

# Savitribai Phule Pune University

(Formerly University of Pune)



## B.A. PSYCHOLOGY

With Major: Psychology  
(Faculty of Arts)

## Syllabus for T.Y.B.A. Psychology

(For Colleges Affiliated to Savitribai Phule Pune University)

Choice Based Credit System (CBCS) Syllabus  
As Per National Education Policy (NEP-2020)  
To be implemented from 2026-2027

**PROGRAMME STRUCTURE****SEMESTER V**

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	PSY-301-MJ	Psychological Testing	60	4
	4	PSY-302-MJ	Social Psychology	60	4
	4	PSY-303-MJP	Psychological Testing: Practical	120	8
Major Elective	2	PSY-310-MJE	Applied Psychology	30	2
	2	PSY-311-MJEP	Applied Psychology: Practical	60	4
	2	PSY-312-MJE	Health Psychology	30	2
	2	PSY-313-MJEP	Health Psychology: Practical	60	4
VSC	2	PSY-321-VSC	Sports Psychology	30	2
FP	2	PSY-331-FP	Group Testing	60	4
Minor	2	PSY-391-MN	Positive Psychology	30	2

**SEMESTER VI**

Vertical	Credits	Course Code	Title	Total teaching/ learning hours	No. of lecture per week
Major Core	4	PSY-351-MJ	Experimental Psychology	60	4
	4	PSY-352-MJ	Rehabilitation Psychology	60	4
	4	PSY-353-MJP	Psychological Experiments: Practical	120	8
Major Elective	2	PSY-360-MJE	Industrial and Organisational Psychology	30	2
	2	PSY-361-MJEP	Industrial Training and Development	60	4
	2	PSY-362-MJE	Advertising and Consumer Psychology	30	2
	2	PSY-363-MJEP	Advertising Psychology: Practical	60	4
VSC	2	PSY-371-VSC	Psychological First Aid	60	4
OJT	4	PSY-381-OJT	On-Job-Training	120	8

# **SEMESTER V**

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A.**

**Semester: V**

**Course Type: MAJOR MANDATORY THEORY**

**Course Name: Psychological Testing**

**Course Code: PSY-301-MJ**

**No. of hours: 60 hrs**

**No of Credits: 04**

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### **Course Outcomes:**

After completing this course, students will be able to:

1. Explain the concept, nature and scope of psychological testing
2. Apply principles of test construction in basic psychological assessment tasks
3. Analyse and interpret reliability of psychological tests
4. Evaluate different forms of validity in psychological testing
5. Interpret test scores using appropriate norms
6. Demonstrate ethical and professional sensitivity in psychological assessment

### **Unit 1: Introduction Of Psychological Tests**

- 1.1 Psychological Test – Definition, History
- 1.2 Classification and Characteristics – Intelligence tests, Aptitude tests, Personality tests
- 1.3 Steps in Test Construction: Defining objectives, Item writing and analysis, Standardisation and norm development
- 1.4 Ethical Issues in Test Construction: Fairness and cultural sensitivity, Informed consent and confidentiality, Prevention of test misuse

### **Unit 2: Reliability and Validity**

- 2.1 Reliability – Meaning and True Score Estimation
- 2.2 Types of Reliability
- 2.3 Validity – Meaning, Accuracy of measurement; Meaningfulness of scores, Practical usefulness
- 2.4 Types of validity

### **Unit 3: Norms**

- 3.1 Norms: Definition, Norm-referenced and Criterion-referenced Tests
- 3.2 Types of Norms: Grade, Percentile, Standard Score
- 3.3 Injunctive norms, Descriptive norms, Consensus norms and Critical norms:
- 3.4 Reciprocity, Social-responsibility and Situational Norms: Mutual exchange behaviour, Helping responsibility, Context-based behaviour

### **Unit 4: Cognitive And Non-Cognitive Assessment**

- 4.1 Intelligence and Aptitude: Definition, theories. (Kaplan; Cicerelli)
- 4.2 Tests of Intelligence and Aptitude: Individual (Binet Scales, Wechsler Scales) and Group (Ravens SPM, Culture Fair tests, DAT, GATB)
- 4.3 Personality: Definition, trait theories (Allport, Cattell, OCEAN), Tests
- 4.4 Assessment of other non-cognitive variables: Attitude (definition, tests), Adjustment (definition, tests).

**READINGS**

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31- 35.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Freeman, F. S. (2018). *Theory and Practice of Psychological Testing*. Third Edition. Oxford & IBH Publishing.
- Kaplan R.M.& Saccuzzo D.P. (2005) *Psychological Testing, Principles Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
- Sherif, M. (1936). *The Psychology of Social Norms*. New York: Harper and Row. Asch, S. (1952). *Social Psychology*. (Englewood Cliffs, NJ: Prentice Hall)
- Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MAJOR MANDATORY THEORY**

**Course Name: Social Psychology**

**Course Code: PSY-302-MJ**

**No. of hours:60**

**No. Credit: 04**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Define and explain key concepts and research methods in social psychology.
2. Describe and analyse self-related concepts such as self-concept, self-esteem, and self-presentation
3. Explain and compare forms of social influence including conformity, compliance, and gender differences
4. Evaluate factors affecting interpersonal attraction and close relationships in the digital age.
5. Apply social psychology concepts to real-life social contexts such as family life, interpersonal relations, and work-related relationships

**Unit 1: Introduction to Social Psychology**

- 1.1. Definition, Nature and scope of Social Psychology
- 1.2 Social Psychology and related disciplines- Sociology, Anthropology and Personality Psychology
- 1.3 How do human values influence social psychology? Obvious ways and Not-so-Obvious ways
- 1.4 Research methods in social psychology- Experimental, Observation, Survey and Archival method.

**Unit 2: Self in the Social World**

- 2.1 Self: Concept, self- knowledge, self and culture,
- 2.2 Concepts related to self: Self Concept, Self-Presentation and Self-Regulation
- 2.3 Nature and motivational power of self-esteem, self-efficacy, trade-offs between low vs. high self-esteem
- 2.4 How people manage their self-presentation: Self-Handicapping, Impression Management.

**Unit 3: Social Influence**

- 3.1. Definition, Nature and Process of Social Influence: Social Facilitation and Social inhibition
- 3.2 Conformity - meaning and predictors of conformity, Group size, Unanimity, Status and Culture
- 3.3 Compliance - nature and major tactics of compliance: The foot-in-door, The door- in the face and That's Not all
- 3.4 Gender Similarities and Differences: Comparison of female and male behaviour with reference to independence versus connectedness, social dominance, aggression and sexuality.

**Unit 4: Interpersonal Attraction and Close Relationships**

- 4.1 Nature and Definition of Interpersonal Attraction and Internal and External determinants of Attraction.
- 4.2 Interpersonal relationships in a digital age, addressing challenges and enhancing positive social interactions.
- 4.3 Close relationships: Friends, Romantic relations, Family and Spouses
- 4.4. Applying social psychology in family life and interpersonal relationships.

