



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

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati.
Choice Based Credits System Syllabus (NEP 2023 Pattern)

To be implemented from academic year 2025-2026

Preamble

The revised TYBA syllabus has been proposed with utmost care and consideration to maintain continuity in the flow of information between the SYBA and TYBA levels. Taking into account the prerequisites and current trends in the field of Psychology, some of the modules have been upgraded and modified. The syllabus is designed to enhance students' theoretical understanding and to raise awareness of recent developments in Psychology in India, along with the application of these theories. This course aims to enrich students' minds and develop a multidimensional understanding of the topics. It seeks to explore new areas of learning, foster competencies in students, and open up various avenues for self-discovery, academic growth, and employment opportunities.

Students will be encouraged to understand real-life issues and actively participate in programs and practices within the social context. The use of ICT, mass media, and web-based sources is highly recommended to make the teaching-learning process more interactive and engaging.

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

Board of Studies (BOS) In Psychology		
Sr. No	Name	Designation
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2	Dr. Shirish K. Shitole	Member (Expert From other university)
3	Dr. Rajendra R. Waman	Member (Expert from SPPU, Pune)
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13	Mr. Prashant Taur	Student Representative (Under Graduate)

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(Empowered Autonomous)
Department of Psychology

Course & Credit Structure for T.Y.B.A. Psychology (NEP 2023 Pattern) w. e. f. June 2025

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits
V (5.5)	Major Mandatory	PSY-301-MJM	Scientific Research	Theory	04
	Major Mandatory	PSY-302-MJM	Psychology Practical: Tests	Practical	04
	Major Mandatory	PSY-303-MJM	Basic Statistics for Psychology	Theory	02
	Major Elective (MJE)	PSY-304-MJE(A)	Applied Psychology	Theory (Any One)	04
	Major Elective (MJE)	PSY-304-MJE(B)	Positive Psychology		
	Minor	PSY -311-MN	Psychology at workplace	Theory	04
	Vocational Skill Course (VSC)	PSY-321-VSC	Research Skills	Theory	02
	(CEP) / Field Project	PSY -335-CEP / PSY -335-FP	CEP/ Field Project	Practical	02
	Total Credits Semester-V				22
VI (5.5)	Major Mandatory	PSY -351-MJM	Experimental Psychology	Theory	04
	Major Mandatory	PSY -352-MJM	Psychology Practical: Experiments	Practical	04
	Major Mandatory	PSY -353-MJM	Applied Statistics for Psychology	Theory	02
	Major Elective (MJE)	PSY -354-MJE(A)	Emerging field of Psychology	Theory (Any One)	04
	Major Elective (MJE)	PSY -354-MJE(B)	Psychology of Wellbeing		
	Minor	PSY -361-MN	Organizational Psychology	Theory	04
	On Job Training (OJT)	PSY -385-OJT	On Job Training	Practical	04
	Total Credits Semester-VI				22
	Total Credits Semester-V + VI				44

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Scientific Research
Course Code	: PSY-301-MJM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. To introduce students to the fundamentals of scientific research and its cultural, personal, and academic significance.
2. To develop an understanding of the importance, goals, and various types of scientific research.
3. To familiarize students with different research approaches, including experimental, inferential, and simulation-based methods.
4. To provide knowledge of variables, research problems, and hypothesis formulation, including their types and criteria.
5. To educate students on various sampling methods and data collection techniques, including probability and non-probability sampling.
6. To introduce students to psychological testing, including the definition, characteristics, and importance of reliability, validity, and norms.
7. To encourage ethical and responsible research practices, particularly in psychological testing and data collection.

B) Course outcomes

- CO1. Students will be able to identify and develop research ideas using cultural context, literature, and digital resources.
- CO2. Students will understand the significance of scientific research and be able to differentiate between its various types and goals.
- CO3. Students will be able to distinguish between different research approaches and select appropriate methodologies for their studies.
- CO4. Students will demonstrate an understanding of variables, research problems, and hypotheses and apply them effectively in research design.
- CO5. Students will acquire the ability to choose appropriate sampling techniques and data collection methods based on research requirements.
- CO6. Students will gain proficiency in psychological testing, including evaluating tests based on reliability, validity, and norms.
- CO7. Students will develop an awareness of social and ethical issues in psychological testing and research, ensuring responsible scientific inquiry.

Topics and Learning points

UNIT 1: Scientific Research

(15 Lectures)

- 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

UNIT 2: Variables, Research Problem and Hypothesis

(15 Lectures)

- 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.

UNIT 3: Sampling Methods and Data Collection

(15 Lectures)

- 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.

