

# Savitribai Phule Pune University

(Formerly University of Pune)



## B.Sc PSYCHOLOGY

With Major: Psychology  
(Faculty of Science and Technology)

## Syllabus for T.Y.B.Sc. 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

## T.Y.B.SC PROGRAMME STRUCTURE

<b>Semester V</b>					
Vertical	Credits	Course Code	Title	Total Teaching Hours	No. of Lecture per Week
Major Core (Theory)	4	PSY-305-MJ	Fundamental of Cognitive Psychology	60	4
Major Core (Theory)	4	PSY-306-MJ	Personality Theories	60	4
Major Core (Practical)	4	PSY-307-MJP	Research Project	120	4
Major Elective (Theory)	2	PSY-315-MJE PSY-316-MJE	Industrial & Organizational Psychology Applied Psychology	30	2
Major Elective (Practical)	2	PSY-317-MJEP PSY-318-MJEP	Psychological Testing Based on I/O Psychology Psychological Testing Based on Applied Psychology	60	4
VSC (Theory)	2	PSY-325-VSC	Psychological Testing Skills	30	2
Field Project (FP)	2	PSY-335-FP	Qualitative Research Project	60	4
Minor (Theory)	2	PSY-345-MN	Positive Psychology	30	4
<b>Total Credit</b>	<b>22</b>				

<b>Semester VI</b>					
Vertical	Credits	Course Code	Title	Total Teaching Hours	No. of Lecture per Week
Major Core (Theory)	4	PSY-355-MJ	Fundamentals of Psychopathology	60	4
Major Core (Theory)	4	PSY-356-MJ	Introduction to Psycho-diagnostics	60	4
Major Core (Practical)	4	PSY-357-MJP	Case Study	120	4
Major Elective (Theory)	2	PSY-365-MJE PSY-366-MJE	Counselling Psychology Child Psychology	30	2
Major Elective (Practical)	2	PSY-367-MJEP PSY-368-MJEP	Psychological Testing Based on Counselling Psychology Psychological Testing Based on Child Psychology	60	4
VSC (Theory)	2	PSY-375-VSC	Psychotherapies & Counselling Skills	30	2
OJT	4	PSY-385-OJT	OJT	120	4
<b>Total Credit</b>	<b>22</b>				

# SEMESTER - V

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Major Core - Theory</b>
Course Code	:	<b>PSY- 305-MJ</b>
Course Name	:	<b>Fundamentals of Cognitive Psychology</b>
No. of Credits	:	<b>4</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>4</b>

### Course Outcomes:

After completing this course, students will be able to

**CO1:** Define the basic concepts, domains, and methods of cognitive psychology.

**CO2:** Explain major theories and paradigms of cognitive development and information processing.

**CO3:** Describe the processes of sensation, attention, and perception with relevant principles

**CO4:** Apply learning and conditioning principles to explain human behaviour.

**CO5:** Analyse memory processes, models, forgetting, and improvement techniques.

**CO6:** Evaluate problem-solving, decision-making, and reasoning processes with reference to artificial intelligence.

### UNIT 1: INTRODUCTION TO COGNITIVE PSYCHOLOGY

**15 Lectures**

1.1 Cognitive Psychology: Definition and domains

1.2 History and methods of cognitive psychology

1.3 Theories of cognitive development – Piaget & Vygotsky

1.4 Current paradigms of cognitive psychology – Information processing approach, ecological approach

1.5 Application: Cognitive style and cognitive map

**UNIT 2: SENSATION, ATTENTION AND PERCEPTION****15 Lectures**

2.1 Sensation – Definition, nature and process

2.2 Attention – Definition, types, determinants and functions of attention: divided attention, selective attention, sustained attention and span of attention

2.3 Perception – Definition, Gestalt principles, perceptual constancies, Bottom-Up (feature analysis, template matching, prototypes), Top-Down and Pandemonium

2.4 Subliminal perception and perceptual defence

2.5 Application: Meaning & types of Extra-sensory perception

**UNIT 3: LEARNING****15 Lectures**

3.1 Learning: Definition, nature and types.

3.2 Methods of Learning: Trial and error -Thorndike's experiment and laws, Observational Learning, Social Learning, and insightful learning

3.3 Meaning & types of Conditioning – Classical Conditioning-Pavlov's Experiment and Operant Conditioning – Skinners Experiment

3.4 Meaning, types and schedules of Reinforcement & Shaping

3.5 Applications of conditioning

**UNIT 4: MEMORY PROCESSES AND PROBLEM SOLVING****15 Lectures**

4.1 Definition, Process Functions and types of memory – Memory Models: Multi-Store Model of Memory- Atkinson & Shiffrin Model, Level of Processing Model – Craik & Lockhart and Connectionist (PDP) Model – Rumelhart & McClelland

4.2 Meaning & Causes of forgetting; Memory Improvement Techniques

4.3 Problem: Definition, problem solving cycle, types, obstacles, aids; Problem solving approaches – Algorithm; heuristics: means-end analysis computer simulation, and analogy

4.4 Reasoning and decision-making: Types of reasoning – Inductive reasoning, Deductive reasoning, Syllogistic and Conditional; factors influencing decision-making

4.5 Application: Artificial intelligence

**REFERENCE BOOKS:**

- Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.

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- Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
  - Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
  - Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.
  - Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.
  - Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education.
  - Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall.
  - Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall.
  - Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall.
  - Corens, S., Ward, L.M., & Enns, J. (1994). Sensation and perception. NY: Harcourt Brace & Co.
  - Messer, D. & Miller, S. (1999). Exploring developmental psychology. London: Arnold.
  - Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall.
  - Reed, S.K. (1988). Cognition: Theory and applications (3rd ed). California: Brooks/Cole Pub. Co.
  - Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co.
  - Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.
  - Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.
  - Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub. Company
  - Cohen G. (1983). Psychology of cognition (2nd ed). London: Academic Press
  - Desai, B. and Abhyankar, S. C. (2007). Prayogik Manasashastra ani Sanshodhan Paddhati. Pune: Narendra Prakashan.
  - Borude, R.R. (2005). Bodhanik manasashastra. Chhaya Prakashan.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Major Core (Theory)</b>
Course Code	:	<b>PSY-306-MJ</b>
Course Name	:	<b>Personality Theories</b>
No. of Credits	:	<b>4 Credits</b>
No. of Teaching Hours	:	<b>60 Hours</b>
Lectures per Week	:	<b>4 Lectures</b>

### Course Outcomes:

After completing this course, students will be able to

- CO1.** Explain the core concepts, determinants, and history of personality.
- CO2.** Analyze trait perspectives and life-span approaches in modern personality research.
- CO3.** Evaluate psychoanalytic and neo-psychoanalytic theories in contemporary context.
- CO4.** Apply humanistic, behavioural, cognitive, and social perspectives to understand personality.
- CO5.** Critically assess theories of personality for research, counselling, and practical applications.

