, and writing and attempt tasks by using functional grammar and vocabulary effectively. CO3: Reproduce their understanding of concepts/principles of business communication skills. CO4: Build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. CO5: Become more self-confident and develop a strong determination. CO6: Build social skills with ease and comfort.		
Course Contents		
Unit I	Foundation of Communication	(3 Hrs)
Importance and types of Communication, Types of communication: Verbal and Non-verbal, Channels of communication, Barriers to Effective Communication and ways to mitigate.		
Unit II	Language Competency/Functional English	(3 Hrs)
Basic rules of Phonics, Parts of Speech, Sentence Constructions, Prefixes and Suffixes		



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Unit III	Business Communication at Workplace	(2 Hrs)
Types of business letter, Characteristics of good business letter, Letter Components and Layouts, Email Communication, memo		
Unit IV	Mindful Listening	(2 Hrs)
The purpose and types of listening, Principles of effective listening, Ways to improve listening skills, Role of Active listening in professional interactions and conflict resolutions		
Unit V	Art of Effective Verbal Interaction	(2 Hrs)
Identifying common fears and anxieties related to speaking, Techniques to build confidence and overcome stage fright, Voice modulation, pitch, and pace for engaging delivery, Impromptu Speaking		
Unit VI	Effective Body Language	(3 Hrs)
Basic Principles of Body Language and Nonverbal Communication, Signs and Clusters, Kinesics & Proxemics, Gesture & Posture		
Learning Resources		
Textbook: 1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.		
Reference Book: 1. Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977. 2. Mitra, Barun. Personality Development & Soft Skills, New Delhi: Oxford Press, 2011		
MOOC / NPTEL Course: NPTEL Course "Developing Soft Skills and Personality" by Prof. T Ravichandran, IIT Kharagpur Link of the Course: https://nptel.ac.in/courses/109104107 Additional Web Resources: https://www.britishcouncil.in/english/online/resources-websites/moocs https://www.dailywritingtips.com/		



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JSPM University Pune F.Y.M.A. English Semester I		
Course Type: AEC	Lab Course Title: Communicative English for Professionals	
Course Code: 230UENM01_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 1 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any: - Nil		
List of Laboratory Experiments		
Group A		
1.	Phonics	
2.	Parts of Speech	
3.	Presentation Skills	
4.	Tenses	
5.	Verbal and Non-verbal Communication	
Group B		
6.	Listening Skills	
7.	Reading Skill	
8.	Body Language	
9.	Formal Writing	
10.	Email Writing	
Virtual LAB Links:		



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JSPM University Pune F.Y.M.A. Psychology Semester I		
Course Type: RMC	Course Title: Research Methodology	
Course Code: 230IRMM01_01	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 2 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> To familiarize students with Business Research Activities. To improve students' ability to carry out research in business and social sciences. To help students figure out the best way to conduct their research. To familiarize students with the practice of applying various research methods and techniques. 		
Course Outcomes: On completion of the course, the learner will be able to – CO1: Define several terms and concepts related to scientific and business research. CO2: Describe the concepts and terminologies used in business and scientific research in their entirety. CO3: Apply scientific research principles to solve modern business problems. CO4: Analyze a research problem from multiple angles and highlight pertinent facets of the research process. CO5: Assess each design's suitability for research, sampling, data collection, and data analysis options in relation to a specific, real-world business research problem. CO6: Address practical business research problems, Develop research and sampling designs, data collection tools, testable hypotheses, and data analysis techniques, and write research reports, proposals, and papers.		
Course Contents		
Unit I	Introduction to Research	(5 Hrs)
Meaning and Definition of Research, Objectives of Research, Characteristics of Research Need for Research, Importance of Research, Types of Research		
Unit II	Problem Identification & Formulation	(5 Hrs)
Research Process, Basic Overview, Defining the Research Problem, Formulation of Research Problem / Errors in Selecting Research Problem, Research Questions, (Management, Investigation), Research Methods vs. Research Methodology		
Unit III	Literature Review and Hypothesis	(5 Hrs)
Literature Review Concepts and Theories, Meaning of Hypothesis and Formulation of Hypothesis, Sources of Hypothesis, Characteristics of Hypothesis, Role of Hypothesis, Tests of Hypothesis		
Unit IV	Research Data	(5 Hrs)
Sampling Design and Types and Techniques, Types of Data, Methods of Data Collection, Questionnaires, Observation Method and Interview Method, Case Study Method		



