



**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
**(Autonomous)**  
**(Affiliated to Savitribai Phule Pune University, Pune)**  
**CBCS Syllabus**  
**(Faculty of Humanities)**  
**For the**  
**Bachelor of Arts Programme (B.A.)**  
**Semester-VI**  
**For Department of Psychology**

**Tuljaram Chaturchand College of Arts Science and Commerce, Baramati.**  
**Choice Based Credits System Syllabus (2022 Pattern)**

**To be implemented from academic year 2024-2025**

**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
 (Autonomous)

<b>Board of Studies (BOS) In Psychology</b>		
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15	Ms. Aishwarya Kadam	Student Representative (Under Graduate)

Anekant Education Society's  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
**(Autonomous)**

**Department of Psychology**

**Course & Credit Structure for T.Y.B.A. Psychology (2022 Pattern)**

w. e. f. June 2024

Class	Pattern	Semester	Course Code	Course Title	Course Type	Credits
T.Y.B.A.	2022	V	UAPS351	Psychology At Workplace	Theory	03
			UAPS352	Research in Psychology	Theory	03
			UAPS353	Psychology Practical: Tests	Practical	03
			UAPSSEC-3	Research Skills in Psychology	Theory	02
				<b>Total Credits</b>		<b>11</b>
T.Y.B.A.	2022	VI	UAPS361	Organizational Psychology	Theory	03
			UAPS362	Experimental Psychology	Theory	03
			UAPS363	Psychology Practical: Experiments	Practical	03
			UAPSSEC-4	Therapeutic Skills	Theory	02
			UAPSPR-1	Research Project	Theory	04
				<b>Total Credits</b>		<b>15</b>

**Name of the Programme:** B.A.  
**Program Code:** UAPS  
**Class:** T.Y.B.A.  
**Semester:** VI  
**Course Name:** Organizational Psychology  
**Course Code:** UAPS361  
**No. of Lectures:** 48  
**No. of Credits:** 03

### A) Course Objectives

1. Help students understand what job satisfaction and commitment mean.
2. Teach students how to measure job satisfaction using different tools.
3. Explain the main ideas and theories about why people feel satisfied with their jobs.
4. Show students ways to improve job satisfaction and commitment at work.
5. Explain what leadership is and how it works in different situations.
6. Introduce students to how psychology is used to improve the interaction between people and machines.
7. Help students understand how people behave in organizations and how organizations can be developed.

### B) Course Outcomes

After the completion of this course students will gain.

- CO1. Students will understand what makes people satisfied with their jobs and committed to their organizations.
- CO2. Students will be able to measure job satisfaction using specific tools.
- CO3. Students will know different theories that explain job satisfaction.
- CO4. Students will learn strategies to improve job satisfaction and commitment.
- CO5. Students will understand different leadership styles and how to use them effectively.
- CO6. Students will learn about human interactions with machines and how to design better workspaces.
- CO7. Students will understand key concepts of how organizations work and grow.

### Topics & Learning Points

#### UNIT 1: JOB SATISFACTION & COMMITMENT

(12 Lectures)

- 1.1 Understanding Job Satisfaction and Organizational Commitment
- 1.2 Methods for Measuring Job Satisfaction: Job Descriptive Index, Minnesota Satisfaction Questionnaire
- 1.3 Theoretical Perspectives on Job Satisfaction: Herzberg's Motivator-Hygiene Theory, Dispositional Approach
- 1.4 Strategies to Improve Job Satisfaction and Strengthen Organizational Commitment

**UNIT 2: LEADERSHIP IN ORGANIZATIONS****(12 Lectures)**

- 2.1 Fundamentals of Leadership: Nature and Functions
- 2.2 Leadership Approaches: Human Relations, Theory X and Theory Y
- 2.3 Fiedler's Contingency Theory of Leadership
- 2.4 Practical Applications: Leadership Challenges in Mergers, Takeovers, and Diversification