### UNIT 1: INTRODUCTION TO PERSONALITY

- 1.1 Meaning, Determinants and Nature of Personality
- 1.2 History of Personality
- 1.3 Idiographic and Nomothetic Approaches
- 1.4 Types of Personality Theories: Trait, Psychoanalytic, Humanistic, Behavioural, Cognitive, Social

### UNIT 2: TRAIT AND MODERN PERSPECTIVES

- 2.1 Trait Approach: Basic concepts and significance

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- 2.2 Big Five Personality Traits: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism
  - 2.3 HEXACO Model: Honesty-Humility and relevance to modern research
  - 2.4 Life-span Trait Perspective: Integrating traits with development

### **UNIT 3: PSYCHOANALYTIC AND NEO-PSYCHOANALYTIC PERSPECTIVES**

- 3.1 Freud's Psychoanalytic Theory: Id, Ego, Superego and defence mechanisms
- 3.2 Erikson's Psychosocial Theory: Identity and ego development across life-span
- 3.3 Adler's Individual Psychology: Inferiority, compensation, social interest
- 3.4 Jung's Analytical Psychology: Archetypes, psychological types, collective unconscious

### **UNIT 4: HUMANISTIC, LEARNING, COGNITIVE AND SOCIAL PERSPECTIVES**

- 4.1 Maslow's Hierarchy of Needs and Self-Actualization
- 4.2 Rogers' Theory of Self: Growth and fully functioning person
- 4.3 Bandura's Social-Cognitive Theory: Observational learning and self-efficacy
- 4.4 Cognitive and Constructivist Approaches: Kelly's Personal Construct Theory and modern cognitive styles

### **REFERENCE BOOKS:**

- Hall, C. S., Lindzey, G., & Campbell, J. B. (2020). *Theories of Personality* (5th Edition). Wiley.
- Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality* (11th Edition). Cengage Learning.
- McCrae, R. R., & Costa, P. T. (2019). *Personality in Adulthood: A Five-Factor Theory Perspective*. Guilford Press.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice Hall.
- Maslow, A. H. (2013). *Motivation and Personality*. Harper & Row.
- Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.
- Kelly, G. A. (1991). *The Psychology of Personal Constructs*. Routledge.
- Erikson, E. H. (1994). *Identity and the Life Cycle*. Norton.
- Adler, A. (2013). *Understanding Human Nature*. Routledge.
- Jung, C. G. (2014). *The Archetypes and the Collective Unconscious*. Princeton University Press.
- Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and Social Psychology Review*, 11(2), 150–166.
- APA Dictionary of Psychology. (2020). American Psychological Association. Available at: <https://dictionary.apa.org/>

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Major Core Practical</b>
Course Code	:	<b>PSY- 307-MJP</b>
Course Name	:	<b>Research Project</b>
No. of Credits	:	<b>4</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>4</b>

### Course Outcomes:

After completing this course, students will be able to

- CO1:** Explain the methods in psychological research.
- CO2:** Describe the scientific experimental and research steps in psychology.
- CO3:** Explain the theoretical concepts in psychology through research work.
- CO4:** Understand the process of conducting a literature review
- CO5:** Apply appropriate research tools and statistical techniques for data analysis in psychology.
- CO6:** Prepare and present a structured research report following ethical guidelines.

### Introduction:

The Research Project course is designed to introduce T.Y.B.Sc students to the fundamentals of scientific research and gives an opportunity to explore psychological research in a practical and structured manner. It enables students to understand the research process, develop analytical thinking, and apply theoretical knowledge to real-life problems. The course emphasizes systematic data collection, analysis, and scientific reporting. Through this project, students gain hands-on experience in conducting independent research.

### Format of Research Project:

1. Research Problem Selection: Each Students should select a research problem pertinent to their specialization area in consultation with the teacher concerned.
2. Quantitative research must be conducted on a minimum sample size of 30 participants.
3. The research proposal should be typed on A4 size paper in Times New Roman, font size 12 with double spacing, left-aligned. It can be of 15-20 pages.
4. Eligibility for the **Project Examination** is subject to certification of the project by the **Teacher-in-Charge** and the **Head of the Department (HoD)**.
5. Each student must submit a comprehensive report of research project for assessment

## 2. Presentations & Submissions:

- Presentation of final research project for Continuous Internal Assessment.
- Detailed research report as per APA style must be submitted in a neatly typed and bound copy following the standard reporting format (see below).

## 3. Format for Research Report Submission:

Final Research Report should include the following sections:

- Title page
- Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.
- Acknowledgment
- Abstract
- Table of Contents
- Introduction (introduction to the constructs)
- Literature Review (leading to the rationale and significance of the study, concluded with objectives and hypotheses; qualitative research does not have hypotheses.)
- Research Methodology: Statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis, design of study, procedure for data collection, participants, ethical considerations, transcription method, strategies for data analysis
- Results
- Conclusions, Discussion, Implications, Suggestions, Limitations
- Summary and session-wise documentation (as applicable)
- References: in APA style
- Appendices

## 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. Workload for each batch will be equivalent to 6 lecture periods.

**Examination Pattern:**

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

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

- 1) Submission of Introduction & Review of Literature Chapter: 10 Marks
- 2) Submission of Research Methodology Chapter : 10 Marks
- 3) Submission of Result & Discussion Chapter : 10 Marks
- 4) Presentation of final research project and viva : 10 Marks

**B) 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) Final research reports evaluation by External: 20 Marks
- ii) Presentation : 20 Marks
- iii) Viva Voce : 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 8 students for practical examination.
3. Project assessment will be based on presentation and viva of research project before the internal and external examiners.
4. 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

**REFERENCE BOOKS:**

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition.
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education.
- Comer, R. J. (2019). Fundamentals of Abnormal Psychology, (9th edi.). Macmillan Learning.
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). Abnormal Psychology. (6th ed.). New York: McGrawHill.
- Nolen-Hoeksema, S. (2019). ISE Abnormal Psychology, (8th edi.). McGraw-Hill Education Ray, W.
- J. (2019). Abnormal Psychology, (3rd edi.). SAGE Publications.
- Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015).

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**T.Y.B.SC (Sem V) - As per NEP 2020**  
**Final End of Semester Practical Examination In Psychology – March/April 20**  
**Subject: Research Project**

Centre:

Date:

Batch - I

Time:

Sr. No.	Seat No.	Name of the Student	Presentation (20)				Viva Voce (20)				Final Research Report (20)	Total (60)
			Int.	Ext.	Total	Ave	Int.	Ext.	Total	Ave	External	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Internal Examiner

External Examiner

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>MAJOR ELECTIVE THEORY (T)</b>
Course Code	:	<b>PSY-315-MJE</b>
Course Name	:	<b>Industrial and Organizational Psychology</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>30</b>
Lectures per Week	:	<b>02</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1: Describe basic psychological terminology.
- CO2: Illustrate nature and subject matter of industrial psychology.
- CO3: Demonstrate functions and scope of industrial psychology.
- CO4: Examine industrial psychology in the present.
- CO5: Estimate future scope of industrial psychology.
- CO6: Comment on the challenges before industrial psychology

#### UNIT 1. INTRODUCTION TO INDUSTRIAL PSYCHOLOGY

**(10 LECTURES)**

- 1.1 Definition, meaning and subject matter of industrial psychology.
- 1.2 History and origin of industrial psychology.
- 1.3 Time and Motion studies: Frederick Taylor, Gilbreth
- 1.4 Sub-fields of industrial psychology.

#### UNIT 2. SCOPE AND FUNCTIONS OF INDUSTRIAL PSYCHOLOGY

**(10 Lectures)**

- 2.1 Functions of industrial psychology.
- 2.2 Industrial psychology in the present.
- 2.3 Challenges before industrial psychology.
- 2.4 Applications of Psychological tools in Industry.