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Unit V	Ethics in Research	(7 Hrs)
Ethics in Conduct of Research, Ethical Challenges in Data Collection, Ethical issues in scientific Publication, Plagiarism and Self-Plagiarism, Cases of Scientific Misconduct		
Unit VI	Scientific Writing	(7 Hrs)
Preparation of Title, Keywords, and Methods Section, Preparation of Figures and Schematics, Citations and Referencing, Report Writing and Presentation, Layout of a Research Paper, Research Journals, Impact Factor of Journals.		
Learning Resources		
Text Books: (Maximum 2)		
1. P. L. Bhandarkar, T. S. Wilkison & D. K. Laldas, "Methodology & Techniques of Social Research", Himalaya Publishing House		
2. Dipak Kumar Bhattacharyya, "Research Methodology", Excel Books		
Reference Books:		
1. C. R. Kothari, "Research Methodology-Methods & Techniques", New Age International Publishers		
2. Pervez Ghauri, Dr. Kjell Gronhaug, "Research Methods in Business Studies: A Practical Guide", FT Prentice Hall		
3. Allen, Earl R. Babbie, "Research Methods for Social Work", Cengage		
4. Royce Singleton, Bruce C. Straits, Margaret Miller Straits, "Approaches to Social Research", Oxford University Press		
5. Alan Bryman & Emma Bell, "Business Research Methods", Oxford University Press		
6. Donald Cooper & Pamela Schindler, "Business Research Methods", TMGH.		
MOOC / NPTEL Courses:		
1. SWAYAM Course "MCO-03: Research Methodology and Statistical Analysis", Prof (Dr) Subodh Kesharwani Name of the conducting Institute: Indira Gandhi National Open University Link of the Course: https://onlinecourses.swayam2.ac.in/nou23_cm17/preview?		
2. SWAYAM Course "Research Ethics using Research Methodology: Creating a New Global Education Curriculum", Satya Saurabh Khosla Link of the Course: https://onlinecourses.swayam2.ac.in/aic21_ge02/preview		
Additional Web Resources:		
1. https://www.iedunote.com/research-methods		
2. https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf		
3. https://www.researchgate.net/publication/363032252_Research_Methodology_Notes		
4. https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SBAX1023.pdf		
5. https://microbenotes.com/category/research-methodology/		
6. https://southcampus.uok.edu.in/files/link/downloadlink/rm%20u1%20p1.pdf		
7. https://www.studocu.com/in/document/bharati-vidyapeeth-university/research-methodology/research-method-notes/31514135		



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: PCC	Course Title: Theories of Personality	
Course Code: 230UPYM04_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 2 Tutorial (T): 1 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> This course will offer students with vast understanding of different theories of Personality which in turn will help students to assess and measure various personality types in clinical, Counselling and Industrial Setup. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Define and explain the Concept of Personality. CO2: Summarize the various psychoanalytic perspectives of Personality. CO3: Demonstrate the knowledge of the different personality types based on lifespan and trait perspective of Personality. CO4: Analyze the Existential and humanistic perspective of Personality. CO5: Summarize Learning, Cognitive and Social perspectives of personality. CO6: Demonstrate the applications of personality theories in different walks of life.		
Course Contents		
Unit I	Introduction To Personality	(8 Hrs)
Personality: Definitions, Meaning, nature, Individual Uniqueness: Gender, Culture, Approaches: Person-Situation interaction, Idiographic & Nomothetic Approach		
Unit II	Psychoanalytic Theories	(8 Hrs)
Sigmund Freud: Classical Psychoanalysis, Instincts, Structure of Mind, Psychosexual Development, Therapeutics Techniques, Free Association, Catharsis, Dream Analysis; Carl Jung: Analytical Psychology, Psychological Types – Collective Unconscious (Carl Jung)		
Unit III	Lifespan And Trait Perspectives of Personality	(8 Hrs)
Erik Erikson, Gordon Allport, Eysenck, Cattell		
Unit IV	Existential - Humanistic Perspectives Of Personality	(8 Hrs)
Gestalt – Kurt Lewin’s Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth, Inner Control, Becoming One’s Self		
Unit V	Learning, Cognitive Perspective Of Personality	(8 Hrs)
Albert Bandura: Social-Cognitive Learning Theory, Self- System (Bandura) Skinner: Operant Conditioning, Cognitive Style (Skinner)		



Unit VI	Social Perspective of Personality, Personality Assessment	(5 Hrs)
Kelly's Personal Construct Theory, Behavioural Assessment: Projective techniques and Interview, Projective Techniques, Clinical Interviews		
Learning Resources		
Text Books: (Maximum 2)		
<ol style="list-style-type: none">1. Robert B. Ewen. (2014) An Introduction to Theories of Personality.7th edition. Taylor and Francis Group2. Schultz & Schultz. THEORIES of Personality. Tenth Edition.		
Reference Books:		
<ol style="list-style-type: none">1. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.2. McCrae, R.R. & Allik, J. (eds) (2002). Five-factor model across cultures. Dordrecht: Netherlands: Kluver3. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). Introduction to personality. John Wiley & Sons4. Schultz, D.P & Schultz, E.S. (2005). Theories of personality. Delhi: Thomson Wadsworth5. Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc.		



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: PCC	Course Title: Clinical Neuropsychology	
Course Code: 230UPYM05_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3.5	Lecture (L): 2 Tutorial (T): 1 Practical (P): 0 Experiential Learning (EL): 2	Theory (TH): 100 Marks Oral (OR): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none">• Develop a foundational knowledge of clinical neuropsychology, including its historical roots, principles, and primary objectives, to establish a strong conceptual framework for the course.• Acquire the skills necessary to proficiently administer, interpret, and report on neuropsychological assessments, with a focus on the diagnosis and characterization of cognitive and emotional disorders.• Foster ethical and professional competence in clinical neuropsychology practice, ensuring an understanding of legal and ethical considerations, as well as cultural competence, to provide services that are sensitive to diverse populations while adhering to professional and ethical standards.		
Course Outcomes: On completion of the course, learner will be able to <ul style="list-style-type: none">CO 1: Recall the key historical developments and fundamental concepts in clinical neuropsychology, including its origins and primary objectives.CO 2: Explain the essential principles of neuroanatomy and neurophysiology, including the structure and function of the human nervous system.CO 3: Knowledge of neuropsychological assessment methods to administer and interpret standardized tests, effectively evaluating cognitive and emotional functioning.CO 4: Analyze various conditions based on cognitive and behavioral symptoms, Common neuropsychological disorders and their clinical presentations,CO 5: Evaluate evidence-based interventions and rehabilitation strategies for individuals with neurological and neuropsychological conditions,CO 6: Develop a comprehensive understanding of ethical, legal, and cultural competence issues in clinical neuropsychology and sensitivity to cultural diversity in professional practice.		