**UNIT 3: ENGINEERING PSYCHOLOGY AND HUMAN FACTORS****(12 Lectures)**

- 3.1 Introduction to Engineering Psychology: History and Scope
- 3.2 Human-Machine Interaction: Principles and Challenges
- 3.3 Designing Effective Workspaces: Ergonomics and Safety
- 3.4 Applications and Recent Advances in Engineering Psychology

**UNIT 4: ORGANIZATIONAL BEHAVIOUR AND DEVELOPMENT (12 Lectures)**

- 4.1 Defining Organizational Behavior: Meaning and Scope
- 4.2 Current Trends and Challenges in OB: Globalization, Diversity, Ethics
- 4.3 Introduction to Organizational Development: Concepts and Approaches
- 4.4 Applying Systems Theory to Organizational Development

**References:**

1. Aamodt, M. G. (2007). *Industrial and organizational psychology: An applied approach*. Thomson & Wadsworth.
2. Berry, L. M. (1998). *Psychology at work: An introduction to industrial and organizational psychology* (Reprint 2010). McGraw-Hill International Editions.
3. French, W. L. (2015). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). Pearson Education.
4. Gadekar, R., Jamale, V., & Rasal, B. (2013). *Audyogik va Sanghatanatmak Manasshastra*. Diamond Publications.
5. Luthans, F. (1995). *Organizational behavior* (7th ed.). McGraw-Hill.
6. McShane, S., Glinow, M. A. V., & Sharma, R. (2006). *Organizational behavior* (1st reprint). Tata McGraw-Hill.
7. Miner, J. B. (1992). *Industrial-organizational psychology*. McGraw-Hill.
8. Pandit, R., Kulkarni, A. V., & Gore, C. (1999). *Manasashastra: Audyogik aani vyavasayik upayojan*. Pimpalpure & Co.
9. Robbins, S. P., & Sanghi, S. (2007). *Organizational behavior* (11th ed.). Pearson Education.
10. Robbins, S. P., Judge, T. A., & Sanghi, A. (2009). *Organizational behavior*. Pearson Prentice Hall.
11. Schultz, D., & Schultz, S. E. (2006). *Psychology and work today* (8th ed.). Pearson Education.
12. Singh, K. (2015). *Organizational behavior: Text and cases* (2nd ed.). Pearson Education.

13. Warren, N. (2015). *Occupational psychology: An applied approach* (1st ed.). Pearson Education.

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBA (Sem. VI)

**Subject:** Psychology

**Course:** Organizational Psychology

**Course Code:** UAPS361

**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
CO 3	2			2				1
CO 4			2		3			3
CO 5		3	3		3			
CO 6				2			3	2
CO 7			1	3		3		3

### Justification for the mapping

#### PO1: Research Related Skills

CO1, CO2, and CO3 align with this outcome since they involve research skills to understand, measure, and apply theories related to job satisfaction.

#### PO2: Effective Citizenship and Ethics

CO5 aligns with this outcome because applying leadership styles effectively involves ethical considerations and understanding diverse workplace contexts.

#### PO3: Social Competence

CO1, CO4, CO5, and CO7 contribute to this outcome by fostering skills in interpersonal communication, leadership, and understanding organizational behavior.

#### PO4: Disciplinary Knowledge

CO1, CO2, CO3, CO6, and CO7 align with this outcome as they require an understanding of theoretical concepts, measurement tools, human interactions, and organizational dynamics.

#### PO5: Personal and Professional Competence

CO4 and CO5 are related to developing strategies and leadership skills that enhance personal and professional growth.

#### PO6: Self-directed and Life-long learning

CO7 is associated with continuous learning and adapting to the dynamic nature of organizational development.

#### PO7: Environment and Sustainability

CO6 aligns with this outcome by focusing on designing sustainable workspaces considering human factors and environmental impact.

#### PO8: Critical Thinking and Problem Solving

CO1, CO2, CO3, CO4, CO6, and CO7 require critical thinking to analyze, evaluate, and create solutions in various organizational contexts.