**UNIT 3. WORK MOTIVATION AND JOB SATISFACTION****(10 Lectures)**

- 3.1: Concept and importance of work motivation
- 3.2: Concept and importance of job satisfaction
- 3.3: Need theories: McClelland, Herzberg
- 3.4: Cognitive theories: Goal Setting Theory, Self Efficacy Theory

**REFERENCE BOOKS**

- Cascio, Wayne : Applied psychology in personnel Management: Reston - Prentice - Hall, 1982
- Tiffin and McCormick. Industrial psychology Prentice-Hall, 1980
- Werther, William and Davis Keith: Personnel Management and Human Resources. McGraw Hill, 1982
- Dessler, Gary, -Applied human relations:Reston Publishing Co. Prentice Hall 1983.
- Organ, Dennis W. The applied psychology of work behaviour: Business publications, Plano Texas 1983.
- Dunnette (ed ) Hand book of Industrial and organizational psychology. Wiley 1984
- Michael G. Aamodt. Industrial , Organizational Psychology an Applied Approach.
- Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth.
- Berry, L.M. (1998), reprint 2010. Psychology at work: An introduction to Industrial and Organizational Psychology. N.Y.: McGraw-Hill International Editions.
- French (2015). Organization Development: Behavioral Science Interventions for Organization Improvement, 6/e , Pearson, Education
- Gadekar, Jamale, Rasal ( 2013), Audyogik va Sanghatanatmak Manasshastra
- Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw- Hill, inc.
- McShane, et al. (2006). 1st reprint. Organizational behavior. N.D.: Tata McGraw-Hill
- Miner, J.B. (1992). Industrial-Organizational Psychology. N.Y.: McGraw-Hill
- Pandit, R., Kulkarni, AV. & Gore, C. (1999). Manasashastra: Audyogik aani vyavasayik upayojan. Nagpur: Pimpalpure & Co.
- Robbins, S.P. & Sanghi, S. (2007). Organizational behavior (11th Ed.). New Delhi: Pearson Education.
- Robbins, S.P.; Judge, T.A; and Sanghi, A (2009). Organizational behavior. N.D.: Pearson Prentice Hall.
- Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
- Singh ( 2015). Organizational Behaviour : Text and Cases, 2/e - Pearson, Education
- Warren ( 2015). Occupational Psychology: An Applied Approach, 1/e, Pearson Education

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Major Elective Practical (P)</b>
Course Code	:	<b>PSY-317-MJEP</b>
Course Name	:	<b>Psychological Testing Based on I/O Psychology (Practical)</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>04</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1: Describe administration process of psychological tests.
- CO2: Explain scoring and interpretation process of the psychological tests.
- CO3: Apply different renowned and standardized psychological tests useful in industrial setting.
- CO4: Compare results of psychological tests with real life situations.
- CO5: Recommend appropriate psychological tests to assess different behavioral constructs.
- CO6: Plan a need based psychological assessment project for industrial personnel.

**Note. : Students are required to administer any 6 tests from the following and write a report. Format of the report writing will be provided by the department.**

1. Job satisfaction scale.
2. Work motivation questionnaire.
3. Managerial Performance review.
4. Leadership ability scale.
5. Employee performance appraisal.
6. Organizational climate inventory.
7. Leadership styles scale.
8. A Comprehensive scale of entrepreneurship.
9. Motivation analysis test.
10. Stress test.

**REFERENCE BOOKS**

- Anastasi, A. & Urbana, S (2005). *Psychological Testing*. (7th), Prentice-Hall, New Delhi.
- Dandekar, W. N. and Rajguru. (2001). *An Introduction to Psychological Testing and Statistics*. Seth Publications Pvt. Ltd.
- Kaplan, R. M. and Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications and Issues*. Australia: Thomson, Wadsworth.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>MAJOR ELECTIVE THEORY (T)</b>
Course Code	:	<b>PSY-316-MJE</b>
Course Name	:	<b>Applied Psychology</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>30</b>
Lectures per Week	:	<b>02</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

CO1: Explain the fundamental concepts, scope, and various fields of applied psychology.

CO2: Analyse work behaviour, motivation, employee selection, training, and performance appraisal, and apply psychological principles to improve productivity and wellbeing in organizational settings.

CO3: Evaluate health-related behaviours and lifestyle factors, and design basic stress-management and wellness interventions using bio psychosocial models.

CO4: Apply consumer and advertising psychology principles to assess consumer behaviour, design marketing strategies, and evaluate the effectiveness of advertisements.

CO5: Assess learning processes, individual differences, and learning difficulties, and implement classroom interventions and academic guidance strategies to support diverse learners.

### UNIT 1 Introduction to Applied Psychology

1.1 Definition, nature & scope

1.2 Link between theory and application

1.3 Fields of application (clinical, community, education, industry)

1.4 Ethical issues and professional responsibilities in applied psychology

1.5 **Application** of applied psychology principles in everyday life and social settings

### Unit 2 Health Psychology

1.1 Bio psychosocial model of health and illness

- 1.2 Stress, coping and lifestyle diseases
- 1.3 Health behaviour and behaviour change theories
- 1.4 Role of psychology in health promotion, prevention, and public health interventions
- 1.5 **Application:** Designing stress-management and wellness programs

### **Unit 3 Consumer & Advertising Psychology**

- 1.1 Consumer behaviour theories
- 1.2 Psychological impact of advertisements
- 1.3 Methods: surveys, observation
- 1.4 Ethical issues in advertising and consumer protection
- 1.5 **Application:** Applying consumer psychology to design effective marketing campaigns and assess advertisement impact on target audiences

### **References**

#### **Textbooks**

1. Baron, R.A., & Misra, G. (2019). *Psychology* (7th ed.). Pearson India.
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2013). *Introduction to Psychology* (8th ed.). Tata McGraw-Hill.
3. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE Publications.
4. Spector, P.E. (2012). *Industrial and Organizational Psychology: Research and Practice* (6th ed.). Wiley.
5. Myers, D.G. (2020). *Psychology* (12th ed.). Worth Publishers.
6. Schiffman, L.G., & Wisenblit, J. (2019). *Consumer Behavior*. Pearson.
7. Myers, D.G. (2020). *Psychology*. Worth Publishers.
8. Articles from Journal of Consumer Psychology.
9. Baron, R.A., & Misra, G. (2019). *Psychology* (Chapter on Applied Psychology). Pearson India.
10. American Psychological Association (APA). (2017). *Ethical Principles of Psychologists and Code of Conduct*.
11. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2012). *Applied Social Psychology*. SAGE.
12. Taylor, S.E. (2018). *Health Psychology* (10th ed.). McGraw-Hill.
13. Marks, D.F., Murray, M., Evans, B., & Willig, C. (2018). *Health Psychology*. SAGE.
14. Indian Journal of Health & Wellbeing – Preventive health studies.

#### **Journals / Articles**

1. American Psychologist (APA) – Articles on applied psychology interventions.
2. Journal of Applied Psychology – Research on industrial, health, and consumer psychology.
3. Indian Journal of Health & Wellbeing – Studies on stress management and wellness programs.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Major Elective Practical (P)</b>
Course Code	:	<b>PSY-318-MJEP</b>
Course Name	:	<b>Psychological Testing Based on Applied Psychology (Practical)</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>04</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

#### Course Outcomes:

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

**CO1:** Administer selected psychological tests and inventories related to mental health, well-being, stress, coping, buying behaviour, and advertising effectiveness by following standardized procedures.

**CO2:** Demonstrate proficiency in scoring, interpretation, and reporting of psychological test results with reference to theoretical concepts in applied psychology.

**CO3:** Apply psychological assessment tools to real-life and applied settings, including health, organizational, and consumer contexts.

**CO4:** Develop competencies in systematic record maintenance, report writing, and data presentation as per prescribed academic standards.

**CO5:** Exhibit effective oral communication and conceptual clarity during viva-voce and practical presentations.

**CO6:** Adhere to **ethical principles and professional guidelines** while administering psychological tests and handling respondent data.

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

1. Mental Health inventory
2. Well Being and life satisfaction
3. Stress Tests

4. Coping Scales
5. Buying Behaviour
6. Advertising Effectiveness
7. Career and vocational assessment test

### **Instruction to Teacher**

- 1) Maximum 12 students will constitute one batch. Each batch will conduct practical twice, Practical examination will be held at the end of the semester.
- 2) A separate batch will be formed if this number exceeds even by one.

