



**Rayat Shikshan Sanstha's**  
**R. B. Narayanrao Borawake College, Shrirampur**  
**(Autonomous)**

**(Affiliated to Savitribai Phule Pune University, Pune)**

**Department of Psychology**

**FYPG Psychology Syllabus as per NEP-2020**

**Implemented**

*From*

**Academic Year: 2023-24**

### Course Structure of F.Y.M.A. Psychology (Semester-I and II)

Year	Semester	Course Type	Course Code	Course Title	Theory/ Practical	Credit	No. of Lectures/ Practical to be conducted
1	I	Major Mandatory	PY-MJ-511T	Cognitive Processes	Theory	4	4
		Major Mandatory	PY-MJ-512T	Psychological Testing: Theory & Applications	Theory	4	4
		Major Mandatory	PY-MJ-513T	Basic Statistical Methods	Theory	2	2
		Major Mandatory	PY-MJ-514P	Psychology Practical: Tests	Practical	4	16
		Major Elective	PY-ME-515T	Media Psychology	Theory	4	4
		Research Methodology	PY-RM-516T	Research Methods in Psychology	Theory	4	4
	II	Major Mandatory	PY-MJ-521T	Learning and Memory	Theory	4	4
		Major Mandatory	PY-MJ-522T	Biopsychology	Theory	4	4
		Major Mandatory	PY-MJ-523T	Personality	Theory	2	2
		Major Mandatory	PY-MJ-524P	Psychology Practical: Experiments	Practical	4	16
		Major Elective	PY-ME-525T	Criminal Psychology	Theory	4	4
		OJT/FP	PY-OJT-526T	On-the job training/ Field Project	Theory	4	4

**F.Y.M.A. (Psychology)**  
**Syllabus for Semester- I**

## MAJOR MANDATORY – COGNITIVE PROCESSES

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-511T</b> Cognitive Processes	<b>4</b>	<b>4</b>	--

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) The processes involved in sensation and perception
- 2) The process involved in attention and pattern recognition.
- 3) Understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.

### Learning Outcomes:

After completion of this course student should be able to:

- 1) Demonstrate a comprehensive understanding of the processes involved in sensation and Perception.
- 2) Demonstrate a comprehensive understanding of the process involved in attention and pattern recognition.
- 3) Critically evaluate and apply major concepts, theories, and empirical findings in Cognitive psychology.
- 4) Use cognitive psychology principles to analyze and resolve issues in the actual world.

### Course Contents

#### Unit I: Introduction to Cognitive Psychology

15 Clock Hours

- 1.1 Definition, Nature and Scope of Cognitive Psychology
- 1.2 History of Cognitive Psychology
- 1.3 Theories of cognitive development –Piaget, Vygotsky
- 1.4 Methods to study cognitive Psychology Introspection, observation Experimental
- 1.5 Application: Understanding Cognitive Map

#### Unit II: Exploring Cognitive Psychology

15 Clock Hours

Definition, Nature and Theories

- 2.1 Sensation: Structuralism, Gestalt, Psychophysical approach, Psychological Approach, Theories of Color vision, Theories of Pitch
- 2.2 Perception: Bottom Up theories of perception, Top down Perception Theories, Computational theories
- 2.3 Definition, Nature and Theories:
- (i) Attention: Bottleneck theory, Automatic versus controlled processing, Feature integration theory; stroop Effect, Signal detection Vigilance
  - (ii) Pattern Recognition: Template Matching Theory, Prototype models, Distinctive-features models and Computational Approach
- 2.4 Definition, Nature and Theories:
- (i) Thinking: Associationism, Gestalt information Processing
  - (ii) Problem Solving: Problem Space theory, Means-End Hypothesis, Analogy Approach
- 2.5 Application:
- (i) Activities on Cognitive Map,
  - (ii) Subliminal Perception

**Unit III: Exploring Cognitive Psychology****15 Clock Hours**

- 3.1 Definition, Nature and Theories  
(Hull's Systematic Behavior Theory, Bandura social Learning Theory)
- 3.2 Memory Model: Tulving, Multimodal
- 3.3 Definition, Nature and Theories : (i) Artificial Intelligence (ii) Language
- 3.4 Definition, Nature and Theories : (i) Decision Making (ii) Creativity
- 3.5 Application: Memory Improvement Techniques

**Unit IV: Recent Trends in Cognitive Psychology****15 Clock Hours**

- 4.1 Recent Trends in (i) Sensation (ii) Attention: Biological Bases of Attention
- 4.2 Recent Trends in (IV) Creativity (v) Thinking (VI) Problem Solving
- 4.3 Recent Trends in (i) Learning (ii) Memory (iii) Pattern Recognition
- 4.4 Recent Trends in (i) Language (ii) Artificial Intelligence (iii) Decision Making
- 4.5 Application: Develop creative thinking, decision making skills

**Reading Books:**

- Anderson, J. R. (2015). *Cognitive Psychology and its implications*. New York: Worth Publishers
- Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- Borude, R. R. *Bodhanik manasashastra*. Chhaya Prakashan.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
- Horton, D. L. and Turnage, T. W. (1976). *Human learning*. ND: Prentice-Hall
- Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N. D. Sage Publications
- Matlin, M. (1994). *Cognition*. Bangalore: Harcourt Brace Pub.
- Singh, Shyam & Singh (2008) *Psychoneuroimmunology*, Global Vision, New Delhi
- Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.
- Solso, R. L. (2004). *Cognitive Psychology (6<sup>th</sup> ed.)*. Delhi: Pearson Education

**MAJOR MANDATORY – PSYCHOLOGICAL TESTING: THEORY & APPLICATIONS**

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-512T</b> <b>Psychological Testing:</b> <b>Theory &amp; Applications</b>	<b>4</b>	<b>4</b>	<b>--</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1) Ethical considerations of testing in practice.
- 2) Psychometric theory and properties in detail.
- 3) The process of standardization and psychological test construction.
- 4) Tests from different areas and applied fields.