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Course Contents		
Unit I	Introduction to Clinical Neuropsychology	(7 Hrs)
What is clinical neuropsychology? The history of clinical neuropsychology, The role of the clinical neuropsychologist, The neuropsychological assessment process, Neuroimaging techniques and its application		
Unit II	Neuroanatomy and Neurophysiology	(8 Hrs)
The basic structure and function of the nervous system, The neuroanatomical and neurophysiological bases of cognitive functions, The effects of brain damage on cognitive functioning, The Nervous System and Sensory Processing		
Unit III	Neuropsychological Assessment	(8 Hrs)
Principles and methods of neuropsychological assessment, Common neuropsychological instruments, Assessment of cognitive functions such as Intelligence, Attention, Memory, language, Visuospatial Function, and Executive Function, Assessment of behavioral and emotional function, Interpretation of neuropsychological findings		
Unit IV	Neuropsychological Disorders	(7 Hrs)
Neuropsychological disorders associated with acquired brain injury (e.g., stroke, traumatic brain injury), Neuropsychological disorders associated with neurodegenerative diseases (e.g., Alzheimer's disease, Parkinson's disease, Huntington's disease), Neuropsychological disorders associated with developmental disorders (e.g., autism spectrum disorder, ADHD, learning disabilities), Neuropsychological disorders associated with psychiatric disorders (e.g., schizophrenia, depression, anxiety)		
Unit V	Neuropsychological Rehabilitation	(8Hrs)
Principles and Methods of neuropsychological rehabilitation, Treatment of specific neuropsychological disorders, Interdisciplinary collaboration in neuropsychological rehabilitation – (Psychopharmacology), The role of research in advancing neuropsychological rehabilitation practices		
Unit VI	Professional Issues in Clinical Neuropsychology	(7 Hrs)
Career opportunities in clinical neuropsychology, Ethical considerations in clinical practice, Supervision and consultation, Research in clinical neuropsychology		
Learning Resources		
Textbook:		
1. Elias Lorin, Saucier Deborah, Neuropsychology Clinical and Experimental Foundations, Pearson Publication, Egland, 2014.		



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Reference Books:

1. Clinical Neuropsychology: A Pocket Handbook for Assessment" by Michael W. Parsons and Thomas E. Hammeke
2. Clinical Neuropsychology: A Practical Guide to Assessment and Management for Clinicians" by Laura H. Goldstein and Jane E. McNeil
3. Clinical Neuroanatomy" by Stephen G. Waxman
4. Neuroanatomy for Speech Language Pathology and Audiology" by Matthew Rouse
5. "Neuropsychological Assessment" by Muriel D. Lezak, Diane B. Howieson, and David W. Loring
6. Neuropsychological Evaluation of the Older Adult: A Clinician's Guidebook" by Joanne Green
7. Neuropsychological Rehabilitation: Theory, Models, Therapy and Outcome" by Barbara A. Wilson and Robyn L. Tate
8. Neuropsychological Rehabilitation: The International Handbook" by Thomas E. Feinberg and Todd E. Feinberg
9. Ethics in Psychology and the Mental Health Professions: Standards and Cases" by Gerald P. Koocher and Patricia Keith-Spiegel

MOOC / NPTEL Courses:

Additional Web Resources:



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: PCC	Course Title: Experiments and Testing	
Course Code: 230UPYM06_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 1 Tutorial (T): 0 Practical (P): 4 Experiential Learning (EL): 0	Practical (PR): 50 Marks Oral (OR): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> The undergoing course will provide students with hand on training of principles of psychological assessment and become familiar with commonly used psychological tests, their administration, and interpretation. This course will enable students to understand vast classification of psychological tests and experiments i.e., Intelligence tests, Personality tests, projective Tests and The course will provide students with the ability to explore the importance of controlling extraneous variables in experiments and how to implement strategies to minimize their influence. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Define the meaning and concept of Psychological Testing. CO2: Compare different Subjects (Individual) on single or multiple traits. CO3: Choose appropriate test and experiment for measurement and assessment of psychological traits. CO4: Examine the different Individuals on the basis of behavioural and personality traits they have. CO5: Interpret the scores students will obtain in psychological tests and experiments. CO6: Formulate the appropriate setup for testing different behavioural traits.		
Course Contents		
Unit I	General Ability Tests (Any Two)	(8 Hrs)
Bhatia's battery of Intelligence, Malin's Test of Intelligence, Standard Progressive Matrices Passi Test of Creativity		
Unit II	Personality & Adjustment Tests (Any Three)	(10 Hrs)
16 PF, Bell's Adjustment Inventory, Aggression Questionnaire, Scale for assessing academic stress, Thematic Apperception Test, Vineland Social Maturity Scale		
Unit III	Clinical Tests (Any Three)	(12 Hrs)
Interview and MSE (Mental status Examination), Beck's Depression Test, Adult Substance abuse subtle screening inventory, Anxiety Test, Polygraph analysis, Problem Behaviour Checklist		
Unit IV	Experiments on cognitive Processes (Any 2)	(10 Hrs)
Peterson's test of rational learning, Paired Association Stroop effect, Primacy and Recency Effect		



