

 <p>शिवाजी विद्यापीठ कोल्हापूर ज्ञानमेवास्तव</p> <p>Estd. 1962 "A⁺⁺" Accredited by NAAC (2021) With CGPA 3.52</p>	<p>SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in</p>		
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Ref. No./SU/BOS/Humanities/ 121

Date :22/04/2026

To,
The Principal,
All Concerenced Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

Subject: Regarding syllabi of B. A. Part III (Sem. V & VI) & B. Sc English (AEC) Part III (Sem.V & VI) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP 2.0)

Sir/Madam,

With reference to above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part III (Sem. V & VI) & B. Sc English (AEC) Part III (Sem.V & VI) under the Faculty of Humanities, as per National Education Policy 2020.

Marathi	Economics	Sanskrit
Hindi	Political Science	Aardhmagadhi
English	Psychology	Philosophy
History	Urdu	Defence Study (Entire)
Sociology	Kanada	B.Sc English (AEC)

This Syllabus shall be implemented from the academic year 2026-27 onwards. A soft copy containing the syllabus is attached herewith and it is also made available on university website www.unishivaji.ac.in (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2026 & March/ April, 2027. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully


Dy. Registrar

Encl: As above

Copy to, For Information and necessary action.

The Dean, Faculty of Humanities.	Distance Education Section.
The Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
The Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment A & B Section	P. G. Admission Section.
B. A./B.Com./B.Sc. Exam. Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assurance Cell (IQAC)	Computer Center/I. T. Cell.

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A++ Accredited by NAAC (2021) With CGPA 3.52

New Syllabus For Bachelor of Arts [B. A. in Psychology]

UNDER
Faculty of Humanities
B. A. Part - III (Semester - V and VI)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH
NATIONAL EDUCATION POLICY – 2020

HAVING CHOICE BASED CREDIT SYSTEM
WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2026-27 ONWARDS)

SHIVAJI UNIVERSITY, KOLHAPUR

NAME OF FACULTY: Humanities

PROGRAMME NAME AND CODE: Bachelor of Arts in Psychology

PART: III

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1. YEAR OF IMPLEMENTATION

New/Revised syllabus NEP 2.0 will be implemented from June, 2026 onwards.

2. PREAMBLE

Psychology is the scientific study of human behavior and the mental processes underlying it. It also investigates how people think, feel, and interact with each other. Psychology also applies its knowledge and research methods to various domains such as education, organization, health care, sports, and social issues. The syllabus for the third year undergraduate course in psychology aims to introduce students to the advanced areas of psychology as well as concepts, theories, and applications of psychology. The course is divided into various papers e.g. Psychopathology, Research Methodology, Social Psychology, Advanced Psychological Assessment and so on. Each paper covers a different aspect of psychology and its relevance to human life.

Furthermore, the curriculum emphasizes the practical application of psychological theories through internships, where students can gain hands-on experience in real-world settings, fostering a deeper understanding of how psychology contributes to societal well-being. The course is prepared according to the National Education Policy (NEP) 2020, which emphasizes interdisciplinary, experiential, and holistic learning. It will use various pedagogical methods, such as lectures, discussions, case studies, assignments, projects, and field visits, to engage students and enhance their learning outcomes. The course also aims to encourage students to reflect on their own experiences, attitudes, and values and to develop critical thinking, communication, and interpersonal skills.

3. PROGRAMME LEARNING OUTCOMES (POs)

After successful completion of the B.A. Psychology programme, students will be able to:

PO1: Understand core concepts, theories, and models across major areas of psychology.

PO2: Identify, describe, and explain normal and abnormal human behavior using psychological principles.

PO3: Apply psychological knowledge to personal, social, educational, and organizational contexts.

PO4: Develop basic research skills including data collection, analysis, interpretation, and reporting.

PO5: Demonstrate skills in psychological testing, experimentation, and assessment.

PO6: Analyze social behavior, group dynamics, and interpersonal relationships critically.

PO7: Exhibit ethical awareness and professional conduct in psychological practice and research.

PO8: Enhance employability through practical exposure, field projects, and on-the-job training.

PO9: Communicate psychological ideas effectively using scientific and academic language.

PO10: Prepare for higher education, competitive exams, and careers in psychology-related fields.

4. COURSE OUTCOMES (COs): Mentioned in each course

5. OBJECTIVES OF THE PROGRAMME

- To provide students with a comprehensive understanding of psychological theories, concepts, and applications across major areas of psychology.
- To develop an understanding of normal and abnormal human behavior, including mental health issues and psychopathology.
- To equip students with practical skills in psychological experiments, testing, and assessment.
- To introduce students to research methodology, scientific inquiry, and ethical practices in psychology.
- To enhance students' ability to apply psychological principles in social, educational, organizational, and community settings.
- To familiarize learners with recent trends and emerging areas in psychology.
- To promote personality development, self-awareness, and interpersonal effectiveness.
- To provide field-based and on-the-job training exposure for experiential and skill-oriented learning.
- To cultivate critical thinking, analytical ability, and problem-solving skills in understanding psychological issues.
- To prepare students for higher education, professional careers, and competitive examinations in psychology and allied fields.
- To encourage ethical sensitivity, social responsibility, and professional competence in psychological practice.

6. DURATION OF THE COURSE

The Bachelor of Arts in **Psychology** programme will be a full-time course of 3/4 Years (6/8 Semesters) duration with 22 credits per semester. (Total credits = 132/176). B. A. III course will be a one year duration with two semesters and 22 credits per semester.

7. MEDIUM OF INSTRUCTION

The medium of instruction will be ENGLISH or MARATHI. The students will have an option to write answer-scripts in English or Marathi.

8. ELIGIBILITY FOR ADMISSION

The candidate who has completed B. A. II year with Major subject Psychology and acquired 88 credits from a recognized university is eligible for admission for this course. The criteria for

admission are as per the rules and regulations set from time to time by concerned departments i.e. HEIs, university, government, and other relevant statutory authorities.

9. SCHEME OF TEACHING AND EXAMINATION PATTERN (Theory/Practical/Internal)

The scheme of teaching and examination for a program of study as approved by the Academic Council / Board of Studies. The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

D) B. A. – III, SEMESTER – V

Sr. No.	Course	Teaching Scheme (Period/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Basics of Psychopathology	4	-	-	4	80	--	20	100
2	Practical (Psychological Experiments)	-	-	8*	8*	--	80	20	100
3	Comprehensive Advanced Psychology	2	-	-	2	40	--	10	50
4	Research Methods and statistics in Psychology OR Applied Cognitive Psychology	4	-	-	4	80	--	20	100
5	Emerging Trends in Psychology	4	-	-	4	80	--	20	100
6	Personality Development	2	-	-	2	40	--	10	50
7	Field Project	-	-	-	--	--	50	-	50
Total		16	-	8*	24	320	130	100	550

(*practical periods per week per a batch of 10 students: Workload will be counted accordingly)

II) B. A. – III, SEMESTER - VI

Sr. No.	Course	Teaching Scheme (Period/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theor y	Practical	Term Work	Total
1	Social Psychology	4	-	-	4	80	--	20	100
2	Practical (Psychological Tests)	-	-	8*	8*	--	80	20	100
3	Advanced Psychological Assessment	2	-	-	2	40	--	10	50
4	Introduction to Organizational Behaviour OR Educational Psychology	4	-	-	4	80	--	20	100
5	Psychology of Marketing and	4	-	-	4	80	--	20	100

	Consumer Behaviour								
6	On Job Training	-	-	-	-	-	100	--	100
Total		14	-	8*	22	280	180	90	550

(*practical periods per week per a batch of 10 students: Workload will be counted accordingly)

10. EQUIVALENCE OF THE PAPERS

Important Note: Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in Second Year of B.A., he or she will be eligible for B.A. III and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. II.

Equivalence: B. A. III Sem. - V and VI

Sem . No.	Paper Code	Title of the Old Paper	Credit	Sem . No.	Course Code	Title of the New Course	Credit
V		Psychopathology		V		Basics of Psychopathology	4
V		Practical (Experiment and Tests)		V		Practical (Psychological Experiments)	4
V				V		Comprehensive Advanced Psychology	2
V		Research Methodology		V		Research Methods and statistics in Psychology (ME)	4
V		Cognitive Psychology		V		Applied Cognitive Psychology (ME)	4
V		Recent Trends in Psychology		V		Emerging Trends in Psychology (Minor)	4
V				V		Personality Development	2
V				V		Field Project	2
VI		Psychological Counselling		VI		Social Psychology	4
VI		Practical (Field Experiments)		VI		Practical (Psychological Tests)	4
VI		Psychological Assessment		VI		Advanced Psychological Assessment	2
VI		Organizational Behaviour		VI		Introduction to Organizational Behaviour (ME)	4

VI		Developmental Psychology		VI		Educational Psychology (ME)	4
VI				VI		Psychology of Marketing and Consumer Behaviour	4
VI				VI		On Job Training	4

11. STRUCTURE OF THE PROGRAMME

Credit Distribution Structure for B.A. III in Psychology with Multiple Entry and Exit Options.