**Learning Outcomes:**

After completion of this course student should be able to:

- 1) Observe ethical considerations of testing in practice.
- 2) Analyze the types of reliability/ validity/ norms of the test.
- 3) Follow standardized procedure for test construction.
- 4) Apply theoretical understanding of psychological tests to different applied fields.

**Course Contents****Unit I: Uses & Implications of Psychological Testing****15 Clock Hours**

- 1.1. Nature & Definition of Psychological Test
- 1.2. Functions & Uses of Psychological Tests
- 1.3. Test Administration
- 1.4. Social And Ethical Implications of Testing
- 1.5. Types of Psychological Tests

**Unit II: Standardization and Scope of Psychological Test****15 Clock Hours**

- 2.1 Procedure For Test Standardization
- 2.2 Characteristics of Good Psychological Tests

2.3 General Steps in test Construction

2.4 Item analysis

2.5 A] Issues in Test administration: Ethics, bias, Cultural fairness

B] Factors influencing test performance- Examiner, situational variables and test takers Perspective

### Unit III: Reliability of Psychological Tests

15 Clock Hours

3.1 Reliability: Meaning and Definition

3.2 Types of Reliability

3.3 Factors Affecting Reliability coefficients

3.4 Correlation coefficient: Meaning, Statistical significance, reliability coefficient

3.5 Reliability- Influencing factors and improvements techniques

### Unit IV: Validity of Psychological Test

15 Clock Hours

4.1 Validity: Meaning and Definition

4.2 Types of Validity

4.3 Selection of Criteria for Validation

4.4 Uses and Limitations of Criterion Related Validation

4.5 Test validity and decision theory

### Reading Books:

- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Kaplan, R. M. & Saccuzzo, D. P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Gregory, R. J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: Bharati Bhavan.
- Nunnally, J. C. (1981). *Psychometric theory*. NY: Tata McGraw-Hill
- Ghiselli, E. E. and Campbell, J. P., Zedek, S. (1981). *Measurement theory for the behavioral sciences*. W.H. Freeman.
- Freeman, F. S. 3<sup>rd</sup> ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.



- Cronbach, L. J. 5<sup>th</sup> ed. (1990). *Essentials of psychological testing*. New York: Harper Collins Publishers.
- Murphy, K. R., David shofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
- Aiken L. R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.

## MAJOR MANDATORY – BASIC STATISTICAL METHODS

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-513T</b> <b>Basic Statistical Methods</b>	<b>2</b>	<b>2</b>	<b>--</b>

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. Different statistical procedures used in the field of psychology and their applications.
2. Conceptual and computational skills in statistics.
3. The use basic relevant statistical techniques to organize and analysis the practical and project work.

### Learning Outcomes:

After completion of this course student should be able to:

1. Demonstrate the conceptual understanding of the basic concepts in statistics like Measures of central tendency, measures of variability, normal probability, and Correlation and regression
2. Apply different statistical techniques in data analysis and perform the calculations of the same.
3. Use different basic statistical techniques of data analysis and interpretation of results.

### Course Contents

#### Unit I: Basic Descriptive Statistics and Probability

**15 Clock Hours**

- 1.1 Measures of central tendency
- 1.2 Measures of variability
- 1.3 Percentiles, Percentile Ranks and Standard Scores
- 1.4 Probability: Concept, definition and approaches
- 1.5 Applications: SPSS

#### Unit II: Correlation and Regression

**15 Clock Hours**

- 2.1 Concept, meaning and nature of correlation
- 2.2 Pearson's Product-moment correlation
- 2.3 Rank difference correlation
- 2.4 Partial and Multiple correlation
- 2.5 Regression: Concept and application

**NOTE-**

1. Students can use non-scientific calculator or during examination.
2. Calculate on exercises in the question paper shall be restricted to the following:
  - a. Central tendency and variability
  - b. Percentile and Percentile Ranks
  - c. Correlation

**Readings Books:**

- Aron, A., & Aron, E. N. (2002). *Statistics for the behavioral and social sciences*. Prentice Hall Press.
- Dancey, C. P., & Reidy, J. (2007). *Statistics without math's for psychology*. Pearson education.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.
- Field, A., Miles, J., & Field, Z. (2017). *Discovering statistics using R*. Sage
- Garrett, H. E. (1953). *Statistics in psychology and education*.
- Guilford J. P. & Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6<sup>th</sup>ed) McGraw– Hill
- Howell, D. C. (2012). *Statistical methods for psychology*. Cengage Learning.
- Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall
- Minium E.W., King B.M., Bear G.(2003). *Statistical Reasoning in Psychology and Education*(4<sup>th</sup>ed).John Wiley & Sons
- Pallant, Julie (2016). *SPSS Survival Manual: A step by step guide to data analysis using IBM SPSS* (6th edition). McGraw-Hill

**MAJOR MANDATORY – PSYCHOLOGY PRACTICAL: TESTS**

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-514P</b> Psychology Practical: Tests	<b>4</b>	--	<b>8</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1) The administration of psychological tests, interpretation of scores and report writing.
- 2) The evaluation procedures and evaluation of psychological tests,
- 3) Certain skills of psychological counselling on the basis of psychological test results.

**Learning Outcomes:**

After completion of this course student should be able to:

- 1) Conduct testing in laboratory setting and at fields for research purpose.
- 2) Psychological tests will be used for assessment, and screening purpose
- 3) Psychological test construction skill will be developed.

