

SAVITRIBAI PHULE PUNE UNIVERSITY

T. Y. B. SC PSYCHOLOGY

CHOICE BASED CREDIT SEMESTER PATTERN

TO BE IMPLEMENTED FROM 2021-2022

SEMESTER - V			
Discipline Specific Elective Courses			
	Theory Papers	Credit	
DSEC - I	P-I: Cognitive Psychology	2	30 Hrs
DSEC - I	P-II: Psychopathology – I	2	30 Hrs
DSEC - II	P-III: Statistical Methods	2	30 Hrs
DSEC - II	P-IV: Organizational Behavior	2	30 Hrs
DSEC - III (C-Component Part A)	P-V: Positive Psychology	2	30 Hrs
DSEC - III (C-Component Part A)	P-VI: Counseling Psychology	2	30 Hrs
Practical Papers			
DSEC - I	P-I: Cog Lab	2	30 Hrs
DSEC - II	P-II: Field Report	2	30 Hrs
DSEC - III (C-Component Part B)	P-III: Research Project	2	30 Hrs
Skill Enhancement Courses (Only Theory Papers)			
SEC - I	Basic Counseling Skills	2	30 Hrs
SEC - II	Personality Development	2	30 Hrs
Total Credit Point for Semester - V		22	

SEMESTER - VI			
Discipline Specific Elective Courses			
	Theory Papers	Credit	
DSEC - IV	P-I: Personality Theories	2	30 Hrs
DSEC - IV	P-II: Psychopathology – II	2	30 Hrs
DSEC - V	P-III: Educational Psychology	2	30 Hrs
DSEC - V	P-IV: Human Resource Management	2	30 Hrs
DSEC - VI (C-Component Part A)	P-V: Rehabilitation Psychology	2	30 Hrs
DSEC - VI (C-Component Part A)	P-VI: Psychotherapies	2	30 Hrs
Practical Papers			
DSEC - IV	P-I: Case Study	2	30 Hrs
DSEC - V	P-II: Psychometric testing in Educational setting	2	30 Hrs
DSEC - VI (C-Component Part B)	P-III: Psychometric testing in Clinical setting	2	30 Hrs
Skill Enhancement Courses			
(Only Theory Papers)			
SEC - I	Basic Therapeutic Skills	2	30 Hrs
SEC - II	Soft Skills	2	30 Hrs
Total Credit Point for Semester - VI		22	

T. Y. B. SC PSYCHOLOGY
Semester - V

DSEC - I

P – I: COGNITIVE PSYCHOLOGY

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the Cognitive Psychology course, the student will be able to:

1. Explain the major concepts, theoretical perspectives and the fields of cognitive psychology.
2. Illustrate the processes involved in sensation, attention and perception.
3. Describe the types and methods of learning
4. Explain the types of memory and causes of forgetting
5. Summarize and compare the various functions and memory processes involved in memory and forgetting.
6. Analyze the various types of problem and problem solving cycle.

1. INTRODUCTION OF COGNITIVE PSYCHOLOGY

- 1.1 Nature and types of cognitive processes
- 1.2 Perspectives of cognition: Information processing and connectionist approach
- 1.3 Piaget's cognitive developmental theory and Vygotsky's sociocultural theory
- 1.4 Application of cognitive psychology

2. SENSATION, ATTENTION AND PERCEPTION

- 2.1 Sensation – Definition, nature and process
- 2.2 Attention – Definition, types, and determinants
- 2.3 Perception – Definition, Gestalt principles and perceptual constancies.
- 2.4 Applications of perception, attention and perception

3. LEARNING

- 3.1 Learning: Definition, nature and types.
- 3.2 Conditioning – Classical and operant conditioning
- 3.3 Trial and error and insightful learning -Thorndike's experiment and laws.
- 3.4 Applications of conditioning

4. MEMORY PROCESSES AND PROBLEM SOLVING

4.1 Definition and types of memory

4.2 Forgetting and causes of forgetting

4.3 Problem: Definition, problem solving cycle and types,

4.4 Applications of memory techniques

Recommended Books:

1. Eysenck, M. W., & Keane, M. T. (2000). Cognitive psychology: A Students Guide. New York: Psychology Press.
2. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.
- Margeret, M. (2009). Cognition (7th edition). John Wiley & Sons
3. Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub.
4. Sternberg, R. J. (2007). Cognitive Psychology (5th edition). Delhi: Thomson Wadsworth.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - V

DSEC - I

P-II: PSYCHOPATHOLOGY - I

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the psychopathology -I course, the student will be able to:

1. Distinguish between normal & abnormal behavior and outline the historical background and need for classification
2. Summarize the various models of abnormality
3. Identify clinical features and causes of anxiety disorder, mood disorder and schizophrenia
4. Explain the clinical features and causal factors of cognitive disorders

1. INTRODUCTION TO ABNORMAL PSYCHOLOGY

- 1.1 Concept and Criteria of abnormal behavior
- 1.2 Pre DSM classification of mental disorders
- 1.3 Causes of abnormal Behaviour: Necessary, Predisposing, Participating and reinforcing
- 1.4 Application: DSM 5 based classification of mental disorders

2. PSYCHOLOGICAL MODELS OF ABNORMALITY

- 2.1 Psychodynamic
- 2.2 Behavioristic and Biological
- 2.3 Cognitive – Behavioral and Humanistic
- 2.4 Application: Diathesis- Stress model

3. ANXIETY DISORDERS, MOOD DISORDERS AND SCHIZOPHRENIA

- 3.1 Anxiety Disorder – Panic Disorder, Phobic Disorder, OCD and Generalized Anxiety
- 3.2 Mood Disorder – Depression and Mania symptoms, causes and treatment
- 3.3 Schizophrenia – Symptoms, causes and types
- 3.4 Application: Psychotherapeutic interventions for anxiety, mood disorder and schizophrenia

4. COGNITIVE DISORDERS AND INTELLECTUAL DISABILITY

- 4.1 Brain impairment in adults – Clinical sign of brain damage, Delirium, Dementia and Alzheimer's and Amnestic syndrome
- 4.2 Disorders involving brain/head injury
- 4.3 Intellectual Disability – Types and Causes
- 4.4 Application: Psychotherapeutic interventions for cognitive disorders