Semester	Course Category	Paper No.	Title of the Paper	Credits
V	Major	VII	Basics of Psychopathology	4
		VIII	Practical (Psychological Experiments)	4
		IX	Comprehensive Advanced Psychology	2
	Major Elective	El-I	Research Methods and Statistics in Psychology	4
		OR (To be select any one from El-I or El-II)		
		El-II	Applied Cognitive Psychology	
	Minor	III	Emerging Trends in Psychology	4
	OE	V	Personality Development	2
	FP		Field Project	2
Total Credits				22
VI	Major	X	Social Psychology	4
		XI	Practical (Psychological Tests)	4
		XII	Advanced Psychological Assessment	2
	Major Elective	El-III	Introduction to Organisational Behaviour	4
		OR (To select one from El-III or El-IV)		
		El-IV	Educational Psychology	
	Minor	IV	Psychology of Marketing and Consumer Behaviour	4
	OJT		On Job Training	4
Total Credits				22

12. STANDARD OF PASSING AND DETERMINATION OF SGPA/CGPA, GRADING AND DECLARATION OF RESULTS

Shivaji University has adopted 10 point Grading System as follows:

➤ In each semester, marks obtained in each course (Paper) are converted to grade points:

- If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
- If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade Point	Letter Grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2: Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade Point	Letter Grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

➤ **Computation of Semester Grade Point Average (SGPA):**

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the V semester is denoted by S_i . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credits of jt course, G_j is the grade points earned in the jt course and k be the number of courses in Vt semester.

➤ Computation of Semester Grade Point Average (SGPA):

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where C_i is the total number of credits in Vt semester, S_i is the SGPA of Vt semester and m is the number of semesters in the programme.

➤ **Based on CGPA, final letter grade is assigned as below:**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks:

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.

2. The SGPA and CGPA shall be round off to two decimal points.

**13. NATURE OF QUESTION PAPER, DURATION AND SCHEME OF MARKING
FOR SOCIAL SCIENCES:**

A) FOR FOUR CREDITS: Total Marks: 80 (Written)

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each)

(Plain question with 4 alternatives.) **20 Marks**

Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) 20 Marks

Question No. 3: Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words) 20 Marks

Question No. 4: Long Question (Any One out of Two) (Answer Limit: 600-800 Words) 20 Marks

B) FOR TWO CREDITS: Total Marks: 40 (Written)

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each)

(Plain question with 4 alternatives.) **10 Marks**

Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) 20 Marks

Question No. 3: Long Question (Any One out of Two) (Answer Limit: 300-400 Words) 10 Marks

Note: Question Paper should cover all the units in the syllabus.

14. SYLLABUS

B. A. III, Semester – V

Course Category: **MAJOR MANDATORY**

Course Name: **Basics of Psychopathology**

Course Number: **VII**

Course Code:

Course Credits: **4**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1: To make the students familiar with the field of Psychopathology.

CO 2: To acquaint the students with Anxiety and Obsessive-Compulsive Disorder.

CO 3: To make the students understand Mood Disorders and Suicide.

CO 4: To acquaint the students with Schizophrenia and Sexual Dysfunctions

Module I: Psychopathology: An Overview

(Hours- 15, Credit- 01)

1.1 Indicators of Abnormality

- A) Subjective Distress
- B) Maladaptiveness
- C) Statistical deviancy
- D) Violation of the Standards of Society
- E) Social Discomfort
- F) Irrationality and Unpredictability
- G) Dangerousness

1.2 The DSM – 5 and the Definition of Mental Disorder

1.3 Classification and Diagnosis

- A) Advantages and Disadvantages of Classification
- B) How can we reduce prejudicial attitudes toward people who are mentally ill

1.4 How common are Mental Disorders

- A) Prevalence and Incidence
- B) Prevalence estimates for Mental Disorders
- C) The Global burden of disease
- D) Treatment
- E) Mental Health Professionals

**Module II: Anxiety and Obsessive-Compulsive Disorder
01)**

(Hours- 15, Credit-

2.1 Anxiety Disorders

- A) Specific Phobia
- B) Social Phobia
- C) Agoraphobia (Panic Disorder)
- D) Generalised Anxiety Disorder

2.2 Obsessive-Compulsive Related Disorder

- A) Obsessive-Compulsive Disorder
- B) Body Dysmorphic Disorder

**Module III: Mood Disorders and Suicide
01)**

(Hours- 15, Credit-

3.1 Unipolar Depressive Disorders

- A) Major Depressive Disorder
- B) Persistent Depressive Disorder
- C) Causal Factors

3.2 Bipolar and Related Disorders

- A) Cyclothymic Disorder
- B) Bipolar Disorders (I and II)
- C) Causal Factors

3.3 Treatments of Mood Disorders

- A) Pharmacotherapy
- B) Alternative Biological Treatments
- C) Psychotherapy

3.4 Suicide

- A) Psychological Disorder
- B) Factors Associated with Suicide
- C) Theoretical Models of Suicidal Behaviour
- D) Suicide Prevention and Intervention

Module IV: Schizophrenia and Sexual Dysfunctions

(Hours- 15, Credit- 01)

4.1) Schizophrenia

- A) Epidemiology and DSM-5 Criteria

- B) Symptoms of Schizophrenia
 - C) Subtypes of Schizophrenia
- 4.2) Causal Factors and Treatments
- A) Genetic and Biological Causal Factors
 - B) Psychosocial and Cultural Causal Factors
 - C) Treatments of Schizophrenia
- 4.3) Sexual Dysfunctions
- A) Sexual Dysfunctions in Men
 - B) Sexual Dysfunctions in Women

LIST FOR READING:

a) Book for Reading:

- Butcher, J. N., Hooley, J. M. and Mineka, S. (2019). Abnormal Psychology. 17th edition, Pearson Education Inc. (Adapted by Preeti Kapur)

b) Books for References:

- Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 16th edition, Pearson Education Inc.
- Carson, R. C., Butcher, J. N. and Mineka, S. (1996). Abnormal Psychology and Modern Life. 10th edition, New York: Harper Collins
- Comer, R. J. (2013). Abnormal Psychology. 8th edition, New York: worth Publishers.
- Sarason, I. G. And Sarason, B. R. (2009). Abnormal Psychology: The Problem of Maladaptive Behaviour. 11th edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)
- राजहंस, मा., पाटील, अ. आणि सुर्वे, सु. (२०१२). अपसामान्यांचे मानसशास्त्र. द्वितीय नवीन सुधारित आवृत्ती, पुणे: उन्मेष प्रकाशन

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar or Mid Term Test
- Book or Film Review (Films based on Mental Diseases)
- Group Discussion: Mental Diseases, Mental Health, Suicide Prevention, Sexual Dysfunctions etc.

- Case Study: Mental Diseases (e.g. Schizophrenia, Depression, Anxiety, Phobia)
- Field-Based Observation Study: Observe abnormal behavior of people nearby and make report (Family, Society and Hospitals).

B. A. III, SEMESTER – V

Course Category: **MAJOR MANDATORY**

Course Name: **Practical (Psychological Experiments)**

Course Number: **VIII**

Course Code: --

Course Credits: **4**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After studying the course the student will be able to -

1. CO1: describe and explain fundamental psychological experiments and their theoretical foundations.
2. CO2: design, conduct, and document psychological experiments following standard methodological and APA-style reporting guidelines.
3. CO3: apply appropriate experimental paradigms to study psychological processes such as attention, perception, learning, memory, and forgetting, and interpret the resulting data.
4. CO5: operate digital tools/IT software (e.g., CogLab) to simulate psychological experiments and evaluate outcomes through technological platforms.

