



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Psychology (Sem. V & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Psychology (Fifth and Sixth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

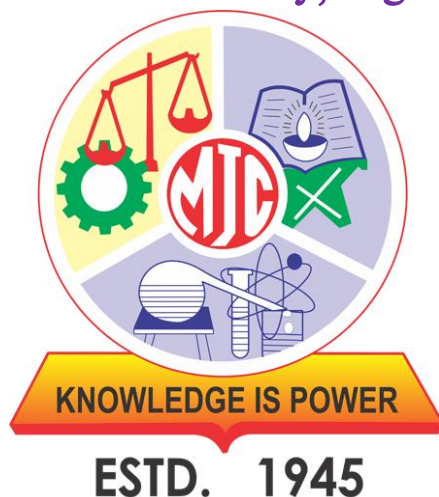
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon - 425001



STRUCTURE AND SYLLABUS

**B.A Honors/Honors with Research
(T.Y.B.A. Psychology)**

As per NEP-2020 Guidelines

(w.e.f. Academic Year: 2025-26)

Preface

Khandesh College Education Society's Moolji Jaitha College (Autonomous) believes in implementing several measures to bring equity, efficiency and excellence in higher education system in conformity to the guidelines laid down by the University Grants Commission (UGC) order to achieve these goals, all efforts are made to ensure high standards of education by implementing several steps to the teaching-learning process, examination and evaluation techniques and ensuring all round developments.

Human resources is a prerequisite in higher education, and it is to be acquired through knowledge of theoretical concepts and hands-on observation, case study, experiment methods of the subject. The Moolji Jaitha College (Autonomous) has adopted a department-specific model as per the guidelines of UGC, NEP-2020 and the Government of Maharashtra. Three year course in B.A. Psychology has been designed to have a progressive and innovative curriculum in order to equip our students to face the future challenges in the field of higher education. Students development are introduced to the Branch of Psychology in such as clinical psychology, development psychology, counselling psychology, experimental psychology, health psychology, social psychology etc. Further students also learn behavior and mental process in human life. The syllabus cultivates theoretical and applied fields of Psychology. The contents of the syllabus have been prepared to accommodate the fundamental aspects of various disciplines of Psychology and to build the foundation for various applied sectors of Psychology. Besides this, students will be mental process, soft skill, observation skill, which will enhance students' counseling in the different area in the interest.

Program Specific Outcome PSO (B.A.Psychology)

After completion of this course, students are expected to learn/understand the:

PSO No.	PSO
1	Students have opportunities to work as counselor as well as a social worker.
2	Students have opportunities in the field of mental hygiene and field of public health is open for them
3	Public Oriented Job: Personal Manager in industries, career counselor & can also work with NGO's in different fields.
4	Work as a rehabilitation teacher for mentally retarded, physically handicapped and for special cial children
5	Students can work as assistance of psychiatrists and in health clinic.
6	Students will able to understand Psychological methodology, tools, techniques and analysis procedure.

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three- year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree-Honours Or Bachelor's Degree-Honours with Research	160	176	8	4

NEP Syllabus Structure for Humanities : Psychology : TYBA(Final)							
	Se m- este r	Cour se Modu le	Code	Credit	Hour s/ Wee k	TH/P R	Title
TYB A	V	DSC	PSY-DSC-351	2	2	TH	Introduction to Indian Psychology (IKS)
		DSC	PSY-DSC-352	4	4	TH	Foundation for Behavior Experimental Psychology -I
		DSC	PSY-DSC-353	2	4	PR	Practical (Experimental)
			PSY-DSC-354	2	4	PR	Statistical Methods in Psychology
		DSE	PSY-DSE-351(A)	4	4	TH	Health Psychology
			OR				
			PSY-DSE-351(B)	4	4	TH	Community Psychology-I
		VSC	PSY-VSC-351	2	2	TH	Counselling Psychology
		VSC	PSY-VSC-352	2	4	PR	Psychological Testing
		OJT	PSYOJT/INT-351	4	8	OJT	OJT/INT
TYB A	VI	DSC	PSY-DSC-361	2	2	TH	Socio psychology
		DSC	PSY-DSC-362	4	4	TH	Foundation for Behavior Experimental Psychology -II
		DSC	PSY-DSC-363	4	4	TH	Educational Psychology
		DSC	PSY-DSC-364	2	4	PR	Practical (Experimental)
			PSY-DSC-365	2	4	PR	Statistical Methods in Psychology
		DSE	PSY-DSE-361(A)	4	4	TH	Health Psychology -II
			OR				
			PSY-DSE-361(B)	4	4	TH	Community Psychology-II
		VSC	PSY-VSC-361	2	2	TH	Counselling Application
		VSC	PSY-VSC-362	2	4	PR	Psychological Testing