Recommended Books

1. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson
2. Durand, V. M., & Barlow, D. H. (2010). Essentials of abnormal psychology. Florence, KY: Cengage.
3. Halgin, R., & Whitbourne, S. K. (2010). Abnormal psychology: Clinical perspective on psychological disorders (6th ed.). Singapore: McGraw Hill
4. Sue, R., Sue, D., & Sue, S. (2010). Understanding abnormal behaviour. Boston: Wadsworth/Cengage.
5. Suleman, M., & Tauwab, M. (2008). Asamanyamanovigyan: Visayawamvyakhya. Varanasi: Motilal Banarasidas.
6. Robert C. Carson, James N. Butcher, :Abnormal Psychology and Modern Life
7. Lauren B. Alloy, John H. Riskind, and :Abnormal Psychology – Current Perspectives.
8. Margaret J. Manos (2006) 9th Edition, Tata McGraw – Hill Edition
9. Barlow, David H., Durand Mark V, (2000): Abnormal Psychology – 2nd Edition, Thomson Publication)
10. Barlow, D. H. & Durand, V. M. (2002). Abnormal Psychology: An Integrative Approach. 3rd ed. Canada: Wadsworth Thomson Learning.
11. Sarason, I. G. & Sarason, B. R. (2002). Abnormal Psychology: The problem of Maladaptive Behaviour. 10th ed. Asia: Pearson Education.
12. Korchin, S. T. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. 1st ed. New Delhi: CBS Publishers & Distributors.
13. Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.
14. Buss, A. H. (1999). Psychopathology. New York: John Wiley.

WEB RESOURCES

1. <https://www.mooc-list.com> > tags > abnormal-psychology
2. <https://www.mooc-list.com> > tags > psychological-disorders
3. Abnormal Psychology made easy – www.udemy.com
4. Introduction to abnormal behavior and clinical psychology – www.udemy.com

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY

Semester - V

DSEC - II

P-III: STATISTICAL METHODS

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the statistical methods course, the student will be able to:

1. Explain the different levels of measurement and methods of organizing data in statistics
2. Make use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypotheses testing

1. IMPORTANCE OF STATISTICS IN PSYCHOLOGY

- 1.1 Meaning of statistics and Importance of statistics in Psychology –Parameters and Estimates
- 1.2 Descriptive Statistics- Inferential Statistics-Variables and their type
- 1.3 Scales of measurement - Nominal Scale, Ordinal Scale, Interval Scale and Ratio Scale
- 1.4 Application of statistics in psychology

2. DESCRIPTIVE ANALYSIS OF PSYCHOLOGICAL DATA

- 2.1 Measures of Central tendency- Mean, Median and Mode
- 2.2 Measures of Variability – Range, Average Deviation and Standard Deviation,
- 2.3 Percentile and Percentile rank
- 2.4 Applications of measures of central tendency

3. GRAPHICAL REPRESENTATION OF DATA

- 3.1 Basics of Graph
- 3.2 Advantages of graphical representation of data
- 3.3 Modes of graphical representation of data
- 3.4 Applications of graphical representation

4. NORMAL DISTRIBUTION AND LINEAR CORRELATION

- 4.1 Characteristics and properties of normal probability
- 4.2 Linear correlation – Meaning and types of correlation
- 4.3 Coefficient of Correlation: Computation of coefficient of correlation
 - 1) Rank Difference Method 2) Product moment correlation
- 4.4 Applications of Normal Distribution

Note:

- 1. Students can use non-scientific calculator during examination.
- 2. Calculation exercise in the question paper shall be based on the following.
 - a. Measures of central tendency and variability.
 - b. Percentile and Percentile rank.
 - c. Rank-difference and Product moment correlation.

Recommended Books:

- 1. Breakwell, G. M., Hammon, S, Fife-Shaw, C., & Smith, J. (2006). Research methods in psychology (3rd edition). London: Sage.
- 2. Haslam, S. A., & McGarty, C. (2003). Research methods and statistics in psychology. London: Sage.
- 3. Mangal, S. (2002). Statistics in psychology and Education. PHI learning private Limited , new Delhi.
- 4. McGuigan, F. J. (1990). Experimental psychology (5th edition). New Delhi: Prentice Hall.
- 5. Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.
- 6. Singh, A. K. (2004). Monovigyan, samajshastratathashikshamein shodhvidhiyan. Varanasi: Motilal Banarasi Das
- 7. Verma, J. P. and Mohammad Ghufraan (2012). Statistics for Psychology: A comprehensive Text, Tata McGraw Hill Education, Private Limited, New Delhi.

WEB RESOURCES

- 1. <http://www.edx.org/learn/statistics>

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - V

DSEC - II

P-IV: ORGANIZATIONAL BEHAVIOR

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the organizational behavior course, the student will be able to:

1. Explain the major concepts, challenges and opportunities of OB.
2. Illustrate the process of motivation involved organizational behaviour.
3. Describe the types and methods of learning
4. Discuss the role of job satisfaction, job stress and conflict in OB
5. Analyze the role of leaders and their qualities in OB.

1. INTRODUCTION

- 1.1 Organizational Behaviour: concept, challenges and opportunities
- 1.2 Foundations of individual behaviour: ability, biographical characteristics, learning and attitudes
- 1.3 Innovations in organization planning: flexi time, flexi plan and job enrichment
- 1.4 Application: time management

2. MOTIVATION PROCESS

- 2.1 Motivation: concept, nature & process of motivation
- 2.2 Theories of motivation
- 2.3 Intrinsic and extrinsic motivation and incentive systems
- 2.4 Application: Emotional Intelligence in organizational setting

3. JOB SATISFACTION AND STRESS AND CONFLICT

- 3.1 Factors affecting on job satisfaction
- 3.2 Work stress: sources, consequences, managing stress-individual and organizational approach
- 3.3 Concept, causes, consequences of conflicts and methods of conflict resolution
- 3.4 Application: group dynamics

4. LEADERSHIP

- 4.1 Nature and characteristics of successful leaders' types
- 4.2 Functions and approaches; trait, behavioral and contingency models
- 4.3 Role of power in leadership
- 4.4 Application: management grid

Recommended Books:

1. Aamodt, M. G. (2001). Industrial/organizational psychology. New Delhi: Cengage.
2. Luthans, F. (2005). Organizational behavior (12th Ed.). New York: McGraw Hill.
3. McShane, S. L. & Von Glinow, M. A. (2007). Organisational Behaviour. New Delhi: McGraw Hill.
4. Moorhead, G. & Griffin, R. W. (2005). Organisational Behaviour. New Delhi: Biztantra.
5. Muchinsky. (2009). Psychology applied to work. New Delhi: Cengage.
6. Riggio, R. E. (2003) Introduction to Industrial/Organizational Psychology (4th ed.). New Jersey: Prentice-Hall.
7. Robbins, S., Judge, T.A., & Sanghi, S. (2009). Organizational behavior (13th Ed.). New Delhi: Pearson Education.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY

Semester - V

DSEC - III (C-Component Part A)

P-V: POSITIVE PSYCHOLOGY

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the positive Psychology course, the student will be able to:

1. Elaborate the importance and significance of positive psychology as newly emerging branch of psychology.
2. Describe the well-being and happiness.
3. Explain the relationship between positive emotion and well-being
4. Relate the positive traits and virtues in happiness.