### **Instruction to Examiner:**

1. One internal and one external qualified examiner appointed by 48(3) (a) committee by University of Pune.
2. While preparing the programme for the final practical examination, the number of students in any given batch should not exceed eight.
3. Before conducting the examination, the external examiner should confirm that while teaching and conducting the practical, all the guidelines mentioned in the syllabus were strictly followed.
4. The examiner should also see whether the number of practical conducted is as per the Specifications given in the syllabus.
5. While appearing for the final examination, the students must produce the completed certified journal containing the report of practical duly signed by the concerned teacher and the head of the department, failing which the student will not be allowed to appear for the final examination.

### **6. The paper carries 30 marks, the break- up of which is as follows: -**

- |                                                               |                   |
|---------------------------------------------------------------|-------------------|
| a. Completion of Journal                                      | : 10 marks        |
| b. Instructions & conduction of Experiment/Test               | : 10 marks        |
| c. Report Writing                                             | : 05 marks        |
| d. Viva-voce                                                  | : 05 marks        |
| <b>e. Internal Assessment (Presentation of one Practical)</b> | <b>: 20 marks</b> |

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**TOTAL 50 Marks**

Sr. No.	Seat no	Name of the student	Instruction & conduction				Viva / Oral				Journal	Report	Total
			10	10	10	10	5	5	5	5	10	5	30
			Int.	Ext.	Total	Avg.	Int.	Ext.	Total	Avg.	Internal	External	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

### References

(To be included in the syllabus; latest editions recommended)

1. **Anastasi, A., & Urbina, S.** (2010). Psychological Testing. Pearson Education.
2. **Kaplan, R. M., & Saccuzzo, D. P.** (2018). Psychological Testing: Principles, Applications, and Issues. Cengage Learning.
3. **Cohen, R. J., Swerdlik, M. E., & Sturman, E. D.** (2018). Psychological Testing and Assessment. McGraw-Hill.
4. **Kumar, R.** (2019). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.
5. **Singh, A. K.** (2017). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan.
6. **Misra, G. (Ed.)** (2014). Psychology in India. Pearson Education.
7. **Schiffman, L. G., & Wisenblit, J.** (2019). Consumer Behavior. Pearson Education.

Name of the Programme	:	<b>B.Sc. Psychology</b>
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Program Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/ Course Type	:	<b>VSC (Theory)</b>
Course Code	:	<b>PSY-325-VSC</b>
Course Name	:	<b>Psychological Testing Skills</b>
No. of Credits	:	<b>2 Credits</b>
No. of Teaching Hours	:	<b>30 Hours</b>
Lectures per Week	:	<b>2 Lectures</b>

### Course Outcomes:

After completing the course, students will be able to:

**CO1:** Explain the basic concepts, scope, ethical principles, and roles involved in psychological testing.

**CO2:** Demonstrate basic psychological testing skills including observation, communication, and rapport building.

**CO3:** Apply standardized procedures for preparing the testing environment and administering individual and group tests.

**CO4:** Handle and analyze unexpected situations during test administration using professional judgment.

**CO5:** Score and interpret psychological tests accurately while minimizing errors.

**CO6:** Prepare concise, clear, and ethical psychological assessment reports following a standard format.

### CHAPTER 1: FOUNDATIONS OF PSYCHOLOGICAL TESTING

1.1 Introduction to Psychological Testing

1.2 Basic Psychological Testing Skills

1.3 Ethical Principles in Psychological Testing

1.4 Role and Responsibilities of a Test Administrator

### CHAPTER 2: BASICS OF TEST ADMINISTRATION

2.1 Preparing the testing environment

2.2 Individual vs group testing: procedures and challenges

2.3 Rapport building and giving instructions clearly

---

2.4 Dealing with unexpected situations during tests (technical issues, test anxiety, distractions)

### CHAPTER 3: TEST CONDUCTION & REPORT WRITING SKILLS

3.1 Administering individual vs group tests, Following test manuals and standardized procedures

3.2 Scoring accuracy and error minimization

3.3 Importance of reporting in psychological assessment

3.4 Writing concise and clear reports

#### REFERENCE BOOKS:

- Cohen, R. J., Swerdlik, M. E., & Tobin, R. M. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Coaley, K. (2014). *An introduction to psychological assessment and psychometrics*. SAGE Publications.
- Singh, A. K. (2011). *Tests, measurements and research methods in behavioural sciences*. Bharati Bhawan.

Name of the Programme	:	B.Sc. Psychology
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Program Code	:	PSY.....
Class	:	T.Y.B.Sc.
Semester	:	V
Name of Vertical Group/Course Type	:	Field Project
Course Code	:	PSY- 335-VSC
Course Name	:	Qualitative Research Project
No. of Credits	:	2
No. of Teaching Hours	:	60
Lectures per Week	:	4

### Course Outcomes:

After completing this course, students will be able to

**CO1:** Explain the various field project methods used in psychological research.

**CO2:** Describe the scientific steps in psychology field project.

**CO3:** Explain the theoretical concepts in psychology through field project.

**CO4:** Understand the process of conducting a field projects.

**CO5:** Apply appropriate research tools and statistical techniques for data analysis in field project.

**CO6:** Prepare and present a structured field project report following ethical guidelines.

### Introduction:

The Qualitative Research Project course introduces the basics of scientific inquiry with a focus on understanding human behavior and experiences. It provides hands-on exposure to real-life psychological issues through systematic data collection and analysis. The course helps students develop analytical thinking, research skills, and scientific reporting abilities by conducting an independent field-based project.

### Format of Research Project:

6. **Selection of Field Project Topic:** Each student should select a social issue or a psychological/mental health-related area in consultation with the concerned teacher.
7. **Area of Study:** Students of Clinical Psychology should study variables that have implications for community mental health, well-being, and human performance.
8. **Qualitative Research Methods (Data Collection Methods):** Students should use **any one** of the following qualitative methods for data collection related to the selected topic:

- Interview (**structured, semi-structured, unstructured**)
- Focus Group Discussion (FGD)
- Observation (**participant / non-participant**)
- Case Study
- Narrative Method / Life History
- In-depth Interview
- Content Analysis (**documents, diaries, letters, media**)
- Field Notes
- Open-ended Questionnaires
- Ethnography

**9. Sample Size:** Qualitative research must be conducted on a minimum sample size of **5–10 participants**.

**10. Qualitative Data Analysis Methods:** Students should use **any one** of the following qualitative data analysis methods for the collected data:

- Thematic Analysis
- Content Analysis
- Narrative Analysis
- Discourse Analysis
- Grounded Theory Analysis
- Phenomenological Analysis (IPA)
- Case Study Analysis

**11.** The field report should be typed on A4 size paper in Times New Roman, font size 12 with double spacing, left-aligned. It can be of 15-20 pages.

**12. Ethical Considerations:** Informed consent must be obtained from participants, and confidentiality and anonymity should be strictly maintained.

**13. Tools and Instruments:** The interview schedule, observation checklist, or guiding questions used for data collection should be clearly described and attached in the appendix.

### **3. Presentations & Submissions:**

- Presentation of final research project for Continuous Internal Assessment.
- Detailed research report as per APA style must be submitted in a neatly typed and bound copy following the standard reporting format (see below).