**READINGS**

- Baron, R. A., & Branscombe, N. R. (2012). *Social psychology* (13<sup>th</sup> ed.). Pearson Education.
- Myers, D. G. (2005). *Social psychology*. Tata McGraw-Hill Publishing Company Limited.
- Myers, D., & Twenge, J. M. (2019). *Social psychology* (13<sup>th</sup> ed.). Hill Publishing Company Limited.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12<sup>th</sup> ed.). Pearson Education.
- ढोरढाने, अ. र., & रसाळ, प. (2015). *सामाजिक ढानसशास्त्र*. उन्ढेष प्रकाशन.
- पलसाने, ढ. न., & तळवलकर, व. ( प्रथढ आवृत्ती ) *सामाजिक ढानसशास्त्र*. कॉन्टिनेन्टल प्रकाशन.

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A.**

**Semester: V**

**Course Type: MAJOR MANDATORY PRACTICAL (MJP)**

**Course Name: Psychological Testing: Practical**

**Course Code: PSY-303-MJP**

**No. of hours: 120 hrs**

**No of Credits: 04**

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### **Course Outcomes (COs)**

After completing this course, students will be able to:

1. Compute and interpret basic statistical measures such as mean, median mode for psychological data.
2. Administer, score, and interpret standardized psychological tests of intelligence, aptitude, personality, adjustment, motivation, and attitude following standardized procedures.
3. Prepare structured psychological test reports, demonstrating accuracy in scoring, clarity in interpretation, and adherence to ethical guidelines.
4. Apply psychological testing skills in academic and field-based contexts, laying a foundation for higher studies, research, and entry-level professional practice in psychology.

### **SECTION A: STATISTICS (15 hours)**

Statistics is a part of Practical paper. Teachers should conduct **One Lecture per Week** throughout the year for Statistics. See the “NEP and/or University Guidelines” for other details.

1. Frequency distribution, graphical representation of data
2. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data

### **SECTION B: TESTS**

The tests listed below are the part of the Practical paper. For the purpose of administering these tests, teachers shall conduct practical sessions ‘**Twice in a Week**’ throughout the academic year. The duration of each practical session shall be ‘**Four Clock Hours**’. For other details, refer to the “NEP and/or University Guidelines.”

#### **I] GENERAL AND SPECIAL ABILITY TESTING (any two)**

1. Malin’s Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Binet Kamath Test
4. Test of Creativity
5. Differential Aptitude Tests (DAT) - Any two sub tests
6. Dexterity test

#### **II] PERSONALITY (any two)**

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test
4. 16 PF
5. Introversion-Extraversion Test
6. Type A and Type B personality test.

**IV] ADJUSTMENT (any one)**

1. Family Adjustment
2. School
3. Marriage
4. Expectations from the Life partner Scale

**V] TESTING OF ATTITUDE (any one)**

1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale

**READINGS**

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Broota, K. D. (1989, reprint 2014). *Experimental design in Behavioural Research*. New Age International Pvt. Ltd., New Delhi.
- Chadha N.K. (2009), *Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Garrett, Henry E. (2006). *Statistics in Psychology and Education* (1st Indian reprint). Surjeet Publications, Delhi-7.
- Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
- Kaplan R. M. & Saccuzzo D.P. (2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

**Name of the Programme: B.A, Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MAJOR MANDATORY ELECTIVE**

**Course Name: Applied Psychology**

**Course Code: PSY-310-MJE**

**No. of hours:30**

**No. Credit: 02**

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### **Course Outcomes**

After completing the course, student should be able to:

1. Describe the concept of applied psychology, educational psychology family structure and developmental patterns.
2. Classify the intellectual ability, abnormality, criminal behaviour.
3. Identify the problems and solutions in the field of education.
4. Evaluate the interpersonal relations.

### **Unit 1: Introduction to Applied Psychology**

1.1 Definition, Nature and Scope of Applied Psychology

1.2 Fields of Applied psychology

1.3 Family Counselling: Family and Marital Problems and Solutions, Importance of Pre-post marital Counselling

1.4 Love, Relationships (dating, live-in) and Break Ups & Resilience

### **Unit 2: Applications in Education**

2.1 Definition, Nature and Scope of Educational Psychology

2.2 Effective Teaching: Learning Methodologies / Pedagogies (group discussions, projects, presentations, interactive methods), Characteristics of good Teacher

2.3 Issues of Various Categories of Challenged Students: Physically, mentally, economically, behavioural challenged, Intellectual Disabilities (ID)

2.4 Problems and Solutions to Educational Problems: physical environment, Government policies, school and higher education,

### **READINGS**

Sharma, R. (2009). Applied Psychology. Atlantic Publications.

Bacchhav, A. M. (2012). Applied Psychology. Chandralok Prakashan.

Palsane, M. N., & Navare, S. (2010). Upayojit manasashastra. Pragati Prakashan.

Taylor, S. (2012). Health Psychology, Tata McGraw-Hill.

Mangal, S.K. (2007). Essentials of Educational Psychology. PHI Learning

Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, G. & Sykes C.E. (2006). Health Psychology, Sage Publications.

Baron R. A., Byrne D. and Suls J. (1989). Exploring Social Psychology (3rd ed.). Boston, MA: Allyn and Bacon.

Choudhari L. N., Narayan M., Deepanshu M. (2014). Live In Relationships in India: Legal and Psychological Implications, Journal of Psychosexual Health (Retrieved on 2 April 2022).

Marta E., Alfieri S. (2014). A Family Conflicts. In: Michalos A. C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht, The Netherlands: Springer.

Weiten W. and Lloyd M., Psychology To Modern Life (Eighth Edition), Wodsworth Publications.

नाईक, शिरगावे, घस्ते आणि बिराजे (2019). उपयोजित मानसशास्त्र, पुणे, निराली प्रकाशन.

तडसरे आणि तंबाखे (2002). उपयोजित मानसशास्त्र, कोल्हापूर, फडके प्रकाशन.

करंदीकर एस. एस. (1992). शैक्षणिक मानसशास्त्र, कोल्हापूर, फडके प्रकाशन.

#### Websites

- <http://psychology.iresearchnet.com/developmental-psychology/childhood-and-adolescence-development/dating/>
- <https://socialsci.libretexts.org>
- [https://www.researchgate.net/publication/332766646\\_Happiness\\_and\\_aging\\_a\\_comparative\\_study](https://www.researchgate.net/publication/332766646_Happiness_and_aging_a_comparative_study)

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MAJOR MANDATORY ELECTIVE**

**Course Name: Applied Psychology: Practical**

**Course Code: PSY-311-MJEP**

**No. of hours:30**

**No. Credit: 02**

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### **Course Outcomes (COs)**

After successful completion of the course, the learner will be able to:

1. Explain the importance of psychological services in educational, legal, and community institutions.
2. Apply psychological principles to design action plans for counselling in pre-marital and marital contexts.
3. Demonstrate observation skills by recording structured notes during field visits and laboratory activities.
4. Compare the need for mental health professionals across different institutional settings (schools, police counselling centres, legal aid services, private centres).
5. Develop counselling action plans for hypothetical cases of marital disputes.
6. Critically evaluate the effectiveness of mental health services in institutional settings.

### **Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. The practical for Applied Psychology will expose students to the different fields in Psychology.