*Note: Demonstrate and conduct **any six psychological experiments**, selecting **two from each of any three modules**.*

List of Experiments:

Module I. Attention, Reaction time, Change blindness, and Illusion (Any two)

1. Span of Attention
2. Division of Attention
3. Reaction Time
4. Illusion
5. Change Blindness

Module II: Learning (Any two)

1. Serial Position Effect in Learning
2. Effect of Meaningfulness on Learning
3. Massed Vs. Distributed Method of Learning
4. Maze Learning
5. Transfer of Training

Module III: Memory and Problem Solving (Any two)

1. Recall and recognition
2. Short Term Memory
3. Concept Formation
4. Goal Setting Behavior
5. Problem Solving

Module IV: Perception and Behaviour (Any two)

1. Body Language and First Impressions
2. Chinese Whisper Game
3. Assertiveness Game

SCHEME OF MARKING FOR PRACTICAL EXAMINATION

SEMESTER END EXAMINATION: (80 MARKS)

1. Journal = **30** Marks (20+10) (Assessment by HOD/Concerned teacher -20 and External Examiners-10)
2. Instructions and conduct = 15 Marks (External Examiners)
3. Report writing = 20 Marks (External Examiners)
4. Oral = 15 Marks (External Examiners)

INTERNAL ASSESSMENT (20 MARKS)

As per guidelines by Shivaji University, Kolhapur.

IMPORTANT NOTE-

1. Practical examination should consist of One Practical of three hours duration each.

2. There shall be eight (8) periods - Two Practical's of 4 Periods each per week for each batch of ten (10) students.
3. A subsequent batch shall be constituted only if the number of students exceeds fifty percent (50%) of the strength of the previous batch. Second batch of practical shall be consisting 16 students, third batch shall be consisting 26 students and fourth batch shall be consisting 36 students.
4. Eligibility for the practical examination shall be subject to the submission and certification of journal report and completion of the assignment work by the student, duly verified signed by teacher in charge and HoD.

LIST FOR READING:

a) Book for Reading:

- Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition(2003), New Delhi: Prentice-Hall of India Pvt. Ltd.,
- Kothurkar, and Vanarase (1986). Experimental Psychology: A Systematic Introduction, New Delhi: Wiley Eastern Ltd.
- Mangal, S.K. (2010). Statistics in Psychology and Education, 2nd edition, New Delhi: Prentice-Hall of India Pvt. Ltd.
- Postman, L. and Egan J. P. (1949). Experimental Psychology: An Introduction, New Delhi: Kalyani Publishers.

b) Books for References:

- Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: Vidya Prakashan
- Desai, Bharat ani Abhyankar, Shobhana (2001):Manasashastriya Mapana, Pune: Narendra Prakashan.
- Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in general psychology*. Oxford Univ. Press.
- Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
- Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall
- Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
- Narake, H.J. ani Barve, B. (1999). Manomapan va Sankhyashastra, Aurangabad: Prerana Agencies.
- Parameswaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
- Vanarase, S.; Gogate, S. ani Vanarase, Shyamala (1976). Manasashastriya Prayog Pune: Vinus Prakashan.

B. A. III, SEMESTER – V

Course Category: **MAJOR MANDATORY**

Course Name: **Comprehensive Advanced Psychology**

Course Number: **IX**

Course Code: --

Course Credits: **2**

Marks: For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course learners will be able to:

CO1: Students will describe and analyze the key concepts and processes in sensation and perception.

CO2: Students will evaluate classical and operant conditioning principles and their applications in real-life contexts.

CO3: Students will explain and assess memory processes, forgetting, and strategies for improving memory.

CO4: Students will assess motivation and emotion theories and apply them to understand human behavior and experiences.

MODULE I – Sensation, Perception, and Learning

(Hours: 15, Credit: 01)

1.1 Sensation and Perception

- a) Sensation
 - i) Absolute Threshold
 - ii) Difference Threshold
 - iii) Sensory Adaptation
- b) Perception
 - i) The Gestalt Laws of Organization
 - ii) Top-Down and Bottom-Up Processing
 - iii) Perceptual Constancy

1.2 Learning

- a) Learning
 - i) Meaning and definitions
 - ii) Types
 - iii) Determinants
- b) Classical Conditioning:

- i) The Basics of Classical Conditioning
 - ii) Applying Classical Conditioning Principles to Human Behavior
 - iii) Extinction, Generalization, and Discrimination
- c) Operant Conditioning:
 - i) Thorndike's Law of Effect
 - ii) The Basics of Operant Conditioning (Reinforcement, Positive Reinforcers, Negative Reinforcers, and Punishment and Shaping)

MODULE II – Memory, Motivation, and Emotion

(Hours: 15, Credit: 01)

2.1 Memory

- a) The Foundations of Memory:
 - i) Sensory Memory
 - ii) Short-Term Memory
 - iii) Long-Term Memory Modules
- b) Forgetting:
 - i) Why We Forget
 - ii) Proactive and Retroactive Interference

2.2 Motivation and Emotion

- a) Motivation:
 - i) Drive-Reduction Approaches
 - ii) Incentive Approaches
 - iii) Maslow's Hierarchy of Needs
- b) Emotion:
 - i) The Functions of Emotions
 - ii) Determining the Range of Emotions: Labeling Our Feelings
 - iii) The Roots of Emotions: Major Theories (James-Lange, Cannon-Bard, Schachter-Singer)

LIST FOR READING:

- Feldman, R.S. (2019). Understanding Psychology, 12th Edition, Fourth reprint 2019, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-93-794-5, ISBN- 10:93-5260-794-5.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology, (South Asian Edition). New Delhi: Pearson Longman.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Students should conduct appropriate Field Work or Project Work based on the syllabus and submit a report/documentation for internal assessment.

B. A. III, Semester – V

Course Category: **MAJOR ELECTIVE**

Course Name: **Research Methods and Statistics in Psychology**

Course Number: **I**

Course Code:

Course Credits: **4**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

To acquaint the students with:

CO 1: The basic research concepts, variables and sampling

CO 2: Some commonly used research designs

CO 3: Compute and interpret basic statistical measures such as Mean, Standard Deviation, Pearson's Correlation, t-test, and One-Way ANOVA in psychological data.

CO 4: The APA style of preparing research proposal and writing research proposal and writing research report.

Module I: Introduction to Research

(Hours- 15, Credit- 01)

1.1 Research: What does it mean?

- a) Research Process: Characteristics and requirements
- b) Types of Research
- c) The research Process: An Eight Step Model

1.2 Research Problem, Variables and Hypotheses

- a) The Research Problem, its Importance and Sources of Research Problem

- b) Steps in Formulating a Research Problem and the Formulation of Research Objectives
- c) What is Variable? Types of Variables and Measurements of Scale
- d) Definition, Characteristics and Types of Hypotheses

Module II: Qualitative and Quantitative Research Design

(Hours- 15, Credit- 01)

2.1 Research Design

- a) Meaning of Research Design
- b) Why should we Care about Research Design?

2.2 Types of Research Design

- a) Qualitative Research Design
- b) Action Research Design and It's Types

2.3 What is Quantitative Research Design

2.4 Types of Quantitative Research Designs

- a) Experimental Research Design
- b) Quasi-experimental Research Design
- c) Cross-sectional Research Design
- d) Survey Research Design
- e) Correlational Research Design

Module III: Selecting a Method of Data Collection

(Hours- 15, Credit- 01)

3.1 Collecting a Data Using Primary Sources

- a) Observation
- b) The Interview
- c) The Questionnaire

3.2 Collecting Data Using Secondary Sources

- a) Sampling in Quantitative Research
- b) Random or Probability Sampling Design
- c) Specific Random or Probability Sampling Design
- d) Non-random or Nonprobability Sampling Designs

3.3 Writing a Research Proposal and Report writing (APA Style)

Module IV: Statistics in Psychology

(Hours- 15, Credit- 01)

- 4.1 Mean by Short Method
- 4. 2 Standard Deviation by Short Method
- 4. 3. Pearson's Correlation Coefficient of Correlation
- 4. 4 Student 't' Test and Paired 't' test
- 4.5 One-Way Analysis of Variance

LIST FOR READING:

a) Books for reading:

- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage Publications India.
- Wang, L., Peng, L., & Khan, Q. (2018). *Research methods in education* (1st ed.). Sage Publications India.
- Mohanty, M., & Misra, S. (2016). *Statistics for behavioral and social sciences*. Sage Publications India.
- Aron, A., Coups, E. J., & Aron, E. N. (2019). *Statistics for psychology* (6th ed.). Pearson.

b) Books for Reference:

- Flick, U. (2017). *Introducing research methodology: A beginner's guide to doing a research project* (2nd ed.). Sage Publications India.
- Edwards, A. L. (1985). *Experimental designs in psychological research*. Harper & Row.
- Kerlinger, F. N. (1994). *Foundations of behavioral research* (3rd ed.). Surjeet Publications.
- Robinson, P. W. (1976). *Fundamentals of experimental psychology*. Prentice Hall.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar or Mid Term Test
- Group Discussion: Research Problem, Research Process, Research Design, Data Collection Methods etc.
- Make a Research Proposal
- Small Research Study: Qualitative or Quantitative
- Organize a Field Survey

B. A. III, SEMESTER – V

Course Category: **MAJOR ELECTIVE**

Course Name: **Applied Cognitive Psychology**

Course Number: **I**

Course Code: --

Course Credits: **4**

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO1: Students will explain fundamental concepts and research techniques used in cognitive psychology.