**Course Contents****Unit I: General And Special Ability Tests (any three)****15 Clock Hours**

1. Standard Progressive Matrices, Cattell's Culture Fair Test of Intelligence
2. WAIS-IV (India), GATB, GMAT
3. DAT, DBDA, EATB
4. Torrence test of Creativity / Salahkar Creativity Test / Passi Creativity test
5. Reasoning Ability Test, Cognitive Ability Test

**Unit-II: Personality Tests (any three)****15 Clock Hours**

1. NEO-PI-R, 16 PF, MBTI (Form F)
2. Vocational Preference Inventory by J. I Holland
3. Bell's Adjustment Inventory
4. Thematic Apperception Test (TAT)
5. Attitude and Value Scale

**Unit-III: Clinical Tests (Any two)****15 Clock Hours**

1. MMPI
2. Neuropsychological Assessment Battery (NAB)
3. Adult Neuropsychological Questionnaire
4. Stress management Scale
5. Depression Scale

**Unit-IV: Other Tests (Any Two)****15 Clock Hours**

1. FIRO-B/ BIRO-P
2. Assessment of Subjective Wellbeing
3. Career and Family Value Scale
4. Family Environment Scale
5. Self-Concept

*\*Note: Only Standardized Test Should be used*

**Important notes:****A. General Instructions:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of the Credit System and National Education Policy.

**Conduct of Practical Examination:****B. Evaluation of Practical- (Total 4 Credits)**

1. The total evaluation for the four-credit course will be 100 marks. However, for the convenience of assessment and evaluation, there will be 40 marks for continuous (internal) assessment (2 credit) and 60 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment of practical -40 marks (2 Credits) There will be internal practical examination after the completion of Six practical's and the division of 40 internal marks like following:

Sr. No.	Items	Marks
01	Punctuality and Attendance in Semester	05
02	Instruction and Conductance	10
03	Journal on Four Practicals	10
04	Report writing on given Practical	10
05	Viva	05
<b>Total</b>		<b>40</b>

Internal examination will be conducted at the departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set the question paper.
3. Each separate batch will only one question paper set.
4. Duration of the internal examination of practical will be 3 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.

**C. End of Semester Examination (ESE)-60 marks (2 Credit). The End Semester Examination will be of 60 marks and division of marks like following.**

Sr. No.	Items	Marks
01	Instruction and Conductance (internal and external)	15
02	Journal on Six Practicals (internal and external)	15
03	Report writing on given Practical (external only)	15
04	Viva (internal and external)	15
<b>Total</b>		<b>60</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University/College.

1. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 3 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. Internal and external examiners will jointly set question papers.
6. Each separate batch will have only one question paper set.
7. The question paper will contain problems based on the practicals conducted at

the respective centers.

8. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.
9. Though the overall assessment will be made for 100 marks (internal 40 + external 60 marks).

### Reading Books:

- Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D. P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
- Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
- Freeman, F.S. 3<sup>rd</sup> ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
- Cronbach L. J. (1984). *Essentials of Psychological Testing* (4<sup>th</sup> Ed)
- Anastasi A. (1988). *Psychological Testing*. New York: McMillan
- Murphy, K. R., Davidshofer, R. K. (1988): *Psychological testing: Principles and applications*. New Jersey: Prentice Hall Inc.
- Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric theory* (3<sup>rd</sup> ed). NY: McGraw-Hill.
- Aiken L.R. (1996) *Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes*.
- Buros, O. (ed). (1965, 1972). *The mental measurement*. Year Book, NJ: Gryphon Press.
- Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). *Measurement theory for the behavioural sciences*. W.H. Freeman.
- Stanley, J.C. and Hopkins, K.D. (1978). *Educational and psychological measurement and evaluation*. ND: Prentice-Hall of India.
- Guilford, J.P. (1975). *Psychometric methods*. ND: Tata McGraw-Hill. 16. Test manuals of respective tests.

## MAJOR ELECTIVE – MEDIA PSYCHOLOGY

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-ME-515T</b> Media Psychology	<b>4</b>	<b>4</b>	--

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) The scope of media and various method of field.
- 2) Understanding the different psychological effects on violence and erotica.
- 3) Understanding the different guidelines of media.

### Learning Outcomes:

After completion of this course student should be able to:

- 1) Explain the scope of Media Psychology along with the research methods used in the field.
- 2) Describe the psychological effects of media, specifically in context of violence and erotica.
- 3) Develop guidelines for responsible media consumption.
- 4) Propose interventions and strategies to mitigate the negative effects of Media
- 5) Exposure and create media campaigns to promote awareness of media's psychological effects.

### Course Contents

#### Unit I: Overview of Media Psychology

**15 Clock Hours**

- 1.1 Media psychology- Definition, scope & objectives.
- 1.2 Psychology and media- An uneasy relationship.
- 1.3 Developments in Media Research.
- 1.4 Research Methods in Media Psychology.
- 1.5 Applications: Understanding different types of media

#### Unit II: Media: Violence and Pro-Social Behaviour

**15 Clock Hours**

- 2.1 Effects of media violence.



- 2.2 Cognitive Factors in Media Violence
- 2.3 Media and Prosocial Behaviour
- 2.4 Pro-Social Effects of Media
- 2.5 Application: Future Avenues in Media Violence Research

**Unit III: Psychological Effects and Impact of Media****15 Clock Hours**

- 3.1 Pornography and Erotica: Definition, History and Effects.
- 3.2 Advertising: The Role of Psychology in Advertising.
- 3.3 Developmental Issues in Media Psychology-Children.
- 3.4 Developmental Issues in Media Psychology- Adolescents.
- 3.5 Application: Parental Mediation.

**Unit IV: Social Psychology of the Media****15 Clock Hours**

- 4.1 Gender Representation in the Media.
- 4.2 Representations of Minority Groups in the Media.
- 4.3 Media Representations of Disability.
- 4.4 Media Representations of Mental Health.
- 4.5 Application: Audience Participation and Reality T.V.

