Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Department of Psychology

T.Y.B.A. SEMESTER V & VI SYLLABUS
TO BE IMPLEMENTED FROM 2021-2022

Semester V			Credits
PSY 3501 (A) OR PSY 3501 (B)	G-3	PSYCHOLOGY AT WORKPLACE OR APPLIED PSYCHOLOGY I	03
PSY 3502	S-3	PSYCHOLOGICAL RESEARCH	03
PSY 3503	S-4	PSYCHOLOGY PRACTICAL: TEST	03

SEMESTER V
SUBJECT CODE PSY 3501(A)
G3: **PSYCHOLOGY AT WORKPLACE**

Class: T.Y.B.A. (Semester – V)
Course Code: PSY 3501 (A)   **Title of the Course:** Psychology at Workplace
Credit: 03   **No. of Lectures:** 48
A) Course Objectives:
To acquaint the students with:
1. The emergence of Industrial and Organizational Psychology.
2. The work done in Industrial and Organizational Psychology.
3. The significance of training, performance appraisal, theories of Motivation.
4. Student learns to apply the theory concept in work life.
5. Gain proficiency in methods of personnel selection, including ethical considerations in the assessment process.
6. Examine strategies for employee training and development.
7. Develop research skills specific to industrial psychology.

B) Course Outcomes:
CO1. Students will gain the knowledge of important concepts, processes and issues in the fields of Industrial Psychology.
CO2. Students will learn how to apply motivational theories at workplace.
CO3. Students will acquire and apply job search skills.
CO4. Learns to apply the theory concept in work life.
CO5. Develop skills in personnel selection, including the ability to design and conduct assessments.
CO6. Understand and apply training and development strategies to enhance individual and organizational performance.
CO7. Acquire proficiency in research and enabling the application of evidence-based practices in Industrial contexts.

TOPIC 1: INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY- NATURE AND SCOPE   [12 PERIODS]
1.1: I/O Psychology: Meaning, subject matter and functions of Industrial Psychology
1.2: The history of I/O Psychology
1.3: I/O Psychology in the present and future
1.4: Employment of I/O Psychologist
1.5: Application**:** Coaching, Mentoring and Learning

TOPIC 2: PERSONNEL SELECTION AND TRAINING   [12 PERIODS]
2.1: Job Profile, job analysis and Recruitment techniques
2.2: Interviews, psychological testing and Needs assessment for training
2.3: Psychological Principles in training and training for knowledge and skill
2.4: Evaluation of Training Programme

2.5: Application**:** Job Search Skills

TOPIC 3: EVALUATING JOB PERFORMANCE   [12 PERIODS]
3.1: Uses of performance evaluation: Downsizing, promotion, seniority

3.2: Sources of evaluation: The evaluator and performance appraisal

3.3: Appraisal rating systems & Non-rating evaluation methods

3.4: Communicate appraisal results to Employee

3.5: Application**:** 360 degree evaluation

TOPIC 4: MOTIVATION AT THE WORKPLACE   [12 PERIODS]
4.1: work motivation and its importance at workplace

4.2: Need theories: McClelland, Herzberg

4.3: Cognitive theories: Goal Setting Theory, Self Efficacy Theory

4.4: Motivation: Self-discipline – seven step process

4.5: Application**:** Using motivation theory at work

REFERENCES:
1. Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth.
2. Berry, L.M. (1998), reprint 2010. Psychology at work: An introduction to Industrial and Organizational Psychology. N.Y.: McGraw-Hill International Editions.
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9. Robbins, S.P. & Sanghi, S. (2007). Organizational behavior (11th Ed.). New Delhi: Pearson Education.
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13. Warren (2015). Occupational Psychology: An Applied Approach, 1/e, Pearson Education.

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem. V)   **Subject:** Psychology
Course: Psychology at Workplace   **Course Code:** PSY 3501(A)
Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3		3		3
CO 2		3		2	3			3
CO 3			3			3		
CO 4				3	3	1		2
CO 5				3	2	2		3
CO 6				2	2	3		3
CO 7	3					3	3	2

Justification for the mapping

PO1: Research Related Skills
CO7: Acquiring proficiency in research and enabling the application of evidence-based practices in industrial contexts involves research-related skills.