The student has to complete **any four** of the following activities and prepare the report of each:

1. Visit to a Pre-Primary School and observe the need of mental health professional
2. Visit to a Primary School and observe the need of mental health professional
3. Visit to Counselling Centre – Govt Hospital Counselling Centre, Private Counselling Centre, NGO running Helpline Cell and observe the need of mental health professional
4. Visit to the Dilasa/Bharosa Cell-Counselling Unit and observe the need of mental health professional.
5. Visit to Sukoon Cell- Counselling Cell and observe the need of mental health professional.
6. Observation of one case in school with the school counsellor
7. Observation of one case in college under the college counselling cell
8. Students will be introduced with dimensions of Pre-Marital Counselling and student will be asked to write an action plan of Pre-Marital Counselling
9. A hypothetical case on Marital Dispute will be given to the student and student will prepare the action plan of Counselling
10. A hypothetical case on relationship break-up will be given to the student and student will prepare the action plan of Counselling

### **Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. The student has to prepare the report for each activity and in the end all three reports would be put in a file (bound book is not necessary).

**Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

**For Internal Examination**

Conduct of Activities: 05 Marks

Journal Report - 10 Marks

Viva - 05 Marks

**External Assessment of the student:**

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
  - Solving of hypothetical case: 10 (external only)
  - Viva: 10 (internal + external)
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- The University exam will be 4 hours
  - There will be a batch of 12 students for practical examination.
  - Students will solve one hypothetical case.

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MAJOR MANDATORY ELECTIVE**

**Course Name: Health Psychology**

**Course Code: PSY-312-MJE**

**No. of hours:30**

**No. Credit: 02**

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### **Course Outcomes**

1. Explain the basic concepts, nature, goals of health psychology.
2. Describe the social, emotional, cognitive, and physical components of health.
3. Explain the bio-psychosocial model in relation to mental health and chronic illness.
4. Identify sources, types, and effects of stress on physical and mental health.
5. Apply appraisal-focused, problem-focused, and emotion-focused coping strategies.
6. Analyse health behaviours for effective illness management.

### **UNIT 1: INTRODUCTION TO HEALTH PSYCHOLOGY**

**15 Lectures**

- 1.1 Health Psychology: Definition, Nature and Goals;
- 1.2 Components of Health: Social, Emotional, Cognitive and Physical Aspects
- 1.3 Model of Health Psychology: Bio-psychosocial model of health; Mental Health and Chronic Illness
- 1.4 Nature and Sources of Stress; Types of Stress and Effects of Stress on Physical and Mental Health

### **UNIT 2: HEALTH ENHANCING BEHAVIOURS**

**15 Lectures**

- 2.1 Coping – Meaning and Nature, Types – Appraisal Focused, Problem Focused and Emotion Focused
- 2.2 Characteristics of Health Behaviour and Barriers to Health Behaviour
- 2.3 Health Enhancing Behaviours – Diet, Exercise, Lifestyle; Health Compromising Behaviours
- 2.4 Health Protective behaviours and Illness Management

### **READINGS**

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- Misra,G. (1999). Stress and Health. New Delhi: Concept. Routledge.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MAJOR MANDATORY ELECTIVE**

**Course Name: Health Psychology: Practical**

**Course Code: PSY-313-MJEP**

**No. of hours:60**

**No. Credit: 02**

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### **Course Outcomes**

After completing this course, students will be able to

1. Administer, score, and interpret standardized mental health assessments.
2. Conduct mental assessments using scientific methods.
3. Apply ethical principles during mental health assessments.
4. Prepare systematic and well-structured psychological practical journals.
5. Analyse assessment data in scientific manner.
6. Apply assessment results to real-life mental health promotion and intervention.

From the list presented below, any 04 Practical must be conducted.

1. Mental Health Test

1. Stress Test

2. State–Trait Anxiety Inventory

5. Depression Test

6. Coping Scale

7. Quality of Life Assessment

8. Anger Assessment

### **Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be demonstration and conduction of practical's based on psychological tests.
3. Students will prepare the journal book of all practical reports

### **Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

### **For Internal Examination**

Conduct of Activities: 05 Marks

Journal Report - 10 Marks

Viva - 05 Marks

### **External Assessment of the student:**

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Report of test at time of examination: 10 (external)
- Viva: 10 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- At the time of examination, students have to write the introduction and application of any one of the tests allotted by the examiners

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: VOCATIONAL SKILL COURSE (VSC) (T)**

**Course Name: Sports Psychology**

**Course Code: PSY-321-VSC**

**No. of hours: 30**

**No. Credit: 02**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Explain fundamental concepts of sports psychology.
2. Describe psychological factors influencing sports performance.
3. Analyse motivation, stress, anxiety, and arousal in sports.
4. Examine group processes and relationships in sports.
5. Apply psychological techniques for performance enhancement.
6. Explain the importance of positive psychological practices in sports.

**Unit 1: Foundations of Sports Psychology**

1.1 Introduction to Sports Psychology: Meaning, definition, emergence, significance, role of sports psychologist.

1.2 Personality in Sports: Role of personality in sports performance, personality assessment in sports.

1.3 Motivation in Sports: Types of motivation; motivation and performance relationship.

1.4 Stress, Anxiety and Arousal: Stress and anxiety in sports; sources and types, Yerkes Dodson law.

**Unit 2: Group Processes and Applied Sports Psychology**

2.1 Group Dynamics in Sports: Group cohesion, leadership in sports, and impact of spectators on performance.

2.2 Mental Skills Training: Confidence training, Self-talk, Imagery and Goal-setting

2.3 Arousal and relaxation techniques: Mindfulness, Diaphragmatic breathing, Progressive muscle relaxation.

2.4 Positive practices in sports: Self-Compassion and Gratitude Practices

**READINGS:**

Aalegaonkar, P. M. (2015). *Pragat kridamanashastra* (प्रगत क्रीडामानसशास्त्र). Continental Prakashan.

Bam, B. (2015). *Vijayache manasshastra* (2011 ed.). Generic.

Cox, R. H. (2002). *Sport Psychology: Concepts and Applications*. U.S.A.: McGraw-Hill

Tenenbaum, G. & Eklund, R. (2007). *Handbook of Sports Psychology*. John Wiley & Sons. New Jersey.

Jarvis, M. (2006). *Sport Psychology: A Students handbook*. Rutledge.

Jowett, S., & Lavelle, D. (2007). *Social psychology in sport*. Human Kinetics. USA

Khandare, R. (n.d.). *Khelache manashastra* (खेळाचे मानसशास्त्र). Chinmay Prakashan.

Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company.

Singer, R., Hausenblas, H., & Janelle, C. (2001). *Handbook of Sports Psychology*. John Wiley & Sons. New Jersey.

Weinberg, R. S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychology*. U.S.A.: Human Kinetics.

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: FIELD PROJECT (FP) (P)**

**Course Name: Group Testing**

**Course Code: PSY-331-FP**

**No. of hours:60**

**No. Credit: 02**

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**Course Outcomes:**

After completing this course, students will be able to

1. Apply psychological theories and principles in practical fieldwork settings.
2. Demonstrate proficiency in designing and conducting psychological research using appropriate methodologies.
3. Adhere to ethical standards in conducting psychological research, ensuring the protection and respect of participants.
4. Analyse and interpret research data effectively, using statistical tools and psychological frameworks.
5. Communicate research findings clearly and effectively through written reports and oral presentations.
6. Develop professional skills and interpersonal competencies required for collaborative fieldwork and research environments.

**Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. The field project will be helpful to the students to learn basic research based psychological skills. As part of field project, the student should conduct a group testing.

1. For group testing, a small sample (n=30 at least) should be taken.
2. The student will visit a classroom, study centre, etc. and administer the psychological test to a group of 10-30 people. If it is a group of more than 20 people, the student will have a partner for testing to aide in the group-testing process.
3. Any one standardized psychological test should be administered to the sample.
4. Responses should be scored as per the instructions given in the manual.
5. Report for group testing should be structured as follows:
  - a. Purpose of the group testing
  - b. Description of the test, e.g. author, psychometric properties, uses of test.
  - c. Tabular presentation of scores and results
  - d. Interpretation at group level
  - e. Any other relevant finding
  - f. Conclusion
  - g. References

**Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.

2. Under the guidance of the subject teacher students will conduct the group testing and prepare a detailed report in project form (Review of literature is not necessary).
3. Any standard psychological test can be used to collect data.
4. Sample size minimum 30.
5. Mean and SD can be used for data analysis. Students can perform further statistical analysis under the guidance of the subject teacher.

**Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam = 50 Marks.

For Internal Examination

- Data collection & scoring procedure - 10 Marks
- Report - 15 Marks
- Presentation: 10 Marks
- Viva - 15 Marks

**Name of the Programme: B.A. Psychology**

**Class: T.Y.B.A**

**Semester: V**

**Course Type: MINOR**

**Course Name: Positive Psychology**

**Course Code: PSY-391-MN**

**No. of hours: 30**

**No. Credit: 02**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Develop a clear understanding of the concepts and scope of Positive Psychology in relation to Traditional Psychology.
2. Examine and analyse various perspectives and approaches within Positive Psychology.
3. Understand and critically evaluate the Hedonic and Eudaimonic views of happiness.
4. Build resilience and apply mindfulness practices effectively in day-to-day life.
5. Understand the concepts of flow and spirituality and apply them for personal growth and well-being.
6. Explore the idea of wisdom and incorporate it thoughtfully in different life situations.

**Unit 1: Introduction to Positive Psychology**

- 1.1 Definition and nature of Positive Psychology, Assumptions and goals of Positive Psychology
- 1.2 Difference between Traditional & Positive Psychology
- 1.3 Positive Emotions and Well-being (Happiness and Positive Behaviours, Positive Emotions and Success, Positive Emotions and Flourishing)
- 1.4 Definition of Happiness, comparing Hedonic & Eudaimonic views of Happiness

**Unit 2: Application of Positive Psychology**

- 2.1 Resilience and its perspectives (Developmental Perspectives and Clinical Perspectives)
- 2.2 Mindfulness: Benefits & Attributes of Mindfulness
- 2.3 Wisdom: definition and the SOC model of Life management
- 2.4 Importance of Flow & Benefits of Spirituality

**READINGS**

Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology*. Pearson Education.

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575.

Langer, E. J. (1989). *Mindfulness*. Addison-Wesley.

पवार, ज्ञानेश्वर . (२०१८). *सकारात्मक मानसशास्त्र*. प्रवर्तन प्रकाशन.

शिंदे, विश्वनाथ. (२०१६). *सकारात्मक मानसशास्त्र*. डायमंड पब्लिकेशन्स.

# **SEMESTER VI**

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY THEORY**

**Course Name : Experimental Psychology**

**Course Code : PSY-351-MJ**

**No. of hours : 60 hrs**

**No of Credits : 04**

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### **Course Outcomes**

After completing this course, students will be able to:

1. Define the scope of experimental psychology and differentiate between various types of variables (IV, DV, and Control).
  2. Formulate research problems and testable hypotheses.
  3. Explain the relationship between physical stimuli and psychological sensations.
  4. Differentiate between the physiological process of sensation and the cognitive process of perception.
  5. Describe the process of attention and explain factors affecting it
  6. Evaluate the different learning strategies
  7. Analyse the stages of memory (Encoding, Storage, Retrieval) and evaluate the primary theories of why forgetting occurs (Interference, Decay, etc.).
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### **Unit 1: Introduction to Experimental Psychology**

- 1.1 Experiments and Experimental Psychology: Definitions and Objectives, Experimental Psychology as a Method
- 1.2 Variables - Definition and Types: Independent Variables, Dependent Variables and Control Variables
- 1.3 Problem and Hypotheses - Problem: Definition, Sources of Problem and Formulation of Problem, Hypotheses: Definition, Types and Formulation of Hypotheses
- 1.4 Sampling and Ethics in Research - Sampling: Meaning and Types (Probability and non-probability), Ethical issues in research : concept of ethics, ethical issues concerning research participants and related to researcher

### **Unit 2: Psychophysics**

- 2.1 Introduction to Psychophysics - Concept and Definition, Basic Concepts: Sensation, Threshold, PSE and Errors
- 2.2 Psychophysical Methods : Method of Limits, Method of Constant Stimuli, Method of Average Error.
- 2.3 Signal Detection Theory
- 2.4 Applications of Psychophysics

### **Unit 3: Perceptual Process**

- 3.1 Sensation and Perception: Definition, Nature and Characteristics of sensation and perception
- 3.2 Attention: Definition, Nature, Types and Characteristics, Selective Attention, Division of Attention, Span of Attention, and Sustained Attention
- 3.3 Perception of Form: Figure–Ground Perception, Gestalt Laws of Perceptual Organization.
- 3.4 Illusions: Definition, Nature and Types, Causes of Illusions

**Unit 4: Human Learning, Memory and Forgetting**

- 4.1 Human Learning: Definition, Nature and Characteristics, Whole vs. Part Learning, Mass vs. Distributed Learning, Saving/Relearning method of Learning, Serial vs. Free Learning, Associative Learning
- 4.2 Transfer of Learning: Definition, Nature, Types
- 4.3 Memory & Retention: Definition, Nature of Memory Process and Types of Memory; Definition, Nature and Measurement of Retention
- 4.4 Forgetting: Definition, Nature, Types of Forgetting, reasons for forgetting

**READINGS:**

- Rajamanickam, M. (2005). *Experimental Psychology with Advance Experiment*. Concept Publishing Company, New Delhi.
- Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.
- Ranjit Kumar (2011). *Research Methodology: A step-by-step guide for beginners*. New Delhi: Sage Publications
- Kothurkar, V. K. and Vanarase, S. J. (1986). *Experimental Psychology: A Systematic Approach*. Wiley Eastern Ltd.
- Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), *Experimental Psychology*. ND: Oxford & IBH Publishing Co. Pvt. Ltd
- Kerlinger, F. N. (1995). *Foundation of Behavioural Research*. N. Y. Holt Rinchart and Winston Inc.
- Kothari, C.R. (reprint 2009). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Gliner, J. A., & Morgan, G. A. (2000). *Research methods in applied settings: An integrated approach to design and analysis*. Mahwah, NJ: Lawrence Erlbaum.
- Mangal, S. K. (2009). *Statistics in Psychology and Education* (2nd Edition- 10th printing). PHI learning Pvt. Ltd., New Delhi.