**Name of the Programme:** B.A.  
**Program Code:** UAPS  
**Class:** T.Y.B.A.  
**Semester:** VI  
**Course Name:** Experimental Psychology  
**Course Code:** UAPS362  
**No. of Lectures:** 60  
**No. of Credits:** 03

### A) Course Objectives

1. To understand psychophysics, including sensitivity, threshold, point of subjective equality (PSE), and types of errors such as constant and variable errors.
2. To Learn and apply various psychophysical methods, including the Method of Limits, Method of Constant Stimuli, and Method of Average Error.
3. To understand the nature, definition, and types of attention, and Theories of attention.
4. To study the nature, characteristics, and mechanisms of perception, including perceptual illusions.
5. To explore the meaning and types of learning, the concept of transfer of training, and various memory models.
6. To understand the nature and types of thinking, review theories such as Central Theory and Peripheral-Central Theory, and analyze problem-solving processes including problem understanding, approaches, and influencing factors.
7. To Study the stages of decision-making, including various heuristics and how they influence the decision-making process.

### B) Course Outcomes

- CO1. Students will be able to apply psychophysical concepts and methods to compute and interpret measures such as RL, DL, PSE, and CE in various experimental setups.
- CO2. Students will demonstrate an understanding of different types of attention and be able to analyze attention mechanisms using relevant theories and biological perspectives.
- CO3. Students will be able to describe and evaluate perceptual processes and illusions, and understand the biological basis of these phenomena.
- CO4. Students will be able to explain different memory models
- CO5. Students will develop and demonstrate effective problem-solving skills by understanding various problem types, problem-solving approaches, and the factors influencing problem-solving.
- CO6. Students will be able to apply knowledge of learning theories and transfer of training to real-world scenarios and educational settings.
- CO7. Students will be able to evaluate and apply different decision-making stages and heuristics to improve decision-making processes in various contexts.

**Topics & Learning Points****UNIT 1: PSYCHOPHYSICS****(12 Lectures)**

- 1.1 Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective Equality, Constant and Variable Errors
- 1.2 Method of Limits: Computation of RL and DL
- 1.3 Method of Constant Stimuli: Computation of RL and DL
- 1.4 Method of Average Error: Computation of PSE & CE

**UNIT 2: ATTENTION AND PERCEPTUAL PROCESSES****(12 Lectures)**

- 2.1 Attention: Nature, Definition & Types (Divided, Selective and Sustain Attention.)
- 2.2 Theories of Attention: Bottleneck Theory, Feature Integration Theory.
- 2.3 Biological basis of Attention
- 2.4 Perception: Nature, characteristics and Perceptual Illusion

**UNIT 3: LEARNING AND MEMORY****(12 Lectures)**

- 3.1 Learning: Meaning & Types
- 3.2 Transfer of Training &Types
- 3.3 Memory: Meaning and Models
  - a) The Atkinson and Shiffrin Model
  - b) Tulving's Model: Episodic, Semantic and Procedural
- 3.4 Methods of Retention

**UNIT 4: THINKING AND PROBLEM SOLVING****(12 Lectures)**

- 4.1 Thinking: Nature, definition and kinds
- 4.2 Theories of thinking: Central Theory and Peripheral-Central Theory
- 4.3 Problem Solving: Nature of problem, Types of problems, Understanding the problem, Approaches in problem solving, Factors influencing Problem Solving
- 4.4 Decision Making: Stages and heuristics

**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.
4. Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
5. Kaplan, R. M. & Saccuzzo, D. P. (2005) *Psychological Testing, Principle, 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.