### **4. Format for Research Report Submission:**

Final Research Report should include the following sections:

- Title page
- Certificate of the Research Supervisor [Appendix 'B'] and a Declaration by the candidate [Appendix 'C'] that the work reported in the thesis/dissertation has been carried out by the candidate himself and that the material from other sources, if any, is duly acknowledged.
- Acknowledgment
- Abstract

- Table of Contents
- Introduction (introduction to the constructs)
- Literature Review (leading to the rationale and significance of the study, concluded with objectives and hypotheses; qualitative research does not have hypotheses.)
- Research Methodology: Statement problem, objectives, hypotheses, operational definitions, sample, tools, procedure for data collection, plan for data analysis, design of study, procedure for data collection, participants, ethical considerations, transcription method, strategies for data analysis
- Results
- Conclusions, Discussion, Implications, Suggestions, Limitations
- Summary and session-wise documentation (as applicable)
- References: in APA style
- Appendices

### 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. Workload for each batch will be equivalent to 6 lecture periods.

### Examination Pattern:

- Practical Paper of 4 Credits - 60 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) Submission of Introduction & Review of Literature Chapter | : 10 Marks |
| 2) Submission of Research Methodology Chapter                | : 10 Marks |
| 3) Submission of Result & Discussion Chapter                 | : 10 Marks |
| 4) Presentation of final research project and viva           | : 10 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.**

Final research reports evaluation by External	:	20 Marks
Presentation	:	20 Marks
Viva Voce	:	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 8 students for practical examination.
3. Project assessment will be based on presentation and viva of research project before the internal and external examiners.
4. 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

#### REFERENCES BOOKS:

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition.
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education.
- Comer, R. J. (2019). Fundamentals of Abnormal Psychology, (9th edi.). Macmillan Learning.
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). Abnormal Psychology. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2019). ISE Abnormal Psychology, (8th edi.). McGraw-Hill Education Ray, W. J. (2019). Abnormal Psychology, (3rd edi.). SAGE Publications.
- Whitbourne, S. K., & Halgin, R. P. (2014). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw-Hill (Indian reprint 2015).

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**T.Y.B.SC (Sem V) - As per NEP 2020**  
**Final End of Semester Practical Examination In Psychology – March/April 20**  
**Subject: Qualitative Research Project**

Centre:

Date:

Batch - I

Time:

Sr. No.	Seat No.	Name of the Student	Presentation (20)				Viva Voce (20)				Final Research Report (20)	Total (60)
			Int.	Ext.	Total	Ave	Int.	Ext.	Total	Ave	External	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Internal Examiner

External Exami

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>V</b>
Name of Vertical Group/Course Type	:	<b>Minor (Theory)</b>
Course Code	:	<b>PSY-345-MN</b>
Course Name	:	<b>Positive Psychology</b>
No. of Credits	:	<b>2 Credits</b>
No. of Teaching Hours	:	<b>30 Hours</b>
Lectures per Week	:	<b>2 Lectures</b>

### Course Outcomes:

After completing this course, students will be able to:

**CO1:** Define and explain the meaning, scope, historical development, and key concepts of Positive Psychology.

**CO2:** Explain concepts of happiness, well-being, types of happiness, and their measurement.

**CO3:** Apply principles of positive psychology to cultivate positive emotions and develop character strengths and virtues.

**CO4:** Analyze the nature, functions, and effects of positive emotions using relevant theories.

**CO5:** Evaluate the role of positive psychology in relationships, motivation, mindfulness, stress management, and educational or workplace settings.

**CO6:** Develop interventions and strategies to enhance well-being, positive emotions, and optimal functioning in individuals or groups.

### UNIT I: FOUNDATIONS OF POSITIVE PSYCHOLOGY

1.1 Meaning, definition, and scope of Positive Psychology

1.2 Historical background and emergence of Positive Psychology

1.3 Positive Psychology versus traditional psychology, Criticisms and limitations of Positive Psychology

1.4 Concepts of happiness and well-being, Types of happiness, Measurement of happiness

**UNIT II: POSITIVE EMOTIONS AND STRENGTHS**

- 2.1 Nature and functions of positive emotions
- 2.2 Broaden-and-Build theory of positive emotions
- 2.3 Character strengths and virtues
- 2.4 Cultivating positive emotions

**UNIT III: APPLICATIONS OF POSITIVE PSYCHOLOGY**

- 3.1 Importance of positive psychology in relationships and social well-being
- 3.2 Motivation, goal setting, and flow
- 3.3 Mindfulness and stress management
- 3.4 Applications in education, workplace, and mental health

**REFERENCES BOOKS:**

- Carr, A. (2011). Positive psychology: The science of happiness and human strengths (2nd ed.). Routledge.
- Linley, P. A., & Joseph, S. (2004). Positive psychology in practice. John Wiley & Sons.
- Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
- Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Free Press.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2007). Handbook of positive psychology. Oxford University Press.
- Baumgardner, S. R., Crothers M. K. (2009). Positive Psychology. Pearson Education

# SEMESTER - VI

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/Course Type	:	<b>Major Core (Theory)</b>
Course Code	:	<b>PSY-355-MJ</b>
Course Name	:	<b>Fundamentals of Psychopathology</b>
No. of Credits	:	<b>4 Credits</b>
No. of Teaching Hours	:	<b>60 Hours</b>
Lectures per Week	:	<b>4 Lectures</b>

### Course Outcomes:

After completing this course, students will be able to

**CO1** Define and describe the fundamental concepts, nature, scope, and historical development of psychopathology, including DSM and ICD classification systems.

**CO2** Explain and differentiate between normal and abnormal behavior using established criteria and theoretical perspectives.

**CO3** Apply DSM-5 diagnostic criteria to identify and classify schizophrenia spectrum disorders, personality disorders, and other major mental disorders.

**CO4** Analyze the clinical features, symptom patterns, and psychosocial impacts of psychotic disorders, personality disorders, and other selected disorders.

**CO5** Evaluate various treatment approaches and management strategies for personality disorders, psychotic disorders, and lifestyle-related disorders.

**CO6** Develop case-based interpretations or intervention plans by integrating diagnostic knowledge, clinical features, and psychosocial factors.

### UNIT I: CLINICAL FOUNDATIONS OF PSYCHOPATHOLOGY

1.1 Definition, Nature and scope of Psychopathology

1.2 Differentiate between normal & abnormal behaviour

- 1.3 History of DSM
- 1.4 ICD
- 1.5 Classification of mental disorders as per DSM- 5.

## **UNIT II: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS**

- 2.1 Nature and clinical features of psychosis
- 2.2 Schizophrenia: Positive and negative symptoms,
- 2.3 Types of Schizophrenia
- 2.4 Other psychotic disorders: Delusional Disorder, Brief Psychotic Disorder
- 2.5 Psychosocial impact of psychotic disorders

## **UNIT III: PERSONALITY DISORDERS**

- 3.1 Personality disorders: Meaning, Nature, diagnostical criteria
- 3.2 Cluster A: Meaning, Nature, Types and diagnostical criteria
- 3.3 Cluster B: Meaning, Nature, Types and diagnostical criteria
- 3.4 Cluster C: Meaning, Nature, Types and diagnostical criteria
- 3.5 Treatment for personality development.

## **UNIT IV: OTHER DISORDERS**

- 4.1 Eating Disorders: Meaning, Nature, Types and diagnostical criteria
- 4.2 Sleep Disorders: Meaning, Nature, Types and diagnostical criteria
- 4.3 Substance related Disorders: Meaning, Nature, Types and diagnostical criteria
- 4.4 Learning Disorders: Meaning, Nature, Types and diagnostical criteria
- 4.5 Technology and Lifestyle-Related Disorders: Internet Addiction, Smartphone Addiction, Gaming Disorder

## **REFERENCE BOOKS:**

- American Psychiatric Association. (2022). DSM-5-TR: Diagnostic and statistical manual of mental disorders (5th ed., text rev.). APA Publishing.
- Barlow, D. H., & Durand, V. M. (2018). Abnormal psychology: An integrative approach (8th ed.). Cengage Learning.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2018). Abnormal psychology (17th ed.). Pearson Education.
- Davison, G. C., Neale, J. M., & Kring, A. M. (2017). Abnormal psychology (13th ed.). Wiley.