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**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY THEORY**

**Course Name : **Rehabilitation Psychology****

**Course Code : PSY-352-MJ**

**No. of hours : 60 hrs**

**No of Credits : 04**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Explain the historical development and scope of rehabilitation psychology.
2. Examine psychosocial, biological, and cultural perspectives on disability.
3. Understand the use and selection of assessment tools and intervention strategies.
4. Clarify ethical and legal issues in rehabilitation practice.

**Unit 1: Introduction to Rehabilitation Psychology**

- 1.1 Definition, Nature and Scope of Rehabilitation Psychology
- 1.2 Primary Rehabilitation, Secondary Rehabilitation, Tertiary Rehabilitation
- 1.3 Models of Disability: Medical, Social, Biopsychosocial
- 1.4 Role of Rehabilitation Psychologists in Healthcare and Education

**Unit 2: Areas of Rehabilitation Psychology**

- 2.1 Rehabilitation in Clinical Field
- 2.2 Rehabilitation in Industrial Field
- 2.3 Rehabilitation in Community Issues
- 2.4 Rehabilitation of the Special Population

**Unit 3: Psychosocial Perspectives of Disability**

- 3.1 Adjustment to disability: coping, resilience, and stigma.
- 3.2 Family and community support systems.
- 3.3 Cultural attitudes toward disability in India.
- 3.4 Gender and disability issues.

**Unit 4: Assessment, Ethical, Legal and Professional Aspects**

- 4.1 Psychological assessment tools for persons with disabilities.
- 4.2 Ethical principles in rehabilitation psychology.
- 4.3 Legal Framework of Mental Health Act 2017 and Rights of Persons with Disabilities Act.
- 4.4 Professional competencies and training.

**READINGS**

Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (2019). *Handbook of rehabilitation psychology* (3rd ed.). American Psychological Association.

Dunn, D. S. (2023). *Understanding the experience of disability: Perspectives from social and rehabilitation psychology*. Oxford University Press.

Government of India. (2017). *Mental Healthcare Act, 2017*. Ministry of Law and Justice.

Meade, M. A., Bechtold, K. T., & Wegener, S. T. (2025). *The Oxford handbook of rehabilitation psychology* (2nd ed.). Oxford University Press.

Rehabilitation Council of India. (2023–2024). Curriculum guidelines. Rehabilitation Council of India.

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY PRACTICAL**

**Course Name: Experimental Psychology: Practical**

**Course Code : PSY-353-MJP**

**No. of hours : 120 hrs**

**No of Credits : 04**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Compute and interpret basic statistical measures such as range, standard deviation, quartile deviation, and correlation coefficients for psychological data
2. Demonstrate the ability to calculate the Absolute Threshold (RL) and Differential Threshold (DL) using Psychophysical methods, understanding the limits of human sensation.
3. Quantify human attention span, reaction time, and perceptual distortions (illusions) through standardized lab procedures.
4. Graphically represent the "learning curve" and explain phenomena such as bilateral transfer of training and proactive/retroactive interference in memory.
5. Translate experimental results into formal lab reports, linking statistical data (Part A) to psychological theories (Part B).

**Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. The Experimental Psychology practical will aid the students in learning the basic skills required for conducting classic laboratory experiments that defined psychology as a science. Students will be introduced to the fundamental statistical tools required to organize, analyse, and interpret psychological data. The training in classical methodology of experimental psychology will help to bridge the gap between theoretical psychological concepts and empirical measurement. It will also teach students how to conduct experiments under controlled conditions and minimize subjective bias in data collection.

**SECTION A: STATISTICS**

Statistics is a part of Practical paper. Teachers should conduct **One Lecture per Week** throughout the year for Statistics. See the “NEP and/or University Guidelines” for other details.

Topics to be covered:

1. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped and ungrouped data.
2. Bivariate Correlation: Pearson's  $r$ , Spearman's  $\rho$

**SECTION B: EXPERIMENTS**

The experiments listed below are the part of the Practical paper. For the purpose of conducting these experiments, teachers shall conduct practical sessions '**Twice in a Week**' throughout the academic year. The duration of each practical session shall be '**Four Clock Hours**'. For other details, refer to the “NEP and/or University Guidelines.”

## I] PSYCHOPHYSICS (Any One)

1. Method of Limits- RL or DL
2. Method of Constant Stimuli- RL or DL
3. Method of Average Error: PSE and CE

## II] ATTENTION AND PERCEPTUAL PROCESSES (Any Two)

1. Divided attention
2. Span of attention
3. Illusion
4. Size constancy
5. Depth perception
6. Reaction time

## III] LEARNING (Any Two)

1. Bilateral transfer
2. Habit interference
3. Serial learning
4. Associative Learning
5. Insightful Learning: Maze learning/Problem solving

## IV] MEMORY (Any One)

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short-Term Memory (STM) for digits or words.
4. Zeigarnik Effect.

**READINGS:**

- Rajamanickam, M. (2005). *Experimental psychology: With advanced experiments* (Vols. 1–2). Concept Publishing Company.
- Aron, A., Coups, E. J., Aron, E. N., & Cooley, E. (2023). *Statistics for psychology* (7th ed.). Pearson.
- D'Amato, M. R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. Tata McGraw-Hill.
- Garrett, H. E. (2005). *Statistics in psychology and education*. Paragon International Publishers.
- Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
- Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
- Parameshwaran, E. G., & Rao, B. T. (1968). *Manual of experimental psychology*. Lalvani Publishing House.
- Mangal, S.K. (2010). *Statistical methods in psychological and educational research*. PHI Learning
- Woodworth, R. S., & Schlosberg, H. (2008). *Experimental psychology* (6th ed., reprint). Oxford & IBH Publishing Co. Pvt. Ltd.

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY ELECTIVE**

**Course Name : Industrial and Organisational Psychology**

**Course Code : PSY-360-MJE**

**No. of hours : 30 hrs**

**No of Credits : 02**

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### **Course Outcomes**

After completing this course, students will be able to:

1. Describe the concept of industrial and organizational psychology, selection and training, evaluation and motivation at workplace
2. Explain job profile, job analysis, recruitment techniques
3. Identify and classify the tools used in selection and placement.
4. Compare different theories of motivation
5. Explain the process of identification of training needs and design of a training programme on this basis
6. Evaluate the training programme

### **Unit 1: Introduction to Engineering and Personnel Psychology**

- 1.1 Definition, Nature and Scope of Industrial and Organizational psychology
- 1.2 Engineering Psychology: Time & Motion Studies, Tools Designing, Hawthorne's Effect
- 1.3 Personnel psychology: Job analysis, Job Requirement, Recruitment Process
- 1.4 Placement Process: Biodata, Resume, CV and Applicant Blank and Job Interview

### **Unit 2: Motivation and Training**

- 2.1 Work Motivation: Concept, Need and cognitive theories: McClelland, Herzberg, Goal Setting Theory, Self Efficacy Theory
- 2.2 Training Need Assessment: Information, Assessment and Training Design
- 2.3 Levels of Training: Information, Skills, Knowledge, Attitude and Sensitivity
- 2.4 Evaluation of Training Programme

### **READINGS:**

- Paul E. Spector (2016). *Industrial and Organizational Psychology: Research and Practice*. Wiley
- Michael G. Aamodt (2023). *Industrial/Organizational Psychology: An Applied Approach* (9th Edition). Cengage.
- Wickens, C.D. & Hollands, J.G. (2000) *Engineering Psychology and Human Performance* (3rd Edition). Pearson

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY ELECTIVE (P)**

**Course Name : Industrial Training and Development**

**Course Code : PSY-361-MJEP**

**No. of hours : 60 hrs**

**No of Credits : 02**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Recall formats and essential components of professional documents (Biodata, CV, Resume, Applicant Blank).
2. Interpret the need for counsellors and mental health professionals based on field observations.
3. Apply psychological principles to design information-based and knowledge-based training programs.
4. Demonstrate professional writing skills through preparation of personal and career-related documents.
5. Develop training modules tailored to the needs of students or community groups.

**Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. This practical course is designed to provide TYBA Psychology students with experiential learning through field visits and laboratory activities. By engaging with institutions such as industrial centres, labour offices, and court-attached counselling cells, students will observe the real-world need for psychological services in diverse settings. In the laboratory, students will practice professional documentation, design training programs, and critically evaluate media content.

The course emphasizes the application of psychological principles to community, educational, and organizational contexts. It integrates observation, skill-building, and program design to prepare students for roles in counselling, training, and applied psychology.

The student is expected to complete any **FOUR** of the following activities and prepare a report on each activity.

1. Visit to the Jilha Udyog Kendra and observe the need of Counsellor
2. Visit to a Training and Development Consultant/ Officer
3. Visit to a Labour Office OR Labour Agency and observe the need of Counsellor
4. Write your information in the form of Biodata, CV, Resume and Applicant Blank
5. Measure the work motivation/job satisfaction of a group of 10 employees in same job role
6. Design Information-based training program
7. Design Knowledge-based training program
8. Implementation of designed training program on a sample of 8-10 people

The training program may be designed for students of the same institution or nearby vicinity.

The student is expected to take the assistance of the Subject Teacher to design the training program.

**Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be conduction of field visits and preparing the field reports.

3. Under the guidance of the subject teacher students will conduct field visit and prepare a detailed field visit report in project form.
4. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

**Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

**For Internal Examination**

- Conduct of activities: 05 Marks
- Journal Report: 10 Marks
- Viva: 05 Marks

**External Assessment of the student:**

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Presentation of report: 10 (internal + external)
- Viva: 10 (internal + external)
  
- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Students will present the project report

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY ELECTIVE**

**Course Name : Advertising and Consumer Psychology**

**Course Code : PSY-362-MJE**

**No. of hours : 30 hrs**

**No of Credits : 02**

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**Course Outcomes:**

After completing this course, students will be able to:

1. Understand the definition, emergence, and significance of consumer psychology in influencing consumer behaviour.
2. Analyse the role of memory and learning in shaping consumer decisions and purchasing habits.
3. Examine how sensation, perception, and attention impact consumer choices, using principles like Gestalt theory.
4. Evaluate the influence of emotions and attitudes on consumer decision-making and behavioural patterns.
5. Explore key principles of advertising psychology, including attention factors and elements of successful advertisements.
6. Apply theories of motivation and attitudinal change to understand and influence consumer behaviour effectively.

**Unit 1: Fundamentals of Consumer Psychology**

1.1 Consumer Psychology: Definition, and how it emerged

1.2 Role of memory and learning in consumer behaviour.

1.3 Role of Sensation, Perception and attention in consumer behaviour: Definitions, application of Gestalt Theory, use of different senses, what attracts consumers' attention

1.4 Role of identity in consumer behaviour: identity formation, symbolic meaning of products, identifying with products, negative aspects of consumption on self.

**Unit 2: The Consumer : Behavior and Attitude**

2.1 The Emotional Consumer: emotions, attention and recall; impact of emotions on decision-making

2.2 Attitude: generation of attitudes, theories of attitudinal change, predicting behaviour, the influence of mass media.

2.3 Advertising Psychology: Definition, role of attention, factors making advertisements successful.

2.4 Motivational determinants of behaviour: Theories of motivation and how to motivate consumers.

**READINGS:**

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. New York: Open University Press.

Fennis, B.M. & Stroebe, W. (2010). *The Psychology of Advertising*. East Sussex: Psychology Press.

Jansson-Boyd, C. V. & Zawisza, M.J. (2017). *Routledge International Handbook of Consumer Psychology*. New York: Routledge.

- Kahle, L.R. & Kim, C. (2006). *Creating Images and the Psychology of Marketing Communication*. London: Lawrence Erlbaum Associates, Inc.
- Norton, M.I., Rucker, D.D., & Lambertson, C. (2015). *The Cambridge Handbook of Consumer Psychology*. New York: Cambridge University Press.
- Young, B.M. (2018). *Consumer Psychology: A Life Span Developmental Approach*. Exeter, UK: Palgrave.

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : MAJOR MANDATORY ELECTIVE**

**Course Name : Practicals on Advertising**

**Course Code : PSY-363-MJEP**

**No. of hours : 60 hrs**

**No of Credits : 02**

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**Course outcomes:**

After learning this course students will be to:

1. oriented on innovation and ideation required for advertisement.
2. aware with strategic Marketing Communication.
3. learn critical analysis and evaluation skills required for advertising.
4. understand the psychology and Science of Persuasion.
5. gain the knowledge of digital marketing and technology integration
6. prepared for professional Development and Industry Readiness

**Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. The practical in Advertising Psychology will be helpful to the students to learn basic training and development skills necessary in the field of consumer, industrial psychology.

The student is expected to complete any **four** out of the following seven experiments.

**Experiment 1: Designing Advertisement for a Service**

Objective: Create an advertisement for a service across different media. Materials: Design tools, service examples, advertising format templates Procedure:

1. Choose a local service business (restaurant, salon, tutoring, etc.)
2. Identify the service's key benefits and target audience
3. Create advertisements in any one of the 3 different formats: (i) Print advertisement (newspaper/magazine) (ii) Digital banner ad (website/social media) (iii) Radio script (30-second spot)
4. Focus on service-specific elements: (i) Emphasize experience and outcomes (ii) Include testimonials or reviews (iii) Highlight expertise and reliability
5. Test advertisements with 5 people from the target demographic
6. Refine based on feedback

Expected Outcome: Students will understand service marketing nuances and multi-channel advertising.

**Experiment 2: Designing Advertisement for a Product**

Objective: Develop product-focused advertising skills emphasizing features and benefits.

Materials: Product samples, advertising creation tools, benefit analysis worksheets

Procedure:

1. Select a physical product (electronic gadget, food item, clothing, etc.)
2. Analyse product features and translate them into customer benefits

3. Create advertisements for any one of the 3 different channels: (i) Social media post with visuals (ii) YouTube video script (60 seconds) (iii) Point-of-sale display poster
4. Incorporate product-specific elements: (i) High-quality product imagery (ii) Feature demonstrations (iii) Comparison with competitors (iv) Call-to-action for purchase
5. A/B test two versions of one advertisement format
6. Measure engagement or response rates

Expected Outcome: Students will master product advertising techniques and understand feature-benefit translation.

### **Experiment 3: Analysis of Advertisements**

Objective: Develop critical analysis skills for evaluating advertisement effectiveness.

