



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 2024 Pattern)

To be implemented from academic year 2026-2027

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.

Program Specific Outcome (PSO)

PSO1. Students will learn the basic concepts of the field of psychology with an emphasis on application of psychology in everyday life.

PSO2. The students will be able to develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

PSO3. Students develop an understanding of the individual in relation to the social world; it also introduces students to the realm of social influence as to how individuals think feel and behave in social situations.

PSO4. Students develops a sound knowledge about the psychometric tools and assessment.

PSO5. To facilitate learner to pursue career in professional areas of psychology.

PSO6. To equips the learner with an understanding of the concept and process of human Development across the lifespan.

PSO7. To develops an awareness of the concepts related to organizational behavior and also helps the students to develop connectivity between the concepts and practices of organizations.

PSO8. To develops an awareness of psychological tools, techniques and tests.

PSO9. To learns the theoretical aspects of psychology as well as the skills, techniques and their applications.

PSO10. The students will be able to communicate efficiently psychological reports and Information to concerned parties.

Anekant Education Society's
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Board of Studies (BOS) In Psychology		
Sr. No.	Name	Designation
1	Dr. Vijaykumar B. Shinde	Chairman
2	Dr. Jyotiram N. Awate	Member
3	Dr. Datta V. Londhe	Member
4	Prof. Dattatray B. Khomane	Member
5	Prof. Swarali B. Pol	Member
6	Prof. Pranit P. Wable	Member
7	Dr. Ramdas B. Kolekar	Member (Expert from SPPU, Pune)
8	Dr. Bhupender Singh	Member (Expert From other university)
9	Dr. Pratibha Mehetre	Member (Expert From other university)
10	Ms. Riya A. Bagade	Representative from industry/corporate sector/
11	Ms. Rejasha Khan	Member of the College Alumni
12	Ms. Pooja Pawar	Student Representative (Under Graduation)
13	Mrs. Poornima Jagtap	Student Representative (Post Graduation)

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Department of Psychology

Course & Credit Structure for T.Y.B.A. Psychology (NEP 2024 Pattern)

w. e. f. June 2026

Sem	Course Type	Course Code	Course Title	Theory / Practical	Credits	
V (5.5)	Major Mandatory	PSY-301-MRM	Essential of Psychological Research	Theory	04	
		PSY-302-MRM	Industrial Psychology	Theory	04	
		PSY-303-MRM	Statistics and Psychological Tests	Theory	02	
		PSY-304-MRM	Psychological Testing: Practical	Practical	02	
	Major Elective (MJE)s	PSY-305-MJE(A)	Applied Psychology	Theory (Any One)	04	
		PSY-305-MJE(B)	Educational Psychology			
	On Job Training (OJT)	PSY-306-OJT	On Job Training	Practical	04	
	Minor	PSY-307- MN	Positive Psychology	Theory	02	
	Total Credits Semester-V					22
	VI (5.5)	Major Mandatory	PSY -351-MRM	Foundation of Research Methods in Psychology	Theory	04
PSY -352-MRM			Organizational Psychology	Theory	04	
PSY -353-MRM			Experimental Psychology: Theory	Theory	02	
PSY -353-MRM			Psychology Practical: Experiment	Practical	02	
Major Elective (MJE)		PSY -354-MJE(A)	Emerging field of Psychology	Theory (Any One)	04	
		PSY -354-MJE(B)	Psychology of Wellbeing			
Vocational Skill Course (VSC)		PSY-356-VSC	Vocational Skills in Psychology	Theory	02	
		PSY-357-VSC	Vocational Skills in Psychology	Practical	02	
Field Project (FP)		PSY -358-FP	Field Project	Practical	02	
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, 2026)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Essentials of Psychological Research
Course Code	: PSY-301-MRM
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 I: Introduction of Scientific Research****(15 Lectures)**

- 1.1 Developing ideas for research: Cultural context, personal experience, literature, internet
- 1.2 Importance of Research in Psychology
- 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 Ethical Issues in Psychological Research

Unit II: Variables, Samples and Hypothesis**(15 Lectures)**

- 2.1 Variables: Meaning, types.
- 2.2 Operational and constitutive definition of variables
- 2.3 Sampling Meaning and Basic concepts
- 2.4 Probability and non-probability sampling
- 2.5 Hypothesis: Meaning, types, and criteria.