**Readings Books:**

- Baron, R. A., Branscombe, N.R., & Byrne, d. Bhardwaj, G. (2008). *Social Psychology*. (12<sup>th</sup> ed). New Delhi: Pearson Education, Indian subcontinent adaption 2009.
- Ciccarelli, S. K., Misra, G., & White, J. N. (2009). *Psychology*. Pearson Education India.
- Feldman, R.S.; *Understanding Psychology*. (8<sup>th</sup> ed.) McGraw- Hill Publication, New York, 2008
- Giles, D. (2003). *Media psychology*. Routledge.
- Karen, E.D.; *Oxford Handbook of Media Psychology*. (1st ed.). Oxford Library of Psychology
- Lahey, B.B. *Psychology: An Introduction*. (9th ed.). McGraw- Hill Publications, New York. 2007

### Research Methodology – Research Methods in Psychology

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY RM-516T</b> Research Methods in Psychology	<b>4</b>	<b>4</b>	<b>--</b>

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) Basic research concepts and the research process in general
- 2) Basic terminology of advanced research methods.
- 3) Understanding and comprehension of the published research.
- 4) Use of research designs and the APA style of preparing research proposal and report writing of the research.

### Learning Outcomes:

After completion of this course student should be able to:

- 1) Demonstrate the understanding of overall research process and about the problem, variables, and hypothesis formulation.
- 2) Exhibit the knowledge of data gathering tools, procedures, and different research designs.
- 3) Develop conceptual clarity about the application of factor analysis, other multivariate techniques, qualitative approaches and psychological and psychological and psychophysical scaling.
- 4) Develop and apply the skills of describing and evaluating the published research

### Course Contents

#### Unit I: Research Process

**15 Clock Hours**

- 1.1 Introduction to Research
- 1.2 Research: Concept and Definition
- 1.3 Objective, Purpose and function of the research
- 1.4 Qualities required of a researcher
- 1.5 The Need for research

**Unit II: Scientific Research****15 Clock Hours**

- 2.1 Introduction scientific research and Types
- 2.2 Variables and Sampling techniques
- 2.3 Statement of the Problem
- 2.4 Hypothesis formulation and operational definitions
- 2.5 Methods of data collection primary data and secondary data

**Unit III: Experimental Design****15 Clock Hours**

- 3.1 Experimental designs: Definition, principles and functions
- 3.2 Variance: Concept, types
- 3.3 Types of Research design
- 3.4 Factorial designs: Single factorial design, Randomized block Research designs
- 3.5 Conceptual differences among between groups designs, repeated measures design and mixed designs

**Unit IV: Multivariate Designs & Qualitative Approach****15 Clock Hours**

- 4.1 Factor Analysis: Concept and Nature
- 4.2 Correlation Designs
- 4.3 Correlation research Designs
- 4.4 Qualitative research approaches
- 4.5 Analysis of qualitative data and quasi-experimental designs

**Reading Books:**

- Shaughnessy, J. J and Zechmeister, E. B.(1997). *Research Methods in Psychology*. (4<sup>th</sup> ed).
- Zechmeister, J. S. Zechmeister, E. B. & Shaughnessy, J. J. (2001). *Essentials of Research Methods in Psychology*.
- Robinson, P. W. (1976). *Fundamentals of Experimental Psychology*. Prentice Hall.
- Edwards, A. I. (1985). *Experimental designs in Psychological research*. Harper & Row.
- Singh, A. K. (2006). *Tests, Measurements and Research methods in Behavioural sciences*.(5<sup>th</sup> ed).Patna: Bharati Bhavan.
- Broota, K. D.(1989). *Experimental Designs in Behavioural Research*. Wiley Eastern.
- Edwards, A.L.(1969). *Techniques of Attitude Scale Construction*. Vakil, Feiffer &

Simons.

- Christensen, L. B., Johnson, R. B., Lisa, A., *Research Methods, Design, and Analysis* 12<sup>th</sup> Edition, Pearson
- Nunnally, J. C. and Bernstein, I. H. (1994). *Psychometric Theory*. (3<sup>rd</sup> ed), NY: McGraw Hill.
- Hair, J.F.Anderson, R.E.Tatham, R.L. and Black, W.C. (2003). *Multivariate Data Analysis*. (5<sup>th</sup> ed). ND: Pearson Education.
- Tabachnick, B. G. and Fidell, L.J.(2001). *Using Multivariable Statistics*.(4<sup>th</sup> ed).
- Howitt, D and Cramer, D.(2005). *Introduction to Research Methods in Psychology*. Pearson Education.
- Ranjit Kumar (2006). *Research Methodology: A step by step guide for beginners*. N. D: Pearson Education.
- Richards, Lyn and Morcse, J.M. (2013). *Read Me First for a User's Guide to Qualitative Methods*. (3<sup>rd</sup> ed), Sage Publication.

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**F.Y.M.A. (Psychology)**  
**Syllabus for Semester- II**

## MAJOR MANDATORY – LEARNING AND MEMORY

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-521T</b> Learning and Memory	<b>4</b>	<b>4</b>	--

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) Various types, models and theories of learning and memory,
- 2) Neurological basis of learning and memory,
- 3) Applications and principles of learning and memory

### Learning Outcomes:

After completion of this course student should be able to:

- 1) Demonstrate a comprehensive understanding of the various types, models, and theories of learning and memory.
- 2) Explain the neurological basis of learning and memory processes.
- 3) Apply principles of learning and memory to real-world contexts and situations.
- 4) Critically evaluate and analyze the strengths and limitations of different learning and memory theories.
- 5) Apply effective learning and memory strategies to enhance cognitive performance

### Course Contents

#### Unit I: Learning: Theories and Applications

**15 Clock Hours**

- 1.1 Classical Conditioning: Concepts, types and applications
- 1.2 Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications
- 1.3 S-R theories of learning: Thorndike, Guthrie, Hull
- 1.4 Cognitive approaches to learning: Latent learning, observational learning, and applications
- 1.5 Application: Understanding Systematic Desensitization

**Unit II: Types of Memory****15 Clock Hours**

- 2.1 Sensory memory- Iconic and echoic
- 2.2 Short Term Memory (Working memory)
- 2.3 Long Term Memory: Types, Unusual forms of memory: Eyewitness memory, flashbulb memory, autobiographic memory
- 2.4 Determinants of memory
- 2.5 Applications: Mnemonics Memory Improving Techniques

**Unit III: Models and Theories of Memory****15 Clock Hours**

- 3.1 Unitary and dual process view: Waugh and Norman, Heb
- 3.2 Multi-process view: Atkinson and Shiffrin; Craik and Lockhart
- 3.3 Connectionist model: Rumelhart and McClelland
- 3.4 Theories of forgetting: Psychoanalytical, Trace & Decay, Interference, and recent trends.
- 3.5 Application: Distortion of memory, metacognition

**Unit IV: Neurological Basis of Learning and Memory****15 Clock Hours**

- 4.1 Brain areas associated with learning and memory
- 4.2 Studies on role of brain in learning and conditioning
- 4.3 Synaptic mechanisms in learning and memory
- 4.4 Types and biological basis of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Korsak off, Alzheimer's disease
- 4.5 Application: Neuro-linguistic programming.