SEMESTER - V

TYBA (Psychology)
SEMESTER – V

PSY-DSC 351 – Introduction to Indian Psychology (IKS)

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To understand the fundamental concept of Indian Psychology in comparison with Western Psychology concepts 2. To learn the various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc. 3. To understand the Illustrate the ideas of Yoga and apply the knowledge for self-development 4. To learn concept of Indian psychology in various fields like counselling, education, organizational behavior etc.	
Course Outcomes	Course Learning Outcome After completion of the Introduction to Indian Psychology course, students will be able to: 1. Outline the fundamental concept of Indian Psychology in comparison with Western Psychology concepts 2. Examine various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc. 3. Illustrate the ideas of Yoga and apply the knowledge for self-development 4. Apply the concept of Indian psychology in various fields like counselling, education, organizational behavior etc.	
Unit	Contents	Hours
I	INTRODUCTION TO INDIAN PSYCHOLOGY 1.1 Nature of Indian Psychology, 1.2 Fundamental assumptions of Indian Psychology, 1.3 Mind-body complex, 1.4 Psychology: Eastern and Western Approach	7

II	CONCEPTS OF INDIAN PSYCHOLOGY 2.1 Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and 2.2 Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. 2.3 Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, 2.4 Visista Advaita – Nature of consciousness, factors of personality, functions of mind.	8
III	YOGA PSYCHOLOGY 3.1 States of consciousness, factors of personality, 3.2 functions of mind, path of yoga, super conscious state, 3.3 Integral yoga – gunas of prakriti, self-ego and individuality, 3.4 Manifold beings surface being, inner being, the outer being.	7
IV	APPLYING INDIAN PSYCHOLOGY 4.1 Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. 4.2 Education – Gandhi's Nai Talim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. 4.3 Organizational behavior and community work – Gita-based approaches to Organizational behaviour. 4.4 Life and Education – The Thirukkural approach	8
Study Resources	1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers 2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.	

	3. Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd. 4. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd. WEB RESOURCES 1. Soul Beliefs: Causes and Consequences – www.coursera.org 2. Psychology 101: Why we think, Feel & Act the way we do – UdeMy.com	
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TYBA (Psychology)
SEMESTER – V

PSY-DSC-352 Foundation for Behavior Experimental Psychology –I

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1. To develop the spirit of scientific inquiry about psychological processes in human participants. 2. Understanding the concepts like classical conditioning positive/negative reinforcement. 3. Students will understand the importance of types of learning , Determinants, methods in the learning process. 4.Students will understand the capacity, duration, and function of each type of memory and retention and forgetting	
Course Outcomes	1. Acquaint the students with the basic concepts of experimental psychology 2. Students should be able to accurately define and explain core concepts related to conditioning and reinforcement. 3. Students will be able to justify the use of different teaching methods based on student needs and learning outcomes. 4.Students will demonstrate an understanding of learning theories by identifying appropriate teaching strategies for diverse learners	
Unit	Contents	Hours
I	Introduction to Experimental Psychology 1.1 Brief history, Nature and Scope of Experimental Psychology - The need of experimental psychology, Basic concepts in psychological experiments, Goals of experimental psychology 1.2 Essential Features of Experimental Psychology-i) Establishing Independent Variables Controlling extraneous variables Measuring Dependent Variables 1.3 Techniques of Experimental Control - i) Methods of removal or eliminations ii) Methods of constancy of conditions iii) The control group method (three subtypes) iv) Matching methods v) Counter balancing methods vi) Statistical control techniques	15