Unit III: Research Design**(15 Lectures)**

- 1.1 Meaning, Purpose and Criteria of Research Design
- 1.2 Experimental Research Design
- 1.3 Correlational Research Design
- 1.4 quasi-experimental Design
- 1.5 Between Group Design

Unit IV: Research Proposal and Report**(15 Lectures)**

- 4.1 Meaning and Nature of Research Proposal
- 4.2 Steps in Research Report
- 4.3 How To Write Research Paper in APA Style
- 4.4 Importance of Plagiarism.
- 4.5 Importance of Research Publications

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Christensen, L. B.; Johnson, R. B.; Turner, L. A. (2014). *Research Methods, Design and Analysis*. Pearson.
3. D'Amato, M.R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. N.D.: Tata McGraw-Hill.
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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.
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13. Solso, R. L., MacLin, M. K. (2008). *Experimental psychology: A case approach*. N.D.: Dorling Kindersley Pvt. Ltd.
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15. Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). *Essentials of research methods in psychology*. N.D.: Tata McGraw-Hill.
16. Jadhav, S and Gaherao Y. (2025) *Prayaogic manashatra ani manas bhautiki*, Atharve Publication Jalgaon

Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (Sem. V)**Subject:** Psychology**Course:** Essentials of Psychological Research**Course Code:** PSY-301-MRM**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	3	2	3	2	3	2	2	1	2	2
CO2	3	2	2	1	3	2	2	1	2	2
CO3	3	2	2	2	3	2	3	1	2	2
CO4	3	2	1	2	3	3	3	1	2	2
CO5	3	2	1	2	3	3	3	1	2	2
CO6	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, 2026)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Industrial Psychology
Course Code	: PSY-302-MRM
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

1. Understand the meaning, nature, scope, and functions of Industrial and Organizational (I/O) Psychology.
2. Describe the historical development and contemporary trends in I/O Psychology.
3. Develop knowledge of job analysis, recruitment, personnel selection, and training processes.
4. Understand the principles and tools used in employee performance evaluation.
5. Examine major theories of workplace motivation and their practical applications.
6. Analyze psychological principles underlying training, appraisal, and employee development.
7. Prepare professional employment documents such as biodata, resume, and curriculum vitae.

B) Course outcomes

After the completion of this course students will gain.

CO1: Explain the nature, scope, history, and employment opportunities in Industrial and Organizational Psychology.

CO2: Apply job analysis techniques and recruitment methods in organizational settings.

CO 3: Demonstrate understanding of interviews, psychological testing, and training needs assessment.

CO 4: Evaluate different performance appraisal methods and justify their organizational use.

CO 5: Interpret workplace motivation using need-based and cognitive motivational theories (McClelland, Herzberg, Goal-Setting, Self-Efficacy).

CO 6: Communicate performance appraisal results effectively

and ethically.

CO 7: Design professional biodata, resume, and CV suitable for employment in various sectors.

Topics and Learning points

Unit-I Introduction to Industrial Psychology

(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 Employees

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.
3. French (2015). Organization Development: Behavioral Science Interventions for

- Organization Improvement, 6/e, Pearson, Education.
4. Gadekar, Jamale, Rasal (2013), Audyogik va Sanghatanatmak Manasshastra
 5. Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw- Hill, inc. McShane, et al. (2006). 1st reprint

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem.V)

Subject: Psychology

Course: Industrial Psychology

Course Code: PSY-302-MRM

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	PO 9	PO 10
CO 1	2	2	1	3	2	3	2	3	2	-
CO 2	3	3	-	2	3	-	2	3	2	-
CO 3	2	2	3	2	1	3	-		3	2
CO 4	2	3	-	3	3	1	-	2	-	-
CO 5	1	2	2	3	2	2	3	3	2	3
CO 6	2	3	-	2	2	3	1	3	1	1
CO 7	3	3	1	-	-	3	3	2	-	-

Justification for the mapping

PO1.Critical and Creative Thinking

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

PO2.Communication Skill

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

PO3.Multicultural Competence

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

PO4.Research SkillsCO1, 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.Environmental awareness

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.Problem-solving Abilities

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.Collaboration and Teamwork

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.Value inculcation

. 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.