8. Matlin, M (1995). *Cognition*. Bangalore: Prism Books Pvt. Ltd.
9. McBurney, D. H. and White, T. L. (2007). *Research methods*. US: Cengage.
10. Myers, A. and Hansen, C. (2002). *Experimental Psychology*. U.S.: Thomson Wadsworth.
11. Postman, L. & Egan, J.P. (1949), reprint 2009. *Experimental psychology: An introduction*. ND: Kalyani Publication.
12. Singh, A.K. (2006). *Tests, Measurements and research methods in behavioral sciences*. Patna: Bharati Bhavan.
13. Solso, R. L., MacLin, M. K. (2008). *Experimental psychology: A case approach*. N.D.: Dorling Kindersley Pvt. Ltd.
14. Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6<sup>th</sup> ed.), *Experimental Psychology*. ND: Oxford & IBH Publishing Co. Pvt. Ltd.
15. Zachmeister, J. E., Zachmeister, E. B., and Shaughnessy, J. J. (2009). *Essentials of research methods in psychology*. N. D.: Tata McGraw-Hill.

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBA (Sem. VI)

**Subject:** Psychology

**Course:** Experimental Psychology

**Course Code:** UAPS362

**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
CO 2				3				3
CO 3				2				3
CO 4				3				3
CO 5					3			2
CO 6				2	3	3		
CO 7								2

### Justification for the mapping

#### PO1: Research Related Skills

CO1 involves applying psychophysical methods, which requires research skills to gather, analyze, and interpret data.

#### PO2: Effective Citizenship and Ethics

Although not directly related to specific COs, ethical considerations in research and practice could be integrated into course discussions.

#### PO3: Social Competence

This PO is not directly addressed by the current COs but can be relevant in practical applications of psychological concepts in real-world scenarios.

#### PO4: Disciplinary Knowledge

CO2, CO3, CO4, and CO6 require a strong understanding of psychological theories and models, reflecting the need for disciplinary knowledge.

#### PO5: Personal and Professional Competence

CO5 and CO6 involve developing skills that are crucial for professional competence in psychology, such as problem-solving and applying theories.

**PO6: Self-directed and Life-long learning**

CO6 emphasizes the application of learning theories, which supports ongoing self-directed learning and professional growth.

**PO7: Environment and Sustainability**

This PO is not directly addressed in the current COs, but incorporating sustainable practices in psychological research and applications could be considered in a broader context.

**PO8: Critical Thinking and Problem Solving**

CO1, CO2, CO3, CO4, CO5, and CO7 require critical thinking and problem-solving skills to analyze and apply various psychological concepts and methods.

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

**Program Code:** UAPS

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

**Semester:** VI

**Course Name:** Psychology Practical: Experiments

**Course Code:** UAPS363

**No. of Lectures:** 60

**No. of Credits:** 03

### A) Course Objectives

1. To introduce students to measures of variability including range, standard deviation, and quartile deviation, and to teach them how to compute these measures for grouped data.
2. To enable students to understand and apply rank difference correlation techniques.
3. To familiarize students with different psychophysical methods, such as the Method of Limits, Method of Constant Stimuli, and Method of Average Error, and enable them to perform related experiments.
4. To study various aspects of attention, including divided attention, span of attention, and the Stroop effect, and to conduct experiments related to these topics. To develop competence in group testing.
5. To examine key perceptual processes such as illusions, size constancy, and reaction time through practical experiments.
6. To explore and experiment with various problem-solving techniques and learning strategies, such as mental set effects, maze learning, bilateral transfer, and serial learning.
7. To integrate field experiences with theoretical concepts learned in class.

### B) Course Outcomes

CO1: Students will be able to accurately calculate and interpret statistical measures of variability and apply them to grouped data, enhancing their data analysis skills.

CO2: Students will be proficient in calculating rank difference correlations and interpreting their results in the context of data relationships.

CO3: Students will be able to design and execute experiments using one of the psychophysical methods, analyze the results, and understand their implications for sensory perception.

CO4: Students will gain insights into different attention mechanisms, perform relevant experiments, and analyze how attention affects cognitive tasks.

CO5: Students will be able to conduct experiments on perceptual processes, interpret results, and understand their role in perception and cognition.