- World Health Organization. (2019). International classification of diseases for mortality and morbidity statistics (11th rev.). WHO.
- Comer, R. J. (2019). Abnormal psychology (10th ed.). Worth Publishers.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry (11th ed.). Wolters Kluwer.
- Bhugra, D., & Bhui, K. (2018). Textbook of cultural psychiatry. Cambridge University Press.
- Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2018). Abnormal psychology (13th ed.). Wiley.
- Ahuja, N. (2011). A short textbook of psychiatry (7th ed.). Jaypee Brothers Medical Publishers.
- Bhatia, M. S. (2018). Essentials of psychiatry. CBS Publishers & Distributors.
- Carson, R. C., Butcher, J. N., & Mineka, S. (Indian ed.). Abnormal psychology and modern life. Pearson India.
- Kapur, M. (2011). Mental health of Indian children. Sage Publications India.
- Rao, K. (2017). Clinical psychology (2nd ed.). Tata McGraw-Hill Education.
- Saraswat, R. K. (2016). Psychopathology. Himalaya Publishing House.

Name of the Programme	:	B.Sc. Psychology
Program Code	:	PSY
Class	:	T.Y.B.Sc.
Semester	:	VI
Name of Vertical Group/Course Type	:	Major Core (Theory)
Course Code	:	PSY-356-MJ
Course Name	:	Introduction to Psycho-diagnostics
No. of Credits	:	4 Credits
No. of Teaching Hours	:	60 Hours
Lectures per Week	:	4 Lectures

### Course Outcomes:

After completing this course, students will be able to

**CO1:** Define and explain the basic concepts, nature, scope, and historical development of psycho-diagnostics.

**CO2:** Explain ethical, cultural, and professional principles in psychological assessment.

**CO3:** Apply assessment methods, including interviews, MSE, IPDE, and standardized tests.

**CO4:** Analyze and interpret data from personality, intelligence, behavioral, and emotional assessments.

**CO5:** Evaluate ethical dilemmas, cultural factors, sources of error, and online assessment challenges.

**CO6:** Develop culturally sensitive, ethically sound, and professional assessment reports integrating multiple assessment methods.

### UNIT 1: BASICS OF PSYCHO-DIAGNOSTICS

(12 HOURS)

1.1 Meaning, definition, nature and scope of Psycho-diagnostics

1.2 Historical development of psycho- diagnostics

1.3 Difference between the concepts: Assessment, testing, and diagnosis

1.4 Ethical issues in Psycho-diagnostics

1.5 Applications of psycho-diagnostics: Clinical, Educational, Counselling, Industrial settings

**UNIT 2: PSYCHOLOGICAL ASSESSMENT METHODS****(15 HOURS)**

2.1 Psychological assessment: concept and process

2.2 Methods of assessment/diagnostic: Clinical interview, Case history method, Observation method, Psychological testing

2.3 Mental Status Examination (MSE)

2.4 International personality disorder Examination (IPDE)

2.5 Sources of error in assessment

**UNIT 3 APPLICATION OF PSYCHOLOGICAL TESTING****(17 HOURS)**

3.1 Behavioural Assessment: Psychophysiological assessment

3.2 Projective techniques for personality assessment: Projective technique: Types & Basic information

3.3 Psychological test for personality assessment: MMPI

3.4 Intellectual assessment: Wechsler's adult intelligence scale for adult

3.5 Emotional functioning: Emotional Intelligence Test, Beck depression inventory,

**UNIT 4: ETHICAL, CULTURAL AND PROFESSIONAL ISSUES IN PSYCHO-DIAGNOSTICS****(16 HOURS)**

4.1 Ethical principles in psychological assessment

4.2 Ethical issues in psycho-diagnostics

4.3 Cultural and socio-economic considerations in psycho-diagnostics

4.4 Professional ethics in psycho-diagnostics

4.5 **Ethical Issues in Online Psychological Assessment**

**REFERENCE BOOKS:**

- Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Pearson Education.
- Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). Wiley.
- Kaplan, R. M., & Saccuzzo, D. P. (2018). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
- Kline, P. (2000). The handbook of psychological testing (2nd ed.). Routledge.
- Weiner, I. B., & Greene, R. L. (2017). Handbook of personality assessment. Wiley.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2017). Abnormal psychology (17th ed.). Pearson Education.

- American Psychiatric Association. (2022). DSM-5-TR: Diagnostic and statistical manual of mental disorders (5th ed., text rev.). Author.
- Kuppaswamy, B. (2008). Manual of intelligence scale. Manasayan.
- Mangal, S. K. (2013). Essentials of educational psychology. PHI Learning.
- Misra, G. (Ed.). (2011). Handbook of psychology in India. Oxford University Press.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/Course Type	:	<b>Major Core Practical</b>
Course Code	:	<b>PSY- 357-MJP</b>
Course Name	:	<b>Practicum: Case Study</b>
No. of Credits	:	<b>4</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>4</b>

### Course Outcomes:

After completing this course, students will be able to

**CO:1:** Identify symptoms and patterns of various psychological disorders through case history and clinical interviews.

**CO:2:** Demonstrate skills in conducting Mental Status Examinations (MSE), psychometric assessments, and behaviour observations.

**CO:3:** Analyse clinical data to formulate accurate diagnoses based on DSM-5/DSM-5-TR/ICD-11.

**CO:4:** Design appropriate therapeutic intervention plans tailored to individual case formulations.

**CO:5:** Evaluate the effectiveness of psychological assessments and interventions in clinical settings.

**CO:6:** Apply ethical principles and professional conduct during client interactions and case documentation

### Introduction:

The **Practicum** is an integral component of graduate training in psychology, designed to bridge theoretical knowledge with real-world clinical experience. This course provides students with hands-on exposure to psychological assessment, diagnosis, and intervention through supervised work in clinical settings such as hospitals, mental health clinics, rehabilitation centres, and other allied institutions. By engaging directly with maladaptive cases, students will develop essential clinical skills, ethical understanding, and professional competence required for effective psychological practice. The practicum also emphasizes the application of diagnostic tools, report writing, and formulation of treatment plans, ensuring students are well-prepared for advanced roles in mental health care.

## Format of Case Study:

**1. Case Selection:** Each student must select **Five maladaptive clinical cases** of different types in **consultation with the course teacher**. Clinical work must be conducted **under the supervision of a Psychiatrist or an RCI-registered Clinical Psychologist** at a hospital or clinic. The **Academic Supervisor** will be the Clinical Psychology faculty member.

### 2. Presentations & Submissions:

- Two clinical case must be presented for Continuous Internal Assessment.
- Detailed reports of **Five** cases must be submitted in a neatly typed and bound copy following the standard reporting format (see below).

### 3. Format for Case Report Submission:

Each case report should include the following sections:

1. Case History (including demographic and psychosocial information)
2. Mental Status Examination (MSE)
3. Psychometric Assessment (if conducted; include test names, scores, and interpretation)
4. Case Formulation
5. Diagnosis using DSM-5 / DSM-5-TR / ICD-11
6. Prognosis
7. Therapeutic Formulation
8. Plan of Intervention:
  - Based on case conceptualization
  - Therapy session contracting and session-wise documentation (as applicable)

**4. Completion Certificate:** At the conclusion of the practicum, the organization must provide a **certificate of completion**, confirming that the student has fulfilled the practicum.