PO2: Effective Citizenship and Ethics
CO2: Learning how to apply motivational theories in the workplace contributes to effective citizenship and ethical considerations.

PO3: Social Competence
CO3: Acquiring and applying job search skills involve social competence.

PO4: Disciplinary Knowledge
CO1, CO2, CO4, CO5, CO6: The entire course is dedicated to building disciplinary knowledge in the field of industrial psychology, covering important concepts, processes, motivational theories, job search skills, application of theory concepts in work life, personnel selection, training and development strategies.

PO5: Personal and Professional Competence
CO2, CO4, CO5, CO6: Learning to apply motivational theories, applying theory concepts in work life, developing skills in personnel selection, and understanding and applying training and development strategies contribute to personal and professional competence.

PO6: Self-directed and Life-long learning
CO1, CO3, CO4, CO5, CO6, CO7: Gaining knowledge of important concepts, processes, and issues, acquiring and applying job search skills, applying theory concepts in work life, developing skills in personnel selection, and understanding and applying training and development strategies involve self-directed learning and are applicable throughout one's life.

PO7: Environment and Sustainability
CO7: Acquiring proficiency in research and enabling the application of evidence-based practices can contribute to understanding environment and sustainability aspects in industrial contexts.

PO8: Critical Thinking and Problem Solving

CO1, CO2, CO4, CO5, CO6, CO7: Gaining knowledge of important concepts, processes, and issues, learning to apply motivational theories, applying theory concepts in work life, developing skills in personnel selection, and understanding and applying training and development strategies all involve critical thinking and problem-solving skills.

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SEMESTER V

SUBJECT CODE PSY 3501

G3: APPLIED PSYCHOLOGY I

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Class: T.Y.B.A. (Semester – V)
Course Code: PSY 3501(B)   **Title of the Course:** Applied Psychology I
Credit: 03   **No. of Lectures:** 48

A) Course Objectives:
To acquaint the students with:
1. The relationship between theoretical and applied aspects of Psychology.
2. Applications of Psychology in the various fields of life.
3. Engage in continuous professional development and stay current with advances in applied psychology.
4. Evaluate the role of psychology in health promotion and behavior change.
5. Apply principles of organizational psychology to enhance workplace dynamics.
6. Apply psychological principles to enhance educational practices and outcomes.
7. Demonstrate an understanding of the application of psychology in legal and forensic contexts.

B) Course Outcomes:
CO1. Students will understand the relationship between theoretical and applied aspects of Psychology.
CO2. Students will understand how theories and research of psychology can be applied to these real-world settings.
CO3. Develop a commitment to ongoing learning and professional growth to stay abreast of new research, technologies, and best practices in applied psychology.
CO4. Explore the intersection of psychology and health to develop interventions that promote positive health behaviors.
CO5. Understand how psychological principles can be applied to improve organizational behavior, leadership, and employee well-being.
CO6. Understand how psychological theories can inform teaching and learning strategies to improve educational outcomes.
CO7. Explore the role of psychology in legal settings, including criminal profiling, eyewitness testimony, and forensic assessment.

TOPIC 1 INTRODUCTION AND CLINICAL APPLICATIONS   (12 PERIODS)
1.1 Definition, Nature and Scope of applied Psychology
1.2 Nature of clinical psychology- classification of mental disorders DSM-5, ICD-10, therapies – CBT, Clint centered therapy, REBT
1.3 Positive Psychology – nature and scope
1.4 Health Psychology- community mental health – bio- psycho- social model of health
1.5 Cognitive Neuro Science -nature and major applications – PNI, EEG, MRI, CT, PET

TOPIC 2 APPLICATIONS IN INDUSTRIES AND ORGANIZATIONS (12 PERIODS)
2.1 Definition, Nature and Fields of I/O Psychology
2.2 Applications in IT and other Industries a- cultural adjustment, b- performance pressure, c-

recruitment, d- training and employees' professional problems in other industries