UNIT 4: Introduction to Psychological Testing

(15 Lectures)

- 4.1 Definition, Types, Characteristics and Uses of Psychological Tests
- 4.2 Reliability: Definition and types
- 4.3 Validity: Definition and types
- 4.4 Norms: Definition and types
- 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.
4. Desai, B. and Abhyankar, S. C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
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6. Kerlinger, F.N. (1995). *Foundations of behavioral research*. New York: Rinehart Winston. Inc. Surjeet Publications.
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8. Matlin, M (1995). *Cognition*. Bangalore: Prism Books Pvt. Ltd.
9. McBurney, D. H. and White, T. L. (2007). *Research methods*. US: Cengage.
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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, 6th 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. V)

Subject: Psychology

Course: Scientific Research

Course Code: PSY301MJM

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

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1 Research idea development	3	2	3	2	3	2	2	1	2	2
CO2 Scientific research significance	3	2	2	1	3	2	2	1	2	2
CO3 Research approaches and methodology	3	2	2	2	3	2	3	1	2	2
CO4 Research design and hypotheses	3	2	1	2	3	3	3	1	2	2
CO5 Sampling techniques and data collection	3	2	1	2	3	3	3	1	2	2
CO6 Psychological testing	3	2	2	3	3	3	3	1	2	3

Justification of PO-CO Mapping

PO1: Research Related Skills

CO1, CO3, CO5, and 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, and 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.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Psychology Practical: Tests
Course Code	: PSY-302-MJM
No. of Lectures	:120
No. of Credits	: 04

A) Course Objectives

1. To familiarize students with various general and special ability testing methods used in psychological assessments.
2. To provide hands-on experience in administering and interpreting intelligence and aptitude tests.
3. To develop an understanding of different personality assessment tools and their applications.
4. To introduce students to various adjustment measures in different life domains such as family, school, and marriage.
5. To explore different methods of attitude assessment related to marriage, religion, optimism, and social networking.
6. To enable students to evaluate and analyze value systems through standardized psychological scales.
7. To cultivate ethical and professional skills required for psychological testing and interpretation.

B) Course outcomes

- CO 1. Demonstrate proficiency in administering and scoring psychological tests related to intelligence, aptitude, and dexterity.
- CO2. Analyze and interpret test results to assess individual differences in cognitive abilities and special skills.
- CO3. Apply knowledge of personality assessment tools to understand various personality traits and characteristics.
- CO4. Evaluate adjustment levels in different social contexts using standardized measures.
- CO5. Assess attitudes towards significant life aspects such as marriage, religion, and technology.
- CO6. Develop the ability to measure personal and moral values through appropriate psychometric tools.
- CO7. Exhibit competence in ethical test administration, data interpretation, and report writing in psychological assessments.

Learning Points and Topics

I) GENERAL AND SPECIAL ABILITY TESTING (any one)

1. Malin's Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Managerial Aptitude Test Battery – Dr. Heena Hasan
4. Differential Aptitude Tests (DAT)- Any two subtests
5. Dexterity test

II) PERSONALITY (any two)

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test/Locus of Control
4. 16 PF
5. Introversion-Extraversion Inventory (Dr. Aziz & Dr. Agnihotri)
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 under the guidance of the Subject teacher / directions of the head of the department
3. The report of group testing should be submitted separately.

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
- f.

Break up of marks will be as follows: (Internal Examination)

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

Guidelines For PSY-302-MJM Paper (Guidelines For The Conduct of Practical)

1. Each batch of students should consist of 15 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 8 lecture periods.
5. Practical examination will be held at end of the semester.
6. 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.
1. The examiners should set paper on the spot.
2. Three subsets of question papers should be set per batch. These subsets should be Considered as one set for billing purpose.
3. 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.
4. 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.
5. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
6. The structure of the question paper for PSY302MJM will be as follows:

- 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.

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

• 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. V)

Subject: Psychology

Course: Psychology Practical: Tests

Course Code: PSY302MJM

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

	Programme Outcomes (POs)							
Course Outcomes	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

Set: A / B /C

Seat No. -

Batch No. -

**Programme of Practical Examination in
Psychology PSY302MJM at T. Y. B. A. Model
Question Paper
Examination**

Centre: **Date:**

Time:

College

Instructions:

1. Student should give two preferences for any two tests.
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 test/experiment:

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

Signature:

Name:

Internal Examiner

Signature:

Name:

External Examiner

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Programme of Practical Examination in Psychology PSY302MJM 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

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory Theory
Course Name	: Basic Statistics for Psychology
Course Code	: PSY-303-MJM
No. of Lectures	:30
No.of Credits	:2

(A) Course Objectives:

- 1) Introduce foundational concepts of descriptive statistics relevant to social science research.
- 2) Enable students to understand and apply various measures of central tendency and graphical techniques.
- 3) Familiarize students with the concepts of percentiles, percentile ranks, and standard scores.
- 4) Explain the fundamentals and approaches of probability in the context of behavioral sciences.
- 5) Describe the characteristics and applications of the normal distribution curve.
- 6) Teach students to compute and interpret different types of correlation used in psychological research.
- 7) Develop critical thinking and data-handling abilities to support evidence-based decision-making in psychology.