**5. 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. Workload for each batch will be equivalent to 6 lecture periods.
4. 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 - 60 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. Presentation of two case reports and viva (within first 5 weeks) : 20 Marks
2. Hypothetical case analysis (one case) : 10 Marks
3. Overall performance (regularity, sincerity, quality) : 10 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 college's 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.**

Analysis of 2 hypothetical problems (10 marks each)	:	20 Marks
Presentation	:	10 Marks
Viva Voce	:	10 Marks
Case reports evaluation	:	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 8 students for practical examination.
3. Hypothetical cases will be prepared by the External Examiner
4. 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

### REFERENCE BOOKS:

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders (DSM-5) fifth Edition.
- Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). Abnormal Psychology. (16th ed.). Pearson education.

- Comer, R. J. (2019). *Fundamentals of Abnormal Psychology*, (9th ed.). Macmillan Learning.
- Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12th ed.). International student version, John Wiley & Sons, Singapore
- Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGrawHill.
- Nolen-Hoeksema, S. (2019). *ISE Abnormal Psychology*, (8th ed.). McGraw-Hill Education Ray, W.
- J. (2019). *Abnormal Psychology*, (3rd ed.). SAGE Publications.
- Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw-Hill (Indian reprint 2015).

## SAVITRIBAI PHULE PUNE UNIVERSITY

T.Y.B.SC (Sem VI) - As per NEP 2020

Final End of Semester Practical Examination In Psychology – March/April 20

Subject: Practicum: Case Study

Centre:

Date:

Batch - I

Time:

Sr. No.	Seat No.	Name of the Student	Analysis of 2 Hypothetical Cases (10 marks each) (20)			Presentation (10)				Oral / Viva (10)				Report (20)	Total (60)
			1 <sup>st</sup> Case (10 Marks)	2 <sup>nd</sup> Case (10 Marks)	Total (20)	Int.	Ext.	Total	Ave	Int.	Ext.	Total	Ave	External	
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

Internal Examiner

External Examiner

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/Course Type	:	<b>MAJOR ELECTIVE THEORY (T)</b>
Course Code	:	<b>PSY-365-MJE</b>
Course Name	:	<b>Counseling Psychology</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>30</b>
Lectures per Week	:	<b>02</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

CO1: Describe basic counseling terminology.

CO2: Illustrate nature and scope of counseling psychology.

CO3: Understand the historical perspective of counseling.

CO4: Explain the personal characteristic required to be effective in counseling

CO5: Estimate future scope of counseling psychology.

CO6: Comment on the needs of counseling services in different areas.

### UNIT 1. INTRODUCTION TO COUNSELING PSYCHOLOGY (10 LECTURES)

- 1.1 Definition, meaning and nature of counseling.
- 1.2 Historical and Indian Approaches to Counseling
- 1.3 Goals and Objectives of Counseling
- 1.4 Types of Counseling: Individual counseling, Group Counseling, Tele-counseling etc.

### UNIT 2. COUNSELING PROCESS AND SKILLS (10 LECTURES)

- 2.1 Stages of Counseling Process
- 2.2 Factors influencing counseling process: Physical setting, Client factors, Counselor factors
- 2.3 Ethical Guidelines in counseling

2.4 Counseling Skills: Rapport building, Attending skills, Active listening, Confidentiality, Empathy, Non verbal behavior, Questioning etc.

### **UNIT 3. Introduction to Counseling Areas**

**(10 Lectures)**

- 4.1: School and career counseling
- 4.2: Counseling for Special Population
- 4.3: Counseling at workplace
- 4.4: Couple and Family Counseling

### **REFERENCE BOOKS**

1. Anastasi, A., & Urbina, S. (1997). Psychological testing (7<sup>th</sup> ed.) Upper Saddle River, NJ: Prentice-Hall
  2. Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.
  3. Deshpande C.G. et. al. (2010) Samupadeshana: Shastriya Prakriya va upayojan. Unmesh Prakashan Pune
  4. *Practical counselling skills : an integrative approach / Kathryn Geldard and David Geldard - Catalogue | National Library of Australia.* (n.d.).
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Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/Course Type	:	<b>Major Elective Practical (P)</b>
Course Code	:	<b>PSY-367-MJEP</b>
Course Name	:	<b>Psychological Testing based on Counseling Psychology (P)</b>
No. of Credits	:	<b>02</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>04</b>

### Course Outcomes:

Upon successful completion of this course, students will be able to:

CO1: Describe administration process of psychological tests.

CO2: Explain scoring and interpretation process of the psychological tests from counseling perspective

CO3: Apply different renowned and standardized psychological tests useful in different counseling areas

CO4: Compare results of psychological tests with real life situations.

CO5: Recommend appropriate psychological tests to assess different behavioral constructs.

CO6: Comment on the applications of psychological testing in different areas.

**Note. : Students are required to administer any 6 tests to assess following traits or personality factors for counseling perspectives and write a report. Format of the report writing will be provided by the department.**

1. Fear checklist.
2. Vocational Interest Assessment
3. Personality Assessment for Career Selection
4. Marital Aptitude / Compatibility Assessment
5. Study Habits Assessment
6. Student Stress Test

7. Emotional Maturity Scale
8. Family Adjustment Test
9. Managerial Leadership Assessment
10. Assessment for Special Population

### REFERENCE BOOKS

1. Balkis, R.S. & Juhnke, G.A. (2018). *Assessment in Counseling: Practice and Applications*. New York: Oxford University Press
2. Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.
3. Deshpande C.G. et. al. (2010) *Samupadeshan: Shastriya Prakriya va upayojan*. Unmesh Prakashan Pune
4. Gibson, R.L. & Metchess, M.H. (2015). *Introduction to Counselling and Guidance*. New Delhi: Pearson Education India.
5. Gladding, S.T. (2014). *Counseling: A comprehensive profession (7<sup>th</sup> ed.)* Noida: Pearson Education Inc.
6. *Practical counselling skills : an integrative approach / Kathryn Geldard and David Geldard - Catalogue | National Library of Australia*. (n.d.).
7. Watson, J.C. & Flamez, B. (2015). *Counseling assessment and evaluation*. Sage Publications.
8. Whitfield, E.A., Feller, R.W., & Wood, C. (2009). *A counselor's guide to career assessment instruments, 5<sup>th</sup> ed*, Broken Arrow, OK: National Career Development Association (NCDA)

Name of the Programme	:	<b>B.Sc. Psychology</b>
Programme Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/ Course Type	:	<b>Major Elective -Theory</b>
Course Code	:	<b>PSY-366-MJE</b>
Course Name	:	<b>Child Psychology</b>
No. of Credits	:	<b>2</b>
No. of Teaching Hours	:	<b>30</b>
Lectures per Week	:	<b>2</b>

### **COURSE OUTCOMES:**

After completing the course, students will be able to:

CO1: Explain fundamental concepts and principles of child development.

CO2: Describe physical, cognitive, emotional, and social development in children.

CO3: Explain major theories of child development.

CO4: Identify common developmental and behavioral issues in childhood.

CO5: Apply basic assessment techniques for children.

CO6: Critically analyse the role of family, school, and society in child development.