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Unit V	Experiments on Problem Solving/learning (Any 2)	(10 Hrs)
Hanoi's Tower, Heart, and Bow puzzle, Wiggly Blocks, Method of serial anticipation , Bilateral transfer in Mirror Tracing/maze learning		
Unit VI	Experiments on Motivation & Emotion & Memory (Any 2)	(10 Hrs)
Knowledge of Result (KOR), Zeigarnik Effect, Immediate memory, Recall and Recognition		
Learning Resources		
Textbook:		
1. Test manuals of the respective tests		
2. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.		
Reference Books:		
1. Anastasi, A. & Urbina, S. (1997). <i>Psychological testing</i> . N.D.: Pearson Education.		
2. Buros, O. (ed). (1965, 1972). <i>The mental measurement Year Book</i> , NJ: Gryphon Press		
3. Kaplan, R.M. & Saccuzzo, D.P. (2007). <i>Psychological Testing: Principles, Applications, and Issues</i> . Australia: Thomson Wadsworth.		
4. Singh, A.K. (2006). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i> , Patna: Bharati Bhavan.		
MOOC / NPTEL Courses:		
Great Experiments in Psychology by Prof. Rajlakshmi Guha, IIT Kharagpur, Link of the Course: https://onlinecourses.nptel.ac.in/noc22_hs112/preview		



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: PSBC	Course Title: Fundamentals of Social Psychology	
Course Code: 230UPYM11_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 3	Lecture (L): 3 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 100 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none">• To familiarize students with some of the major theoretical perspectives in social psychology. To appreciate interpersonal and group level psychological processes in the cultural context.• To develop a deep understanding of the major theories and concepts in social psychology.• To learn how to critically evaluate social psychological research and apply social psychological principles to real-world issues.		
Course Outcomes: On completion of the course, learner will be able to		
CO1: Remembering: Students will be able to remember and assess the historical evolution of social psychology, demonstrating knowledge and comprehension of its early development and the emergence of various schools of thought within the discipline.		
CO2: Understanding: Students will be able to demonstrate their ability and integrate knowledge of various research methods in social psychology, such as experimental, observational, correlational, and qualitative methods, for effective scientific inquiry.		
CO3: Applying: Students will be able to apply critical thinking and evaluation skills to understand and differentiate between major theories of social psychology, including social learning, social cognitive, social exchange, evolutionary, and social constructionist theories.		
CO4: Analyzing: Students will be able to analyze and evaluate the cognitive processes involved in social cognition, including the role of schemas, heuristics, biases, and attribution theory, demonstrating application and analysis at higher cognitive levels.		
CO5: Evaluating: Students will be able to exhibit ethical awareness and judgment in social psychology research by recognizing and explaining principles like informed consent, protection of participants from harm, confidentiality, and debriefing.		
CO6: Creating: Students will be able to demonstrate problem-solving and creative thinking skills by exploring interpersonal dynamics, self-concept, self-esteem, attraction, and close relationships, with an emphasis on understanding the development, maintenance, and implications of these social interactions.		



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Course Contents		
Unit I	Introduction to Social Psychology	(7 Hrs)
<p>History of social psychology: The early years of social psychology, The development of social psychology as a scientific discipline, The major schools of thought in social psychology</p> <p>Evolution of Social Psychology: Evolutionary social psychology, Social constructionism</p> <p>Major theories of social psychology: Social learning theory, Social cognitive theory, Social exchange theory</p> <p>Research methods used in social psychology: Experimental methods, Observational methods, Correlational methods, Qualitative methods</p>		
Unit II	Social Cognition	(8 Hrs)
<p>Impression formation and social judgment: Role of schemas in impression formation, Use of heuristics in social judgment, Influence of biases on social judgment</p> <p>Attribution theory: Major types of attribution, Factors that influence attribution, Consequences of attribution</p> <p>Stereotypes and prejudice: Nature of stereotypes, Development of stereotypes, Consequences of stereotypes, Reducing prejudice and discrimination</p> <p>Attitudes and persuasion: Structure and function of attitudes, Major theories of persuasion, Role of attitudes in behavior</p>		
Unit III	The Self and Social Relations	(8 Hrs)
<p>The self-concept: Nature of the self-concept, Development of the self-concept, Different aspects of the self-concept</p> <p>Self-esteem: Nature of self-esteem, Factors that influence self-esteem, Consequences of self-esteem</p> <p>Interpersonal attraction: Factors that influence interpersonal attraction, Different types of interpersonal attraction, Maintenance of interpersonal relationships</p> <p>Prosocial behavior: Nature of prosocial behavior, Factors that influence prosocial behavior, Benefits of prosocial behavior</p>		
Unit IV	Social Influence	(7 Hrs)
<p>Social Conformity: Different types of conformity, Factors that influence conformity, Consequences of conformity</p> <p>Obedience: Factors that influence obedience, Milgram experiment, Ethics of obedience research</p> <p>Social power: Different types of social power, Use of social power, Consequences of social power</p> <p>Compliance: Concept of Compliance, Strategies of Compliance, Application of Compliance techniques – foot in the door, door in the face</p>		