CO2: Students will describe the fundamental processes involved in visual and motion perception.

CO3: Students will analyze the concept of attention and its impact on performance.

CO4: Students will illustrate the intricate processes underlying memory.

Module I. Approaches to human cognition

(Hours - 15, Credit - 01)

1.1 Introduction

1.2 Cognitive psychology and cognitive neuropsychology

1.3 The cognitive neuroscience: the brain in action

1.4 Computational cognitive science

Module II. Visual and motion perception

(Hours - 15, Credit - 01)

2.1 Basic process in visual perception

a) Vision and the brain

2.2 Motion perception and action

a) Direct perception

b) Perception of human motion

c) Change blindness

Module III. Attention and performance

(Hours - 15, Credit - 01)

3.1 Focused auditory attention

3.2 Focused visual attention

3.3 Divided attention: dual task
performance

3.4 Automatic processing

Module IV. Memory

(Hours - 15, Credit - 01)

4.1 Short-term vs long-term memory

a) Multi-store model

b) Unitary-store model

4.2 Working memory

4.3 Long term memory system

a) Declarative memory

i) Episodic memory

ii) Semantic memory

d) Non declarative memory

i) Priming or repetition priming

ii) Procedural memory or skill learning

LIST FOR READING:

1. Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology A Student's Handbook (8th

Ed.). Psychology Press (27 Church Road, Hove, East Sussex BN3 2FA) and Psychology Press (711 Third Avenue, New York, NY 10017). ISBN: 978-1-13848-221-0 (hbk) ISBN: 978-1-13848-223-4 (pbk) ISBN: 978-1-35105-851-3 (ebk)

2. Eysenck, M., & Keane, M. (2015). *Cognitive Psychology A Student's Handbook* (7th Ed.). Psychology Press, (Taylor and Francis): New York.
3. Galotti, Kathleen M. (1999). "Cognitive Psychology In and Out of the Laboratory", Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

1. **Draw** a diagram showing how short-term and long-term memory work.
2. **Spot the difference** between two pictures to test your attention.
3. **Watch a short video** showing optical illusions and explain them.
4. **Try talking while solving math** to test your divided attention.
5. **Match examples** (like remembering a password) to types of memory.
6. **Look for specific letters** in a paragraph to test focused attention.
7. **Create a simple mind map** connecting brain parts to their functions.
8. **List three times today** when you used selective attention.
9. **Test a friend's memory** with a list of words, then ask again later.
10. **Watch a ball game clip** and explain how players track motion.
11. **Give a 2-minute talk** explaining one topic in your own words.
12. **Design a simple poster** about how memory works.
13. **Take notes while listening** to music, then summarize what you heard.

B. A. III, SEMESTER – V

Course Category: **MINOR**

Course Name: **Emerging Trends in Psychology**

Course Number: **III**

Course Code:

Course Credits: **4**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO1: Students will explain health-risk behaviors and their causes.

CO2: Students will analyse developmental, family, and social factors contributing to criminal behavior.

CO3: Students will evaluate psychological processes behind digital usage, cyberbullying, gaming, and gambling.

CO4: Students will recognize and explain online crimes such as scams, fraud, and illegal downloads.

Module I: Health Psychology: Health-Risk Behavior (Hours - 15, Credit - 01)

1.1 What is Health Behavior?

1.2 Smoking, Drinking and Illicit Drug Use

1.3 Unprotected Sexual Behavior

1.4 Obesity

Module II: Criminal Psychology: Origins of Criminal (Hours - 15, Credit - 01)

Behavior and Developmental Risk Factors

2.1 Social Risk Factors:

- a) Peer Rejection and Association with Antisocial Peers

2.2 Parental and Family Risk Factors

- a) Parental Styles and Practices
- b) Parental Monitoring
- c) Parental Psychopathology

2.3 Psychological Risk Factors

- a) Lack of Attachment
- b) Lack of Empathy
- c) Attention Deficit Hyperactivity Disorder and ADHD - Criminal Behavior link
- d) Conduct Disorder
- e) Oppositional Defiant Disorder

Module III: Cyber Psychology - I: Digital Usage, (Hours - 15, Credit - 01)

Cyber bullying, Gaming and Gambling

3.1 Children's and teens' use of digital technologies

- a) Internet usage
- b) Digital technologies: Harmful or empowering for young people?
- c) Illegal content and illegal activities

3.2 a) Cyber bullying and cyber-harassment

- b) Scams, Children and Teens

3.3 a) Activism

- b) Radicalization

3.4 Online Gaming and Gambling

- a) Internet addiction

- b) Internet Gaming addiction
- c) Aggressive video games
- d) Games for learning

Module IV: Cyber Psychology - II: Online Crime

(Hours - 15, Credit - 01)

(Scams, Fraud and Illegal Downloads)

- 4.1 a) Phishing and Vishing
 - b) Why are people tricked by phishing?
- 4.2 Mass-Marketing Fraud
 - a) Cognitive and Motivational Errors
 - b) What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?
- 4.3 a) Stages involved in the online dating romance scam
 - b) Illegal downloads

LIST FOR READING:

1. Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1-292-15771-9, ISBN-10: 1-292-15771-2) **(For Module II)**
2. Morrison Val and Bennett Paul (2016): An Introduction to Health Psychology; Pearson Education Limited; Fourth edition, 2016 (ISBN: 978-1-292-00313-9; ISBN: 978- 1-292-00314-6; ISBN: 978-1-292-12944-0) **(For Module I)**
3. Whitty, Monica Therese and Young, Garry (2017). Cyber Psychology: The Study of Individuals, Society and Digital Technologies; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) **(For Module- III and IV)**
4. Connolly Irene, Palmer Marion, Barton Hannah, Kirwanitle Grainne (Ed.) (2016). An Introduction to Cyber Psychology; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)

5. Durrant, Russil (2018). *An Introduction to Criminal Psychology*; Routledge Taylor & Francis Pub., London; Second Edition, 2018 (ISBN: 978-1-138-65095-4; ISBN: 978-1-138-65096-1; ISBN: 978-1-315-62504-1)
6. Ogden J. (2012): *Health Psychology - A Textbook*; McGraw Hill Open University Press; Fifth edition; 2012 (ISBN 13:978 0 335 243839; ISBN 10: 0 335 243835)

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

1. **Case Study Discussion** – Read a short story of a person’s unhealthy habits and discuss why they might have started.
2. **Public Health Poster** – Design a poster encouraging teens to avoid smoking, drugs, or unsafe sex.
3. **Role-Play** – Act out a conversation where one friend tries to persuade another to make a healthier choice.
4. **Risk Factor Chart** – List social, family, and psychological factors that could lead someone toward crime.
5. **Debate** – Simple debate: “Are criminals born or made?”
6. **Survey on Phone Use** – Ask classmates how much time they spend online and what they usually do.
7. **Cyberbullying Script** – Write a short chat showing cyberbullying and how someone could step in to help.
8. **Spot the Scam Email** – Look at example scam emails and circle clues that show it’s fake.
9. **Gaming Pros & Cons List** – Make two lists: benefits and dangers of online gaming.
10. **Love Scam Storyboard** – Draw a comic strip showing the steps of an online romance scam.
11. **“How to Stay Safe Online” Pamphlet** – Create a simple guide with tips to avoid fraud and hacking.
12. **Group Presentation** – Pick one topic (like obesity or ADHD) and explain it to the class in simple terms.
13. **Quiz Creation** – Make a fun quiz for classmates about health risks, cyber safety, or crime

factors.

B. A. III, SEMESTER – V

Course Category: **OPEN ELECTIVE**

Course Name: **Personality Development**

Course Number: **V**

Course Code:

Course Credits: **2**

Marks: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes (COs): Students will be able to do at the end of each module -

CO1: Conduct a detailed SWOT analysis to identify personal strengths and areas for growth.

CO2: Apply Emotional Intelligence techniques to manage stress and stay motivated during difficult tasks.

CO3: Demonstrate assertive verbal and non-verbal communication skills, including "Power Posing" and active listening.

CO4: Draft professional correspondence and engage in effective small talk to build networking opportunities.

CO5: Practice time management using the Eisenhower Matrix to prioritize professional and personal goals.

CO6: Formulate a personal Action Plan for continuous growth by integrating feedback and resilience training.