	1.4 Experimental Report- Steps in Experimental Report (Title, Introduction, Statement of the problem, Hypothesis, Method of study, Subject and his condition, Procedure, Raw data, Introspective report, Results, Graphs, Discussion and Conclusion), Limitations of experimental psychology (Types and sources of errors) 1.5 Ethics in Psychological Experiments - i) The use of animal subjects in psychological experiments ii) General rules to be observed while doing a psychological experiment iii) A word of caution to the experimenter	
II	Conditioning and reinforcement 2.1 Classical and instrumental Conditioning 2.2 Types and Characteristics classical Conditioning 2.3 Instrumental and Operant Training 2.4. Reinforcement and Schedules of Reinforcement 2.5 secondary Reinforcement, Punishment and Extinction of Reaction, Punishment: A Positive Reinforcement	15
III	Learning ,Nature and Measurement 3.1 Types of Learning:- i) Verbal Learning ii) Motor Learning iii) Problem Solving 3.2 Methods of Learning i) Whole versus Part Method ii) Massed versus Distributed Practice iii) Recitation Method 3.3. Determinants of Learning i) Nature of Learning Material ii) Methods of Practice (Method of complete presentation, anticipation and paired associates) 3.4 Personal Characteristics of a Learner 3.5 Measurement of Learning , Learning Curve	15
IV	Remembering and Forgetting 4.1 Memory: Nature, Scope and Types 4.2 Methods of Measuring Retention: Method of recall	15

	Method of Recognition, Method of Relearning 4.3 Retention and Forgetting - The curve of retention - The curve of forgetting 4.4 Factors Influencing Retention and Forgetting 4.5 Reminiscence, qualitative changes in memory	
Study Resources	Damato, M.R. (1979). Experimental Psychology: Methodology, Psychophysics and Learning. New Delhi: Tata McGraw Hill Publishing Company, Ltd. Dandekar, W.N. (1966). Fundamentals of Experimental Psychology. Kolhapur: School and College Book Stall. Desai, B. & Abhyankar, S. (2017). Prayogik Manasshashtra Aani Sanshodhan Padhati. Pune: Narendra Prakashan. Ghorpade, M.B. (1964). An Introduction to Experimental Psychology. Allahabad: Kitab Mahal (W.D.)Pvt. Ltd. Healy, A.F. & Proctor, R.W. (2003). Handbook of Experimental Psychology. New Jersey: John Wiley & Sons, Inc. Kontwitz, B.H., Roediger, H.L. & Elmes, D.G. (2009). Experimental Psychology (9th Ed.). USA: Wadsworth. Kothurkar, V.K. & Vanarase, S.J. (1985). Experimental Psychology: A Systematic Introduction. New Delhi: Wiley Eastern Limited. प्रायो गक मानसशास्त्र आ ण संशोधन पद्धती :- डॉ. भरत देसाई, डॉ. शोभा अभ्यंकर प्रायो गक मानसशास्त्र :- कुसुम दामले	

TYBA (Psychology)
SEMESTER – V
PSY-DSC-353 Practical (Experiments)

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To acquaint the students with Skills of scientific techniques of conducting experiments in psychology. 2. To help students understand the basic steps in experimental psychology. 3. To develop the spirit of scientific inquiry about psychological processes in human participants.	
Course Outcomes	1. Acquaint the students with Skills of scientific techniques of conducting experiments in psychology 2. To equip the students with the basic information and knowledge about conducting experiments and interpretation of the obtained results. 3. To equip practical experience to the students in administrating, scoring and interpreting of the scores.	
Unit	Contents	Hours
I	1. Maze Learning 2. Recall and Recognition 3. Habit interference	15
II	1. Serial Learning 2. Bilateral Transfer 3. Conditioning Hand Withdrawal	15
III	1. Figure and Ground 2. Effect of Knowledge of results 3. Short Term Recall	15
IV	1. Intelligence Test-(Standard Progressive Matrices (SPM)) 2. Bhatia's Performance Test	15

	Examination and Evaluation				
	Sr. no	Particulars	Internal Marks	External Marks	
	1	Journal	8	12	
	2	Performance	8	12	
	3	Viva Voce	4	6	
			20	30	

TYBA (Psychology)
SEMESTER – V

PSY-DSC-354 Statistical Method in psychology

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	• To introduce fundamental concepts about statistics. • To introduce statistical application for Psychology.	
Course Outcomes	• How to calculate and apply measures of location and measures of dispersion - grouped and ungrouped data cases. • How to apply discrete and continuous probability distributions to various problems.	
Unit	Contents	Hours
I	Statistics: Meaning, Types, Need and Importance	30
II	Statistics:- Frequency distribution Computation of mean, Median, Mode	30
Study Resources	Mangal S.K. (2004). Statistics in Psychology and Education. Prentice Hall of India, NewDelhi. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education.	