Materials: Advertisement collection (print, digital, video), analysis frameworks, evaluation rubrics Procedure:

1. Collect 10 advertisements from different industries and media types
2. Create an analysis framework covering: (i) Target audience identification (ii) Message clarity and appeal (iii) Visual design effectiveness (iv) Call-to-action strength (v) Brand consistency (vi) Emotional impact
3. Score each advertisement on a 1-10 scale for each criterion
4. Identify the top 3 and bottom 3 performing ads
5. Analyse what makes the top ads successful
6. Suggest improvements for the bottom ads
7. Present findings with supporting evidence

Expected Outcome: Students will develop analytical thinking and advertisement evaluation skills.

### **Experiment 4: Ethical Issues in Advertisement**

Objective: Identify and address ethical concerns in advertising practices.

Materials: Controversial advertisement examples, ethical frameworks, case study templates Procedure:

1. Research and collect 5 advertisements that have faced ethical criticism
2. Categories to explore: (i) Misleading claims (ii) Stereotyping or discrimination (iii) Targeting vulnerable populations (iv) Hidden fees/conditions (v) Environmental or health concerns
3. Analyze each case using ethical frameworks: (i) Truth in advertising (ii) Social responsibility (iii) Consumer protection (iv) Cultural sensitivity
4. For each problematic ad, create an ethical alternative version
5. Develop a personal ethical advertising checklist
6. Debate the balance between persuasion and ethical responsibility

Expected Outcome: Students will understand advertising ethics and responsible marketing practices.

### **Experiment 5: Effect of Colour on Advertisement**

Objective: Investigate how colour choices impact advertisement perception and effectiveness. Materials: Colour theory resources, design software, survey tools, identical ad templates Procedure:

1. Create identical advertisements for the same product using different colour schemes: (i) Version A: Warm colours (red, orange, yellow) (ii) Version B: Cool colours (blue, green,

purple) (iii) Version C: Neutral colours (black, white, grey) (iv) Version D: High contrast combinations

2. Test each version with different groups (minimum 20 people per version)

3. Measure responses for: (i) Attention-grabbing ability (ii) Emotional response (iii) Purchase intention (iv) Brand perception (v) Memorability

4. Compare results across colour schemes

5. Research colour psychology principles

6. Match findings with established colour theory

7. Create guidelines for colour selection in advertising

Expected Outcome: Students will understand colour psychology's role in marketing effectiveness.

### **Experiment 7: Digital vs Traditional Advertisement Effectiveness**

Objective: Compare the impact and effectiveness of digital versus traditional advertising methods.

Materials: Campaign creation tools, analytics platforms, traditional media samples, measurement templates Procedure:

1. Choose the same product/service for both campaigns

2. Create parallel campaigns: (i) Traditional: Print ad, radio spot, billboard design (ii) Digital: Social media ads, Google ads, email marketing

3. Set identical budgets and timeframes for both approaches

4. Launch campaigns simultaneously (or simulate with test audiences)

5. Measure and compare: (i) Reach and frequency (ii) Engagement rates (iii) Cost per impression (iv) Conversion rates (v) Target audience precision (vi) Feedback quality

6. Analyse advantages and disadvantages of each approach

7. Recommend an integrated strategy combining both methods

### **Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be conduction of said activities and preparing the reports under the guidance of the subject teacher.
3. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

### **Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

For Internal Examination

- Conduct of activities: 05 Marks
- Journal Report: 10 Marks
- Viva - 05 Marks

### **Assessment of the student:**

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Presentation: 10 (internal + external)
- Viva: 10 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Student will present the work done as part of examination

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : VOCATIONAL SKILL COURSE**

**Course Name : Psychological First Aid**

**Course Code : PSY-371-VSC**

**No. of hours : 60 hrs**

**No of Credits : 02**

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**Course outcomes:**

After learning this course students will be to:

1. Identify basic concepts and ethical principles of Psychological First Aid.
2. Explain common signs of emotional distress in everyday situations.
3. Apply basic Psychological First Aid skills such as listening, empathy, and reassurance.
4. Differentiate between situations requiring Psychological First Aid and professional mental health intervention.
5. Evaluate the importance of self-care while providing psychological support.
6. Prepare brief, structured reports documenting Psychological First Aid activities and reflections.

**Introduction:**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum, the students should be trained in a skills-oriented manner. This vocational skill course introduces students to the basic principles and practical application of Psychological First Aid (PFA). The course emphasises humane helping skills such as empathy, listening, emotional support, ethical conduct, self-care, and basic report writing, relevant to community, workplace, and everyday life situations. The course does not involve clinical diagnosis or psychotherapy. The main aim of this course is to sensitise students to emotional distress and psychological vulnerability. It will help them develop basic Psychological First Aid skills and enhance readiness for community and workplace support roles

**Practicals**

(Any FOUR out of the following SIX practicals shall be conducted)

**PRACTICAL 1: Recognising Emotional Distress in Everyday Situations**

**Aim:** To identify emotional distress in common life situations.

**Activity:** Analysis of short real-life situations related to academic stress, family problems, illness, workplace stress, or sudden loss.

**Report Writing:** Brief report on observed distress signs and the need for Psychological First Aid.

**PRACTICAL 2: Active Listening and Empathy Skills**

**Aim:** To develop listening and empathy skills essential for Psychological First Aid.

**Activity:** Guided role play focusing on listening without judgment, showing empathy, and providing emotional support.

**Report Writing:** Reflective report on the role played and learning experience.

**PRACTICAL 3: Providing Support Without Counselling**

**Aim:** To understand ethical boundaries of Psychological First Aid.

**Activity:** Response to mild distress situations using appropriate words and behaviour without providing advice or therapy.

**Report Writing:** Report highlighting support provided and ethical considerations.

**PRACTICAL 4: Self-Care for Helpers**

Aim: To understand the importance of self-care while helping others.

Activity: Identification of personal stressors and preparation of a simple self-care plan.

Report Writing: Structured self-care report with reflection.

**PRACTICAL 5: Basic Response to Emotional Emergencies**

Aim: To develop appropriate responses to emotional emergencies.

Activity: Simulation or discussion of situations such as panic, emotional shock, or intense anxiety, focusing on calm response and referral.

Report Writing: Situational report outlining response steps.

**PRACTICAL 6: Community Application of Psychological First Aid**

Aim: To understand the application of Psychological First Aid in community and workplace settings.

Activity: Discussion or observation of Psychological First Aid practices in schools, hospitals, disaster settings, or workplaces.

Report Writing: Brief field-based or case-based report.

**JOURNAL REQUIREMENTS**

The journal shall include:

- Aim and description of each practical
- Observations and reflections
- Report writing for each activity
- Learning outcomes

**Operationalization of the Course:**

The course will be operationalized in the following manner:

1. There will be a batch of 12 students.
2. There will be conduction of said activities and preparing the reports under the guidance of the subject teacher.
3. Students will prepare a project report of activities completed. This will not be a bound book. It may be in a simple file also

**Examination Pattern:**

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (20 Marks) + University Practical Exam (30 Marks) = 50 Marks.

**For Internal Examination**

- Journal completion – 05
- Attendance and participation – 07
- Practical performance – 08

**End Semester Practical Examination**

The Assessment structure of the Final Semester End University Examination of 30 Marks as follows.