Module I: Foundations of Self-Awareness &

(Hours - 15, Credit - 01)

Emotional Intelligence (EQ)

1.1 Defining Personality: Nature vs. Nurture.

1.2 SWOT Analysis: Identifying your Strengths, Weaknesses, Opportunities, and Threats.

1.3 The Growth Mindset: Moving from "I can't" to "I can learn."

1.4 Emotional Intelligence (EQ)

- a) Self-Regulation: Techniques for managing stress, anger, and anxiety.
- b) Empathy: Learning to see the world through others' eyes.
- c) Internal Motivation: How to stay driven without external rewards.
- d) Self-Confidence: Building "Core Confidence" versus "Surface Confidence."

Module II: Body Language, Non-Verbal Communication & Verbal Communication (Hours - 15, Credit - 01)

2.1 The Power of Posture: How physical stance affects hormones (Power Posing).

2.2 Eye Contact & Facial Expressions: Building trust and warmth.

2.3 Art of Conversation: Small talk, active listening, and open-ended questions.

2.4 Assertiveness vs. Aggression: How to say "No" and set boundaries politely.

LIST FOR READING:

Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.

Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

Navarro, J. (2008). *What every BODY is saying: An ex-FBI agent's guide to speed-reading people*.

Harper Collins.

Pagare, S., et al. (n.d.). *Personality development: Communication and soft skills*. [Publisher].

<https://books.google.co.in/books?id=GbhGEQAAQBAJ&lpg=PR5&pg=PP1#v=onepage&q&f=true>

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

Activity 1: Personal SWOT Analysis

Activity 2: Growth Mind-set Journal

Activity 3: Emotion Diary

Activity 4: Stress Mapping Exercise

Activity 5: Empathy Circle

- Activity 6: Silent Communication Game
- Activity 7: Role-Play – Assertive vs. Aggressive Communication
- Activity 8: Small Talk & Networking Drill
- Activity 9: Leadership Style Self-Assessment
- Activity 10: Personal Action Plan

B. A. III, SEMESTER – V

Course Category: **FIELD PROJECT**

Course Name: **Field Project**

Course Number: **I**

Course Code: --

Course Credits: **2**

Marks: Total Marks: 50

Course Learning Outcomes: By the end of the course, students will be able to:

CO 1: Identify psychological variables and field contexts relevant to a study. (Remember)

CO 2: Describe background literature and theoretical framework for a selected problem. (Understand)

CO 3: Conduct basic field data collection using interview schedules, questionnaires, rating scales, or observation. (Apply)

CO 4: Interpret and classify results using qualitative or simple quantitative analysis. (Analyse)

CO 5: Critically evaluate real-world psychological problems and propose solutions. (Evaluate)

CO 6: Prepare and submit a complete field project report and present findings using audio-visual tools. (Create)

Suggested Format for Field Project Report:

A. Preliminary section

- Title page (Research title, partial fulfilment, Researcher, guide by, Institute, year)
- Declaration
- Certificate
- Acknowledgement
- Index
- Tables and Graphs

B. Main Section

Chapter I: Introduction (Conceptual clarity, theoretical background)

Chapter II: Review of Literature (minimum 04 to 05 research)

- Rationale of the study

Chapter III: Methodology

- Objectives and Hypotheses of the study
- Sample
- Variables (IV, DV)
- Tools and techniques
- Research Design (Specific design, Procedure)
- Data analysis (Descriptive and inferential statistics)

Chapter IV: Results & Interpretation

Chapter V: Conclusion, suggestions, and limitations

C. References (APA style)

D. Appendix (if any)

Assessment Scheme:

Component	Marks
Field work & engagement	20
Project report	20
Viva-Voce	10
Total	50

The Field Project promotes community engagement, local relevance, and social responsibility as envisioned in NEP-2020.

Basic Readings:

American Psychological Association. (2012). APA handbook of research methods in psychology (Vols. 1-3). APA.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
- McBride, D. M. (2020). *The process of research in psychology* (4th ed.). Oxford University Press.
- Morling, B. (2025). *Research Methods in Psychology* (5th ed.). W. W. Norton & Company.
- Ranjit Kumar (2014). *Research Methodology: A step-by-step guide for beginners*. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.
- Singh, A. K. (2016). *Tests, measurements, and research methods in behavioural sciences* (6th ed.). Bharati Bhawan.
- Wang, Li, Peng Liping and Qutub, Khan (2018). *Research Methods in Education*. 1st Edition. Sage Texts, Sage Publications India Pvt Ltd.
- भटकर, सु. आणि निताळे, वि. (2021). *संशोधन पद्धती, अथर्व पब्लिकेशन*
- कुमार, र. (2020). *संशोधन पद्धती: नवोदिता करिता मार्गदर्शक, सेज भाषा*
- भिंताडे, वि. रा. (2023). *शैक्षणिक संशोधन पद्धती, डायमंड पब्लिकेशन*
- पाटील, वा. भा. (2020). *संशोधन पद्धती, प्रशांत पब्लिकेशन*
- देसाई, भ. आणि अभ्यंकर, शोभना (2009). *संशोधन पद्धती आणि मानसशास्त्रीय मापन, नरेंद्र प्रकाशन*

Sample Field Project Topics:

A) Educational Psychology

- Study of exam stress among college students
- School readiness in rural pre-primary schools
- Digital distraction and academic performance

B) Social Psychology

- Attitude towards gender roles among youth
- Social media influence and peer pressure
- Prejudice and discrimination experiences in college

C) Health & Positive Psychology

- Sleep habits and mental wellbeing in young adults
- Mindfulness practice among teachers
- Physical exercise and emotional regulation

D) Community Psychology

- Alcohol addiction awareness in village community
- Coping strategies in families of migrant workers
- Awareness of mental health services in rural areas

E) Counselling & Mental Health

- Help-seeking behavior for anxiety
- Counselling needs among adolescents
- Stress management in working women

F) Industrial / Organizational Psychology

- Workplace motivation among sales employees
- Job satisfaction of teaching faculty
- Work-life balance of hospital staff

G) Developmental Psychology

- Behavioural problems among children (teacher reported)
- Parenting styles and adolescent self-esteem
- Impact of family structure on emotional development

H) Media & Cyberpsychology (New Trending Areas)

- Smartphone addiction
- Cyberbullying among college students
- WhatsApp / Instagram usage pattern study

I) Other Areas in Psychology

- Topics not covered under the above categories

B. A. III Sem. VI

Course Category: **MAJOR MANDATORY**

Course Name: **Social Psychology**

Course Number: **X**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes: After completion of the course learners will be able to:

CO 1: Understand concept of social psychology.

CO 2: Examine how heuristic strategies are employed to judge complex information

CO 3: Identify cause of aggression and learn to deal with aggression.

CO 4: Familiar with concept of social perception and social cognition

CO 5: Acquaint student with concept of social influence and prosocial behavior.

CO 6: Explore application of social psychology to various fields

Module I: Introduction to Social Psychology

(Hours - 15, Credit -

01)

1.1: Definition of Social Psychology:

A. Social Psychology Is Scientific in Nature

B. Social Psychology Focuses on the Behavior of Individuals

C. Social Psychology Seeks to Understand the Causes of Social Behavior

1.2: Social Psychology: Advances at the Boundaries

A. Cognition and Behavior

B. The Role of Emotion in the Social Side of Life

C. Social Relationships

1.3: Application of Social Psychology

A. Application to Industrial and Organizational Psychology

B. Application to Sports Psychology

C. Application to Clinical and Counseling psychology

D. Application to Other Areas

Module II. Social Perception and Social Cognition

(Hours - 15, Credit -

01)

2.1: Nonverbal Communication

A. Basic Channels of Nonverbal Communication

B. Nonverbal Cues in Social Life

C. Recognizing Deception

2.2: Attribution

A. Theories of Attribution

B. Basic Sources of Error in Attribution

C. Applications of Attribution Theory

2.3 Social Cognition

A. Heuristics

B Social Categorization

Module III: Social Influence and Prosocial Behavior

(Hours - 15, Credit -

01)

3.1 Conformity

A. Social Pressure

B. How Social Norms Emerge

C. Factors Affecting Conformity

D. Social Foundations of Conformity

E. Reasons for Nonconformity

3.2 Compliance

A. The Underlying Principles of Compliance

B. Tactics Based on Friendship or Liking

C. Tactics Based on Commitment or Consistency

D. Tactics Based on Reciprocity

3.3 Why People Help?

A. Empathy-Altruism

B. Negative-State Relief

C. Empathic Joy

3.4 Factors That Increase or Decrease the Tendency to Help

A. Factors That Increase Prosocial Behavior

B. Factors That Reduce Helping

Module IV: Aggression

(Hours - 15, Credit -

01)