PO9.Digital and technological skills

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.

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, 2026)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Statistics and Psychological Tests
Course Code	: PSY-303-MRM
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives

1. To introduce the basic concepts, aims and applications of statistics in psychology.
2. To develop understanding of measures of central tendency and graphical representation of data.
3. To familiarize students with percentiles, percentile ranks and standard scores used in psychological research.
4. To explain the properties and applications of the normal probability distribution curve.
5. To introduce the concept, types and characteristics of psychological tests.
6. To develop understanding of reliability, validity and norms in psychological testing.
7. To create awareness about social and ethical issues involved in psychological assessment and testing.

B) Course outcomes

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

- Co1. Explain and apply basic statistical concepts in psychological research and data analysis.
- Co2. Compute and interpret measures of central tendency and represent data graphically.
- Co3. Calculate and interpret percentiles, percentile ranks and standard scores in psychological testing.
- Co4. Describe and interpret the properties and applications of the normal distribution curve.
- Co5. Differentiate between various types of psychological tests and explain their characteristics and uses.
- Co6. Evaluate psychological tests in terms of reliability, validity and norms.
- Co7. Demonstrate ethical sensitivity and professional responsibility while using psychological tests in

practic

Learning Points and Topics

UNIT-I: Basic Descriptive Statistics and Probability

(15Lectures)

1. 1 Aims and Applications of Statistics in Psychology
- 1.2 Types of Data and Measurement Scale
- 1.3 Tables, Graphs and Frequency Distributions
- 1.4 Measures of Central Tendency
- 1.5 Measures of Variability

UNIT II: 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*. Pearson Education.
2. Black, T. R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics*. Sage Publications.
3. Fergusson, G. A. (1976). *Statistical analysis in psychology and education*. McGraw-Hill.
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5. Foster, J. J. (2001). *Data analysis: Using SPSS for Windows*. Sage Publications. (Note: Year assumed as 2001 — please verify the exact publication year.)
6. Guilford, J. P., & Fruchter, B. (1985). *Fundamental statistics in psychology and education* (6th ed.). McGraw-Hill.
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Mapping of Program Outcomes with Course Outcomes**Class:** TYBA (Sem. V)**Subject:** Psychology**Course:** Statistics and Psychological Tests**Course Code:** PSY-303-MRM**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	PO9	PO10
CO 1	3	3	3	1	3	3	3	3	3	3
CO 2	3	3	3	1	3	2	3	2	2	2
CO 3	3	3	2	1	2	3	3	3	3	3
CO 4	3	3	2	2	2	2	3	2	2	2
CO 5	3	3	1	2	2	2	3	1	3	1
CO 6	3	3	3	3	2	2	3	2	2	2
CO 7	2	2	2	2	3	2	2	2	1	2

Justification of Programme Outcomes (POs) with Course Outcomes (COs) for the course:

PO1: Critical Thinking: CO2, CO3, CO4 and CO6 require students to analyze, interpret and evaluate statistical data and psychological tests. Interpretation of normal distribution and evaluation of reliability and validity directly enhance analytical and critical thinking abilities.

PO2: Effective Communication

CO2 and CO3 involve graphical representation and interpretation of data, helping students communicate findings clearly in written and oral formats. Understanding test results also strengthens professional reporting skills.

PO3: Cultural Understanding

CO5 and CO7 address the appropriate use of psychological tests across diverse populations. Awareness of norms and ethical considerations fosters sensitivity toward cultural differences in assessment.

PO4: Creative Expression

CO2 encourages creative and clear graphical presentation of data. Statistical interpretation also allows innovative thinking in representing psychological findings.