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Unit V	Group Dynamics	(8 Hrs)
<p>Group Decision-making: Different types of group decision-making, Advantages and disadvantages of different group decision-making methods, Factors that influence group decision-making</p> <p>Group leadership: Different types of leadership, Characteristics of effective leaders, Factors that influence leadership</p> <p>Intergroup relations: Social grouping and Social Loafing, Process of group Socialization of Individual, Symbolic social influence</p> <p>Cooperation, Competition, Conflict: Concept and Types of Cooperation, Concept and Characteristics of Competition, Concept, causes, effects of Conflict</p>		
Unit VI	Social Psychology and Contemporary Issues	(7 Hrs)
<p>Social psychology of prejudice and discrimination: Different types of prejudice and discrimination, Factors that contribute to prejudice and discrimination, Consequences of prejudice and discrimination</p> <p>Social psychology of aggression: Different types of aggression, Factors that contribute to aggression, Reducing aggression</p> <p>Social psychology of prosocial behavior: Different types of prosocial behavior, Factors that contribute to prosocial behavior, Promoting prosocial behavior</p> <p>Social psychology and the environment: Relationship between social and environmental problems Impact of the environment on social behavior, Promoting environmental sustainability</p>		
Learning Resources		
<p>Text Books: (Maximum 2)</p> <ol style="list-style-type: none">1. Social psychology (5th ed.). McGraw-Hill. Hogg, M. A., & Vaughan, G. M. (2017)2. Social psychology (8th ed.). Pearson Education. Myers, D. G. (2018).		
<p>Reference Books:</p> <ol style="list-style-type: none">1. Aronson, E., Wilson, T. D., & Akert, R. M. (2021). Social psychology (10th ed.). Pearson Education.2. Baumeister, R. F., & Bushman, B. J. (2019). Social psychology and human nature (5th ed.). Cengage Learning.3. Cialdini, R. B. (2006). Influence: Science and practice (6th ed.). Allyn & Bacon.4. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). Social psychology (5th ed.). McGraw-Hill.5. Haidt, J. (2006). The happiness hypothesis: Finding modern truth in ancient wisdom. Basic Books.6. Hogg, M. A., & Vaughan, G. M. (2017). Social psychology (8th ed.). Pearson Education.7. Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus, and Giroux.8. Myers, D. G. (2018).9. Pink, D. H. (2009). Drive: The surprising truth about what motivates us. Penguin Books.10. Thinking fast and thinking slow. Farrar, Straus and Giroux.		



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MOOC / NPTEL Courses:

Social Psychology (Coursera, Wesleyan University)

Advanced Social Psychology (Swayam, Indian Institute of Technology Roorkee)

Link of the Course:



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: MMC	Course Title: Public Economics	
Course Code: 230UEEB02_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 2 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): Marks 100
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> Understand the basics of Indian Public Finances Develop comprehensive understanding of theories of public revenue, public expenditure and public debt. Thoroughly comprehend concepts and theories related to public policy and rational choice. Identify the budgetary challenges that exist at different levels. 		
Course Outcomes: On completion of the course, learner will be able to CO1: recognize and apply advanced tools and models used in the field Public Economics CO2: identify differences in processes of public revenue sources. CO3: develop comprehensive understanding of theories of public expenditure and their applications. CO4: understand the different aspects of public debt. CO5: identify the budgetary challenges that exist between different level of government. CO6: formulate a perspective on how public policies are formulated and how they differ from prescribed standards of normative public economics.		
Course Contents		
Unit I	THE ROLE OF GOVERNMENT IN AN ECONOMY	(5Hrs)
Meaning and Scope of Public Finance, Evolution of Public Finance, Principle of Maximum Social Advantage, Hugh Dalton and Musgrave Principles.		
Unit II	PUBLIC REVENUE	(5Hrs)
Sources of Public Revenue Tax and Non-Tax Revenue, Objective of taxation, Canons of taxation, Types of Taxes, Shifting of tax, Impact and incidence of taxation.		
Unit III	PUBLIC EXPENDITURE	(5Hrs)
Classification of public expenditure, Theories of Public Expenditure, Causes of public expenditure growth, Wagner's Hypothesis and Wiseman Peacock Hypothesis.		
Unit IV	PUBLIC DEBT	(5Hrs)
Classification of public debt, Burden of Debt finance, Public Debt and Fiscal Solvency		
Unit V	BUDGET	(5Hrs)
Meaning, Objectives and Types, Structure of Union Budget, Deficit Concepts, FRBM Act.		
Unit VI	FISCAL MANAGEMENT	(5Hrs)



Fiscal Policy: Meaning and Objectives, Constituents and Limitations, Intergovernmental Fiscal Relations.

Learning Resources

Text Books:

1. Varian, H. (2010). Intermediate microeconomics: A modern approach, 8th ed.
2. Chand, S.N.(2008), Public Finance, Atlantic Publishers
3. W. W. Norton. □ Singh,S.K(2008), S. Public Finance: Theory and Practice, Chand Publishing

Reference Books:

1. R.A. Musgrave and P.B. Musgrave, Public Finance in Theory & Practice, McGraw Hill Publications, 5th edition, 1989.
2. Joseph E. Stiglitz, Economics of the Public Sector, W.W. Norton & Company, 3rd edition, 2000.