4.1: Perspectives on Aggression

A. The Role of Biological Factors

B. Drive Theories

C. Modern Theories of Aggression

4.2: Causes of Human Aggression

A. Basic Sources of Aggression

B. Social Causes of Aggression

C. Gender and Aggression

D. Situational Determinants of Aggression

4.3: The Prevention and Control of Aggression

A. Punishment

B. Self-Regulation

C. Catharsis

D. Reducing Aggression by Thinking Nonaggressive Thoughts

LIST FOR READING:

Books for Reading:

- Branscombe, N. R., Baron, R. A. & Kapur, P. (2019). Social Psychology. (14th ed.), Noida (UP): Pearson India Education Services Pvt. Ltd., Third Impression 2019.
- Shetgovekar Suhas. (2018). An Introduction to Social Psychology Sage Publication
- Crips Richard J & Turner Rhiannon N (2014). Essential Social Psychology South Asia edition Sage Publication

Books for Reference:

- Aronson, E., Wilson, T. D., Akert, R. M. & Sommers, S. R. (2015). Social Psychology, (9th ed.), New Jersey: Pearson Education Prentice Hall.
- Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014.
- Mercer, J. & Clayton, D. (2014). Social Psychology, New Delhi: Dorling Kindersley India Pvt. Ltd.

ACTIVITIES AND EXERCISE SUGGESTED FOR INTERNAL EXAMINATION:

- Seminar or Mid Term Test
- Book or Film Review based on social issues
- Field-Based Observation Study: Observe social behavior in public spaces (Cafeteria, Library, Transport).
- Group Evaluation Activity: Social Experiment Topics: Helping behavior, Social norms, Conformity.
- Debate / Panel Discussion: Media and Aggression, Media and Prosocial behavior etc
- Community-Based Project: Social responsibility, Work with NGOs or Campus groups. Examples: Gender sensitization workshops, Anti-prejudice awareness drives etc.

B. A. III Sem. VI

Course Category: **MAJOR MANDATORY**

Course Name: **Practical (Psychological Tests)**

Course Number: **XI**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes: After studying the course the student will be able to -

1. CO1: describe and explain fundamental psychological tests and their theoretical foundations.
2. CO2: administer psychological tests accurately following standard procedures and score and interpret test results using manual or computerized methods.
3. CO2: Discuss and conclude the results obtained by psychological tests in scientific ways.
4. CO4: operate digital tools/IT software (e.g., CogLab) to simulate psychological tests and evaluate outcomes through technological platforms. As well as gain skills in using statistical tools/software for simple data analysis related to psychological assessment.

(Note – Administrate **any six** Psychological Tests from the following. **At least one** test should be selected from each module.)

Module I: Personality, Self and Individual Differences (At least one)

- Attitude Scale
- Five Personality Trait Inventory – K. S. Misra
- Type A, B and C Personality Pattern Inventory – Arun Kumar Singh & Ashok Kumar
- Academic Self-Concept Scale for College Students – Prof (Dr) Vikas Minchekar and Prof. (Dr) Bharat Naik
- Self-Efficacy Scale – G. P. Mathur & R. K. Bhatnagar
- Locus of Control Scale – Samayalangi Nongdu & Yodida Bhutia
- Students' Academic SWOC Analysis

Module II: Social, Family and Value-Oriented Measures (At least one)

- Family Relationship Inventory – G. P. Sherry & J. C. Sinha
- Parenting Style Scale – Madhu Gupta & Dimple Mehtani
- Social Relationship Scale – Pradeep Kumar, Faheem Nabi & Neha Thakur
- Altruism Scale (ALTS) – S. N. Rai & S. Singh
- Environment Awareness Questionnaire – Harjeet Kaur Sra & Nandita
- Modernization Scale – R. S. Singh, A. N. Tripathi & Ramjee Lal

Module III: Mental Health, Well-Being and Adjustment (At least one)

- Emotional Intelligence Scale – A. K. Singh & Shruti Narain
- Academic Stress Scale for College Students – Prof (Dr.) Vikas Minchekar
- General Well-Being Scale – Ashok K. Kalia & Anita Deswal
- Happiness Scale – Himanshi Rastogi & Janki Moorjani
- Life Satisfaction Scale – Q. G. Alam & R. Srivastava
- Psychological Well-Being Scale – D. S. Sisodia & Pooja Choudhary
- Mental Health Inventory (Adult) – Jagdish & A. K. Shrivastav

- Social Networking Addiction Scale (Online)

Module IV: Cognitive Abilities, Aptitude and Work-Related Skills (At least one)

- Artificial Intelligence Scale – Samreen Beig & Syed Hasan Qasim
- Time Management Scale – Santosh Dhar & Upinder Dhar
- Job Satisfaction Scale – Amar Singh & T. R. Sharma
- Career Maturity Inventory – Nirmala Gupta
- Meta-Cognition Inventory (MCI – College Students) – Punita Govil
- Reasoning Ability Scale (RAT) – K. Bayati
- Multidimensional Aptitude Battery-II (MAB-II) – Douglas N. Jackson & Narender K. Chadha
- Standard Progressive Matrices (SPM)

SCHEME OF MARKING FOR PRACTICAL EXAMINATION

SEMESTER END EXAMINATION:(80 MARKS): Practical examination incorporates following.

1. Journal = **30** Marks (20+10) (Assessment by HOD/Concerned teacher -20 and External Examiners-10)
2. Instructions and conduct = **15** Marks (External Examiners)
3. Report writing = **20** Marks (External Examiners)
4. Oral = **15** Marks (External Examiners)

INTERNAL ASSESSMENT (20 MARKS)

As per guidelines of Shivaji University Kolhapur.

IMPORTANT NOTE-

1. Practical examination should consist of One Practical of three hours duration each.
2. There shall be eight (8) periods - Two Practical's of 4 Periods each per week for each batch of ten (10) students.

3. A subsequent batch shall be constituted only if the number of students exceeds fifty percent (50%) of the strength of the previous batch. Second batch of practical shall be consisting 16 students, third batch shall be consisting 26 students and fourth batch shall be consisting 36 students.
4. Eligibility for the practical examination shall be subject to the submission and certification of journal report and completion of the assignment work by the student, duly verified signed by teacher in charge and HoD.

LIST FOR READING:

a) Books for Reading:

Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice-Hall of India Pvt. Ltd. Garrette,
H. E and Woodworth, R. S., (1981). Statistics in Psychology and Education, Tenth Edition
Reprint, Bombay: Vakils and Siman Ltd.,

b) Books for References:

Barlinge ani Latkar (2000). Upayojit Manasashatra, Nagpur: Shri Sainath Prakashan,
Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: Vidya Prakashan
Desai, B. and Abhyankar, S.C. (2001). Prarayogik Manasashastra ani Samshodhan Paddhati.
Pune: Narendra Prakashan.
Desai, Bharat ani Abhyankar, Shobhana (2001). Manasashastriya Mapana, Pune: Narendra
Prakashan.
Narake, Himmat ani Barve, Bapurao (1999). Manomapan va Sankhyashastra, Aurangabad:
Prerana Agencies.

B. A. III Sem. VI

Course Category: **MAJOR MANDATORY**

Course Name: **Advanced Psychological Assessment**

Course Number: **XII**

Course Code:

Course Credits: **02**

Marks: Semester End: 40 Internal Assessment: 10 Total Marks 50

Course Learning Outcomes: After completion of the course learners will be able to:

CO 1: Understand the concept of psychological test and test construction.

CO 2: Acquaint student with the concept of reliability and validity.

CO 3: Develop basic diagnostic and evaluative skills.

Module I: Test Construction

(Hours - 15, Credit - 01)

1.1 Scaling: Types of scales, Scaling methods

1.2 Writing Items: Item format, Scoring items and Test Tryout

1.3 Good Item

1.4 Item Analysis

- a) The Item-Difficulty Index
- b) The Item-Reliability Index
- c) The Item-Validity Index
- d) The Item-Discrimination Index
- e) Analysis of item alternatives

Module II: Reliability and Validity

(Hours - 15, Credit - 01)

2.1 The Concept of Reliability

2.2 Reliability Estimates

- a) Test-Retest Reliability
- b) Parallel-Forms and Alternate-Forms Reliability
- c) Split-Half Reliability
- d) Other Methods of Estimating Internal Consistency
- e) Measures of Inter-Scorer Reliability

2.3 The Concept of Validity

2.4 Types of Validity

- a) Face Validity
- b) Content Validity
- c) Criterion-Related Validity
- d) Concurrent and Predictive Validity
- e) Construct Validity

LIST FOR READING:

Basic Reading:

Cohen, R. J., Schneider, W. J., and Tobin, R. M. (2022). Psychological Testing and Assessment: An Introduction to Tests and Measurement (10th edition). McGraw Hill

References:

- American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct.
- Anastasi, A., & Urbina, S. (2001). Psychological Testing (7th Edition). Pearson.
- Goldstein, G., & Hersen, M. (2000). Handbook of Psychological Assessment. Elsevier.
- Gregory, R. J. (2015). Psychological Testing: History, Principles, and Applications (7th Edition). Pearson.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th Edition). Cengage Learning.