**Reading Books:**

- Farmer, T. A., and Matlin, M. W. (2019). *Cognition*. John Wiley & Sons.
- Sternberg, R.J., Sternberg, K., and Jeff, M. (2011). *Cognitive Psychology*. Wadsworth.
- Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.
- Kellogg, R. T. (2015). *Fundamentals of cognitive psychology*. Sage Publications.
- Solso, R. L. (2014). *Cognitive Psychology* (8<sup>th</sup> ed). Pearson Education: India.
- Glass, A. L. (2016). *Cognition: A neuroscience approach*. Cambridge University Press.
- Baddeley, A. (2013). *Essentials of human memory* (classic edition). Psychology Press.

- Neisser, U. (2014). *Cognitive psychology*: Classic edition. Psychology press.
- Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
- Pinel, J.P. and Barnes, S. (2017). *Biopsychology*. Pearson Edu.
- Rosenzweig, M.R., Leiman, A.L. and Breedlove, S.M. (1996). *Biological psychology*. Massachusetts: Sinauer Associates Publishers.
- Wade, C. and Tavris, C. (2007). *Psychology*. ND: Pearson Education.
- Morgan, C. T., and King, R. A. (2017). *Introduction to Psychology*: McGraw-Hill.
- Kothurkar, V. K. (1985). *About learning and memory*. ND: Wiley Eastern.
- Malim, T. (1994). *Cognitive processes*. London: MacMillan.
- Guenther R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
- Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
- Emilien, G., Durlach, C., Antoniadis, E., Linden, M. Vd. & Maloteaux, J.M. (2004). *Memory*. NY: Psychology Press.
- Desai, B. and Abhyankar, S. C. (2007). *Prayogik Manasshastra and Sanshodhan paddhati*. Pune: Narendra Prakashan.
- Borude, R.R. *Bodhanik Manasshastra*. Chhaya Prakashan.



**MAJOR MANDATORY – BIOPSYCHOLOGY**

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-522T</b> Biopsychology	<b>4</b>	<b>4</b>	<b>--</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1) The Basics of Biopsychology.
- 2) The structure and functions of Neurons and Neuroplasticity.
- 3) The Overeating Body-weight regulation.
- 4) The sleep disorders, wakefulness and Brain Mechanisms.

**Learning Outcomes:**

After completion of this course student will able to:

- 1) Understand the Basics of Neuropsychology.
- 2) Develop in depth understanding of Neurological Basis of Behavior.
- 3) Understand the overeating system and its effect on body regulation.
- 4) Understanding the relationship of sleep disorders and wakefulness to brain systems.

**Course Contents****Unit I: Introduction to Biopsychology** **15 Clock Hours**

- 1.1 Defining Biopsychology , Nature and scope of biopsychology
- 1.2 Approaches to biopsychology
- 1.3 Methods to study biopsychology
- 1.4 Genetics and Evolution of human behaviour
- 1.5 Application Lie detector (Polygraph), Brain Mapping and Microanalysis

**Unit II: Nervous System** **15 Clock Hours**

- 2.1 Neuron- Structure and function, Nerve impulse and synapse
- 2.2 Central nervous system
- 2.3 Peripheral Nervous system
- 2.4 Five sense; biological base and behaviour
- 2.5 Application – Neuroplasticity

**Unit III: Hunger, Eating, Health and Movement****15 Clock Hours**

- 3.1 Eating; biopsychology
- 3.2 Theories of hunger and eating
- 3.3 Eating: determining factors
- 3.4 Overeating Body-weight regulation
- 3.5 Application: Movement Brain Mechanisms

**Unit IV: Sleep, Wakefulness, Dreaming and Drugs****15 Clock Hours**

- 4.1 Sleep, wakefulness-Brain Mechanisms
- 4.2 Sleep disorders
- 4.3 Dreaming- biological perspective
- 4.4 Five commonly used drugs
- 4.5 Application- Drugs that affects sleep

**Reading Books:**

- Kalat, J.W. (2019). *Biological psychology* (13<sup>th</sup> Edition). Cengage
- Khosla Meetu et al (2019). *Biopsychology*. Published by School of Social Sciences, Indira Gandhi National Open University
- Pinel, John P. J. Barnes Steven J. (2022) *Biopsychology* (11<sup>th</sup> Global Edition). Pearson
- Wickemse, Andrew (2002). *Foundations of Biopsychology* (2<sup>nd</sup> Edition). Prentice Hall
- Kandel, E., Schwartz, J., Jessell, T., Jessell, D.B.M.B.T., Siegelbaum, S., and Hudspeth, A. J. (2012). *Principles of Neural Science*, Fifth Edition. McGraw-Hill Publishing.
- Kolb, B., Whishaw, I.Q., and Teskey, G. C. (2016). *An introduction to brain and behavior*.
- Crossman, A. R., Neary, D., & Crossman, B. (2015). *Neuroanatomy: An illustrated colour text*. Elsevier
- Carlson, N. R., and Birkett, M. A. (2017). *Physiology of behavior* (12<sup>th</sup> edition). Pearson.
- Best, J. B. (1995). *Cognitive Psychology*. MN: West Publishing Co.
- Carlson, N.R. (2004). *Physiology of behaviour* (8<sup>th</sup>.ed.). Boston: Allyn & Bacon.
- Schneider M. Alles. (1990). *An introduction to Physiological Psychology* (3<sup>rd</sup> Edition) USA: Random House.