1. WHAT IS POSITIVE PSYCHOLOGY?

- 1.1 Traditional psychology
- 1.2 Positive psychology: health psychology, clinical psychology, developmental psychology
- 1.3 Positive psychology: assumptions, goals and definitions
- 1.4 Applications of positive psychology

2. THE MEANING AND MEASURE OF HAPPINESS

- 2.1 Why a psychology of wellbeing?
- 2.2 Subjective well-being: The hedonic basis of happiness
- 2.3 Self realization: the eudaimonic basis of happiness
- 2.4 Comparing hedonic and eudaimonic views of happiness

3. POSITIVE EMOTION AND WELL-BEING

- 3.1 What are positive emotions?
- 3.2 Positive emotions and health resources
- 3.3 Positive emotions and well-being
- 3.4 Cultivating positive emotions

4. RESILIENCE AND POSITIVE TRAITS

4.1 What is resilience? Developmental and clinical perspective

4.2 Resilience research.

4.3 Growth through trauma

4.4 What makes a trait positive? Developing a classification of human virtues

Recommended Books:

1. Baumgardner, S. R, Crothers M. K. (2009). Positive Psychology, Pearson Education

2. Snyder, C. R. and Lopez, S J. (2007). Positive psychology: The scientific and practical explorations of human strengths. N. D. : Sage Publications.

3. Carr, Alan (2007). Positive Psychology : The science of happiness and human strengths, Routededge, Taylor and Francis Group-London.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY

Semester - V

DSEC - III (C-Component Part A)

P-VI: COUNSELING PSYCHOLOGY

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the counseling Psychology course, the student will be able to:

1. Identify the need and importance of counseling in the current context
2. Explain the various approaches in counseling and the types, uses & diagnosis in counseling process
3. Summarize the interpretation of psychological tests in counseling
4. List the qualities of an effective counselor
5. Identify the special areas of counseling

1. NATURE AND SCOPE OF COUNSELLING

- 1.1 Counseling: Meaning, Nature, Purpose and Goals of Counseling
- 1.2 Stages of counseling process: initial disclosure, in-depth exploration, commitment to action
- 1.3 Scope of Counseling
- 1.4 Areas of Counseling - Group Counseling, Family Counseling, Child Counseling, Counseling The Delinquent, Premarital Counseling, Marriage Counseling, Counseling Drug Addicts, Crisis Intervention Counseling, Career Counseling

2. APPROACHES TO COUNSELLING AND ETHICS

- 2.1 Directive and non-directive Counseling approaches
- 2.2 Humanistic approach and Behaviouristic approach
- 2.3 Existential Approach and Eclectic Approach
- 2.4 Ethics in counseling.

3. COUNSELLOR QUALITIES, SKILLS AND CORE CONDITIONS OF COUNSELING

- 3.1 Qualities of an effective counselor
- 3.2 Counselor skills: Building Trust, Listening, Attending, Observing, Building Rapport, Demonstrating Empathy.
- 3.3 The core condition of counseling: empathy, positive regard, genuineness and concreteness
- 3.4 Counselor's actions that impede communication

4. PSYCHOLOGICAL TESTING AND DIAGNOSIS

- 4.1 Use of psychological tests in counseling
- 4.2 Types of psychological tests use in counseling and Nature of a good psychological test
- 4.3 Test interpretation in counseling and Limitations of psychological tests
- 4.4 Diagnosis and its limitations.

Recommended Books:

1. Barki, B. G., & Mukhopadhyay, B. (2008): Guidance and counselling manual. New Delhi, India: Sterling.
2. Belkin, G. S. (1988). Introduction to Counselling. W. G.: Brown Publishers.
3. Corey, G. (1996). Theory and Practice of Counselling and Psychotherapy. 5th ed. Belmont, CA: Brook/Cole.
4. Gladding, S.T. (2017). Counselling: A comprehensive profession. Chennai, India: Pearson.
5. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselling and guidance. Upper Saddle River, NJ: Prentice Hall.
6. Patterson, L. W. & Welfel, E. R. (2000). The Counselling Process. 5th ed. Belmont, CA: Brook/Cole.
- Narayana Rao, S. (2002). Counselling and Guidance. 2nd ed. New Delhi: Tata Mc Graw Hill.
7. Nelson, J. (1982). The Theory and Practice of Counselling Psychology. New York: Holt Rinehart & Winston.
8. Nayak, A. K. (2007): Guidance and counseling. New Delhi, India: APH Publishing.
9. Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. New Delhi, India: Sterling.
10. Rao, N. (2013). Counselling and Guidance. Chennai, India: Tata McGraw Hill.

WEB RESOURCES

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. <https://youtu.be/lo4DPYYQrGc>
3. <https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx>
4. <https://swayam.gov.in/search? Keyword=Counselling%20Psychology>

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - V

PRACTICAL PAPER

P-I: COG LAB

DSEC - I

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the cog lab course, the student will be able to:

1. Analyze the human mental processes through experiments and tests.
2. Explain the higher mental processes with the help of practical.
3. Summarize the cognitive processes with the help of cog lab.
4. Evaluate the cognitive processes through the psychological testing and experiments.

From the list presented below, any 06 Practical must be conducted.

1. Intelligence Test
1. Short Term Memory
2. Stroop Effect
5. Recall & Recognition
6. Span of Attention
7. Problem Solving Mental set (anagrams)
8. Serial Learning
9. Maze Learning
10. Mnemonic Device

Instruction to Teacher:

- 1) Maximum 12 students will constitute one batch. Each batch will conduct practical twice, Practical examination will be held annually.
- 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.