2.3 Advertising and Consumer Psychology- psychological impact of advertisements, methods used by consumer psychologist- survey, observation

2.4 Engineering Psychology and Ergonomics

2.5 Applications in Organizations

TOPIC 3 APPLICATIONS IN EDUCATION   (12 PERIODS)

3.1 Definition, Nature and Scope of Educational Psychology

3.2 Effective Teaching – Learning Methodologies

a- group discussions, b- projects, c- presentations, d- interactive methods

3.3 Evaluation – types, uses, limitations

3.4 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, LD-learning disabilities

3.5 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education, Ashramshalas

TOPIC 4 FORENSIC PSYCHOLOGY   (12 PERIODS)

4.1 Definition, Nature and Fields -correctional, investigative

4.2 Criminal Psychology, Cyber Crimes, Violence: meaning and types

4.3 Investigative Procedures and role of the psychologist

4.4 Law – contribution of Psychology to law

4.5 Current challenges- reliability of investigative procedures – polygraph, eye witness testimony, identikit, narco analysis

REFERENCES: -
1. Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan.
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3. David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.
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Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem. V)   **Subject:** Psychology
Course: Applied Psychology I   **Course Code:** PSY 3501(B)
Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			3	3	3		3
CO 2	3			3		3		2
CO 3	2	3			2	2	3	2
CO 4	3		3	3	3	3		3
CO 5	2		2	2	2	2		3
CO 6	3		2	1	3	3		3
CO 7	1		3	3	2	3		2

Justification for the mapping

PO1: Research Related Skills
CO1, CO2, CO3, CO4, CO5, CO6, CO7: Understanding the relationship between theoretical and applied aspects of psychology, applying theories and research to real-world settings, committing to ongoing learning and professional growth, exploring intersections of psychology with health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings all involve research-related skills.

PO2: Effective Citizenship and Ethics
CO3: Developing a commitment to ongoing learning and professional growth contributes to effective citizenship and ethical considerations.

PO3: Social Competence
CO4, CO5, CO6, CO7: Exploring psychology's role in health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings involves social competence.

PO4: Disciplinary Knowledge
CO1, CO2, CO4, CO5, CO6, CO7: The entire course is dedicated to building disciplinary knowledge in the field of applied psychology, covering the relationship between theoretical and applied aspects, applying theories and research to real-world settings, commitment to ongoing learning, exploring intersections with health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings.

PO5: Personal and Professional Competence
CO1, CO3, CO4, CO5, CO6, CO7: Understanding the relationship between theoretical and applied aspects, commitment to ongoing learning, exploring intersections with health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings contribute to personal and professional competence.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Understanding the relationship between theoretical and applied aspects, applying theories and research to real-world settings, committing to ongoing learning and professional growth, exploring intersections with health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings involve self-directed learning and are applicable throughout one's life.

PO7: Environment and Sustainability

CO3: Developing a commitment to ongoing learning and professional growth can contribute to understanding environment and sustainability aspects in the context of applied psychology.

PO8: Critical Thinking and Problem Solving

CO1, CO2, CO4, CO5, CO6, CO7: Understanding the relationship between theoretical and applied aspects, applying theories and research to real-world settings, exploring intersections with health, organizational behavior, leadership, employee well-being, teaching and learning strategies, and legal settings all involve critical thinking and problem-solving skills.

SEMESTER V
SUBJECT CODE PSY 3502
S3: PSYCHOLOGICAL RESEARCH

Course Objectives:

1. To understand Research Idea Development and Appreciation of Scientific Research

2. Understanding of Variables, Research Problems, and Hypotheses

3. To develop Proficiency in Sampling Methods and Data Collection Techniques

4. To develop Research Proposal Development and Report Writing Skills.

5. Comprehensive Understanding of Psychological Testing

6. To develop the skills of Laboratory experiments.

7. To understand goal of research.

Course Outcome

CO1: Research Skills Development: - Students will acquire fundamental research skills, including the ability to generate research ideas from cultural contexts, personal experiences, literature, and the internet. They will gain proficiency in identifying and formulating research problems, demonstrating a foundational understanding of the importance and goals of scientific research.