PO5: Research Skills

CO1, CO2, CO3 and CO4 build strong foundations in statistical techniques essential for psychological research. CO6 enhances the ability to critically evaluate research instruments.

PO6: Ethical Awareness

CO7 directly develops ethical awareness regarding confidentiality, informed consent and fair testing practices. CO6 also supports integrity in test selection and evaluation.

PO7: Problem-solving Abilities

CO1, CO3 and CO6 equip students with tools to solve psychological problems using statistical reasoning and appropriate assessment techniques.

PO8: Collaboration and Teamwork

Practical components of statistics and testing often involve group work in data collection and interpretation (CO2, CO5), encouraging collaborative learning and shared responsibility.

PO9: Adaptability and Lifelong Learning

Understanding statistical tools and test evaluation methods (CO1–CO6) prepares students to adapt to new research methods and emerging psychological assessment techniques.

PO10: Social Responsibility

CO5 and CO7 ensure responsible use of psychological tests in society. Ethical testing practices promote fairness, equity and justice in educational and clinical settings.

PO11: Community Engagement and Service

Knowledge gained from CO5, CO6 and CO7 enables students to responsibly participate in community-based assessments, counseling settings and social welfare activities.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2026)

Name of the Programme	: B.A.
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Name	: Psychology Practical: Tests
Course Code	: PSY-304-MRM
No. of Lectures	: 60
No. of Credits	: 02

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

- CO1. 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 One)

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test/Locus of Control
4. 16 PF
5. Introversiion-Extraversiion 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. Break up of marks will be as follows: (Internal Examination)

• At least 2 Test conduction	10 marks
• Viva	05 marks
• Journal	05 Marks
• TOTAL MARKS	20 marks

Guidelines for PSY-304-MRM 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 04 lectures 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 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. Two 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
5. Practical are conducted as per the specifications given in the syllabus.
6. 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.
7. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
8. The structure of the question paper for PSY304MRM will be as follows:
 - Question paper/ preference sheet for practical
 - The question paper will contain 4 questions based on tests.
 - The student will give 2 preferences.
 - Out of the two preferences given by the student, the final choice of the question to be attempted will be of the external examiner.

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

• Instructions and conducting	05 marks
• Practical Report	05 marks
• Journal	10 marks
• Practical Viva	10 marks
• TOTAL MARKS	30 marks

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem. V)

Subject: Psychology

Course: Psychology Practical: Tests

Course Code: PSY-304-MRM

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	PO9	PO10
CO 1	3	3	3	1	3	3	3	3	3	3
CO 2	3	3	3	1	3	2	3	2	2	2
CO 3	3	3	2	1	2	3	3	3	3	3
CO 4	3	3	2	2	2	2	3	2	2	2
CO 5	3	3	1	2	2	2	3	1	3	1
CO 6	3	3	3	3	2	2	3	2	2	2
CO 7	2	2	2	2	3	2	2	2	1	2

Justification of Programme Outcomes (POs) with Course Outcomes (COs) for the course:

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, and 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, and 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

PO9: Adaptability and Lifelong Learning

Understanding statistical tools and test evaluation methods (CO1–CO6) prepares students to adapt to new research methods and emerging psychological assessment techniques.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2026)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective Theory
Course Name	: Applied Psychology
Course Code	: PSY-305-MJE (A)
No. of Lectures	: 60
No. of Credits	: 4

(A) Course Objectives:

1. Understand the foundations of Applied and Clinical Psychology, including definitions, nature, scope, and classification systems such as DSM-5 and ICD-10.
2. Develop knowledge of major psychological therapies, including CBT and REBT, and their practical applications.
3. Understand the principles and applications of Industrial/Organizational Psychology, including recruitment, training, performance management, and workplace adjustment.
4. Examine the role of psychology in advertising, consumer behavior, engineering psychology, and ergonomics.
5. Analyze the foundations of Educational Psychology, including effective teaching-learning methodologies and evaluation systems.
6. Understand applications of psychology in health, cognitive neuroscience, forensic, and cyber psychology.
7. Apply psychological concepts to real-world social, educational, industrial, and clinical problems.