Instruction to Examiner:

1. One internal and one external qualified examiner appointed by 32(5) (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 50 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:	10 marks
d. Viva-voce:	05 marks
e. Internal Assessment (Presentation of one Practical)	15 marks

TOTAL 50 Marks

7. Practical examination duration per batch will be of 4 hours.

Recommended Books

1. Anastasi, A. & Urbana, S (2005). Psychological Testing. (7 th), Prentice-Hall, New Delhi.
2. Bano, Samina (Consultant) (2012). Experimental Psychology.(1 st Edition), Dorling , Kindersley India, Pvt. Ltd.
3. Chaube, S. P. (1985).Some Psychological Experiments. L.N.A. Education Publication, Agra.
4. D’Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning.
- Das, G. Experimental Psychology, Kings Books, New Delhi.
5. Garret, H. E. (1985). Statistics in Psychology and Education

6. Kaplan, R.M. and Saccuzzio, D.P. (2007). Psychological Testing: Principles, Applications and Issues, Australia; Thomson, Wadsworth.
7. Rajamanicam, M. (2005) Experimental Psychology with advanced experiments, Vol.1 Concept Publishing Company, New Delhi.
8. Mangal, S. K. (2006) Statistics in Psychology and Education, Prentice-hall, New Delhi.

T. Y. B. SC PSYCHOLOGY
Semester - V

PRACTICAL PAPER

DSEC - II

P-II: FIELD VISIT

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the field visit course, the student will be able to:

1.

There are four sections, select **any two** of them for field work and write the details in project form.

1) Section I

Visit a special school (Preferably for mentally retarded children).

Write detailed notes regarding history and characteristics of three children. Write a general introduction on special education.

2) Section II

Visit a family counseling center or de-addiction center.

Conduct an interview with the psychologist/counselor regarding the history of the institution, common problems and methods of management. Present report based on the interview.

3) Section III

Visit an institution for old age people.

Prepare an interview schedule based on adjustment problems of old age. Conduct interviews with three inmates. Present the summary of interviews with a general introduction regarding old age.

4) Section IV

Visit an institution for Learning Disability/Autism/ADHD/Speech & Hearing/Psychiatrist Ward.

Prepare case studies of three children with an introduction on specific problem identified.

EVALUATION: 50

The paper carries 50 marks, the break- up of which is as follows: -

- | | |
|-------------------------------|---|
| a. Record: | 20 Marks (10 for each section) |
| b. Viva-voce: | 15 Marks (Based on each section 7.5 for each section) |
| c. Internal Assessment | 15 marks (Presentation of two visits report) |

TOTAL 50 Marks

GENERAL :

1. Each batch of practicum should consist 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. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the practicum examination is subject to Certification of Practicum by teacher-in-charge and HOD.

PRACTICUM ASSESSMENT (50MARKS)

External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.

1. Each batch will consist of only 8 students
2. Duration of examination for each batch will be 4 hours.
3. Marks for Viva will be given by both examiners and average marks will be considered as final marks of the candidate.
4. Remuneration for External Examination will be equally divided between the two examiners.

Semester - V
PRACTICAL PAPER

DSEC - III (C-Component Part B)

P-III: RESEARCH PROJECT

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the research project course, the student will be able to:

1. Explain the methods in psychological research.
2. Describe the scientific experimental and research steps in psychology.
3. Explain the theoretical concepts in psychology through research work.

With a view to facilitating creativity, rewarding curiosity, and promoting skills in planning and introducing psychological studies, students may be required to take up a small project on an issue of interest to them under the supervision of teachers. It is expected that engagement in such an endeavour will help to clarify methodological issues and promote responsibility, accountability and ownership. Students project work will be evaluated based on the project report submitted by the students following double evaluation method i.e., by internal and external examiners.

Guidelines

1. Assure that the topics selected must be within the limits of the individual or group member's capacity.
2. Authenticity of data should be verified and assured.
3. Genuine issues of psychological interest have to be selected.
4. Hypothesis has to be framed to represent the problem of study.
5. At least two variables have to be selected.
6. Independent variable, dependent variable and intervening variables have to be properly identified.
7. Sufficient review of literature about the variables selected has to
8. Appropriate experimental design, if necessary, has to be selected.
9. Study should be based on viable methodology.
10. Proper sampling technique has to be adopted.
11. Analysis must be completed
12. Interpretation of results should be substantiated with conceptual and other proofs.
13. References should be complete.

PROJECT ASSESSMENT– 50 MARKS

1. Project assessment will be based on presentation of project before the internal and external examiners.

EVALUATION OF MARKS 50

1. Evaluation of Project Report	10 marks
2. Problem selected and Review work	05 marks
3. Method & Interpretation, discussion & implications	10 marks
5. Presentation & Viva-voce	10 marks
6. Internal Assessment (Submission of Research Proposal)	15 marks

50 Marks

2. Duration of examination for each batch will be 4 hours.

3. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate

Semester - V

**SKILL ENHANCEMENT COURSES
(Only Theory Papers)**

SEC - I

SEC – I: BASIC COUNSELING SKILLS

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the basic counseling skills course, the student will be able to:

1. Develop essential interviewing and counseling skills.
2. Describe the counseling goals, intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship.
3. Explain the Self-awareness to promote therapeutic relationships and appropriate professional boundaries.
4. Develop the communications skills; conceptualization skills; personalization skills; and professional skills.

1. INTRODUCTION

- 1.1 Counseling – Definition, nature and Purpose
- 1.2 Goals of counseling
- 1.3 Stages of counseling
- 1.4 Types of counseling

2. SHOWING ATTENTION & INTEREST

- 3.1 Using active listening
- 3.2 Body posture, gaze, eye contact
- 3.3 Facial expression, good gestures, personal space & height.
- 3.4 Clothing, grooming of counselor

3. PROCESS AND COMMUNICATIONS SKILLS

- 3.1 Attending behavior
- 3.2 Open-ended and closed-ended questions
- 3.3 Reflecting, paraphrasing, summarizing
- 3.4 Immediacy, self-disclosure, confrontation

4. RELATIONSHIP SKILLS

4.1 Additive empathy

4.2 Positive regard

4.3 Genuineness

4.4 Concreteness

Recommended Books

1. Nelson, R., Jones (2000). Introduction to Counselling Skills, Text and Activities London: Sage Publication.
2. Nelson, R., Jones (2007). Life Coaching skills, How to Develop Skilled Client London: Sage Publication.
3. Rao, S.N. (2006). Counselling and Guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
4. Gelso, C. J., Fretz B.R. (1995) Counselling Psychology. Bangalore: Prism books Pvt. Ltd
5. Gibson, R.L., Mitchell, M.H. (2005). Introduction to Counselling and Guidance (6thed.) Delhi: Pearson education Pvt.Ltd.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

Semester - V

**SKILL ENHANCEMENT COURSES
(Only Theory Papers)**

SEC - II

SEC – II: PERSONALITY DEVELOPMENT

Hrs.: 30

Year: III

Credits: 2

Semester: V

Course Learning Outcome

After completion of the personality development course, the student will be able to:

1. Students know the self development process.
2. Students are acquaint with the right mindset required to achieve success at professional as well as personal areas of life.
3. Students learn how to change the attitude towards situation and people.
4. Develop the positive thinking about various circumstances and environment and to make best use of it.