CO 2: Scientific Inquiry: - Students will develop a spirit of scientific inquiry, fostering curiosity and critical thinking. They will be able to differentiate between types of scientific research (pure vs. applied, descriptive vs. analytical, quantitative vs. qualitative, conceptual vs. empirical) and understand various research approaches, including experimental, inferential, and simulation methods.

CO3: Hypothesis Development and Variable Understanding:

Students will demonstrate competence in formulating hypotheses, understanding different types of variables, and distinguishing between constructs and concepts. They will be able to create operational and constitutive definitions for variables, ensuring a clear understanding of the research constructs.

CO 4: Application of Research in Daily Life:

Students will learn to apply psychological research concepts and findings in their day-to-day lives. This outcome emphasizes the practical relevance of psychological research and how it can be integrated into real-world situations to enhance understanding and decision-making.

CO 5: Scientific Writing Skills:

Students will develop the ability to write scientifically, including crafting research proposals and research reports. They will understand the steps involved in creating a research report and be able to communicate research findings effectively through written documents.

CO6: Sampling Methods and Data Collection Proficiency:

Students will gain proficiency in sampling methods, distinguishing between probability and non-probability sampling techniques. They will understand various methods of data collection, such as observation, experiments, questionnaires, interviews, surveys, and

case studies, demonstrating competence in choosing appropriate methods for different research scenarios.

CO7: Psychological Testing Knowledge and Ethical Considerations:

Students will gain knowledge of psychological testing, including its definition, types, and   uses. They will understand the psychometric properties of psychological tests, such as reliability, validity, and norms. Additionally, students will be aware of social and ethical issues related to psychological testing, emphasizing the responsible and ethical use of assessments in the field of psychology.

S3: PSYCHOLOGICAL RESEARCH

TOPIC 1: SCIENTIFIC RESEARCH [12 PERIODS]
1.1 Developing ideas for research: Cultural context, personal experience, literature, internet

1.2 Importance of Scientific Research

1.3 Goals of research

1.4 Types of scientific research: Pure vs. applied, descriptive vs. analytical, quantitative vs. qualitative, conceptual vs. empirical

1.5 Research approaches: Experimental, inferential, and simulation

TOPIC 2: VARIABLES, RESEARCH PROBLEMAND HYPOTHESIS
[12 PERIODS]

2.1 Variables: Meaning, types.

2.2 Construct vs. concept

2.3 Operational and constitutive definition of variables

2.4 Research Problem: Sources, types, and criteria of a good problem.

2.5 Hypothesis: Meaning, types, and criteria.

TOPIC 3: SAMPLING METHODS ANDDATACOLLECTION [12 PERIODS]
3.1 Sampling Meaning and Basic concepts

3.2 Types of probability sampling

3.3 Types of non-probability sampling

3.4 Methods of Data Collection: I.: (1) Observation: Natural, Systematic, and Controlled; (2) Laboratory experiments, (3) field experiments and (4) field studies

3.5 Methods of Data Collection: II: (1) Questionnaire (2) interview, (3) Survey-Mail Survey and (4) Case study.

TOPIC 4: RESEARCH PROPOSAL AND REPORT AND PSYCHOLOGICAL TESTING [12PERIODS]
4.1 Research Proposal

4.2 Steps in Research Report

4.3 Definition, Types and Uses of Psychological Tests

4.4 Psychometric Properties of Psychological Tests: Reliability, Validity, Norms

4.5 Social and ethical issues in psychological testing

REFERENCES:-

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Christensen, L. B.; Johnson, R. B.; Turner, L. A. (2014). *Research Methods, Design and Analysis.* Pearson.
3. D'Amato, M.R. (2009). *Experimental psychology: Methodology, psychophysics and learning.* N.D.: Tata McGraw-Hill.
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5. Kaplan R.M. & Saccuzzo D.P. (2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
6. Kerlinger, F.N. (1995). *Foundations of behavioral research.* New York: Rinehart Winston. Inc. Surjeet Publications.
7. Kothari, C.R. (reprint 2009). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
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Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem. VI) **Subject:** Psychology
Course: Applied Psychology II **Course Code:** PSY 3601
Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3				3	3		
CO 2				3		3		2
CO 3	3			2		3		3
CO 4			3		2	2		2
CO 5	2				3	2		3
CO 6	1			2		1		2
CO 7		3		3	2	1	3	3