MOOC / NPTEL Courses:

1. NPTEL Economics-"Public Economics 1", Piyush Kaul, IIT Kanpur.
2. NPTEL Course "*Title of the Course*", Name of the Faculty member, Name of the conducting Institute

Link of the Course: <https://edurev.in/p/39660/NPTEL-Economics-Public-Economics---1-Indian-Instit>

Additional Web Resources: -



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JSPM University Pune		
F.Y.M.A. Psychology		
Semester II		
Course Type: VSC	Course Title: Innovation	
Course Code: 230IINB02_02	Teaching Scheme: (Hours/Week)	Examination Scheme:
Credits: 1.5	Lecture (L): 1 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 2	Oral (OR): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none">• To understand the concept of innovation and creativity• To familiarize with the tools for innovation• To understand fundamentals of innovation management• To get overview of real-world implementation of innovation and creativity		
Course Outcomes: On completion of the course, learner will be able to... CO1: apply the concepts of creativity and innovation in all walks of life. CO2: inculcate and incorporate individual creativity and innovative skill set at conceptual, product design and management level. CO3: solve real time problems with enhanced ability in respective sectors of work for increased productivity and improved organizational behaviour. CO4: perform with improved skill set in entrepreneurship and start up ecosystem. CO5: to find solutions to social, corporate and personal problems with de novo approach.		
Course Contents		
Unit I	Innovation & Creativity	(3 Hrs)
Innovation: Meaning, Concept, Characteristics, Importance, Principles of Innovation, Process of Innovation. Creativity: Meaning, Concept, Importance, Creativity Process, Components of creative performance, Hurdles to Creativity		
Unit II	Tools for Innovation	(5 Hrs)
Creative Thinking: Traditional V/S Creative Thinking, Individual Creativity Techniques: Meditation, Self-Awareness, & Creative Focus Group Creative Techniques: Brainstorming, Off The Wall Thinking & Thinking Hats Method. Dimensions of Innovation: Innovation Eco-system in India and abroad, Social Innovation, Grass root Innovation, Frugal Innovation, Global Innovation- Global Innovation Index framework, GII, Case studies in India and abroad.		
Unit III	Innovation Management	(3 Hrs)
Concept, Scope, Characteristics, Evolution of Innovation Management, Significance, Factors Influencing Innovation, Commercialization of Innovation, Innovation and Start up ecosystem		



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Unit IV	Areas of Innovation	(2 Hrs)
Innovation in Entrepreneurship, Product innovation, Process Innovation, Social Innovation, Case studies highlighting types, implementation imperatives and sector specific impact.		
Unit V	Group innovation study	(1 Hrs)
Each student group will prepare a case study on one innovation topic either from their area of work or through participation in the exposition, symposia, workshop of any relevant forum. The project report will be submitted for the study.		
Unit VI	Presentation and Closure	(1 Hrs)
The student group will give the presentation of the project in the chosen area. The report will highlight the process of exploring executing and exploiting the innovation. It will also mention methodology to manage the innovation.		

Learning Resources

Textbooks:

1. Wagner, Tony. Creating Innovators: The Making of Young People Who Will Change the World. New York: Scribner, 2012.
2. "Managing Creativity and Innovation" Harvard Business School Press

Reference Books:

1. "Organizational Innovation", SAGE Publication, London, 2001.
2. "Jugaad Innovations, Navi Radjou and Jaideep Prabhu, Random House India
3. "Kelley, Tom, Jonathan Littman, and Tom Peters. The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm. New York: Doubleday, 2001.
4. "Innovation Management & New Product Development", Paul Trott, published by Pitman, 2000.

MOOC / NPTEL Courses:

1. NPTEL Course "*Innovation, Business Models and Entrepreneurship*", Prof Rajat Agrawal, Prof Vinay Sharma, IIT Roorkee.
Link of the Course: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Additional Web Resources:

<https://youtu.be/FXJUDyqobbM>
https://youtu.be/FF_38_ZuRbQ
https://youtu.be/33JjV_NDbpY
<https://youtu.be/DNUwZctwwhw>
https://youtu.be/_PC1qbAhKz0
<https://youtu.be/wbFVNBNI7Bk>
<https://youtu.be/kfpERveB8kM>
<https://youtu.be/Y6R9ps2E1oM>
<https://youtu.be/66N5SM73AEc>
<https://youtu.be/1YLtkc6U3Rs>



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: AEC	Course Title: Business Communication	
Course Code: 230UENM02_02	Teaching Scheme:	Examination Scheme:
Credits: 2	Lecture (L): 1 Tutorial (T): 0 Practical (P): 2 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any: Nil		
Course Objectives: <ul style="list-style-type: none"> Remember the theoretical basics of Communication. Understand skills required for efficient interpersonal communication and leadership abilities. Apply Presentation Techniques in the Professional Environment. Analyze trends in the respective market to accommodate accordingly. Evaluate the skills related to production & presentation of messages in multiple formats. Create placement ready personalities. 		
Course Outcomes: On completion of the course, learner will be able to CO1: Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment CO2: write impressive official correspondence and learn to make and give effective presentations in a professional environment. CO 3: Write an impressive resume and face the interview confidently. CO 4: Present themselves well in front of large audience on a variety of situations related to group communication and presentation in a relevant scenario. CO5: Socialize with ease and comfort. CO6: Develop Corporate Communication Skills		
Course Contents		
Unit I	Employment Communication	(2 Hrs)
Introduction and objectives of Report Writing, Types of Business Reports-Informational Reports, Analytical Report, Research Report, Progress Report, Explanatory Report, Structure of Reports- Title page, table of content, summary, the main body, conclusion, and recommendations, Writing Abstracts and Summaries		



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Unit II	Resume Writing	(2 Hrs)
Introduction to Resume Writing- Concept and Details, Types of Resume Writing-chronological and functional, Key components of effective Resume Writing, Structure and contents of Cover Letter		
Unit III	Interview Skills / Techniques	(3 Hrs)
Interview Skills / Techniques – Concept and Process, Peer Interview/Mock Interview- Pre-interview planning and performance, Opening Strategies and Answering Strategies, Interview through tele and video- conferencing		
Unit IV	Group Discussion	(3 Hrs)
Group Discussion – Concept and important points, Roles and Phases in Structured Group Discussion, Expectations of the Panel, Do's and Don'ts in Group Discussion		
Unit V	Presentation Skills	(2 Hrs)
Elements of Presentation- Content, Organization, Delivery, Design of Presentation- Typography, colour, layout, images and animation, Oral Presentations (individual or group) through JAM Sessions/Seminars/PPTs, Written Presentations through Posters/Projects/Reports/ E-mails/Assignments		
Unit VI	Essential Soft Skills	(3 Hrs)
Soft Skills development- Grooming Etiquettes and Manners, Stress and Conflict Management- Coping styles and symptoms, Time Management- Pomodoro Technique, Pareto Technique, Leadership Skills- Definition, Strategies, and Styles		

Learning Resources

Textbooks:

1. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. *Business Communication Today*: Tenth Edition. New Jersey: Prentice Hall, 2010.