1. INTRODUCTION AND SELF DEVELOPMENT

- 1.1 Personality – Meaning and determinants of Personality development
- 1.2 Types of personality – Introvert, Extrovert and ambi
- 1.3 Self-Assessment
- 1.4 SWOT analysis

2. COMMUNICATION

- 3.1 Process and types of communication
- 3.2 Non- verbal communication - postures, body language, body language in building interpersonal relations
- 3.3 Written communication- letter, its parts, types of layouts, resume writing
- 3.4 Barriers in communication

3. GOAL SETTING AND TEAM BUILDING AND TEAM WORK

- 3.1 Need of goal setting & Career Planning
- 3.2 Skills needed in team work
- 3.3 Role of team workers
- 3.4 Characteristics of effective team

4. ETIQUETTES, MANNERS AND INTERVIEW SKILLS-

4.1 Etiquettes in social as well as office settings

4.2 E-mail etiquettes, Telephone Etiquettes, interview etiquettes

4.3 Meaning of interview & types of interview

4.4 Interview mistakes and basic tips to avoid them

Recommended Books

- Seven Habits Of Highly Effective People – Stephen Covey
- You Can Win – Shiv Khera
- Three Basic Managerial Skills For All – Hall Of India Pvt Ltd New Delhi
- Hurlock Elizabeth B Personality Development Tata McGraw Hill New Delhi
- Understanding Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
- Personality Development and Career management: By R.M.Onkar (S Chand Publications)
- Social Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
- Mcgrath Eh Basics Management Skills For All Printish Hall Of India Pvt Ltd New Delhi
- Wehtlel David A and Kin S Kemerron – Developing Managerial Skills – Pearson Education New Delhi.
- Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
- Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - IV

P-I: PERSONALITY THEORIES

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the personality theories course, the student will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality
2. Outline the various psychoanalytic perspectives of Personality
3. Summarize the life span and trait perspective of Personality
4. Outline the existential and humanistic perspective of Personality
5. Explain Behavioural, Cognitive and Social perspectives of personality

1. INTRODUCTION

- 1.1 Personality: Definition, Meaning & Nature
- 1.2 Determinants of Personality
- 1.2 Characteristics of good personality Theory
- 1.4 Types of Personality Theory – Trait, Psychoanalytic, Humanistic, Behavioural, Cognitive and Social

2. TRAIT PERSPECTIVES OF PERSONALITY

- 2.1 Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait
- 2.2 Gordon Allport: Culture – Functional Equivalence – Personal Dispositions
- 2.3 Eysenck's: Hierarchical Model of Personality
- 2.4 Cattell's Taxonomy: The 16 Personality

3. PSYCHOANALYTIC THEORIES

- 3.1 Introduction of psychoanalytical perspective
- 3.2 Sigmund Freud: Classical Psychoanalysis
- 3.3 Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious
- 3.4 Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order

4. HUMANISTIC, BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE OF PERSONALITY

4.1 Maslow: Hierarchy of Needs – Self-Actualization ,

4.2 Rogers: Growth – Inner Control – Becoming One’s Self.

4.3 Albert Bandura: Social-Cognitive Learning Theory- Self- System and Skinner: Operant Conditioning;

4.4 Cognitive Style – Perceptual Mechanisms – Schema Theory & Kelly's Personal -Construct Theory

Recommended Books

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R. J., & Buss, D. M. (2018). Personality psychology: Domains of knowledge about human nature, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Chennai, India: Cambridge University Press India/Foundation Books.

WEB RESOURCES

1. Personality development – course – Swayam https://swayam.gov.in/nd2_cec19_mg36>preview
2. Psychology of Development and Learning – Course – Swayam https://swayam.gov.in/nd2_cec20_ed01

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - IV

P-II: PSYCHOPATHOLOGY – II

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the psychopathology -II course, the student will be able to:

1. Summarize types, causes and treatment of Personality disorder
2. Explain the types, causal and treatment of substance related disorder
3. Elaborate the types, causes and treatment of developmental disorders.
4. Describe the types, causes and treatment of eating and sleep disorders.

1. PERSONALITY DISORDER

- 1.1 Personality disorder- meaning and nature
- 1.2 Cluster A disorders: Meaning - types- causes- treatment
- 1.2 Cluster B disorders: Meaning- types- causes- treatment
- 1.4 Cluster C disorders: Meaning- types- causes- treatment.

2. SUBSTANCE RELATED DISORDERS

- 2.1 Psychoactive drugs: Meaning – types, Concepts:
- 2.2 Substance Abuse- Tolerance- Dependence- Addiction - withdrawal symptoms.
- 2.3 Addiction Disorders: Alcohol Abuse and Dependence -
- 2.4 Drug Abuse and Drug Dependence - Causal factors - Treatment.

3. DEVELOPMENTAL DISORDER

- 3.1 Autism Spectrum disorder- symptoms, causes and treatment
- 3.2 Learning Disability- symptoms, causal Factors, types and treatment
- 3.3 Attention-Deficit/Hyperactivity disorder- symptoms, causes and treatment
- 3.4 Communication disorder- symptoms, types, causes and treatment

4. EATING AND SLEEP DISORDERS

4.1 Eating disorder - Anorexia Nervosa and Bulimia Nervosa – symptoms, causes and treatment

4.2 Eating disorder - Binge-Eating Disorder and Pica disorder - symptoms, causes and treatment

4.3 Sleep disorder - Sleep-Wake Disorders, Insomnia disorder, hyper somnolence disorder - Nature, Symptoms, Diagnostic Criteria & Causes

4.4 Sleep disorder - Narcolepsy. Breathing related sleep disorder, Circadian rhythm sleep-wake - Nature, Symptoms, Diagnostic Criteria & Causes

Recommended Books

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.