CO6: Students will understand and apply different problem-solving and learning strategies, evaluate their effectiveness, and relate these techniques to real-world scenarios.

CO7: Students will correlate their field observations with psychological theories, demonstrating a comprehensive understanding of real-world applications.

### Topics & Learning Points

**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. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped data.
2. Rank Difference Correlation.

**I] PSYCHOPHYSICS (any one)**

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

**II] ATTENTION (any one)**

1. Divided attention
2. Span of attention
3. Stroop effect

**III] PERCEPTUAL PROCESSES (any one)**

1. Illusion
2. Size constancy
3. Reaction time

**IV] THINKING AND PROBLEM SOLVING (any one)**

1. Effect of mental set on problem solving
2. Maze learning
3. Problems solving- Pyramid puzzle / Wiggly Blocks / Heart-and-Bow puzzle

**V] LEARNING (any one)**

1. Bilateral transfer
2. Effect of knowledge of results
3. Habit interference 4. Serial learning

**VI] MEMORY (any one)**

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short Term Memory

**STUDY TOUR/FIELD VISIT REPORT: Observational report**

Students should visit an industry, mental hospital, general hospital, central jail, remand home, ashram, or correctional institute / organization, Rehabilitation Centers.

**Note:**

1. Study tour is mandatory.
2. The report of study tour/field visit should be submitted separately.

**GUIDELINES FOR S-4 PAPER****GUIDELINES FOR THE CONDUCT OF PRACTICAL**

1. Each batch of students should consist of 12 students.
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. Students should visit an industry, mental hospital, general hospital, central jail, remand home, ashram, or correctional institute / organization and Rehabilitation Centers. The teacher accompanying the students can claim TA/DA as per the University rules.
8. The concerned teacher should verify the completion of practical journal as well study 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. Study Tour 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 experiments.

- 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

**Study tour report-** Complete observation and behavioral analysis

1. Break up of marks will be as follows: Internal

• Statistics	20 marks
• Study Tour Report	10 marks
• Viva on Study Tour Report	10 marks
• <b>TOTAL MARKS</b>	<b>40 marks</b>

2. 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
• <b>TOTAL MARKS</b>	<b>60 marks</b>

1. The duration for practical examination will be of three clock hours per batch.
2. Assessment of practical report should be done by the external examiner only.
3. Instructions & conducting, journal, viva, study tour report should be assessed by the internal and external examiners. Average marks of the two examiners should be taken as final assessment.
4. Difference of more than 25% marks between the internal and external examiners in assessment on any of the items mentioned above should be settled mutually.
5. Total remuneration for the examination should be equally divided between the two examiners.

**Mapping of Program Outcomes with Course Outcomes**

**Class:** TYBA (Sem. VI)

**Subject:** Psychology

**Course:** Psychology Practical: Experiments

**Course Code:** UAPS363

**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			2	3	3		
CO 2	2			3	3	2		
CO 3	3			2	2	3		
CO 4	2			3	2	3		
CO 5	2			3	3	3		
CO 6	3			3	2	2		3
CO 7	2	3	3	1	3	1		3

### Justification for the mapping

**PO1: Research Related Skills**

All COs contribute to developing research-related skills. Calculating statistical measures (CO1), rank difference correlations (CO2), and conducting experiments in various psychological domains (CO3, CO4, CO5, CO6) all involve research techniques and analytical skills. CO7 also reflects this by integrating field observations with theory.

**PO2: Effective Citizenship and Ethics**

CO7 addresses the application of psychological theories to real-world scenarios, which involves understanding ethical considerations in professional practice.

**PO3: Social Competence**

CO7 involves analyzing real-world applications of psychological concepts, which can enhance social competence. This outcome reflects the ability to engage with and understand diverse social contexts.

**PO4: Disciplinary Knowledge**

All COs contribute to disciplinary knowledge by providing students with a deep understanding of statistical measures, psychophysical methods, attention mechanisms, perceptual processes, problem-solving strategies, and real-world applications in psychology.