TYBA (Psychology)
SEMESTER – V
PSY-DSE-351 (A) Health Psychology

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1. Gain a comprehensive understanding of the definition, scope, and key concepts of health psychology. 2. Explore the physiological and psychological responses to stress 3. Gain knowledge about the physiological, psychological, and behavioral effects of stress on the body and mind. 4. Understand the impact of chronic diseases on individuals, families, and communities.	
Course Outcomes	1. Students will be able to apply their knowledge of health psychology to real-world situations. 2. Students will be able to describe the link between stress and various health conditions. 3. Develop and implement healthy coping mechanisms to navigate stressful situations and challenge. 4. Demonstrate knowledge of the epidemiology, etiology, and impact of common chronic diseases.	
Unit	Contents	Hours
I	Introduction to health psychology 1.1 Definition nature and Aims of Health psychology 1.2 The mind body relationship 1.3 Research in health psychology. 1.4 Biopsychosocial model of health ,work of a health psychologist	15
II	Stress and Health Related Consequence 2.1 Definition, nature and Types of stress 2.2 Interactive symptoms of stress 2.3 Sources of Stress 2.4 General Adaption Syndrome ,Stress mood and the immune system	15

III	Coping with stress 3.1 Coping with stress and Cognition 3.2 Learning helplessness, Hardiness: Commitment, control, challenge 3.3 Social resources and social support 3.4 Stress coping techniques	15
IV	Chronic Health problems and Its management 4.1 Personal matters related to chronic health disorders 4.2 Major Chronic health problems 4.3 Emotional responses to chronic health disorders 4.4 Application: Enhancing Social Support for Coping with Stress	15
Study Resources	Abraham Charles, Conner MarK, Jones Fiona and O Connor Daryl (2016). Health psychology Routledge Brannon Linda, Feist Jess, Updegraff ,John A.(2014) Health psychology: An introduction to Behaviour and Health Wadsworth Cengage Learning Friedman Howard S(2011) The Oxford Handbook of Health psychology Oxford University Press Ghosh Manika (2015) Health psychology,: concepts in Health and Well-being Pearson. Morrison,Val and Bennett paul (2012) An introduction to Health psychology (4th Edn.) Pearson Marks, Murray,Evans & Estacio, Sage publication New Delhi Dimatteo & Martin, Pearson Education,New Delhi,2002 Health psychology by Shelly Taylor,Tata McGraw Hill New Delhi,2006 आपण व आपले आरोग्य (१९७९) संपादक भावे, देवधर, भावे, गो.य. राणे शरीर वज्ञान व आरोग्य शास्त्र (1992) दि. गो.वाखारकर बागवान प्रकाशन पुणे Health psychology-Wikipedia India international diabetes Federation ,WWW.idforg	

TYBA (Psychology)
SEMESTER – V
PSY-DSE-351 (B) Community Psychology-I

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1) Provide an understanding of what community psychology is and how it compares to other sub disciplines of psychology and other social sciences. 2) Develop students' knowledge of community psychology's history and theories. 3) Link theories to practices through exemplary research and interventions. 4) Foster students' ability to integrate theoretical frameworks into their future practices.	
Course Outcomes	1) Define and explain the core values of community psychology in Indian context 2) Analyze and evaluate various socio-cultural psychological models and behaviors of Indian youth 3) Critically examine the socio-economic indicators and its impact on development 4) Appraise the role of human development and family structure on Mental Health	
Unit	Contents	Hours
I	INTRODUCTION 1) Community psychology- nature & Scope, 2) Definition; Core values in community psychology; 3) Role of community psychologist; understanding community; community in India; human diversity in context; 4) Applied social psychology in India.	15
II	MODELS OF COMMUNITY PSYCHOLOGY -I 1) Mental health model;	15

	2) Behavioural model; 3) Organizational model; 4) Ecological model; Social action model;	
III	MODELS OF COMMUNITY PSYCHOLOGY -II 1) Integration of modern psychology with Indian thought, 2) culture & psychology: culture & perspectives of psychology; 3) Basic Indian values and behavioural disposition in the context of nation's development; 4) Ambiguity of role models and values among Indian youth.	15
IV	SOCIO-ECONOMIC INDICATORS 1) Definition of social indicators; 2) Population; Poverty; Beggary; 3) Problems of education- Drop outs, education for special groups, rehabilitation, 4) technological impact; unemployment & underemployment.	15
Study Resources	1. Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub. 2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA. 3. Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi 4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons. 5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co 6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons. 7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.	