**MAJOR MANDATORY – PERSONALITY**

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-523T</b> <b>Personality</b>	<b>2</b>	<b>2</b>	<b>--</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1) To understand various misconceptions and approaches of personality.
- 2) To understand difference between neo-psychoanalytic and psychoanalytic theories of personality.
- 3) Understand the applications of personality theories and its application in life.
- 4) Understand the individual difference between light, sound and systems of personality.

**Learning Outcomes:**

After completion of this course student will able to:

- 1) Define and explain the fundamental concepts of Personality, including the misconceptions and approaches.
- 2) Explain the differences in the psychoanalytic and neo-psychoanalytic theories of Personality
- 3) Demonstrate the applications of personality theories in different walks of life
- 4) Observe and interpret individual differences in behaviour in the light of sound theoretical systems of personality.

**Course Contents****Unit I: Introduction to Personality****15 Clock Hours**

- 1.1. Personality: Definitions, nature and determinants
- 1.2. Misconceptions of personality
- 1.3. Characteristics of good personality theory and Evaluation of personality theory
- 1.4. Approaches: Person-Situation interaction, Idiographic & Nomothetic
- 1.5. Application: Role of personality in Industrial set-up

**Unit II: Psychoanalytic & Neo-psychoanalytic Theories of Personality 15 Clock Hours**

- 2.1 Classical Psychoanalysis: Sigmund Freud

2.2 Theory of Personality: Carl Jung

2.3 Theory of Personality: Adler and Horney

2.4 Theory of Personality: Erik Erikson

2.5 Application: Role of personality in Clinical set-up

### Reading Books:

- Endler, N. S., and Magnusson, D. (1976) *Interactional Psychology and Personality*. Hemisphere Pub. Corporation.
- Feshbach, S. and Weiner, B. (1991) (3<sup>rd</sup> ed). *Personality*. Toronto: Health & Co.
- Frager, R. and Fadiman, J. (2007) *Personality and personal growth*. 6<sup>th</sup> Edn. Pearson Prentice Hall, India.
- Hall, C.S., Lindzey, G., and Campbell, J. B. (2007). *Theories of Personality*. 4<sup>th</sup> Edn. Wiley: India.
- Kalat, J. W. (2000). *Biological psychology*. Wadsworth, Inc.
- Kaplan, H. B. (1996), *Psychological stress from the perspective of self-theory*. In H.B. Kaplan (Ed) *Psychological stress*. N.Y. Academic Press:
- Kundu, C. L. (1989). *Personality development*. ND: Sterling Pub.
- Kuppaswami, B. (1985) *Elements of ancient Psychology*. Delhi: Vani Educational Books. Lazarus, R. S. and Monak, A. (1979). *Personality*. Prentice Hall, Inc. Larsen and Buss *Personality Development*
- London, H. and Exner, J.E. (1978) *Dimensions of Personality*. New York: Wiley
- Mayer, F.S & Sutton, K. (1996). *Personality: An integrative approach*. N.J.: Prentice-Hall. McCrae, R. R. and Allik, J. (eds) (2002). *Five-factor model across cultures*. Dordrecht: Netherlands: Kluwer.
- Mischel, W.; Shoda, Y.; and Smith, R.E. (2004). *Introduction to personality*. John Wiley & Sons Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
- Ryckman, R.M. (1978). *Theories of Personality*. D. Van Nostrand Company: New York.
- Schultz, D. P & Schultz, E.S. (2005). *Theories of personality*. Delhi: Thomson Wadsworth.
- Tart, C.T. (ed) (1975). *Transpersonal psychology*. NY: Holt, Rinehart and Winston.

**MAJOR MANDATORY –PSYCHOLOGY PRACTICAL:  
EXPERIMENTS**

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-MJ-524P</b> <b>Psychology Practical: Experiments</b>	<b>4</b>	--	<b>8</b>

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- 1) The different areas of experimentation in psychology,
- 2) Various skills of conducting experiments in psychology,
- 3) Applications of experimental design,
- 4) Report writing style.

**Learning Outcomes:**

After completion of this course student should be able to:

- 1) Understand the importance and practical implications of research conducted in many psychological fields.
- 2) Develop various skills of conducting experiments in psychology
- 3) Analyze and interpret experimental data using statistical techniques and Psychological theories.
- 4) Understand the applications of experimental design in psychology.
- 5) Apply the principles of experimental design to address specific research questions and investigate causal relationships.
- 6) Develop report writing skills in the style of psychological research

**Course Contents**

**Unit I: Experiments on learning (any three)**

**15 Clock Hours**

- 1) Problem solving ( Hanoi's Tower, Heart & Bow Puzzle, Wiggly Blocks)
- 2) Method of serial anticipation
- 3) Conditioning: Verbal or hand withdrawal
- 4) Retroactive or proactive interference
- 5) Paired Associate learning

- 6) Bilateral transfer in Mirror Tracing/maze learning

**Unit II: Experiments on Memory (any two)****15 Clock Hours**

- 1) Forgetting
- 2) Short term Memory
- 3) Effect of Mnemonic strategy on memory
- 4) The effect of coding on memory
- 5) Immediate memory
- 6) Memory for Associated and Un-associated pairs of words
- 7) Recall and Recognition

**Unit III: Experiments on Motivation and Emotion (any three)****15 Clock Hours**

1. Determining aspiration level
2. Knowledge of Result (KoR)
3. Zeigarnik Effect
4. Goal Setting
5. Effect of anxiety on performance

**Unit IV: Experiments on Cognitive Process (any two)****15 Clock Hours**

1. Perceptual Defense
2. Concept formation
3. Mental imagery
4. Rational Learning
5. Stroop effect in serial learning
6. Time perception
7. Phi-Phenomenon
8. Measurement of illusion