**PO5: Personal and Professional Competence**

COs that involve conducting experiments and analyzing results (CO1, CO2, CO3, CO4, CO5, CO6) build both personal and professional competence. CO7 further enhances this by applying knowledge to professional settings.

**PO6: Self-directed and Life-long learning**

All COs encourage self-directed learning by requiring students to engage in independent research and experimentation. The application of these skills fosters a habit of life-long learning, especially through practical and theoretical integration (CO7).

**PO7: Environment and Sustainability**

The provided COs does not directly address environmental and sustainability issues. This PO may not be relevant to the specific course content described.

**PO8: Critical Thinking and Problem Solving**

COs related to problem-solving strategies (CO6) and the application of theoretical knowledge to real-world scenarios (CO7) directly contribute to critical thinking and problem-solving skills. Other COs also supports these skills through analytical tasks and experimental design.

**1: Question Paper Pattern: for practical**

Set: A / B / C

Seat No. -

Batch No. -

**Programme of Practical Examination in  
Psychology UAPS363 at T. Y. B. A.  
Model Question Paper  
Examination Oct. / Nov.**

Centre:.....

Date: \_\_\_\_\_ Time: \_\_\_\_\_

College: .....

**Instructions:**

1. Student should give 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	

Required material for experiment:

- 1-
- 2-
- 3-
- 4-
- 5-

Signature:

Name:

Internal Examiner

Signature:

Name:

External Examiner



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

**Programme of Practical Examination in Psychology UAPS363 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)	Ave. (20)	Int. (15)	Ext. (15)	Total (30)	Ave. (15)	15	
1															
2															
3															
4															
5															
6															
7															
8															
9															

**Internal Examiner**

**Sign:**

**Name:**

**External Examiner**

**Sign:**

**Name:**

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

**Program Code:** UAPS

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

**Semester:** VI

**Course Name:** Therapeutic Skills

**Course Code:** UAPSSEC-4

**No. of Lectures:** 30

**No. of Credits:** 02

### **A) Course Outcomes**

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

- 1) To introduce students to the fundamental concepts of therapy and counseling, including the history, definitions, and scope of these practices.
- 2) To familiarize students with the ethical guidelines and professional standards required in therapeutic practice.
- 3) To help students establish and maintain effective therapeutic relationships with clients.
- 4) To equip students with essential therapeutic skills such as active listening, empathy, goal setting, and motivational interviewing.
- 5) To improve students' communication skills, focusing on verbal and non-verbal techniques essential for effective therapy.
- 6) To prepare students to handle ethical dilemmas and cultural differences in therapy.
- 7) To teach students how to conduct assessments and create effective treatment plans for clients.

### **B) Course Outcomes**

After the completion of this course students will gain.

- CO1. Students will be able to explain the basic principles of therapy and counseling, recognize different therapeutic approaches, and understand their historical development.
- CO2. Students will be able to identify key ethical issues and demonstrate an understanding of professionalism in therapy, including confidentiality, boundaries, and informed consent.
- CO3. Students will demonstrate the ability to build rapport, trust, and a supportive therapeutic alliance with clients.
- CO4. Students will be proficient in using active listening techniques, demonstrating empathy, setting achievable goals, and employing motivational interviewing strategies in therapeutic settings.
- CO5. Students will be able to apply effective communication strategies, including both verbal and non-verbal communication, to facilitate therapeutic interactions.
- CO6. Students will demonstrate an understanding of ethical principles in therapy and show cultural competence by respecting and adapting to diverse cultural backgrounds.
- CO7. Students will be able to perform thorough client assessments, develop appropriate treatment plans, and adjust these plans as necessary based on client progress and feedback.