Justification for the mapping

PO1: Research Related Skills

CO1, CO3, CO5, CO6: Acquiring fundamental research skills, formulating hypotheses, writing research proposals and reports, and gaining proficiency in sampling methods and data collection contribute to research-related skills.

PO2: Effective Citizenship and Ethics

CO7: Understanding ethical considerations related to psychological testing emphasizes effective citizenship and ethical practices in the field of psychology.

PO3: Social Competence

CO4: Applying psychological research concepts and findings in daily life involves social competence.

PO4: Disciplinary Knowledge

CO2, CO3, CO6, CO7: The entire course is dedicated to building disciplinary knowledge in the field of psychology, covering scientific inquiry, hypothesis development, variable understanding, application of research in daily life, sampling methods, data collection proficiency, psychological testing knowledge, and ethical considerations.

PO5: Personal and Professional Competence

CO1, CO4, CO5, CO7: Developing fundamental research skills, applying research concepts in daily life, and gaining knowledge of psychological testing contribute to personal and professional competence.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Acquiring fundamental research skills, fostering a spirit of scientific inquiry, demonstrating competence in hypothesis development and variable understanding, applying research concepts in daily life, developing scientific writing skills, gaining proficiency in sampling methods, data collection, and psychological testing knowledge, and understanding ethical considerations involve self-directed learning and are applicable throughout one's life.

PO7: Environment and Sustainability

CO7: Being aware of social and ethical issues related to psychological testing contributes to understanding environment and sustainability aspects in the field of psychology.

PO8: Critical Thinking and Problem Solving

CO2, CO3, CO4, CO5, CO6, CO7: Fostering curiosity, critical thinking, formulating hypotheses, applying research in daily life, developing scientific writing skills, gaining proficiency in sampling methods, data collection, psychological testing knowledge, and understanding ethical considerations all involve critical thinking and problem-solving skills.

SEMESTER V
SUBJECT CODE PSY 3503
S4: PSYCHOLOGY PRACTICAL: TESTS

Course Objectives:

1. To familiarize the students with the use of elementary statistical techniques.

2. To train them in solving simple statistical problems.

3. To give practical experience to the students in administering and scoring.

4. To understand various types of Psychological tests and interpreting the scores.

5. To develop competence in group testing.

6. To train them application of statistics in psychological tests.

7. To develop proficiency of personality test.

Course Outcome:

CO1: Proficiency in Elementary Statistical Techniques:

 Students will acquire a strong foundation in elementary statistical techniques, including the understanding of frequency distribution and measures of central tendency (mean, median, and mode) for both grouped and ungrouped data.

CO2: Practical Experience in Test Administration and Scoring:

Students will gain practical experience in administering and scoring psychological tests, selecting and applying appropriate tests from different domains, such as general and special ability testing, personality assessment, adjustment, testing of attitude, and values.

CO3: Application of Statistical Concepts to Psychological Tests:

Students will demonstrate the ability to apply statistical concepts to psychological tests, utilizing statistical techniques to interpret and analyze test scores effectively.

CO4: Competence in Group Testing:

Students will gain practical experience in group testing, applying knowledge to administer and score tests in group settings.

CO5: Proficiency in Administering General and Special Ability Tests:

Students will demonstrate proficiency in administering and scoring general and special ability tests, selecting and utilizing tests such as Malin's Verbal or Performance Scale, Standard Progressive Matrices (SPM), Binet Kamath Test, Test of Creativity, Managerial Aptitude Test Battery, Differential Aptitude Tests (DAT), and Dexterity Test.