(B) Course Outcomes:

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

CO1: Explain the role and application of statistics in psychological and social science research.

CO2: Calculate and interpret measures of central tendency and represent data graphically.

CO3: Apply percentiles, percentile ranks, and standard scores in evaluating psychological data.

CO4: Understand and apply the basic concepts and approaches of probability in psychology.

CO5: Interpret the properties and significance of the normal distribution curve in behavioral data analysis.

CO6: Compute and interpret Pearson's correlation and other correlation types (point biserial, phi, etc.) used in psychological studies.

CO7: Use statistical reasoning to analyze problems and make informed decisions in psychological research contexts.

Topics & Learning Points

Unit-I BASIC DESCRIPTIVE STATISTICS AND PROBABILITY (10 Lectures)

1. Aims and Applications of Statistics in Social Sciences.
2. Measures of Central Tendency and Graphical Representation of Data.
3. Percentiles, Percentile Ranks and Standard Scores.

Unit-II PROBABILITY AND NORMAL DISTRIBUTION CURVE (10 Lectures)

1. Probability: Concept, Definition and Approaches.
2. Properties of Normal Distribution Curve.
3. Applications of Normal Distribution Curve.

Unit-III CORRELATION AND OTHER TYPES OF CORRELATION (10 Lectures)

1. Concept, Meaning and Nature of Correlation.
2. Pearson's Product-Moment Correlation
3. Point Bi-Serial Correlation and Phi Co-Efficient, Bi-Serial and Tetra Choric Correlation, Partial and Multiple Correlation

References:

1. Minium, E. W., King B. M., Bear, G. (1995). Statistical Reasoning in Psychology and Education.
2. Howell, D. C. (1997). Statistical Methods for Psychology (4th Ed).
3. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education (6th Ed) McGraw-Hill.
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5. Mangal, S. K. (2006). Statistics in Psychology and Education. Prentice Hall.
6. Levin, J. & Fox, J.A. (2006). Elementary Statistics in Social Research. Delhi: Pearson Education.
7. Black, T. R. (1999). Doing Quantitative Research in Social Sciences: An integrated approach to research design, measurement and statistics. London: Sage Publication.
8. Foster, J.J. Data Analysis: Using SPSS for windows. London: Sage Publication.
9. Field, A. (2009). Discovering Statistics Using SPSS. (3rd ed). Sage Publication

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Semester-V)

Subject: Psychology

Course: Basic Statistics for Psychology

Course Code: PSY-303-MJE

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

Course Outcome - Program Outcome Correlation Matrix										
COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	3	1	3	2	1	2	1
CO2	3	2	1	3	1	3	2	1	3	1
CO3	3	1	1	3	1	3	1	1	2	1
CO4	3	1	1	3	1	3	1	1	2	1
CO5	3	1	1	3	1	3	1	1	2	1
CO6	3	2	1	3	1	3	2	1	2	1
CO7	3	2	1	3	1	3				

Justification for the Mapping

- PO1 (Critical and Creative Thinking): Essential for interpreting statistical results and solving analytical problems in psychology (Strongly related to all COs).
- PO2 (Communication Skill): Needed for reporting statistical results effectively and collaborating in research settings (Relevant to CO1, CO2, CO6, and CO7).
- PO3 (Multicultural Competence): Understanding diverse populations through data in psychology (Moderately linked to all COs).
- PO4 (Research Skills): Core statistical knowledge supports designing, analyzing, and interpreting research (Strongly related to all COs).
- PO5 (Environmental Awareness): Data interpretation could support research on behavioral responses to environmental factors (Minimally linked).
- PO6 (Problem-solving Abilities): Statistical analysis directly supports solving empirical research questions (Highly related to all COs).
- PO7 (Collaboration and Teamwork): Working on data analysis projects or research groups (Relevant to CO1, CO2, CO6, and CO7).
- PO8 (Value Inculcation): Promotes ethical use and reporting of data (Minimally linked).
- PO9 (Digital and Technological Skills): Statistical computations often require use of software tools (e.g., SPSS, R, Excel) (Highly related to CO2, CO3, CO7).
- PO10 (Community Engagement and Service): Application of statistical reasoning in community and public health psychology (Minimally relevant).