### **Topics & Learning Points**

#### **UNIT 1: FOUNDATIONS OF THERAPEUTIC SKILLS**

**(10 lectures)**

- 1.1 Introduction to Therapy and Counseling
- 1.2 Ethics and Professionalism
- 1.3 Therapeutic Relationship

**UNIT 2: CORE THERAPEUTIC SKILLS****(10 lectures)**

- 2.1 Active Listening and Empathy
- 2.2 Goal Setting and Motivational Interviewing
- 2.3 Communication Skills

**UNIT 3: ETHICAL AND CULTURAL CONSIDERATIONS****(10 Lectures)**

- 3.1 Ethical Principles in Therapy
- 3.2 Cultural Competence
- 3.2 Assessment and Treatment Planning

**References:**

1. Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy* (10<sup>th</sup> ed.). Cengage Learning.
2. Seligman, L., & Reichenberg, L. W. (2014). *Choosing Therapy: A Comprehensive Guide to Selecting the Best Treatment for Your Needs*. Sage Publications.
3. Sue, D. W., & Sue, D. (2019). *Counseling the Culturally Diverse: Theory and Practice* (8<sup>th</sup> ed.). Wiley.

**Mapping of Program Outcomes with Course Outcomes****Class:** TYBA (Sem. VI)**Subject:** Psychology**Course:** Therapeutic Skills**Course Code:** UAPSSEC-4**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			
CO 3			3		3			
CO 4			2		2			3
CO 5			3					
CO 6		3						
CO 7	2			1		3		2

**Justification for the mapping****PO1: Research Related Skills**

CO1 involves understanding historical development and different therapeutic approaches, which requires research skills. CO7 involves client assessment and treatment planning, requiring research and analysis.

**PO2: Effective Citizenship and Ethics**

CO2 focuses on ethical issues, confidentiality, and professionalism. CO6 emphasizes cultural competence and respect, aligning with ethical principles in therapy.

**PO3: Social Competence**

CO3 involves building rapport and a supportive therapeutic alliance, while CO4 and CO5 focus on

communication skills, which are essential for effective social interactions.

**PO4: Disciplinary Knowledge**

CO1 covers basic principles of therapy and counseling, demonstrating disciplinary knowledge. CO7 involves understanding and applying treatment plans, reflecting depth in disciplinary knowledge.

**PO5: Personal and Professional Competence**

CO2 and CO3 emphasize professionalism and interpersonal skills. CO4 focuses on techniques for effective therapy, which require personal and professional development.

**PO6: Self-directed and Life-long learning**

CO1 involves learning about therapeutic approaches and their history, which supports life-long learning. CO7 requires continual assessment and adaptation, reflecting self-directed learning.

**PO7: Environment and Sustainability**

None of the COs directly map to environmental or sustainability concerns in this context.

**PO8: Critical Thinking and Problem Solving**

CO4 involves problem-solving through motivational interviewing and goal setting. CO7 requires critical thinking in assessment and treatment planning.

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

**Program Code:** UAPS

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

**Semester:** VI

**Course Name:** Research Project

**Course Code:** UAPSPR-1

**No. of Lectures:** 60

**No. of Credits:** 04

### **A) Course Outcomes**

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

1. To formulate clear and focused research questions relevant to a specific area within psychology.
2. To demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
3. To design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
4. To proficient in using relevant research tools, software, and technologies to collect and analyse data for their projects.
5. To demonstrate an awareness of ethical considerations in research.
6. To analyse and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
7. To integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.

### **B) Course Outcomes**

After the completion of this course students will gain.

- CO1. Students will be able to formulate clear and focused research questions relevant to a specific area within psychology.
- CO2. Students will demonstrate the ability to conduct comprehensive literature reviews, synthesizing existing research to inform their project.
- CO3. Students will design appropriate and ethical research methodologies, demonstrating an understanding of quantitative, qualitative, or mixed-method approaches.
- CO4. Students will be proficient in using relevant research tools, software, and technologies to collect and analyse data for their projects.
- CO5. Students will demonstrate an awareness of ethical considerations in research.
- CO6. Students will analyse and interpret their project's results using appropriate statistical or qualitative methods, drawing meaningful conclusions from the data.
- CO7. Students will integrate interdisciplinary perspectives, recognizing the connections between their psychology projects and other fields of study.