CO6: Skill Development in Personality Assessment:

Students will develop skills in administering and scoring personality tests, selecting and applying tests such as Eysenck Personality Questionnaire, NEO-FFI, Sentence Completion Test/Locus of Control, 16 PF, Introversion-Extraversion Inventory, Interest Inventory by T. S. Sodhi & H. Bhatnagar, and Big Five Personality Inventory.

CO7: Proficiency in Assessing Adjustment, Attitude, and Values:

Students will acquire proficiency in administering and scoring tests related to adjustment, attitude, and values. This includes selecting and applying tests such as Family, School, Marriage by H. M. Singh, Expectations from the Life Partner Scale,

Testing of Attitude towards Marriage, Religion, Optimism-Pessimism, Attitude towards the Mother Scale, and Internet & Social Networking Sites Attitude.

STATISTICS: Statistics is a part of Practical paper. Teachers should conduct one lecture per week throughout the year for Statistics. See the "Guidelines for S4 Paper" for other details.

Topics to be covered:

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

I) GENERAL AND SPECIAL ABILITY TESTING (any two)
1. Malin's Verbal OR Performance Scale
2. Standard Progressive Matrices(SPM)
3. Binet KamathTest
4. Test of Creativity
5. Managerial Aptitude Test Battery – Dr. Heena Hasan
6. Differential Aptitude Tests (DAT)- Any two subtests
7. Dexterity test

II) PERSONALITY (any three)
1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test/Locus of Control
4. 16 PF
5. Introversion-Extraversion Inventory (Dr. Aziz & Dr. Agnihotry)
6. Interest inventory by T. S. Sodhi & H. Bhatnagar
7. Big Five Personality Inventory. (Dr. Singh & Dr. Kumar)

III) ADJUSTMENT (any one)
1. Family
2. School
3. Marriage by H. M. Singh
4. Expectations from the Life partner Scale

IV) TESTING OF ATTITUDE (any one)
1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale.
5. Internet & Social Networking Sites Attitude (Sarkar & Das)

V) VALUES (any one)
1. Moral Values Scale (Sengupta & Singh)
2. Personal Value (Sherry & Verma)

GUIDELINES FOR GROUP TESTING
1. For group testing, a small sample (n=30 at least) should be taken.
2. Any one standardized psychological test should be administered to the sample.
3. Responses should be scored as per the instructions given in the manual.
4. Report for group testing should be structured as follows:
   a. Purpose of the group testing
   b. Description of the test, e.g. author, psychometric properties, uses of test.
   c. Tabular presentation of scores and results
   d. Qualitative analysis, if applicable
   e. Interpretation at group level
   f. Any other relevant finding
   g. Conclusion
   h. References

Note:
1. *Group testing is mandatory*
2. *Decision to allow students to conduct group testing will be at the discretion of the head of the department*
3. *The report of group testing should be submitted separately.*

GUIDELINES FOR S-4 PAPER
GUIDELINES FOR THE CONDUCT OF PRACTICAL
1. Each batch of students should consist of 12students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 6 lecture periods.
5. In addition 1 separate lecture will be held for Statistics per week for the entire class.
6. Practical examination will be held at end of the semester.
7. The concerned teacher should verify the completion of practical journal as well as group testing report and issue a completion certificate signed by the head of the department.

GUIDELINES FOR ASSESSMENT (SEMESTER END EXAMINATION)
1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practical are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department. Group testing report should be submitted separately.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.

7. The structure of the question paper for S-4 will be as follows:
   - Statistics (any two problems- each problem has 10 marks)
   - Question paper/ preference sheet for practical
       i. The question paper will contain 4 questions based on tests.
      ii. The student will give 2 preferences.
     iii. Out of the two preferences given by the student, the final choice of the question to be attempted will be of the external examiner.
   - Group Testing Assessment

The examiner should assess group testing report and conduct viva on the following points:
   a. Purpose of the group testing
   b. Name of the test used
   c. Statistics used
   d. Results
   e. Conclusion

8. Break up of marks will be as follows: *Internal*

•	Statistics	20 marks
•	Group Testing Report	10 marks
•	Viva on group testing report	10 marks
•	**TOTAL MARKS**	**40 marks**