WEB RESOURCES

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – www.udemy.com

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - V

P-III: EDUCATIONAL PSYCHOLOGY

Hrs.: 30
Credits: 2

Year: III
Semester: VI

Course Learning Outcome

After completion of the educational Psychology course, the student will be able to:

1. Explain the meaning history and various effective teaching methods.
2. Describe the nature of classroom teaching and dynamics of teaching & learning.
3. Elaborate the psychological elements in learning process and different views about learning.
4. Analyze the various aspects related to the instructional process.
5. Summarize the importance of development in education.

1. INTRODUCTION

- 1.1 Educational Psychology – Definition, nature and functions
- 1.2 Historical background of educational psychology
- 1.3 Role and Scope of Educational Psychology
- 1.4 Effective Teaching Methods

2. UNDERSTANDING STUDENT DEVELOPMENT AND DIVERSITY

- 2.1 General Principles of Development, Importance of Development in Education
- 2.2 Brain and Cognitive Development, Language Development
- 2.3 Importance of Personal, Social and Emotional Development
- 2.4 Importance of Culture, Community and Gender

3. UNDERSTANDING LEARNING PROCESS

- 3.1 Importance of Behavioural Approaches to Learning
- 3.2 Importance of Information Processing Approach
- 3.3 Complex Cognitive Processes, Importance of Social
- 3.4 Cognitive and Constructivistic Views of Learning

4. UNDERSTANDING INSTRUCTIONAL PROCESSES

4.1 Motivation in Learning and Teaching

4.2 Creating Learning Environment: The Need for Organisation, Creating a Positive Environment, Maintaining a Good Environment for Learning.

4.3 Teaching for Academic Learning Planning: Teacher-centered Lesson-planning and Instruction, Lesson-centered Lesson-planning and Instruction.

4.4 Classroom Management: Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment.

Recommended Books

1. Woolfolk, A. (2004). Educational Psychology. 9th ed. Delhi: Pearson Education.
2. Santrock, J. W. (2004). Educational Psychology. 2nd ed. International Edition: McGraw Hill.
3. Ormrod, J. E. (2000). Educational Psychology: Developing Learners. ed. New Jersey: Merrill.
4. Santrock, John W. (2006) Educational Psychology, 2nd edition, Tata McGraw-Hill publishing company limited, New Delhi, India.
5. Mangal, S.K.(2006) Essentials of Educational Psychology, edition, Prentice Hall of India, New Delhi, India.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - V

P-IV: HUMAN RESOURCE MANAGEMENT

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the human resource management course, the student will be able to:

1. Explain the basic techniques used in human resource planning.
2. Describe the process of human resource management and development.
3. Elaborate the various skills required in human resource management.
4. Analyze the employee selection and evaluation process.
5. Summarize the various usages of training and development.

1. INTRODUCTION OF HRM

- 1.1 HRM: definition, scope, functions and objectives
- 1.2 Policies and principles of human resource management
- 1.3 HRM model
- 1.4 Application: challenges of HRM

2. EMPLOYEE SELECTION AND EVALUATION

- 2.1 Employee selection – selection process
- 2.2 Employee selection methods – job analysis, biographical information, interviews, references, letters of recommendation
- 2.3 Evaluation – job evaluation and performance appraisal; definition, process, challenges and methods
- 2.4 Application: uses of psychological testing in employee selection Process

3. TRAINING AND DEVELOPMENT

- 3.1 Training and Development – nature, scope, process and goals of training programs
- 3.2 Training need analysis, training methods
- 3.3 Employee welfare – Definition and types
- 3.4 Application: Assessment centre

4. WAGES AND INCENTIVES

- 4.1 Employee remuneration: components, theories, factors
- 4.2 Incentive payments: definition, importance, types
- 4.3 Employee benefits and services: definition, types
- 4.4 Application: token economy

Recommended Books

1. Aswathappa, K. (2005). Human Resource Management and Personnel Management: Text and Cases. 4th ed. New Delhi: McGraw Hill.
2. Dessler, G. & Varkkey, B. (2009). Human Resource Management. New Delhi: Pearson
3. Rao, V.S.P. (2005). Human Resource Management: Text and Cases. New Delhi: Excell

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - VI (C-Component Part A)

P-V: REHABILITATION PSYCHOLOGY

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the rehabilitation Psychology course, the student will be able to:

1. Explain the meaning, principles and assessment of rehabilitation.
2. Describe the goals, objectives and impact of counseling in rehab centre.
3. Elaborate the various rehabilitation settings.

1. BASIC CONCEPTS OF REHABILITATION

- 1.1 Definition of rehabilitation, impairment, handicap
- 1.2 History and principles of rehabilitation
- 1.3 Disability due to psychiatric disorders
- 1.4 Assessment, planning, intervention and evaluation: Disability, family burden, coping, work performance, quality of life

2. COUNSELING IN REHABILITATION

- 2.1 Goals, objectives of rehabilitation for different problems
- 2.2 Stigma of mental illness, discrimination and cultural factors
- 2.3 Impact of disability on the individual, family, community
- 2.4 Individual and Group Counseling for individuals, families

3. SETTINGS IN REHABILITATION - I

- 3.1 Hospital and community based rehabilitation
- 3.2 Residential and Non residential rehabilitation programmes
- 3.2 Types of settings: halfway homes, hostels, day care and sheltered workshops
- 3.4 Types of settings: therapeutic communities, vocational training units,

4. SETTINGS IN REHABILITATION - II

- 4.1 Types of settings: community based programmes
- 4.2 Approaches in rehabilitation programmes: Therapeutic communities,
- 4.3 Behavioural and Transactional Analysis (TA)
- 4.4 Eclectic- Multi disciplinary teams and roles

Recommended Books

1. Robert G. Frank, Mitchell Rosenthal & Bruce Caplan (2009) Handbook of Rehabilitation Psychology (2nd ed).
- 2.
3. Paul Kennedy (2012) The Oxford Handbook of Rehabilitation Psychology

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

DSEC - VI (C-Component Part A)

P-VI: PSYCHOTHERAPIES

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the psychotherapies course, the student will be able to:

1. Explain the meaning, purpose and process of psychotherapies.
2. Describe the goals and various types of psychotherapies.
3. Elaborate the uses of psychotherapies.