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	:V
Course Type	: Major Elective Theory
Course Name	: Applied Psychology
Course Code	: PSY-304-MJE (A)
No. of Lectures	:60
No. of Credits	:4

(A)Course Objectives:

- 1) Introduce the nature, scope, and fields of applied psychology, including clinical, industrial, educational, and legal domains.
- 2) Explain the principles and classifications of mental disorders and familiarize students with DSM-5 and ICD-10 systems.
- 3) Familiarize students with various psychotherapeutic approaches and their clinical applications.
- 4) Explore the role of psychology in workplace settings, such as IT, HR, recruitment, and performance management.
- 5) Develop understanding of the application of psychological principles in education, teaching methods, and evaluation.
- 6) Introduce students to emerging interdisciplinary areas such as health psychology, cognitive neuroscience, and forensic psychology.
- 7) Encourage problem-solving and critical thinking using psychological knowledge in real-life community and organizational settings.

(B) Course Outcomes:

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

CO1: Define and differentiate between applied and clinical psychology and describe their relevance in various fields.

CO2: Explain the classification systems (DSM-5 and ICD-10) and their clinical significance in diagnosing mental disorders.

CO3: Compare and apply various psychotherapies like CBT, REBT, and Client-Centered Therapy.

CO4: Apply psychological knowledge to solve problems related to workplace issues like recruitment, training, and cultural adaptation.

CO5: Use psychological principles to improve teaching-learning processes and educational evaluations.

CO6: Explain the significance of health psychology, cognitive neuroscience, and forensic psychology in specialized domains.

CO7: Analyze and solve practical problems using applied psychological knowledge in diverse real-world settings.

Topics & Learning Points

Unit-I Introduction and Clinical Applications (15 Lectures)

- 1.1 Definitions, Nature and Scope of Applied Psychology.
- 1.2 Definitions and Nature of Clinical Psychology.
- 1.3 Classifications of Mental Disorders- DSM-5, ICD-10.
- 1.4 Applications of Different Therapies – CBT, Client Centered Therapy, REBT

Unit-II Applications in Industrial and Organizations (15 Lectures)

- 2.1 Definitions, 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 Applications of Advertising and Consumer Psychology.
- 2.4 Applications in Organizations.

Unit-III Applications In Educational Psychology (15 Lectures)

- 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 Problems and Solutions to Educational Problems – Physical Environment, Government Policies, School and Higher Education, Ashramshalas

Unit-IV Applications In Other Fields (15 Lectures)

- 4.1 Health Psychology- Community Mental Health – Bio- Psycho- Social Model of Health.
- 4.2 Cognitive Neuro-Science -Nature and Major Applications – PNI, EEG, MRI, CT, PET.
- 4.3 Forensic Psychology- Definition, Nature and Investigative Procedures and Role of the Psychologist.
- 4.4 Law – contribution of Psychology to law

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2. Bayne Rowan; Horton Ian (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd; annotated edition.
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Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Semester-V)
Course: Applied Psychology

Subject: Psychology
Course Code: PSY-304-MJE(A)

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

Course Outcome - Program Outcome Correlation Matrix										
COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	2	1	2	1	2
CO2	3	2	1	3	1	3	1	1	2	1
CO3	3	3	2	2	1	3	2	2	2	2
CO4	3	2	2	2	1	3	2	2	3	2
CO5	3	3	2	2	2	3	2	2	2	3
CO6	3	2	1	3	2	3	1	2	3	2
CO7	3	3	2	3	2	3				

Justification for the Mapping

- PO1 (Critical and Creative Thinking): All outcomes encourage analytical thinking about real-life applications of psychology (Highly aligned with all COs).
- PO2 (Communication Skill): Effective communication is needed for therapy, education, and organizational applications (High in CO3, CO5, and CO7).
- PO3 (Multicultural Competence): Understanding clients/employees/students from diverse backgrounds is essential in applied settings (Relevant across CO1, CO3, CO4, CO5, CO7).
- PO4 (Research Skills): Important for understanding classification systems, therapy outcomes, and

evaluating teaching methods (Highly aligned with CO2, CO6, CO7).

- PO5 (Environmental Awareness): Moderately aligned where context demands understanding of physical/mental environment (Linked to CO5, CO6, CO7).
- PO6 (Problem-solving Abilities): Central to all applications of psychology, especially clinical, educational, and organizational problem-solving (Highly aligned across COs).
- PO7 (Teamwork and Collaboration): Therapists, educators, and I/O psychologists often work in teams (Relevant in CO3, CO4, CO5, CO7).
- PO8 (Value Inculcation): Therapies and educational settings promote ethical and moral values (Relevant to CO1, CO3, CO5, CO7).
- PO9 (Digital and Technological Skills): EEG, MRI, PET, online tools in education, and digital training in organizations make this essential (Highly aligned with CO4, CO6, CO7).
- PO10 (Community Engagement and Service): Mental health, forensic, educational, and health psychology are community-facing fields (Strongly linked to CO1, CO3, CO5, CO7).