(B) Course Outcomes:

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

- CO1.Explain key concepts, scope, and branches of Applied Psychology and differentiate between clinical, educational, industrial, and other applied fields.
- CO2.Classify mental disorders using DSM-5 and ICD-10 frameworks and describe appropriate therapeutic interventions such as CBT and REBT.
- CO3.Apply I/O psychology principles to workplace issues like recruitment, cultural adjustment, training, and performance pressure.

CO4. Evaluate the effectiveness of teaching-learning methods and assessment systems in educational settings.

CO5. Identify psychological factors in health, community mental health, and the bio-psycho-social model.

CO6. Describe the applications of cognitive neuroscience tools (EEG, MRI, CT, PET) and their relevance to psychological practice.

CO7. Demonstrate awareness of emerging areas such as forensic psychology and cyber psychology, and analyze their societal implications.

Topics and 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, 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 Engineering psychology and ergonomics

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 Cyber Psychology- Definition, Nature and Scope

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1. Bachav, A. M. (2012). *Applied psychology*. Chandralok Prakashan.
2. Bayne, R., & Horton, I. (2003). *Applied psychology: Current issues and new directions* (Annotated ed.). SAGE Publications Ltd.
3. Cox, R. H. (2002). *Sport psychology*. McGraw–Hill Higher Education.
4. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2006). *Health psychology: Theory, research and practice* (4th ed.). Sage Publications.
5. Palsane, M. N., & Navare. (n.d.). *Upyojit manasshastra*. Continental Publication.
6. Schultz, D., & Schultz, S. E. (2014). *Psychology and work today*. Pearson.
7. Sharma, R. (2009). *Applied psychology*. Atlantic Publications.
8. Snyder, C. R., & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.
9. Taylor, S. E. (2011). *Health psychology*. Tata McGraw-Hill.
10. Warren, G. S. (2014). *Occupational psychology: An applied approach*. Pearson Education.
11. Weiten, W., & Lloyd, M. A. (2004). *Psychology applied to modern life: Adjustment in the 21st century*. Thomson Wadsworth.

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Semester-V)

Subject: Psychology

Course: Applied Psychology

Course Code: PSY-305-MJE(A)

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

Course Outcome - Program Outcome										
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	2	1	2	2
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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, 2026)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective Theory
Course Name	: Educational Psychology
Course Code	: PSY-305-MJE (B)
No. of Lectures	: 60
No. of Credits	:4

(A) Course Objectives:

1. To introduce students to the fundamental concepts and principles of Educational Psychology.
2. To develop understanding of the teaching–learning process and goals of education.
3. To explain the role of reinforcement and motivation in classroom learning.
4. To familiarize students with various approaches to classroom motivation and management.
5. To provide knowledge about creativity, aptitude, and their educational significance.
6. To enhance understanding of individual differences, learning disabilities, and special needs education.
7. To acquaint students with standardized tests and their applications in educational settings.

(B) Course Outcomes:

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

- CO1.Student’s will be able to explain concepts and principles of Educational Psychology.
- CO2.Sstudent’s will analyze the teaching–learning process and identify effective instructional goals. CO3.Students will apply motivational and reinforcement techniques in classroom situations.
- CO4.Students will evaluate different classroom management strategies and motivational approaches.
- CO5.Students will differentiate creativity and aptitude and describe their theoretical foundations.
- CO6.Students will identify learning disabilities and suggest appropriate teach strategies for diverse learners.
- CO7.Students will assess the types, advantages, and limitations of standardized tests in

psychology

Topics and Learning Points

UNIT-I FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY (15 Lectures)

- 1.1 Concepts and Principles of Educational Psychology
- 1.3 Teaching-Learning Process
- 1.3 Goals of Teaching and Learning
- 1.4 Reinforcements in Learning Process

UNIT-II MOTIVATION AND CLASSROOM MANAGEMENT (15 Lectures)