ACTIVITIES AND EXERCISE SUGGESTED FOR INTERNAL EXAMINATION:

- Seminar or Mid Term Test
- Students will construct a small set of test items for a selected psychological variable, administer them to peers, and note difficulties or ambiguities observed during test try-out.
- Students will construct 16 items for a selected variable (e.g., anxiety, academic stress), following: Clear item wording and Avoidance of bias, ambiguity, double-barreled items
- Short reflective writing on Informed consent, Confidentiality, Misuse of psychological tests.
- Group discussion on “Can a test be reliable but not valid?”
- Students will select one standardized psychological test and write a short critique covering: Purpose of the test, Reliability evidence, Validity evidence, Ethical considerations.

B. A. III, Semester – VI

Course Category: **MAJOR ELECTIVE**

Course Name: **Introduction to Organizational Behavior**

Course Number: **II**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1: Gain an understanding of key concepts in organizational behaviour.

CO 2: To make the students understand the idea of personality, job satisfaction and leadership.

CO 3: Gain an understanding of the group processes.

CO 4: Be able to understand the fundamental change processes of organization.

Module I: Organizational Behavior (OB)

(Hours- 15, Credit- 01)

1.1 Importance of Interpersonal Skills

1.2 What managers do?

- A) Management functions and roles
- B) Management skills
- C) Effective versus successful managerial activities

1.3 Disciplines that Contribute to the OB Field

- A) Psychology
- B) Social Psychology
- C) Sociology
- D) Anthropology

1.4 Challenges and opportunities for OB

- A) Responding to Globalization
- B) Improving people skills
- C) Stimulating innovation and change
- D) Helping employees balance work-life conflicts
- E) Creating a positive work environment

Module II: The Individual

(Hours- 15, Credit- 01)

2.1 Personality

- A) What is personality?
- B) The Myer-Briggs Type indicator
- C) The Big Five Personality Model

2.2 Attitudes and Job Satisfaction

- A) What are the major Components of Attitudes?
- B) What are the major job attitudes?
- C) Measuring Job Satisfaction, How Satisfied are people in their Jobs? What Causes Job Satisfaction?
- D) The Impact of Satisfied and Dissatisfied Employees on the Workplace?

2.3 Leadership

- A) What is Leadership?

- B) Trait Theories
- C) Behavioral Theories
- D) Contingency Theories

2.4 Charismatic Leadership and Transformational Leadership

Module III: Foundations of Group Behaviour

(Hours - 15, Credit - 01)

- 3.1 Defining and classifying groups
- 3.2 Stages of Group Development: Five-Stage model
- 3.3 Group properties
 - A) Roles and Norms
 - B) Cohesiveness and Diversity
- 3.4 Group Decision Making
 - A) Group versus Individual
 - B) Group Decision Making Techniques

Module IV: Organizational Change

(Hours - 15, Credit - 01)

- 4.1 Forces for Change and planned change
- 4.2 Resistance to change
- 4.3 Approaches to manage organizational change
 - A) Lewin's three-step model
 - B) Kotter's Eight-step plan for implementing change
- 4.4 Stress at Work
 - A) What is Stress?
 - B) Sources of Stress at Work
 - i) Environmental Factor
 - ii) Organizational Factor
 - iii) Personal Factor

List for Reading:

a) Book for Reading:

- Robbins, S., Judge, T., Vohra, N. (2022). *Organizational Behavior* (Updated 18th Edition). Delhi: Pearson Education, Inc.

b) Books for References:

- Robbins, S., Judge, T., Vohra, N. (2018). *Organizational Behavior* (18th Edition). Delhi: Pearson Education, Inc.
- Robbins, S., Judge, T., Vohra, N. (2013). *Organizational Behavior* (15th Edition). Delhi: Pearson Education, Inc.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Seminar or Mid Term Test
- Book or Film Review
- Group Discussion: Management, Personality, Leadership etc.
- Case Study: Manager in various Institutions, Political Leader, Social Worker etc.
- Field-Based Observation Study: Observe organizational behavior of people nearby and make report (Industries, Societies, Banks etc.).

B. A. III, Semester – VI

Course Category: **MAJOR ELECTIVE**

Course Name: **Educational Psychology**

Course Number: **II**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1: Gain an understanding of key concepts in classroom communication.

CO 2: To make the students understand the idea of individual differences and multiple intelligence.

CO 3: Gain an understanding of the special educational needs.

CO 4: Be able to understand the fundamental concept of motivation.

Module I : The Nature of Classroom Communication (Hours- 15, Credit- 01)

1.1 Meaning and Characteristics of Classroom Communication

A) Meaning of Classroom Communication

B) Characteristics

1.2 Types of Classroom Communication

A) Verbal Communication

B) Non-verbal Communication

1.3 Functions of Classroom Communication

A) Instructional Function

B) Managerial & Social Function

1.4 Barriers to Effective Classroom Communication

A) Student-Related Barriers

B) Teacher/Environment-Related Barriers

Module II : Student Diversity (Hours- 15, Credit- 01)

2.1 Individual Differences in Learning

A) Learning styles (VAK)

B) Cognitive styles (field-dependent, field-independent)

2.2 Multiple Intelligences

A) Types of intelligences

B) Classroom applications

2.3 Cultural and Linguistic Diversity

A) Impact of culture on learning

B) Challenges of bilingual/multilingual learners

2.4 Gender Differences

A) Gender roles & socialization

B) Gender bias in classrooms

Module III : Students with Special Educational Needs

(Hours- 15, Credit- 01)

3.1 Types of Disabilities

A) Learning disabilities (dyslexia, dysgraphia)

B) Behavioural & emotional disabilities

3.2 Identification and Assessment

A) Psychological testing

B) Observation & diagnostic procedures

3.3 Inclusive Education

A) Classroom accommodations

B) Peer support & cooperative learning

3.4 Teacher's Role

A) Collaboration with parents & specialists

B) Developing IEPs (Individualized Plans)

Module IV : Student Motivation

(Hours- 15, Credit- 01)

4.1 Motivation as Goals, Interests & Needs

A) Mastery vs. performance goals

B) Interest-based learning

4.2 Self-Efficacy & Attribution

A) Bandura's self-efficacy theory

B) Attribution theory

4.3 Intrinsic vs Extrinsic Motivation

A) Rewards & reinforcement

B) Self-motivation & curiosity

4.4 Strategies to Enhance Motivation

A) Active & engaging teaching methods

B) Supportive classroom climate

List for Reading:

a) Book for Reading:

- Seifert, K., & Sutton, R. (2009). *Educational psychology* (2nd ed.). John Wiley & Sons.

b) Books for References:

- Santrock, J. W. (2009). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Slavin, R. E. (2012). *Educational psychology: Theory and practice* (10th ed.). Pearson Education.
- Woolfolk, A. (2014). *Educational psychology* (13th ed.). Pearson Education.
- Ormrod, J. E. (2012). *Educational psychology: Developing learners* (8th ed.). Pearson Education.
- Bhatia, H. R. (2011). *Educational psychology*. Macmillan India.
- Mangal, S. K. (2014). *Advanced educational psychology*. PHI Learning.
- Aggarwal, J. C. (2010). *Educational psychology*. Vikas Publishing House.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Activity 1: Classroom Communication Observation

Activity 2: Barriers to Communication – Group Discussion

Activity 3: Gender & Cultural Bias Debate

Activity 4: Identification of Learning Disabilities

Activity 5: Inclusive Classroom Design

Activity 6: Role of Teacher – Role Play

Activity 7: Motivation Self-Assessment

Activity 8: Self-Efficacy Enhancement Exercise

Activity 9: Motivational Teaching Strategies Workshop

B. A. III, Semester – VI

Course Category: **MINOR**

Course Name: **Psychology of Marketing and Consumer Behaviour**

Course Number: **IV**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes (COs): After successful completion of this course, the students will be able to:

CO1: Explain the structure and functioning of human memory and analyze the impact of advertising on consumer recall, recognition, and memory distortion.