1. INTRODUCTION

- 1.1 Psychotherapy – Definition, objectives and benefits
- 1.2 therapeutic process and therapeutic relationship
- 1.3 Types of psychotherapies – Psychoanalysis, Behavioral, Cognitive, CBT, REBT, Humanistic-Existential, Family, Interpersonal, Eastern, Multimodal, Multicultural and Group therapy
- 1.4 Applications of psychotherapies

2. PSYCHOTHERAPIES – I

- 2.1 Psychoanalytic therapy
- 2.2 Transactional analysis
- 2.3 Systematic Desensitization and
- 2.4 Assertiveness Training

3. PSYCHOTHERAPIES – II

- 3.1 Aversive Therapy
- 3.2 Token economy
- 3.3 Family Therapy
- 3.4 Beck's Cognitive Therapy

4. PSYCHOTHERAPIES – III

4.1 REBT

4.2 Play, Art, Music & Dance Therapies

4.3 Mind-fullness

4.4 Eastern Therapies: Vipassana and Yoga Therapy

Recommended Books

1. Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
2. Beck, A.T. (1976). Cognitive therapy and behavior disorders. Cliffs, N.J.: Prentice-Hall.
3. Brown, C & August-Scott, T (2007) “Narrative Therapy”. Sage Publications.
4. Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education.
5. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
6. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
7. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
8. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.
9. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
10. Nelson R ., Jones (2009). Theory and Practice of Counselling and Therapy (4th Ed). Sage Publication.
11. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
12. Rama,S. Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst. Richard S. Sharf (2012) Theories of Psychotherapy & Counseling - Concepts and Cases, 5th Edition, BROOKS/COLE, CENGAGE Learning.
13. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
14. Stewart, I. (2000). Transactional analysis counseling in action. Sage. Veereshwar, P. (2002). Indian systems of psychotherapy. Kalpaz publications
15. Verma, L. (1990). The management of children with emotional and behavioral difficulties. Routledge.
16. Watts, A. W. (1973). Psychotherapy: East and West. Penguin books.
17. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. Sage.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

T. Y. B. SC PSYCHOLOGY
Semester - VI

PRACTICAL PAPER

P-I: CASE STUDY

DSEC - IV

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the case study course, the student will be able to:

1. Know the outline of case history.
2. Explain the diagnosis procedure.
3. Describe the treatment for various psychological disorders.
4. Summarize the case report.

Students should select at least 5 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases.

The following stages should be followed:

- a) Taking of a case history
- b) Assessment
- c) Validation in consultation with teachers
- d) Prognosis
- e) News breaking
- f) Contracting of therapy sessions
- g) Writing session report of each case
- h) Presentation of two cases

GENERAL:

1. Each batch of practicum should consist 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. Each student should study clinical cases in hospital / clinic / correctional institution / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the practicum examination is subject to Certification of Practicum by teacher-in-charge and HOD.

PRACTICUM ASSESSMENT (50MARKS)

External Examination will be conducted by two examiners, one internal and one external, appointed by 32 (5) (a) Committee of Pune University.

1. Each batch will consist of only 8 students
2. Duration of examination for each batch will be 4 hours.
3. Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.
4. Remuneration for External Examination will be equally divided between the two examiners.

The paper carries 50 marks, the break- up of which is as follows: -

- | | |
|--------------------------------|---|
| a. Case study report | 15 Marks |
| b. Hypothetical case (2 cases) | 10 Marks (5 for each case) |
| c. Viva-voce: | 10 Marks (Based on each section 7.5 for each section) |
| d. Internal Assessment | 15 marks (Presentation of two cases) |

TOTAL 50 Marks

T. Y. B. SC PSYCHOLOGY
Semester - VI

PRACTICAL PAPER

DSEC - V

P-II: PSYCHOMETRIC TESTING IN EDUCATIONAL SETTING

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the psychometric testing in educational setting, the student will be able to:

1. Analyze the human educational process through tests.
2. Explain the various educational aspects with the help of practical.
3. Summarize the educational processes with the help of psychological practicals.

From the list presented below, any 06 Practical must be conducted.

1. Aptitude Test
2. Intelligence Test
3. Interest Test
4. Learning
5. Motivation Test
6. Memory
7. Problem Solving
8. Decision Making
9. Creativity
10. Reasoning

Instruction to Teacher:

- 1) Maximum 12 students will constitute one batch. Each batch will conduct practical twice, Practical examination will be held annually.
- 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.

Instruction to Examiner:

1. One internal and one external qualified examiner appointed by 32(5) (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 50 marks, the break- up of which is as follows: -

a. Completion of Journal:	10 marks
b. Instructions & conduction of Test:	10 marks
c. Report Writing:	10 marks
d. Viva-voce:	05 marks
e. Internal Assessment (Presentation of one Practical)	15 marks

TOTAL 50 Marks

7. Practical examination duration per batch will be of 4 hours.

Recommended Books

1. Anastasi, A. & Urbana, S (2005). Psychological Testing. (7 th), Prentice-Hall, New Delhi.
2. Bano, Samina (Consultant) (2012). Experimental Psychology.(1st Edition), Dorling , Kindersley India, Pvt. Ltd.
3. Chaube, S. P. (1985).Some Psychological Experiments. L.N.A. Education Publication, Agra.
4. D’Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning.
5. Das, G. Experimental Psychology, Kings Books, New Delhi.

6. Garret, H. E. (1985). Statistics in Psychology and Education
7. Kaplan, R.M. and Saccuzzio, D.P. (2007). Psychological Testing: Principles, Applications and Issues, Australia; Thomson, Wadsworth.
8. Rajamanicam, M. (2005) Experimental Psychology with advanced experiments, Vol.1
Concept Publishing Company, New Delhi.
9. Mangal, S. K. (206) Statistics in Psychology and Education, Prentice-hall, New Delhi.

T. Y. B. SC PSYCHOLOGY
Semester - VI

PRACTICAL PAPER

DSEC - VI (C-COMPONENT PART B)

P-III: PSYCHOMETRIC TESTING IN CLINICAL SETTING

Hrs.: 30

Year: III

Credits: 2

Semester: VI

Course Learning Outcome

After completion of the psychometric testing in clinical setting course the student will be able to:

1. Analyze the clinical problems of person through psychological tests.
2. Explain the various psychological problems with the help of practical.
3. Summarize the various mental health problems with the help of clinical testing.
4. Evaluate the mental health through the psychological testing.