- 2.1 Meaning of Motivation and Types: Intrinsic and Extrinsic Motivation
- 2.2 Approaches to Understand Classroom Motivation
- 2.3 Motivational Techniques in Classroom Teaching
- 2.4 Goals of Classroom Management

UNIT-III CREATIVITY AND APTITUDE (15 Lectures)

- 3.1 Nature and Characteristics of Creativity
- 3.2 Theories of Creativity
- 3.3 Fostering Creativity among Students
- 3.4 Nature, Characteristics, Types and Measurement of Aptitude

UNIT-IV INDIVIDUAL ABILITIES AND TEACHING-LEARNING (15 Lectures)

- 4.1 Introduction to Learning Abilities and Disabilities
- 4.2 Social Class Differences and Educational Difficulties
- 4.3 Teaching with Mental Retardation and Attention Deficit Hyperactive Disorder
- 4.4 Standardized Tests: Types and Advantages-Limitations

References

1. Chauhan, S. S. (2010). *Advanced Educational Psychology*, Vikash Publishing.
2. Gage, N. L., & Berliner, D. C. (2009) *Educational psychology (5th ed.)*. Boston, MA: Houghton Mifflin.
3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, Divya Prakashani, Bhubaneswar.
4. Woolfolk, A.E. (2004). *Educational Psychology (9th Ed.)*, Allyn& Bacon, London / Boston.

Mapping of Program Outcomes with Course Outcomes

Class: T.Y.B.A. (Semester- V)

Course: Educational Psychology

Subject: Psychology

Course Code: PSY-305-MJE(B)

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

Programme Outcomes (POs)										
Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	–	1	2	–	–	3	1
CO2	3	2	2	–	1	2	–	–	3	1
CO3	3	2	2	–	2	2	–	–	3	1
CO4	2	2	3	–	2	2	1	–	3	1
CO5	2	3	2	1	1	2	–	1	3	1
CO6	3	3	2	1	2	3	–	1	3	1
CO7	2	2	1	3	2	1	–	3	3	2

Justification of CO–PO Mapping

PSO1 → CO1: Understanding fundamental concepts of Educational Psychology enables application of psychology in everyday life situations.

PSO2 → CO5: Differentiating creativity and aptitude promotes awareness of individual differences and self-understanding.

PSO3 → CO4: Evaluating classroom management strategies reflects understanding of behaviour in social and educational contexts.

PSO4 → CO7: Assessing standardized tests strengthens knowledge of psychometric tools and assessment practices.

PSO5 → CO3: Applying motivational techniques in classrooms supports development of professional skills in educational settings.

PSO6 → CO6: Identifying learning disabilities enhances understanding of developmental processes across learners.

PSO7 → CO4: Classroom management strategies help connect psychological principles with practical organizational behavior in schools.

PSO8 → CO7: Evaluating standardized tests develops awareness of psychological tools, techniques, and testing procedures.

PSO9 → CO2: Analyzing the teaching–learning process strengthens theoretical knowledge and applied psychological skills.

PSO10 → CO7: Assessing and interpreting standardized tests enhances the ability to communicate

psychological reports effective

SYLLABUS (CBCS as per NEP 2020) FOR B.A. (w.e.f. June, 2026)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: VI
Course Type	: On Job Training (OJT)
Course Name	: On Job Training in Psychology
Course Code	: PSY-306-OJT
No. of Lectures / Hours	: 60 (120 field hours minimum)
No. of Credits	: 04

Standard Operating Procedure of On Job Training (OJT)

Sr. No.	Title	Page No.
1.	Introduction	
2.	Objectives of the On-the-Job Training (OJT)	
3.	Profile of the Company / Organization	
4.	Job Profile Assigned During the OJT	
5.	Details of Actual Work Performed During the OJT	
6.	Key Learnings and Skills Acquired During the OJT	
7.	Contribution Made Towards Improved Functioning of the Organization	
8.	Conclusion	
9.	Geo-Tagged Photographs with caption	
10.	Appendices I. College (HEI) outreach letter II. Offer Letter of the Company III. Undertaking of the student (for college) IV. Undertaking of the student (for company) V. Task Assignment and work plan VI. Student Diary (Log) recording VII. Attendance Sheet	

	VIII. Supervisor's Feedback on the Student IX. Student Feedback on On-the-Job Training (OJT) X. Completion Certificate of OJT	
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1. Introduction

The **National Education Policy (NEP)-2020** has brought many positive changes in higher education. It focuses on **learning by doing**, skill development, and connecting education with industry. One important part of NEP-2020 is **On-the-Job Training (OJT)**, which is made compulsory for undergraduate students.