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Subject	:Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	:V
Course Type	: Major Elective Theory
Course Name	: Positive Psychology
Course Code	: PSY-304-MJE
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

- 1) To understand the positive aspect of human Psychology.
- 2) Understand how the positive psychology as the science of happiness.
- 3) To know about Goal of Life.
- 4) To understand various fields of positive psychology.
- 5) To understand the positive emotions and its importance.
- 6) To understand the positive emotions and its relations to physical, psychological and social health.
- 7) To understand the meaning of Life.

B) Course outcomes

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

CO1. Understand how the positive psychology as the science of happiness, human strengths, positive aspects of human behavior and ‘psychology of well-being.’

CO2.How we lead our lives, find happiness and satisfaction, and face life’s challenges.

CO3. How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

CO4.Students will understand the meaning of life.

CO5. Understanding the various fields of positive psychology for better living.

CO6.How we can achieve the goal of our life.

CO7.Will gain the importance of Happiness.

Topics and Learning points

Unit-I Meaning, Definition and Nature of Positive Psychology

(15 Lectures)

- 1.1 Definitions and Nature of Positive Psychology.
- 1.2 Traditional Psychology, Assumptions and Goals of Positive Psychology.
- 1.3 Fields of Positive Psychology.
- 1.4 The Nun Study: Living Longer with Positive Emotions

Unit-II Happiness and the Facts of Life

(15 Lectures)

- 2.1 Psychology of well-being. Positive affect and Meaningful Life
- 2.2 Subjective Well-being: Hedonic basis of happiness.
- 2.3 Self-Realization: The Eudemonic basis of happiness Gender and happiness, Marriage and happiness, other facts of life.
- 2.4 Happiness and Positive Traits

Unit-III Positive Emotions and Wellbeing

(15 Lectures)

- 3.1 What are positive emotions? The Broaden and Build Theory of Positive Emotions.
- 3.2 Positive Emotions and Health Resources: Physical, Psychological and Social Resources.
- 3.3 Positive emotions & well-being
- 3.4 Flow experiences and Savoring.

Unit-IV Resilience

(15 Lectures)

- 4.1 What is Resilience
- 4.2 Resilience research
- 4.3 Growth through Trauma
- 4.4 Life above Zero

References:

- 1) Badgujar, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.
- 2) Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.
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- 7) Frankl, Viktor E. (2000). Man's Search for Ultimate Meaning, Basic Books

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Semester-V)
Course: Positive Psychology

Subject: Psychology
Course Code: PSY-304-MJE

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

Programme Outcomes (POs)										
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1										
CO2										
CO3	3			3					3	3
CO4										
CO5		3	2		3		3			
CO6						3				
CO7								3		

Justification for the Mapping

PO1.Critical and Creative Thinking

CO3.How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

Justification: Understanding the diverse perspectives and theories within positive psychology requires critical thinking to evaluate and integrate various concepts. Additionally, creativity is necessary to explore new approaches to understanding well-being and happiness.

PO2.Communication Skill

CO5Understanding the various fields of positive psychology for better living.

Justification: Communication skills are necessary to effectively convey the principles and concepts of positive psychology to others, especially in the context of promoting well-being and better living.

PO3.Multicultural Competence

CO5Understanding the various fields of positive psychology for better living.

Justification: Positive psychology encompasses cultural perspectives on happiness and well-being, so understanding different cultures' approaches to happiness is essential for multicultural competence.

PO4.Research Skills

CO3 How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

Justification: Positive psychology draws heavily on research from various areas of psychology, so developing research skills is crucial for understanding and contributing to the field. **PO5.Environmental awareness** CO5Understanding the various fields of positive psychology for better living.

Justification: Environmental factors can significantly impact well-being, so understanding positive psychology concepts can help raise awareness of how the environment affects happiness.

PO6.Problem-solving Abilities

CO6.How we can achieve the goal of our life.

Positive psychology offers insights into goal-setting and problem-solving strategies that contribute to a fulfilling life, making it relevant to problem-solving abilities.

PO7.Collaboration and Teamwork

Co5.Understanding the various fields of positive psychology for better living.

Collaborative efforts are often needed to apply positive psychology principles effectively, especially in community or organizational settings where teamwork is essential for promoting well-being.

PO8.Value inculcation

CO7will gain the importance of Happiness.

Positive psychology emphasizes the importance of values like happiness, meaning, and well-being, making it relevant for value inculcation.

PO9.Digital and technological skills

CO3How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

With the increasing use of technology in research and practice, understanding positive psychology requires proficiency in digital and technological skills to access and utilize relevant resources and tools.

PO10.Community Engagement and Service

CO3.How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

With the increasing use of technology in research and practice, understanding positive psychology requires proficiency in digital and technological skills to access and utilize relevant resources and tools.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Psychology at Workplace
Course Code	: PSY-311-MN
No. of Lectures	:60
No. of Credits	:04

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 industrial psychology.

B) Course outcomes

After the completion of this course students will gain.

- 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.