### **UNIT I: FOUNDATIONS OF CHILD PSYCHOLOGY**

**(10 HOURS)**

1.1 Meaning, nature, and scope of Child Psychology

1.2 Importance of the study of child behavior

1.3 Stages of child development

1.4 Factors influencing development: heredity and environment

### **UNIT II: DEVELOPMENTAL PROCESSES IN CHILDHOOD**

**(10 HOURS)**

2.1 Physical and motor development

2.2 Cognitive development: Piaget's theory

2.3 Language development

2.4 Emotional development in childhood

**UNIT III: SOCIAL DEVELOPMENT AND INDIVIDUAL DIFFERENCES IN BEHAVIOUR (10 HOURS)**

3.1 Social development and socialization

3.2 Development of self-concept and self-esteem

3.3 Individual differences in children

3.4 Overview of developmental disorders: Intellectual Disabilities, Learning Disabilities, ADHD, Autism Spectrum Disorder

**REFERENCE BOOKS:**

- Berk, L. E. (2018). Child development (9th ed.). Pearson Education.
- Hurlock, E. B. (2002). Child development (6th ed.). Tata McGraw-Hill Publishing Company.
- Mangal, S. K. (2014). Essentials of child psychology. PHI Learning Pvt. Ltd.
- Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill Education.
- Sharma, R. (2015). Child psychology. Atlantic Publishers and Distributors.
- Carson, Butcher and Mineka, Abnormal Psychology- 11th edition, Pearson education.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Programme Code	:	<b>PSY</b>
Class	:	<b>T.Y.B.SC</b>
Semester	:	<b>VI</b>
Name of Vertical Group/ Course Type	:	<b>Major Elective -Practical</b>
Course Code	:	<b>PSY-368-MJEP</b>
Course Name	:	<b>Psychological Testing based on Child Psychology (P)</b>
No. of Credits	:	<b>2</b>
No. of Teaching Hours	:	<b>60</b>
Lectures per Week	:	<b>2</b>

### COURSE OUTCOMES:

After completing the practical course, students will be able to:

1. Observe and record child behaviour systematically.
2. Administer and interpret basic psychological tools for children.
3. Identify developmental milestones and individual differences in children.
4. Analyse the influence of family, school, and social environment on child development.
5. Prepare structured psychological practical records and reports.

### PRACTICAL SYLLABUS:

Select any 3 issues from the following and conduct the most commonly used psychological assessments among the industry.

1. **Assessment of Intelligence in Children:** Any standardized intelligence test suitable for children
2. **Assessment of Attention in Children:** Analysis of concentration and attentional capacity
3. **Assessment of Emotional Adjustment:** Emotional Adjustment Scale for Children
4. **Assessment of Self-Concept:** Self-Concept Scale for Children/ Understanding self-esteem and self-image
5. **Assessment of Social Development:** Social Maturity Scale/ Evaluation of social competence

## EXAMINATION PATTERN

Practical Paper of 2 Credits - 60 clock hours

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

- a) For Internal Examination
  1. Submission of Report - 15 Marks
  2. Viva - 05 Marks

## ASSESSMENT OF THE STUDENTS

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

1. University exam will be 3 hours
2. There will be a batch of 15 students for practical examination.
3. Students will prepare project report of assessments they have conducted.

Sr · No	Seat No	Practical Report 10 Marks				Presentation of report 15 Marks				Viva 05 Marks				Total 30 Marks
		Int	Ext	Total	Average	Int	Ext	Total	Average	Int	Ext	Total	Average	
1														
2														
3														
4														
5														
6														
7														

## REFERENCE BOOKS:

- Berk, L. E. (2018). Child development (9th ed.). Pearson Education.
- Hurlock, E. B. (2002). Child development (6th ed.). Tata McGraw-Hill Publishing Company.
- Mangal, S. K. (2014). Essentials of child psychology. PHI Learning Pvt. Ltd.
- Santrock, J. W. (2019). Life-span development (17th ed.). McGraw-Hill Education.
- Sharma, R. (2015). Child psychology. Atlantic Publishers and Distributors.
- Carson, Butcher and Mineka, Abnormal Psychology- 11th edition, Pearson education.

Name of the Programme	:	B.Sc. Psychology
Programme Code	:	PSY
Class	:	T.Y.B.Sc.
Semester	:	VI
Name of Vertical Group/ Course Type	:	Vocational Skill Course -Theory
Course Code	:	Psychotherapy and Counselling Skills
Course Name	:	PSY-375-VSC
No. of Credits	:	2
No. of Teaching Hours	:	30
Lectures per Week	:	2

### **COURSE OUTCOMES:**

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

CO1: Define psychotherapy and explain its nature, objectives, and scope.

CO2: Distinguish between psychotherapy and counselling.

CO3: Describe the role and skills of a psychotherapist.

CO4: Explain the basic concepts of major psychotherapeutic approaches.

CO5: Demonstrate fundamental counselling and therapeutic skills.

CO6: Apply ethical principles and professional boundaries in therapeutic settings.

### **UNIT I: FOUNDATIONS OF PSYCHOTHERAPY**

**(10 HOURS)**

1.1 Meaning, definition, nature, and scope of psychotherapy

1.2 Objectives of psychotherapy and areas of application

1.3 Psychotherapy and counseling: similarities and differences

1.4 Therapist–client relationship and qualities of an effective therapist

### **UNIT II: MAJOR PSYCHOTHERAPEUTIC APPROACHES**

**(10 HOURS)**

2.1 Psychoanalytic therapy

2.2 Behavior therapies

2.3 Cognitive and Cognitive Behavioral Therapies

2.4 Humanistic therapies

**UNIT III: BASIC COUNSELING AND THERAPEUTIC SKILLS (10 HOURS)**

- 3.1 Counseling process and stages of therapy
- 3.2 Core skills: empathy, rapport building and active listening
- 3.3 Questioning techniques and communication skills in therapy
- 3.4 Ethical issues, confidentiality, and professional boundaries

**REFERNCE BOOKS:**

- Singh, A. K. (2012). *Counselling Psychology*. New Delhi: Global Vision Publishing House.
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Boston: Cengage Learning.
- Nelson-Jones, R. (2014). *Basic Counselling Skills: A Helper's Manual* (3rd ed.). London: SAGE Publications.
- Seligman, L. W. (2013). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (4th ed.). Boston: Pearson Education.
- Misra, G. (Ed.). (2011). *Handbook of Psychology*. New Delhi: Oxford University Press.
- Kapur, M. (2015). *Counselling Children and Adolescents*. New Delhi: SAGE Publications India.
- Rastogi, R., & Dave, R. (2014). *Counselling and Psychotherapy*. New Delhi: Pearson Education India.

Name of the Programme	:	<b>B.Sc. Psychology</b>
Program Code	:	<b>PSY.....</b>
Class	:	<b>T.Y.B.Sc.</b>
Semester	:	<b>VI</b>
Name of Vertical Group/Course Type	:	<b>OJT</b>
Course Code	:	<b>PSY- 385-OJT</b>
Course Name	:	<b>On The Job Training</b>
No. of Credits	:	<b>4</b>
No. of Teaching Hours	:	<b>120</b>
Lectures per Week	:	<b>4</b>

### Course Outcomes:

After completing this course, students will be able to

**CO:1:** Apply psychological theories and principles in real-world settings.

**CO:2:** Analyse client behavior and case histories using relevant psychological tools and techniques.

**CO:3:** Demonstrate essential professional skills such as empathy, confidentiality and ethical practice in a supervised setting.

**CO:4:** Evaluate the effectiveness of different psychological interventions used during the training period.

**CO:5:** Reflect critically on personal and professional growth during the internship.

**CO: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:

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**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 centers
- Old age homes
- Remand homes
- Special or regular schools
- Well-being centers
- 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 counseling 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.

- |                                        |   |          |
|----------------------------------------|---|----------|
| i) Punctuality & Sincerity in OJT work | - | 20 Marks |
| ii) 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 8 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.

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**T.Y.B.SC (Sem VI) - As per NEP 2020**  
**Final End of Semester Practical Examination In Psychology - March/April 20**  
**Subject: On the Job Training (OJT)**

Centre:

Date:

Batch - I

Time:

Sr. No.	Seat No.	Name of the Student	Presentation of work done (20)				Oral / Viva (20)				OJT Report (Ext) (20)	Total 60
			Int.	Ext.	Total	Average	Int.	Ext.	Total	Average		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

Internal Examiner

External Examiner