CO2: Understand and evaluate the process of attitude formation, structure, and change, and assess the role of advertising in shaping consumer attitudes.

CO3: Analyze the relationship between attitudes, intentions, and buying behaviour, and interpret how advertising strategies influence consumer purchase decisions.

CO4: Examine contemporary advertising practices in the digital era and critically evaluate the psychological mechanisms and ethical issues involved in online and social media advertising.

Module I: How Advertising Affects Consumer Memory (Hours- 15, Credit- 01)

- 1.1 Structure and functions of human memory
- 1.2 Encoding, storage, and retrieval processes in advertising
- 1.3 Advertising effects on recall, recognition, and brand associations
- 1.4 Memory distortion, false recall, and misinformation in advertising

Module II: How Consumers Form Attitudes towards Products (Hours- 15, Credit- 01)

- 2.1 Concept and components of attitude
- 2.2 Attitude formation through advertising exposure
- 2.3 Attitude strength, structure, and resistance to change
- 2.4 Functions of attitudes in consumer decision making

Module III: How Advertising Influences Buying Behaviour (Hours- 15, Credit- 01)

- 3.1 Relationship between attitude and behaviour
- 3.2 Role of intentions and decision-making models
- 3.3 Automatic and impulsive buying behaviour
- 3.4 Hidden persuasion techniques and behavioural triggers

Module IV: Advertising in the New Millennium (Hours- 15, Credit- 01)

- 4.1 Features and forms of online and digital advertising

- 4.2 Psychological impact of the internet and social media advertising
- 4.3 Conscious and unconscious processes in online persuasion
- 4.4 Ethical issues and challenges in digital advertising

List for Reading:

a) Book for Reading:

- Fennis, B. M., & Stroebe, W. (2016). *The psychology of advertising* (2nd ed.). Psychology Press, Taylor & Francis Group. ISBN 978-1138823332.

b) Books for References:

- Schiffman, L. G., & Wisenblit, J. (2019). *Consumer behavior* (12th ed.). Pearson Education.
- Solomon, M. R. (2018). *Consumer behavior: Buying, having, and being* (12th ed.). Pearson Education.
- Kotler, P., & Keller, K. L. (2016). *Marketing management* (15th ed.). Pearson Education.
- Belch, G. E., & Belch, M. A. (2018). *Advertising and promotion: An integrated marketing communications perspective* (11th ed.). McGraw-Hill Education.
- Hawkins, D. I., & Mothersbaugh, D. L. (2016). *Consumer behavior: Building marketing strategy* (13th ed.). McGraw-Hill Education.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

Activity Title: Applied Advertising Psychology:

Analysis of Consumer Memory, Attitudes, Buying Behaviour, and Digital Advertising Strategies

B. A. III, Semester – VI

Course Category: **ON JOB TRAINING**

Course Name: **On-Job-Training (OJT)**

Course Number: **I**

Course Code:

Course Credits: **04**

Marks: Semester End: 80 Internal Assessment: 20 Total Marks 100

Course Learning Outcomes:

CO 1: Enrich their skills and knowledge through Learning-by-Doing.

CO 2: Understand the real-life complexities and contextual underpinnings of psychological concerns.

CO 3: Apply their theoretical understanding to practical world

CO 4: Critically understand the professional challenges and hazards

CO 5: Introspect and start overcoming their weaknesses and build their strengths to become a professional.

CO 6: Learn to practice professional ethics in serving people.

INSTRUCTIONS:

Institute and concerned Departments are expected to follow following instructions:

- As per UGC NEP Draft, the College Level Mechanism should be formally adopted with role and responsibilities assigned at each level.
- In selection of OJT, student should be kept at centre. The concerned Teacher should allow student to choose the area of interest and the institution or expert. The contextual knowledge student related to his/her surrounding or neighborhood should be respected.
- The Teacher should try to facilitate the process rather than directing so that the On-The-Job Training Experience will become enriching and not burdening.
- The preference should be given to the institute/expert proposed by student and if any problem arises; Teacher should extend the help.
- Institution/Department may make few FORMAL MoUs (which will be accepted by NAAC protocol) with outside campus institutes where OJT facility can be made available to few students.
- The Teachers should develop formal as well as informal networks with experts, researchers, practitioners and institutions which will facilitate the OJT.
- The concerned Teacher should regularly coordinate with College and Departmental Level Cells and the concerned authority at the Place of OJT to monitor the progress of student and solve any problem, if arises.

Few recommended Areas:

1. Industry/Professional Organization/Local NGOs / Community-Based Organizations

(Examples: Women's self-help group (SHG) Federations, Education NGOs, Rural development, Social Justice, Environment, Disabled, Old Age, Orphans, Mental Health, Entrepreneurship, Gender Inequality, Social Reforms, Sports and Fitness etc.)

Few Examples of Tasks to be carried out:

- o Community survey on educational, health or gender issues
- o Preparing own or using standardized tools for screening, selecting, training, appraising the personnel working in organizations
- o Customer/Client or Stakeholders’ feedback tools preparation and application o Assist in organizing awareness programs (health, rights, sanitation)
- o Data collection/documentation for ongoing projects e.g. socio-economic status, health indicators
- o Participating in field visits with NGO staff
- o Engaging in supportive roles for vulnerable populations etc.

2. Panchayat Offices / Local Government Bodies

Few Examples of Tasks to be carried out:

- o Assist in documentation of schemes (e.g., MGNREGA, PMAY)
- o Observe Gram Sabha meetings
- o Support in community mobilization activities
- o Work on socio-economic profile surveys

3. Government/Private Schools / Zilla Parishad Institutions

Few Examples of Tasks to be carried out:

- o Assist with educational or remedial sessions
- o Assisting staff for holistic development of students
- o Observe classroom dynamics for psychology/sociology
- o Design low-cost teaching aids
- o Collect feedback from students/teachers for improvement

4. Primary Health Centers (PHC) / Anganwadi Centers/ Hospitals/ Health and Fitness Institutes

Few Examples of Tasks to be carried out:

- o Support with health awareness campaigns (Physical, Emotional, Social, Mental Health) o Observe and document service delivery (maternal care, immunization)
- o Shadowing fitness and health experts, doctors, clinical psychologists, psychiatric social workers, or psychiatrists (non-therapeutic roles) etc.

- o Carrying supportive role in Rehabilitation Centers for recovery of various patients/clients.
- o Carrying Mental and Other Health Status Examinations with standardized or self-developed tools
- o Working on mental health awareness, disability support, youth counselling, socio-economic, education, cultural, sports, art etc.
- o Survey mothers on nutrition and health practices
- o Assist with record keeping

5. Cooperatives / SHGs / Microfinance Institutions

Few Examples of Tasks to be carried out:

- o Observe lending and group meeting processes
- o Assist in documentation or member training
- o Conduct simple economic impact surveys
- o Prepare case studies of successful members

6. Fieldwork with Domain Experts/Practitioners/Researchers/College Projects

Few Examples of Tasks to be carried out:

- o Observing and assisting in Domain Expert/Practitioner in their work.
- o Assist expert or faculty or NGOs in data collection
- o Learning and Assisting with Artist/Literature Person/Commercial Art Designer/Photographer/Drawing Expert/Dancer/Cultural Expert or any other related area
- o Learning and Assisting with Sport/Fitness/Nutritionist/Healer/Yoga/Meditation/Physiotherapist/Movement Therapist or any other profession accepted by International Labor Organization (ILO) and consented by Indian government
- o Interview residents about a social or political topic
- o Map local resources or issues using participatory tools
- o Help in transcription or basic report writing

7. On-Campus College level organized Community Projects

Few Examples of Tasks to be carried out:

- o Sanitation awareness drives
- o Local governance audits

- o Youth or women's engagement initiatives

8. Virtual / Hybrid Work

Few Examples of Tasks to be carried out:

- o NGOs (Examples: Youth Ki Awaaz, CRY, Teach For India and many others) offering remote internships/OJT

(Examples: Counselling, Interviews, Presentations, Workshops, Organizing committee responsibilities etc.)

- o Participation in digital campaigns, content creation, or data analysis

9. Any other Relevant, Emerging, Novel and Out-of-box idea coming from student or concerned Teacher can be included and executed.

Assessment methodology:

Component	Description	Weightage
Logbook	Task Entries and time tracking,	10%
Supervisor Evaluation	Attendance, performance, professionalism	30%
Reflection Report	Learning summary, tasks done, insights gained (With Google Tagged Photos/Images/Videos etc.)	60%

(** Note: Presentation before faculty or peers about OJT experience may be given 20 % weightage in Reflection. It is OPTIONAL and may be decided by concerned faculty)