Topics and Learning points

Unit-I Industrial and Organizational (I/O) Psychology- Nature and Scope (15 Lectures)

- 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

Unit-II Personnel Selection and Training (15 Lectures)

- 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 Biodata, Resume, Reference Check, Curriculum vitae.

Unit-III Evaluating Job Performance (15 Lectures)

- 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

Unit-IV Motivation at the Workplace (15 Lectures)

- 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

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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8. Robbins, S.P.; Judge, T.A; and Sanghi, A. (2009). Organizational behavior. N.D.: Pearson Prentice Hall.

Mapping of Programme outcome with course outcome

Class: T.Y.B.A.

Subject: Psychology

Course: Psychology at Workplace

Course Code: PSY-311-MN

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

	Programme Outcomes (PO'S)									
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1				3		3		3		
CO2		3		2	3			3		
CO3			3			3				
CO4				3	3	1		2		
CO5				3	2	2		3		
CO6				2	2	3		3		
CO7	3					3	3	2		

Mapping and justification of Program Outcomes (PO) with Course Outcomes (CO)

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 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.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	:V
Course Type	: Vocational Skill Course (VSC)
Course Name	: Research Skills
Course Code	: PSY-321-VSC
No. of Lectures	: 30
No. of Credits	: 2

(A) Course Objectives:

- 1) Introduce foundational research concepts such as replication, theory-building, and validity in psychological research.
- 2) Enable students to identify and develop psychological research ideas and formulate testable hypotheses.
- 3) Train students in systematic literature review and the process of writing research proposals.
- 4) Familiarize students with APA-style writing and research report publication procedures.
- 5) Equip students with the skills required for research communication through talks and poster presentations.
- 6) Develop students' understanding of ethical principles in psychological research.
- 7) Encourage critical thinking, collaboration, and responsible research practices that contribute to community and scientific progress.

(B) Course Outcomes:

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

CO1. Define key research concepts and explain the significance of theory, validity, and replication in psychological research.

CO2: Develop meaningful research ideas and formulate clear, testable hypotheses.

CO3: Conduct a comprehensive literature review and write structured research proposals.

CO4: Write APA-style research papers and identify appropriate platforms for research Publication.

CO5: Prepare and deliver effective research presentations including conference posters and oral talks.

CO6: Apply ethical standards in the planning, execution, and dissemination of psychological research.

CO7: Demonstrate research-based problem-solving, teamwork, and the use of digital tools in conducting and presenting research.

Topics & Learning Points

UNIT 1: Foundations Of Psychological Research

(10 lectures)

- 1.1 Research Meaning and Related Concepts-Replication, Validity, Theory etc.
- 1.2 How to Develop Research Ideas.
- 1.3 The Formulation of Testable Hypotheses.

UNIT 2: Apa Style Publishing Research Paper or Reports

(10 lectures)

- 2.1 How to Review Literature?
- 2.2 How to Write Research Proposal.
- 2.2 How and Where Publishing Research Report.

UNIT 3: Research Exchange and Ethics

(10 Lectures)

- 3.1 Preparation of Conference Talks and Posters.
- 3.2 Research Paper and Poster Presentation.
- 3.3 Considerations of Research Ethical Standards.

References

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11. McBurney, D. H. (2001). How to Think Like a Psychologist: Critical Thinking in Psychology (2nd Edition). Prentice Hall.
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Mapping of Program Outcomes with Course Outcomes

Class: TYBA(Semester-V)
Course: Research Skills

Subject: Psychology
Course Code: PSY-321-VSC

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

Programme Outcomes(POs)										
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	3	1	2	1	1	1	1
CO2	3	2	1	3	1	3	2	1	2	1
CO3	3	2	1	3	1	3	2	1	3	1
CO4	3	3	1	3	1	2	2	2	3	2
CO5	3	3	1	3	1	2	3	1	2	3
CO6	3	2	2	3	1	2	2	3	2	3
CO7	3	3	2	3	2	3				

Justification for the Mapping

- PO1 (Critical and Creative Thinking): Foundational for developing hypotheses, research questions, and presentations (CO1–CO7).
- PO2 (Communication Skill): Vital for research writing, presentations, and poster sessions (CO3–CO7).
- PO3 (Multicultural Competence): Awareness of diverse perspectives in research ethics and topics is beneficial (CO6, CO7).
- PO4 (Research Skills): Central to all learning outcomes, particularly in proposal writing, review, and APA formatting (CO1–CO7).
- PO5 (Environmental Awareness): Marginally relevant; some research topics may integrate environmental concerns.
- PO6 (Problem-solving Abilities): Required for formulating research questions and addressing real-world problems through research (CO2, CO3, CO7).
- PO7 (Collaboration and Teamwork): Group projects, conference presentations, and ethical considerations often

involve teamwork (CO4–CO7).