For **Semester VI students**, OJT is a **4-credit course**, and students must complete **120 hours of practical training** in an industry or organization related to their subject. This training helps students learn how their subject is used in real work situations.

OJT is not only useful for technical learning. It also helps students develop **soft skills** such as teamwork, communication, discipline, and professional behavior. By working in an industry, students understand how organizations function. They learn to follow rules, manage time, take responsibility, and solve problems. These skills are very important for their future careers.

For **third year** students of bachelor degree programme, OJT is a valuable learning experience. It helps them connect classroom knowledge with practical industrial work. OJT improves their practical skills, confidence, and overall personality. This programme prepares students to become **skilled, confident, and industry-ready graduates**, as expected under the vision of **NEP-2020**.

Evaluation of OJT:

Particulars	Marks	Internal Examiner (50 Marks)	External Examiner (50 Marks)
Duration of Training	30	15	15
Practical skills	20	10	10
Report based on Training	20	10	10
Knowledge assessments through oral presentation	30	15	15

***Note –**

- 1) The internal examiner will be the teacher from the concerned department.
- 2) The external examiner will be appointed by the coordinator from other faculty.
- 3) There shall be two hard copies of the report. The original shall be kept by the student and another report to be submitted to the department.
- 4) The department must submit one hard copy of UG student and one hard copy of PG student to the IQAC from the submitted report by students.

SYLLABUS (CBCS as per NEP 2020) FOR T. Y. B. A. (w. e. from June, 2026)

Subject	: Psychology
Program Code	: UAPSY
Class	: T.Y.B.A.
Semester	: V
Course Type	: Minor
Course Name	: Positive Psychology
Course Code	: PSY-307-MN
No. of Lectures	: 30
No. of Credits	:2

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. Definitions and Nature of Positive Psychology.
2. Traditional Psychology, Assumptions and Goals of Positive Psychology.
3. Fields of Positive Psychology.

Unit-II Happiness and the Facts of Life (15 Lectures)

1. Psychology of well-being. Positive affect and Meaningful Life
2. Subjective Well-being: Hedonic basis of happiness.
3. Self-Realization: The Eudemonic basis of happiness Gender and happiness, Marriage and happiness, other facts of life.

References:

- 1) Badgular, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.
- 2) Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.
- 3) Carr, Alan (2007). Positive Psychology: The science of human happiness and human strengths. Routledge, Taylor and Francis Group-London.
- 4) Csikzentmihalyi, Mihaly (1990). Flow: The Psychology of Optimal Experience, Harper Perennial.
- 5) Garcia, Hector., & Mirrales. Francesc. (2017) IKIGAI-The Japanese Secret to a Long and Happy Life, Hutchinson London.
- 6) Frankl, Viktor E. (1988). The Will to Meaning: Foundations and Applications of Logotherapy. Meridian/Plume
- 7) Frankl, Viktor E. (2000). Man's Search for Ultimate Meaning, Basic Books.

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Semester-V)

Subject: Psychology

Course: Positive Psychology

Course Code: PSY-307-MN

*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

CO5Understandingthevariousfieldsofpositivepsychologyforbetterliving.

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

CO5Understandingthevariousfieldsofpositivepsychologyforbetterliving.

Justification: Positive psychology encompasses cultural perspectives on happiness and well-being, and 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 drawsheavilyonresearchfromvariousareasof

psychology, so developing research skills is crucial for understanding and contributing to the field.

PO5.Environmental awareness

CO5 Understanding 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

CO7 will 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

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.

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 tool.