- Journal Report: 10 marks (external only)
- Practical Task/ Activity: 10 (internal + external)
- Viva: 10 (internal + external)
  
- The University exam will be 4 hours
- There will be a batch of 12 students for practical examination.
- Student will demonstrate a practical task/ activity

**Name of the Programme : B.A. Psychology**

**Class : T.Y.B.A.**

**Semester : VI**

**Course Type : ON-JOB TRAINING**

**Course Name : OJT in Psychology**

**Course Code : PSY-381-OJT**

**No. of hours : 120 hrs**

**No of Credits : 04**

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### **Course Outcomes**

After completing this course, students will be able to:

1. Apply psychological theories and principles in real-world settings.
2. Analyse client behaviour, case histories, or organizational dynamics using relevant psychological tools and techniques.
3. Demonstrate essential professional skills such as empathy, confidentiality, observation, communication, and ethical practice in a supervised setting.
4. Evaluate the effectiveness of different psychological interventions or assessments used during the training period.
5. Reflect critically on personal and professional growth during the internship through logs, reports, or supervision meetings.
6. Design basic intervention or support strategies for individuals or groups based on their needs and context.

### **Introduction**

On-the-Job Training (OJT) is one of the most effective ways to provide specific, practical, and continuous learning. It involves hands-on experience in a real-world setting and bridges the gap between academic knowledge and field application. Students will visit and engage with organizations and institutions related to their field of study to understand their functioning and to gain first hand exposure to practical applications in psychology.

### **Format of OJT**

**1. Duration of OJT:** Students must complete **120 hours** of OJT at a relevant setting

**2. Setting for OJT:** Students must select any one setting from the following list for the OJT:

- Mental health organizations
- NGOs
- Counselling cells (in colleges/universities)
- Rehabilitation centres
- Old age homes
- Remand homes
- Special or regular schools
- Well-being centres
- Corporate wellness programs
- Industrial & Organizational setting
- Marital counselling centre at courts (Legal settings)
- Criminal & forensic Centres
- Psych-oncologist centres

**3. Nature of Work:** The training will resemble an internship, where students actively engage with the work of the host organization. Participation may include:

- Volunteering in ongoing activities
- Assisting with counselling sessions, assessments, and workshops
- Conducting or observing psychological testing (if applicable)
- Creating and submitting basic psychological reports
- Supporting outreach and awareness activities

**4. Documentation:**

- Students are required to **maintain a daily diary** of the tasks completed and experiences gained and submitted to the course coordinator.
- The **Agency Supervisor** must sign the diary at the end of the internship as a verification of the student's participation.

**5. Completion Certificate:** At the conclusion of the OJT, the organization must provide a **certificate of completion**, confirming that the student has fulfilled the 120-hour requirement.

**6. Final Report Submission:** Each student must submit a comprehensive report of OJT for assessment, including:

- Brief profile of the organization
- Objectives of the internship
- Work done at the place of OJT
- Learning Outcome from the OJT
- Discussion and reflection
- Conclusion
- References (if applicable)

**Operationalization of the Course**

The course will be operationalized in the following manner:

1. There will be a batch of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Students will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

**Examination Pattern**

- Practical Paper of 4 Credits - 120 clock hours
- Continuous Internal Exam (40 Marks) + Final Semester End Practical Exam (60 Marks) = 100 Marks

**For Continuous Internal Examination (40 Marks):** The continuous internal assessment will be done by the teacher-in charge.

- |  |   |          |
|--|---|----------|
| 1. Punctuality & Sincerity in OJT work | - | 20 Marks |
| 2. Internal Presentation & Viva        | - | 20 Marks |

**For Final Semester End Practical Examination (60 Marks):**

1. The Examination Department of the college will display the Final Semester-End Examination upon the completion of the semester. It will be administered in accordance with the University examination rules and regulations.
2. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be internal examiner and one will be external.
3. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.

**The End Semester Examination will be of 60 marks and division of marks like the following.**

- |      |   |          |
|------|---|----------|
| i)   | Presentation of work done in front of examiners (Int & Ext) | 20 Marks |
| ii)  | Viva  | 20 Marks |
| iii) | Final OJT Report  | 20 Marks |

**Assessment of the student**

The Assessment structure of Final Semester End Examination of 60 Marks as follows:

1. University exam will be 4 hours
2. There will be a batch of 12 students for practical examination.
3. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading

**Examination and evaluation pattern for the subject:**  
**PSY-303-MJP (Semester-V): Practical: Psychological Testing**  
**PSY-353-MJP (Semester-VI) : Practical: Psychological Experiments.**

**GENERAL GUIDELINES:**

1. For the above 2 subjects, practical examination will be conducted at the time of semester-end for 100 marks. There will be no internal examination.
2. For the regular practical conduction and practical examination each batch of students should consist of 12 students.
3. Workload distribution will be based on credit structure.
4. Each batch will conduct practical twice per week.
5. The concerned teacher should verify the completion of practical journal (Tests and Experiments) and issue a completion certificate signed by the head of the department.

**GUIDELINES FOR ASSESSMENT (SEMESTER-END EXAMINATION)**

- 1) One chairman will be appointed for semester end practical examination by SPPU. Two or three district coordinators will assist him. They will prepare the total examination program. They will decide the internal and examiners panel.
- 2) While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
- 3) The examiners should set one question paper (6 tests/ experiments with statistical example) on the spot.
- 4) Before conducting the examination, the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.
- 5) While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department.
- 6) External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
- 7) The structure of the question paper is as follows:
  - a. There will be a question on statistics for 20 marks
  - b. The student will be submitting choice of practical conductance for examination
- 8) Break-up of marks will be as follows:

<b>Journal (Tests/ Experiments)</b>	<b>Statistics</b>	<b>Instructions</b>	<b>Report</b>	<b>Oral examination</b>	<b>Total</b>
20 Marks	20 Marks	20 Marks	20 Marks	20 Marks	<b>100</b>

- 9) The duration for practical examination will be of three clock hours per batch.
- 10) Assessment of statistics and practical report should be done by the external examiner only.
- 11) Practical Journal, Instructions, Oral examination be assessed by the internal and external examiners. Average marks of the two examiners should be considered as final assessment.
- 12) The following items should be considered for billing purpose, as per the revised rates of examiners' remuneration of S P Pune University.

<b>Sr. No.</b>	<b>Particulars</b>
1	Paper setting (Per batch)
2	Candidate evaluation – Each examiner
3	Model answer (Per batch)
4	Scheme of marking (Per batch)
5	Translation - (Per batch)

- 13) Total remuneration for the examination should be equally divided between the two examiners.  
Admissible staff – Lab supervisor, expert assistant and Peon.
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**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**TYBA - SEMESTER END PRACTICAL EXAMINATION IN PSYCHOLOGY**

**PSY-303-MJP (Semester-V): Practical: Psychological Testing/ PSY-353-MJP (Semester-VI) : Practical: Psychological Experiments.**

**Name of the College and exam centre:**

**Date and Time:**

**Batch:**

Sr. No.	Seat No.	Journal (Tests or Experiments) 20 Marks				Statistics 20 Marks	Instructions 20 Marks				Report 20 Marks	Oral examination 20 Marks			Total 100	
		Int.	Ext.	Total	Ave.		Int.	Ext.	Total	Ave.		Int.	Ext.	Total		Ave.
1																
2																
3																
4																
5																
6																
7																
8																

**Internal Examiner**

**External Examiner**