**Important notes:****A. General Instructions:**

1. Each batch of practical will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 4 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this

certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

### **Conduct of practical Examination of Credit System.**

#### **B. Evaluation of Practical-(Total 4 Credits)**

1. The total evaluation for the four-credit course will be 100 marks. However, for the convenience of assessment and evaluation, there will be 40 marks for continuous (internal) assessment (2 credit) and 60 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment of practical -40 marks (2 Credits) There will be internal practical examination after completion of Three practical's and the division of 40 internal marks like following:

<b>Sr. No.</b>	<b>Items</b>	<b>Marks</b>
01	Punctuality and Attendance in Semester	05
02	Instruction and Conductance	10
03	Journal on Three Practical's	10
04	Report writing on given Practical	10
05	Oral	05
<b>Total</b>		<b>40</b>

Internal examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:-

1. Each batch of practical examination will consist of maximum 8 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set question paper.
3. Each separate batch has only one question paper set.
4. Duration of the internal examination of practical will be 4 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
6. Final mark list will be submitted to the H.O.D.

**C. End Semester Examination (ESE)-60 marks (2 Credit). The End Semester Examination will be of 60 marks and division of marks like following.**

Sr. No.	Items	Marks
01	Instruction and Conductance (internal and external)	15
02	Journal on Ten Practicals (internal and external)	15
03	Report writing on given Practical (external only)	15
04	Viva (internal and external)	15
<b>Total</b>		<b>60</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University/College.

1. Two examiners will be appointed by 48(3) (a) (iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. Internal and external examiners will jointly set question papers.
6. Each separate batch will have only one question paper set.
7. The question paper will contain problems based on the practical conducted at the respective centers.
8. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.
9. Overall assessment will be made for 100 marks (internal 40 + external 60 marks), the final marks to be submitted to SPPU/College.

### Readings Books:

- Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 and 2. New Delhi: Concept Publishing Company.
- Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
- Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
- Tinker, M.A. & Russell, W.A. *Introduction to methods in experimental*



*psychology.Appleton* – Century Crofts.

- Jalota, S. (1962). *Experiments in psychology*. Asia Publishing House.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: ThomsonWadsworth.
- Sternberg, R.J. (1996). *Cognitive psychology*. NY: Harcourt Brace College Publishers.
- Guenther, R.K.(1998). *Human cognition*. NJ: Prentice-Hall.
- Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). *Laboratory experiments in generalpsychology*. Oxford Univ. Press.
- Berkowitz, L. (1974). *Advanced experimental social psychology*. Academic Press.
- Debold, R.C. (1968). *Manual of contemporary experiments in psychology*. Prentice-Hall.
- Fergusson, E. D. (1976). *Motivation: An experimental approach*. Holt Rinehart & Winston.
- Friedenberg, J., Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*.London: Sage Publications.
- Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methuen & Co. Ltd.
- Snodgrass J. G., Levy-Berger, Hyden (1985). *Human Experimental Psychology*. New York:Oxford University Press.
- Kuppuswamy, B. (1952). *Elementary Experiments in Psychology*. London: Oxford University Press.

## MAJOR ELECTIVE – CRIMINAL PSYCHOLOGY

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-ME-525T</b> Criminal Psychology	<b>4</b>	<b>4</b>	--

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) Various scope, nature and theories of crime.
- 2) Analyze the psychological disorders and criminal tendencies.
- 3) To understand criminal behaviour of cyber-crime stalking.
- 4) Understand the different role of forensic psychology and investigation.

### Learning Outcomes:

After completion of this course student should be able to:

- 1) Define and explain the meaning and scope of criminal psychology, including theories and various schools.
- 2) Explain the influence of psychological disorders on criminal behaviour and the assessment of criminal tendencies.
- 3) Identify the different types of criminal behaviour such as cyber-crime, stalking, etc.
- 4) Describe the role of forensic psychology in criminal investigation.

### Course Contents

#### Unit I: Psychology of Criminal Behaviour

15 Clock Hours

- 1.1 Definition, nature and scope of criminal psychology.
- 1.2 Psychological Theories of crime (Rational choice theory, trait theory, Developmental theories)
- 1.3 Schools of Criminology – The Pre-Classical School; The Classical School; Neo-Classical School
- 1.4 The Positive School of Criminology: Cesare Lombroso, Enrico Ferri, Raffaele Garofalo, Gabriel Tarde
- 1.5 Application: Crime prevention – Social development, Community, Situational crime prevention

#### Unit II: Types of Criminal Behavior

15 Clock Hours

- 2.1 Psychology of aggression and violence.

2.2 Terrorism, Drugs and Crime.

2.3 Cyber-crimes (Computer Fraud, Internet Securities Fraud, Identity Theft), Cyber-terrorism

2.4 Bullying, harassment, stalking.

2.5 Application: Surface Web, Dark Web, Deep Web

### Unit III: Psychological Disorders and Criminal Behaviour

15 Clock Hours

3.1 Psychopathy – Juvenile delinquency.

3.2 Mentally ill offenders (Pedophilia, OCD, Conduct disorder, Anti-Social Personality Disorder).

3.3 Serial killers & Rampage killers, Sex offenders

3.4 Tests used in assessment of Criminal tendencies: MMPI, MCMI, Rorschach

3.5 Application of Psychology in Prison

### Unit IV: Forensic Psychology

15 Clock Hours

4.1 Role of forensic psychology in the investigation of crime.

4.2 Psychological autopsy – and manner of death.

4.3 Psychological profiling and personality of criminals in the context of Law.

4.4 Process of profiling criminal personality

4.5 Application: Lie detection, Polygraph

### Readings Books:

- Bongar Bruce et al (2007). *Psychology of terrorism*. Oxford university press.
- CJH Series (2010), *Handbook on the Crime prevention guidelines*, making them work, United Nations.
- Helen Gavin (2013). *Criminological and Forensic Psychology*.
- Russil Durrant (2018). *An Introduction to Criminal Psychology* 2nd Edition, Routledge 2018
- Sanjeev P. Sahni (2021). *Criminal Psychology and the Criminal Justice System in India*, Springer· 2021
- Siegel, L.J (2003) *Criminology, Theories, Patterns, and Typologies* (10<sup>th</sup> Edition) Wadsworth, USA.
- Taxmann's *Cyber Crimes & Laws* | Choice Based Credit System (CBCS) B.Com-Hons. 4<sup>th</sup> Edition January 2021