Reference Books:

1. Collins, Patrick. *Speak with Power and Confidence*. New York: Sterling, 2009.
2. Barun, Mitra. *Personality Development and Soft Skills*, Barun K Mitra, Oxford Press, 2011.

MOOC / NPTEL Courses:

1. NPTEL Course “Soft skill Development” Prof. Priyadarshi Patnayak, Prof. V.N, Giri, Prof. D. Suar, IIT Kharagpur

Link of the course: <https://youtu.be/Af9RoDvhTLE?si=cqQim2DX2Cepi0eX>

Additional Web Resources:

<http://www.englishdaily626.com/c-errors.php>

https://www.stressdirections.com/personal/about_stress/stress_statistics.html



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JSPM University Pune		
M. A. English		
Semester II		
Course Type: AEC	Lab Course Title: Business Communication	
Course Code: 230UENM02_02	Teaching Scheme:	Examination Scheme:
Credits: 2	Lecture (L): 1 Tutorial (T): 0 Practical(P): 2 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any: -		
List of Laboratory Experiments		
Group A		
1.	Report Writing	
2.	Resume Writing	
3.	Interview technique	
4.	Group Discussion	
5.	Presentation Skills	
Group B		
6.	Soft Skills: Grooming, Etiquettes and Manners	
7.	Stress Management	
8.	Time Management	
9.	Leadership Skill	
10.	PowerPoint Presentation	
Virtual LAB Links:		



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: RMC	Course Title: Research Statistics in Psychology	
Course Code: 230UPYM16_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Lecture (L): 2 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0	Theory (TH): 50 Marks
Prerequisite Courses, if any:		
Course Objectives: The aim of this course is to make students familiar with the basic concepts of Statistics and to inculcate knowledge of how to use statistics in Different situations. This will help them to understand the Research idea and role of statistics in them in Projects and Doctoral degrees.		
Course Outcomes: On completion of the course, learner will be able to CO1: Define Basic Concepts of Statistics. CO2: Demonstrate the skills on measures of Central tendencies. CO3: Differentiate between parametric and non-parametric Statistics. CO4: Demonstrate skills of conducting data analysis using different statistical methods. CO5: Application: Use MS Excel for statistical analysis CO6: Application: Use MS Excel for Data Representation.		
Course Contents		
Unit I	Fundamentals of Statistics	(6 Hrs)
Statistics: Definition and Branches of statistics: Descriptive and Inferential, Statistics, Variable: Definition and Types of Variables: Numerical and, Categorical, Discrete and Continuous variables, Univariate, Bivariate and Multivariate Data, Scales of Measurement: Nominal, Ordinal, Interval and Ratio Data		
Unit II	Measures of Central tendency & Variability	(5 Hrs)
Graphical Representation of Data: Frequency Distribution Table, Frequency Histogram, Frequency Curve, Polygon and Ogive Curve, Measures of central tendency (calculations) and variability, Concept of probability, Normal Distribution Curve (Concept & Properties)		
Unit III	Parametric & Non-Parametric Statistics	(4 Hrs)
Meaning of parametric Statistics, Non-Parametric Statistics, Introduction to Different Parametric Tests, Non-Parametric Tests		
Unit IV	Correlation And Regression	(5 Hrs)
Correlation: Meaning & Types, Correlation techniques: Pearson, Spearman (Simple calculations), Linear Regression, Multiple Regression		
Unit V	Inferential Statistics	(6 Hrs)
Standard Error of Mean, One tailed and two tailed test, Independent t test and Paired t-test (Simple Calculation), ANOVA: One-way and Two-way		



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Unit VI	Use of Excel for Statistics	(4 Hrs)
Plotting using Graph Paper and Microsoft Excel, Calculation of Measures of Central Tendency using Microsoft Excel, Calculation of Measures of Dispersion using Microsoft Excel, Introduction to SPSS		
Learning Resources		
Textbook:		
1. Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall		
Reference Books:		
1. Pallant, Julie (2016). SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS (6th edition). McGraw-Hill		
2. Aron, A., & Aron, E. N. (2002). Statistics for the behavioral and social sciences. Prentice Hall Press		
3. Field, A., Miles, J., & Field, Z. (2017). Discovering statistics using R. Sage		
MOOC / NPTEL Courses:		
NPTEL Course Statistics in Psychology By Dr Ashwini Kumar, Prof Suhas Shetgovekar, Indira Gandhi National Open University		
<u>Link</u> of the Course: https://onlinecourses.swayam2.ac.in/nou22_hs64/preview		
Additional Web Resources: https://www.youtube.com/watch?v=MOyhGW3n2PY		