- PO8 (Value Inculcation): Ethical conduct, integrity, and respect in research practices align with value-based education (CO4, CO6, and CO7).
- PO9 (Digital and Technological Skills): Literature review, report formatting, digital databases, and poster design involve digital proficiency (CO3–CO7).
- PO10 (Community Engagement and Service): Ethical and applied research often contributes to social good (CO5–CO7)

**Anekant Education Society's
TULJARAM CHATURCHAND COLLEGE
BARAMATI, Dist-Pune**

Manual for Community Engagement Project (CEP)

**UG Third Year Students (Semester-V)
Under
NEP 2020(2023Pattern)**

2025-26

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2025)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Type	: Community Engagement project
Course Name	: Community Engagement project
Course Code	: PSY-335-CEP
No. of Lectures	: 60
No. of Credits	: 2

Anekant Education Society's
Tuljaram Chaturchand College, Baramati

Guidelines for Community Engagement Project (CEP)

UG (Year-III Semester-V)

In NEP 2020 (2023Pattern) we are offering to UG (SecondYear-FourthSemester) students **Community Engagement Project (CEP)** for **TWO (2) credits i.e. 50 Marks**. The total time allocation for the student to carry out Community Engagement Project is **60 hours**. The actual field work should be carried out after College hours or on holidays.

To carry out the Community Engagement Project work following guidelines should be used:

1. Community based learning: Students should participate in community-based Community based field projects under the supervision of faculty.
2. A minimum of **30 hours of learning per credit** in semesters required.
3. Assignment of project topics to individual student or groups of students (2 or 3 students in one group/ Commerce faculty can have 5 students per group) and one faculty member from the department will act as GUIDE for the student or group of students.
4. Preparation of a questionnaire (20 -30 questions or more) related to their project topic (in Marathi or English). If the project is related to work that does not involve SURVEY work, then the questionnaire part can be replaced accordingly.
5. The departmental coordinator/guide should check the questions and finalizes the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative.
6. Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people. Collect as much information as possible by collecting 25 or more questionnaires or related data. The more the data, the better it will be for analysis.
7. The student should compile all the relevant data and carry out its analysis.
8. Write a project report in the standard format (2 Copies): Index, Chapter-1, Chapter-2, Conclusion, Reference setc. There port should mention the clear **OUTPUT** drawn from the study. The typed project report should have minimum 25 pages, with font size 12 and line spacing of 1.5.
9. Submit the project report with the Guide's signature to the department (To the Departmental CEP coordinator).
10. The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, TWO examiners should be appointed by HoD (The details about appointment of examiners, weightage to internal and external marks etc. will be provided by examination section).
11. The total project work including preparation of questionnaire to oral presentation should be evaluated for 2 credits (50 Marks). The details about the allocation of time, marks and scheme of examination for Community Engagement Project is given in Table. The departmental CEP coordinator/HoD should submit the marks as per regular procedure to the examination section.
12. Since it is a compulsory subject in our syllabus, passing students in this **Community Engagement Project** is **MUST** to complete their degree.

Typical Time and marks allocation for the different stages of the Community Engagement Projects:

Typical Time and marks allocation for the different stages of the Community Engagement Project is:

Step of Project	Individual students work in hours	Marks
Topic Selection/Study Design	5	5
Survey preparation / Fieldwork	25	20
Analysis	10	5
Report writing	20	10
Oral Presentation		10
Total	60	50

Format of letter to Community Engagement Project providing organization for inclusion of student/s (if applicable)

College Letter Head

To,

Subject:-Request for inclusion of student/s of our college for Community Engagement Project Program...

Madam/ Sir,

Tuljaram Chaturchand College, Baramati has introduced 'Community Engagement Project' for First Year Post Graduate Students in its revised syllabus.

The purpose of the Community Engagement Project program is to provide hands-on training and experience to the students' about various aspects of activities related to their field of studies. The Community Engagement Project will also enhance employability of students.

In view of this, I request you to provide following student/s of our college (List enclosed) with an opportunity for Community Engagement Project in your esteemed organization.

We look forward to a mutually rewarding academic association with your organization. Thank you.

Sincerely,

**Departmental Coordinator,
Community Engagement Project Program**

HoD

Principal

UNDERTAKINGFROM STUDENTTO COLLEGE

1. Name of the Student :
2. Class :
- 3.Division and Roll Number :
4. Present address :
- 5.Permanent address :
6. Contact Number :
7. Contact Number (Parent) :
8. Email ID :

To,
The Principal,
Tuljaram Chaturchand College, Baramati

Sub: Undertaking....

Respected Sir,

I am studying in semester IV ofI am going to join-----

(Name of the organization) form y60 hours Community Engagement Project program from-----too
.....'