## ON –THE JOB TRAINING/FIELD PROJECT

Course Code & Title	Credits	Credit distribution of the course	
		Lecture	Practical
<b>PY-OJT-526</b> On –the Job Training/Field Project	4	4	--

### Learning Objectives:

The Learning Objectives of this course are as follows:

- 1) To provide practical learning experience to students
- 2) To provide community outreach to students.
- 3) To inculcate professional skills and behaviour in students.
- 4) To educate students about roles and responsibilities in practice.

### Learning Outcomes:

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

- 1) Balance theoretical understanding with practical experience
- 2) Understand the requirements of running Mental Health Organizations
- 3) Demonstrate the practical skills required in the field of mental health

### Introduction:

On the job training is one of the best ways to deliver type of specific and continuous learning. On the job training is a form of training provided at the workplace. We have some organisations related to our subject area. Our students need to visit some organisations/ institutes related to psychology to understand the workings of those institutes.

### Format of OJT

1. Students must complete the 120-hour OJT with any Organisation/ Industry, NGO, Counselling Cell of College, Rehabilitation Centres, Old Age Homes, Remand Homes, Special and Regular Schools, Wellbeing Centres, etc.
2. This will be similar to an internship where the student will have active participation in the work of the organisation in the form of volunteering, helping to run activities for the organisation, etc. so as to improve their mental health skills and knowledge.
  - Apart from observation work, students are encouraged to conduct psychological tests (if applicable), create reports for the same, etc.
3. The student must maintain a diary of the work done, and signature of Agency Supervisor

- (in the NGO, Organisation, etc.) will be taken at the end of the OJT.
4. At the end of the OJT, the Organization must provide a certificate stating that the student has completed the 120-hour internship with that Organization.
  5. The student must submit a report of the work done during the 120-hour OJT for the final assessment. The format of the report must be as follows:
    - Information about the Organization
    - Goal of internship
    - Attaching the diary and summary of work done
    - Discussion and outcomes – students’ learning out of the internship.
    - Conclusion
    - References (as applicable).

### Important notes:

#### A. General Instructions:

1. Each batch of OJT will consist of maximum 8 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students will be required to maintain a diary for this course and obtain the completion certificate from the Agency Supervisor, Teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of credit system and National Education Policy 2020.

### Conduct of Examination

#### B. Evaluation of OJT - (Total 4 Credits)

1. There will be 40 marks for continuous (internal) assessment (2 credit) and 60 marks for End of Semester Examination (ESE, 2 Credit).
2. Continuous (Internal) Assessment -40 marks (2 Credits) The internal assessment will be done by both the teacher-in charge. The division of the 40 internal marks like following:

Sr. No.	Items	Marks
1	Punctuality and Attendance in Semester	20
2	Viva	20
<b>Total</b>		<b>40</b>

C. End of Semester Examination (ESE)-60 marks (2 Credit). The End Semester Examination will be of 60 marks and division of marks like the following.

Sr. No.	Items	Marks
1	Report	20
2	Presentation of work done	20
3	Viva	20
<b>Total</b>		<b>60</b>

The program of the End Semester Examination will be prepared by coordinator appointed by University/College.

1. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably internal examiner.
2. If no teacher from the department is eligible as internal examiner, then both examiners will be out of the given department; one will work as internal examiner and one as external examiner.
3. Duration of the End Semester Examination of will be 4 hours per batch.
4. Each batch of practical examination will consist of maximum 8 students.
5. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

**Course Name: FIELD PROJECT (FP)**

**Course outcomes:**

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

1. Design the complete project as per APA guidelines.
2. Judge the authentic reviews related to concern subject area.
3. Correlate all the concepts related to methodology/ design of research.
4. Articulate research conclusions to society.

**A: Format of FP**

- Field project should be based on survey or qualitative research.
- Survey of any psychological/ psychosocial issues currently faced in society,
- Survey of psychological dynamics of any event
- Survey of prevalence of attitudes in society
- Students should select a problem pertinent to their specialization area in consultation with teacher concerned.
- Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
- Project report should be written in APA format.

- Eligibility for the Project Examination is subject to Certification of Project by the teacher in-charge and HoD.

**B: FIELD PROJECT ASSESSMENT– 100 MARKS**

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 40 marks for continuous (internal) assessment and 60 marks for End of Semester Examination (ESE).

**Continuous (Internal) Assessment of project-40 Marks**

1. Term Paper: Introduction, Definitions of main concepts ,rationale , significance of the topic of research project -10 marks
2. Term Paper: Review of literature-10 marks
3. Presentation of project report in the classroom -20 marks (Expert teacher appointed by HOD will give marks to each student)

**Semester-End Examination (SEE)-60 Marks****(1) Evaluation of Project Report-30 marks**

Division of marks for project report will be as follows and will be based on relevance and appropriateness of

- i. Problem selected, its rationale and significance-6 marks
- ii. Review work-6 marks
- iii. Method -6 marks
- iv. Interpretation, discussion & implications-6 marks
- v. Overall quality of the report-6 marks

**(2) Presentation & Viva-voce –30 Marks**

- i. Presentation -15 marks
- ii. Viva-voce-15 marks

**C: Note:**

1. External Examination will be conducted by two examiners, one internal and one external, appointed by 48(3) (a)(iv) Committee of SPPU/College.
2. Each batch will consist of only 8 students
3. Duration of examination for each batch will be 4 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and average marks will be considered as final marks of the candidate.
5. Remuneration for External Examination will be equally divided between the two examiners.

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