From the list presented below, any 06 Practical must be conducted.

1. Depression
2. Stress
3. Anxiety
4. Frustration
5. Anger
6. Mental health
7. Loneliness
8. Attitude
9. Neuropsychological test
10. Personality

Instruction to Teacher:

- 1) Maximum 12 students will constitute one batch. Each batch will conduct practical twice, Practical examination will be held annually.
- 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.

Instruction to Examiner:

1. One internal and one external qualified examiner appointed by 32(5) (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 50 marks, the break- up of which is as follows: -

a. Completion of Journal:	10 marks
b. Instructions & conduction of Test:	10 marks
c. Report Writing:	10 marks
d. Viva-voce:	05 marks
e. Internal Assessment (Presentation of one Practical)	15 marks

TOTAL 50 Marks

7. Practical examination duration per batch will be of 4 hours.

Recommended Books

1. Anastasi, A. & Urbana, S (2005). Psychological Testing. (7 th), Prentice-Hall, New Delhi.
2. Bano, Samina (Consultant) (2012). Experimental Psychology.(1st Edition), Dorling , Kindersley India, Pvt. Ltd.
3. Chaube, S. P. (1985).Some Psychological Experiments. L.N.A. Education Publication, Agra.
4. D'Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning.

5. Das, G. Experimental Psychology, Kings Books, New Delhi.
6. Garret, H. E. (1985). Statistics in Psychology and Education
7. Kaplan, R.M. and Saccuzzio, D.P. (2007). Psychological Testing: Principles, Applications and Issues, Australia; Thomson, Wadsworth.
8. Rajamanicam, M. (2005) Experimental Psychology with advanced experiments, Vol.1
Concept Publishing Company, New Delhi.
9. Mangal, S. K. (206) Statistics in Psychology and Education, Prentice-hall, New Delhi.

Semester - VI
SKILL ENHANCEMENT COURSES
(Only Theory Papers)

SEC – I: BASIC THERAPEUTIC SKILLS

Hrs.: 30
Credits: 2

SEC - I
Year: III
Semester: VI

Course Learning Outcome

After completion of the basic therapeutic skills course, the student will be able to:

1. Explain the meaning and uses of therapeutic process.
2. Learn the various important therapeutic skills.
3. Enhance their therapeutic skills
4. Gain the knowledge of various psychotherapies.

1. INTRODUCTION

- 1.1 Psychotherapy – Definition, objectives and benefits
- 1.2 Therapeutic process
- 1.3 Therapeutic relationship
- 1.4 Client and Therapist relationship

2. BASIC SKILLS - I

- 2.1 Empathy.
- 2.2 Listening skills.
- 2.3 Social and communication skills.
- 2.4 Boundary setting.

3. BASIC SKILLS – II

- 3.1 Critical Thinking.
- 3.2 Reflecting and Paraphrasing
- 3.3 Clarifying and the Use of Questions.
- 3.4 Building Rapport.

4. BASIC SKILLS – III

- 4.1 Immediacy, Positive Regard, Genuineness and Concreteness
- 4.2 Nonverbal communication competency
- 4.3 Interpretation skills
- 4.4 Termination skill

Recommended Books

1. Nelson, R., Jones (2000). Introduction to Counselling Skills, Text and Activities London: Sage Publication.
2. Nelson, R., Jones (2007). Life Coaching skills, How to Develop Skilled Client London: Sage Publication.
3. Rao, S.N. (2006). Counselling and Guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co.Ltd.
4. Gelso, C. J., Fretz B.R. (1995) Counselling Psychology. Bangalore: Prism books Pvt. Ltd
5. Gibson, R.L., Mitchell, M.H. (2005). Introduction to Counselling and Guidance (6thed.) Delhi: Pearson education Pvt.Ltd.

Note: Methods of Assessment for Internal Exams: Tutorials, Assignments & Group Discussion etc.

Semester - VI
SKILL ENHANCEMENT COURSES
(Only Theory Papers)

SEC – II: SOFT SKILLS

Hrs.: 30

Credits: 2

SEC - II

Year: III

Semester: VI

Course Learning Outcome

After completion of the soft skills course, the student will be able to:

1. Explain the difference between soft skills and hard skills.
2. Know and enhance the various soft skills therapeutic skills.
3. Describe the types of soft skills.
4. Elaborate the process of developing soft skills.

1. INTRODUCTION

- 1.1 Soft Skills – meaning, nature and types
- 1.2 Difference between soft skills and hard skills
- 1.3 Importance of soft skills
- 1.4 Soft skills and success

2. COMMUNICATION SKILLS

- 2.1 Effective communication- Nature, process and types of communication
- 2.2 Barriers in communication, formal and informal communication, use of technology in communication & PPT presentation
- 2.3 Non- verbal communication –body language, body language in building interpersonal relations
- 2.4 Listening- Benefits of active listening, factors that hamper listening, advantages of active listening, listening tips

3. GOAL SETTING AND TIME MANAGEMENT

- 3.1 Need of goal setting and process of goal setting
- 3.2 Career Planning and goal setting

3.3 Sense of time management and effective scheduling

3.4 Difficulties in time management and steps in successful time management

4. ETIQUETTES AND MANNERS

4.1 Etiquettes in social as well as office settings

4.2 E-mail etiquettes

4.3 Telephone Etiquettes

4.4 interview etiquettes

Recommended Books

- Seven Habits Of Highly Effective People – Stephen Covey
- You Can Win – Shiv Khera
- Three Basic Managerial Skills For All – Hall Of India Pvt Ltd New Delhi
- Hurlock Elizabeth B Personality Development Tata Mcgraw Hill New Delhi
- Understanding Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
- Personality Development and Career management: By R.M.Onkar (S Chand Publications)
- Social Psychology: By Robert S Feldman. (Tata McGraw Hill Publishing)
- Mcgrath Eh Basics Management Skills For All Printish Hall Of India Pvt Ltd New Delhi
- Wehtlel David A and Kin S Kemerron – Developing Managerial Skills – Pearson Education New Delhi.
- Essentials of Business Communication - Rajendra Pal and J. S. Korlhalli - Sultan Chand & Sons, New Delhi.
- Business Communication (Principles, Methods and Techniques) Nirmal Singh - Deep & Deep Publications Pvt. Ltd., New Delhi

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