I assure that I will follow all the rules and instruction issued by the Community Engagement Project
Community Engagement Project providing organization. I will be responsible for my behavior and
performance during the Community Engagement Project period.

Thank you.

Yours obediently,

(Name & Signature of parent)

(Name & signature of the student) Date

:

UNDERTAKING FROM STUDENT (To the Organization)

To,

Subject: Undertaking

Respected Madam/ Sir,

I am a student of TULJARAM CHATURCHAND COLLEGE OF ARTS, SCIENCE AND
COMMERCE, BARAMATI. I am studying in semester IV of ----- --. I am going to join your
esteemed organization for my 60 hours Community Engagement Project program from to .

I assure that I will follow all the rules and instruction issued by you. I will be solely responsible for my
behavior and performance during the Community Engagement Project period.

I will not disclose any information that is made available to me to anyone during or after the
Community Engagement Project period.

I assure you that I will do my best and the Community Engagement Project opportunity provided to me
will be a mutually rewarding experience.

Thanking you.

Yours sincerely,

Date :

Place:

(Name & signature of the student)

[illegible]

**Certified that ----- (Name of the student) has
Satisfactorily completed the Community Engagement Project assigned to him.**

**Name &
signature of manager**

**Name &
Signature of supervisor**

**Name &
Signature of section in-
charge**

Date:



Or Signature of GUI Community Engagement Project Completion Certificate

Letter Head of the Community Engagement Project Provider Organization (If Available)

To,
The Principal,
Tuljaram Chaturchand College,
Baramati

Subject: Community Engagement Project Completion Certificate.....

Dear Madam/ Sir,

I am happy to inform you that following students of your college have successfully completed the '60Hours Community Engagement Project Program' in this organization.

Sr. No.	Name of the student	Roll No.	Aadhar No.	UG Class
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

These students have been provided with adequate exposure and necessary hands-on training pertaining to their special subject.

I am confident that these students will perform effectively in similar type of organizations.

I wish them every success in future endeavors.

Thank you.

Sincerely,



Name & Signature (Authorised Signatory)

FEEDBACK FROM COMMUNITY ENGAGEMENT PROJECT PROVIDER ORGANIZATION

Dear Madam/ Sir,

Please provide your valuable feedback about the performance of the student on following parameters. Your feedback will enable us to make necessary changes in the Community Engagement Project process. Thank you.

Departmental Coordinator-Community Engagement Project Program

Community Engagement Project Program feedback form

Sr. No.	Particulars	Details
1)	Name of the Supervisor/ Officer	:
2)	Department	:
3)	Designation	:
4)	Name of the Student	:
5)	Name of the College	:
6)	Roll Number	:
7)	Special Subject	:

Part-A-Individual Ranking (Please tick the suitable checkbox)

No.	Parameter for feedback	Excellent	Very Good	Good	Satisfactory	Needs improvement
1)	Domain Knowledge					
2)	Communication Skills					
3)	Punctuality & Dedication					
4)	Ability to work in teams					
5)	Problem solving skills					
6)	Quality of work done					
7)	Effectiveness					
8)	Efficiency					
9)	Ability to take Initiative					
10)	Positive attitude					
11)	Appearance					

12)	Using full potential at work					
13)	Work habits					
14)	Honesty & Integrity					
15)	Creativity					

Part B–SWOC analysis of the student (Please mention below the strengths and weaknesses of the student and the areas for improvement)

Part C–Suggestions to make the Community Engagement Project program more productive and effective.

1. -----
2. -----
3. -----

PartD–Changes required in the curriculum to improve employ ability of students.

1. -----
2. -----
3. -----

Name, Designation and Signature of the Supervisor

Place:

Date:



STUDENT FEEDBACK FORM

1. Name of the Student :
2. Class :
3. Division and Roll Number :
4. Present address :
5. Contact Number :
6. Email ID :

Please provide your rating about following aspects pertaining to your Community Engagement Project Experience on the scale of 10; where 10 means strongly agree and 0 means do not agree at all.

Sr. No.	Parameter	Response
1.	There-Community Engagement Project training provided by the college was very useful	
2.	I was properly introduced to the task assigned to me in the organization	
3.	I was given proper guidance to carry out my responsibility	
4.	My supervisor/officer was very cooperative and supportive	
5.	I found my task interesting and worth learning	
6.	My supervisor/officer addressed to my queries/doubts quickly	
7.	I received due respect from my colleagues in the organization	
8.	The content of the syllabus match with the practical work	
9.	The knowledge that I gained in the college was useful to carryout Community Engagement Project program in a satisfactory manner	
10.	The Community Engagement Project Program is very useful to enrich my knowledge	

Please give your suggestions to make the Community Engagement Project program more productive and effective.

1. -----
2. -----
3. -----

Please give your overall feedback about your experience during the Community Engagement Project (Not mentioned above).

Signature & Name of the student with date