9. Break up of marks will be as follows: Semester End

•	Instructions and conducting	10 marks
•	Practical Report	15 marks
•	Journal	20 marks
•	Practical Viva	15 marks
•	**TOTAL MARKS**	**60 marks**

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem. VI)   **Subject:** Psychology
Course: Applied Psychology II   **Course Code:** PSY 3601
Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			3		3		3
CO 2		3		3	2	2	3	
CO 3	3			3	2	3		3
CO 4			3	2	3	3		
CO 5			3	1	3	2		3
CO 6		2		3	3	1	3	2
CO 7		1		2	3	2	2	3

Justification for the mapping

PO1: Research Related Skills

CO1, CO3: Acquiring a strong foundation in elementary statistical techniques, including understanding frequency distribution and measures of central tendency, and applying statistical concepts to psychological tests involve research-related skills.

PO2: Effective Citizenship and Ethics

CO2, CO6, CO7: Gaining practical experience in administering and scoring psychological tests, developing skills in personality assessment, and acquiring proficiency in assessing adjustment, attitude, and values contribute to effective citizenship and ethical considerations.

PO3: Social Competence

CO4, CO5: Gaining practical experience in group testing and demonstrating proficiency in administering and scoring general and special ability tests involve social competence.

PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The entire course is dedicated to building disciplinary knowledge in the field of psychological testing, covering proficiency in statistical techniques, practical experience in test administration and scoring, application of statistical concepts, competence in group testing, proficiency in administering general and special ability tests, and skill development in personality assessment.

PO5: Personal and Professional Competence

CO2, CO3, CO4, CO5, CO6, CO7: Gaining practical experience, demonstrating proficiency, and developing skills in psychological testing contribute to personal and professional competence.

PO6: Self-directed and Life-long learning

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Acquiring a strong foundation, gaining practical experience, demonstrating proficiency, and developing skills in psychological testing involve self-directed learning and are applicable throughout one's life.

PO7: Environment and Sustainability

CO2, CO6, CO7: Being aware of ethical considerations, developing skills in personality assessment, and acquiring proficiency in assessing adjustment, attitude, and values contribute to understanding environment and sustainability aspects in the context of psychological testing.

PO8: Critical Thinking and Problem Solving

CO1, CO3, CO5, CO6, CO7: Developing proficiency in statistical techniques, applying statistical concepts, demonstrating proficiency in administering and scoring tests, and developing skills in personality assessment involve critical thinking and problem-solving skills.

1: Question Paper Pattern: for practical

**Programme of Practical Examination in
Psychology (S-4) At T. Y. B. A.
Model Question Paper
Examination March / April-**

Centre:……………………………………………………………
Date: **Time:**
College --

Instructions:

1. Student should give two preferences for any two tests/ two preferences for any two experiments.
2. Draw neat diagrams or graphs if necessary.
3. Attach this question paper to your answer sheet, don't take it home.

Preference	Sr. No.	Tests
	1	
	2	
	3	
	4	
	5	

Required material for test/experiment: **1-**
                                                 2-
                                                 3-
                                                 4-
                                                 5-

Signature: Signature:
Name: Name:

Internal Examiner   External Examiner

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
Autonomous
Department of Psychology

Programme of Practical Examination in Psychology (S-4) At T. Y. B. A. Examination ……………..

Name of the college: … … … … … … … … … … … … … … Date:

Examination Centre: …………………………………………… Batch:…..

Sr. No.	Seat No.	Instructions and conduction (10)				Journal (20)				Practical Viva (15)				Practical. Report Writing (15)	Total (60)
		Int. (10)	Ext. (10)	Total (20)	Average (10)	Int. (20)	Ext. (20)	Total (40)	Average (20)	Int. (15)	Ext. (15)	Total (30)	Average (15)	15	
1															
2															
3															
4															
5															
6															
7															
8															
9															

Internal Examiner   **External Examiner**

Sign.:   **Sign.:**

Name: **Name:**