**Topics & Learning Points****GENERAL INSTRUCTION**

- 1) Each batch of project should consist of maximum 8 students.
- 2) A separate batch will be formed if this number exceeds even by one.
- 3) Workload for each batch will be equivalent to 8 lecture periods.
- 4) Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
- 5) Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
- 6) Project report should be written in APA format.
- 7) Eligibility for the Project Examination is subject to Certification of Project by the teacher-in charge and HOD.

**PROJECT ASSESSMENT– 100 MARKS**

- 1) Project assessment will be based on presentation of project before the Internal and external examiners.
  - 2) There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).
- a) Continuous (Internal) Assessment of project-40 marks
- 1) Term Paper 1: Introduction, Definitions of main concepts, rationale, Significance of the topic of research project -10 marks
  - 2) Term Paper 2: Review of literature-10 marks
  - 3) Presentation of project report in the classroom -20 marks (Expert teacher appointed by HOD will give marks to each student)
- b) Semester-End Examination (SEE)-60 marks
- (1) Evaluation of Project Report-20 marks
- Division of marks for project report will be as follows and will be based on relevance and appropriateness of Problem selected, its rationale and significance-3
1. Review work-5
  2. Method -05
  3. Interpretation, discussion & implications-5
  4. Overall quality of the report-2
- (2) Presentation & Viva-voce –30marks
1. Presentation -20 marks
  2. Viva-voce-20 marks

**Note:**

- 1) External Examination will be conducted by two examiners, one internal and one external, appointed by Committee of Pune University.

- 2) Each batch will consist of only 8 students
- 3) Duration of examination for each batch will be 4 hours.
- 4) 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.
- 5) Remuneration for External Examination will be equally divided between the two examiners.

### Mapping of Program Outcomes with Course Outcomes

**Class:** TYBA (Sem. VI)

**Subject:** Psychology

**Course:** Research Project

**Course Code:** UAPSPR-1

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

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

### Justification for the mapping

#### **PO1: Research-Related Skills and Scientific Temper**

CO1, CO2, CO3, CO4, CO5, CO6: Formulating research questions, conducting literature reviews, designing research methodologies, using research tools, and analyzing and interpreting data all contribute to research-related skills and scientific temper.

#### **PO2: Effective Citizenship and Ethics**

CO3, CO4, CO5: Designing appropriate and ethical research methodologies, using relevant research tools, and demonstrating awareness of ethical considerations contribute to effective citizenship and ethical practices in research.

#### **PO3: Social competence and Communication skills**

CO2, CO3, CO4, CO5: All course outcomes involve effective communication skills, from formulating research questions to conducting literature reviews, designing methodologies, using tools, and analyzing and interpreting data. Integrating interdisciplinary perspectives also requires social competence.

#### **PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO6, CO7: Formulating research questions, conducting literature reviews, designing research methodologies, using tools, and analyzing data are integral to building disciplinary knowledge in the field of psychology.

#### **PO5: Personal and Professional Competence**

CO4, CO6: All aspects of the research process, from formulating questions to analyzing and interpreting results, contribute to personal and professional competence.

#### **PO6: Self-directed and Life-long learning**

CO1, CO2, CO3, CO4, CO5, CO6: The entire research process, including formulating research questions, conducting literature reviews, designing methodologies, using tools, and analyzing data, involves self-directed learning. These skills are applicable throughout one's career, supporting life-long learning.

#### **PO7: Environment and Sustainability**

CO7: Integrating interdisciplinary perspectives recognizes the connections between psychology projects and

other fields of study, including those related to environment and sustainability.

**PO8: Critical Thinking and Problem Solving**

CO6, CO7: Formulating clear research questions, conducting comprehensive literature reviews, designing appropriate methodologies, using research tools, and analyzing and interpreting data all require critical thinking and problem-solving skills.