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JSPM University Pune F.Y.M.A. Psychology Semester II		
Course Type: IITP / FP/CEP	Lab Course Title: Internship / Field Project/ Community Engagement Programme	
Course Code: 230UPYM18_02	Teaching Scheme: (Hrs./Week)	Examination Scheme:
Credits: 2	Duration: 04 to 06 Weeks	Oral (OR): 50 Marks
Prerequisite Courses, if any: - Nil		
Objectives: Learners will be able to <ul style="list-style-type: none">● To expose students to the industrial environment, which cannot be simulated/experienced in the classroom and hence creating competent professionals in the industry and to understand the social, economic and administrative considerations that influence the working environment of industrial organizations.● To provide students with an opportunity to apply theoretical knowledge from academics to the realities of the field work/training.● To providing practical experience in a field or discipline		
Course Outcomes: On completion of the course, learner will be able to CO1: Develop professional competence through internship. CO2: Apply academic knowledge in a personal and professional environment. CO3: Build the professional network and expose students to future employees. CO4: Apply professional and societal ethics in their day to day life. CO5: Become a responsible professional having social, economic and administrative considerations. CO6: Decide own career goals and personal aspirations.		
Duration and Evaluation: <ul style="list-style-type: none">● Internship to be completed after every even semester (2, 4 and 6) and before commencement of next odd semester (03, 05 and 07).● Internship should be at least 4 to 6 weeks and it is to be assessed immediately after completion.		
Framework of Internship/ Field Project / Community Engagement Programme: <ul style="list-style-type: none">● During the vacation after even semester, students are ready for industrial experience. Therefore, they may choose to undergo Internship / Field Project / Community Engagement Project● Students may choose either to work on innovation or entrepreneurial activities resulting in start-up or undergo internship with industry/ NGO's/ Government organizations/ Micro/ Small/ Medium enterprises to make themselves ready for the industry.● Every student is required to prepare a file containing documentary proofs of the activities done by him.● The evaluation of these activities will be done by Programme Coordinator/ Project Head / faculty / TPO/ mentor or Industry Supervisor.		
Internship Guidelines: Step 1: The department will issue request Letter/ Email to the respective industry/ firm/ NGO/ organization to allot various slots of 4-6 weeks as internship/ Field Project / Community Engagement Project periods for the students.		



Step 2: Industry will confirm the training slots allocated for internships via Confirmation Letter/ Email.

Step 3: Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email.

Step 4: Students undergo industrial training/ Field Project / Community Engagement Project at the concerned Industry / Organization. In- between Faculty Member(s) can evaluate(s) the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students is submitted in department.

Step 5: Students will submit training report after completion of internship.

Step 6: Training Certificate to be obtained from industry / Organization.

Internal Reporting Guidelines for students:

- Every intern should send weekly report to their internal guide without fail. It is mandatory for the intern to send weekly reports to their respective guide on regular basis.
- Interns should have at least fortnightly verbal communication with the internal guide without fail.
- In cases where in the company wants to secure their confidential information in the project / internship report, the internal guide should duly co-ordinate with the respective mentor/reporting manager on the method of reporting to assure that no information will be leaked outside and is purely for academic purposes.

Internship Diary / Internship Workbook:

- Students must maintain Internship Diary/ Internship Workbook. The main purpose of maintaining diary/workbook is to cultivate the habit of documenting. The students should record in the daily training diary account of the observations, impressions, information gathered and suggestions given, if any.
- The training diary/workbook should be signed after every day by the supervisor/ in charge of the section where the student has been working.
- Internship Diary/workbook and Internship Report should be submitted by the students along with attendance record and an evaluation sheet duly signed and stamped by the industry to the Institute immediately after the completion of the training.

Internship Diary / workbook may be evaluated on the basis of the following criteria:

- Proper and timely documented entries.
- Adequacy & quality of information recorded
- Data recorded.
- Thought process and recording techniques used.
- Organization of the information.

Internship Work Evaluation:

- Every student is required to prepare and maintain documentary proofs of the activities done by him / her as internship diary or as workbook.
- The evaluation of these activities will be done by Programme Coordinator/ Project Head / faculty / TPO/ mentor or Industry Supervisor based on- overall compilation of internship activities, sub-activities, the level of achievement expected, evidence needed to assign the points and the duration for certain activities.

Evaluation-Seminar presentation / Oral Examination at the institute:

The student will present a seminar based on his training report, before an expert committee constituted by the concerned department as per norms.

The evaluation will be based on the following criteria:



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- Depth of knowledge and skills Communication & Presentation Skills.
- Team Work
- Creativity
- Planning & Organizational skills
- Adaptability and Analytical Skills
- Attitude & behaviour at work.
- Societal Understanding
- Ethics
- Regularity and punctuality
- Attendance record
- Log book
- Student's Feedback from External Internship Supervisor

Internship Report:

- The report shall be presented covering following recommended fields but limited to:
- Title/Cover Page
- Internship completion certificate.
- Internship Place Details- Company background-organization and activities/Scope and object of the study / personal observation.
- Index/Table of Contents
- Introduction
- Title/Problem statement/objectives
- Motivation/Scope and rationale of the study
- Methodological details
- Results / Analysis /inferences and conclusion
- Suggestions / Recommendations for improvement to industry, if any
- Attendance Record
- List of reference (Library books, magazines and other sources)

Feedback from internship supervisor (External & Internal):

Post internship, faculty coordinator should collect feedback about student with following recommended parameters:

- Technical knowledge
- Discipline
- Punctuality
- Commitment
- Willingness to do the work
- Communication skill
- Individual work
- Team work
- Leadership



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