TYBA (Psychology)
SEMESTER – V
PSY-VSC-351 Counselling psychology

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To introduce students to the basic concepts, ethical principles and professional guidelines in counseling psychology. 2. Develop effective communication skills and techniques for conducting counseling interviews. 3. Understanding various counseling Areas 4. Apply questioning, paraphrasing, summarizing, and reflection feedback and mentoring skill.	
Course Outcomes	1. Students will demonstrate an understanding of ethical principles and professional standards in counseling. 2. Demonstrate knowledge of key concepts and techniques involved in counseling interviews and psychological testing. 3. Demonstrate the ability to apply relevant counseling Areas and career counselling and group counseling. 4. Effectively apply active listening, reflection, and questioning in counseling sessions.	
Unit	Contents	Hours
I	Nature and Goals of the Counseling Psychology 1.1 History, meaning & definitions of counselling. 1.2 Difference between Guidance & Counselling. 1.3 Major goals of counselling. 1.4 Areas (problems) & need of the counselling. Professional and Ethical Issues of counsellor.	8
II	Counseling Interview and Psychological Testing 2.1 Attending and influencing skills in counselling. 2.2 Influence strategies in counselling. 2.3 Psychological test, its uses and limitation of the use in counselling. 2.4 Types of Psychological test. Factors affecting on	7

	Psychological test results.	
III	Counseling Areas 3.1 Family Counselling. 3.2 Pre-marital and marital Counselling. 3.3 Counselling for drug addicts. 3.4. Career Counselling, Group Counselling	8
IV	Counseling Skills 4.1 Building the counselling relationship- the core part of counselling 4.2 Listening skills- use of body language, paraphrasing, reflection of feelings 4.3 Questioning skills- types of questions, dealing with reluctant and resisting client 4.4 Feedback skills- monitoring skills, interpretation, role playing	7
Study Resources	Books for Reference. Gelso C.L. Fretz D.R.(1995) counselling Psychology, Prism Books Pvt.Ltd. Banglore. Gorey Gerald (2011) counselling and Psychotherapy - Theory & practice : change learning, India. First Edition, New Delhi - 110092 Kockhar S.K. (1993) Guidance and counselling in colleges and Universities Sterling Publishers Pvt.Ltd., New Delhi. Narayan Rao S : (2002) Counselling Psychology IInd Edition, Tata Mc.Graw Hill Publishing Company Ltd., New Delhi. Patri V.R.(2001) Counselling Psychology 1st Edition, Authors Press, New Delhi. Welfel Ellizabeth R. Patterson Levis E. The counselling Process : Change Learning, Sixth India Edition, Dew Delhi. 110092.	

TYBA (Psychology)
SEMESTER – V

PSY-VSC-352 Psychological Testing

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To understand the psychological test 2. Applying the psychological test 3. To learn advanced techniques and tools				
Course Outcomes	1.To develop the applied approach to counselling 2. To learn the practical knowledge. 3. To develop the psychological				
Unit	Contents				Hours
I	Any Two 1) Eysenck M.P.I 2) Kundu Neurotic Personality Inventory 3) CPQ				20
II	Any Two 1) Career preference record 2) Adult Educational Achievement Test 3) MFIQ / Interest Inventory				20
III	Any Two 1) Multivariable Personality Inventory 2) Study of Value Test 3) V. C. Scale				20
	Examination and Evaluation				
	Sr. no	Particulars	Internal Marks	External Marks	Total
	1	Journal	8	12	20
	2	Performance	8	12	20
	3	Viva Voce	4	6	10
			20	30	

TYBA (Psychology)
SEMESTER – V
PSY-OJT/ INT-351 Internship

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course objectives:

- To provide the students with actual work experience
- To make aware prescribe standards and guidelines at work
- To develop the employability of participating student
- To avail an opportunity to eventually acquire job experiences

Course outcomes:

- After successful completion of this course, students are expected to:
- Get actual work experience with office and virtual exposure to various management styles, technical, industrial, and procedural systems
- Acquaint the knowledge related to working hours, work protocols and guidelines
- Understand the roles and responsibilities of employee as well as team work Justify job experiences that match their potentials, skills, and competencies

Internship:

An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.

On the job training:

On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get hands-on experience using machinery, equipment, tools, materials, etc.

Internship / OJT Mechanism:

1. Pre-Approval: Students should seek approval from the college before starting the Internship /OJT. This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria.
2. Mentor and Supervisor: Each student should have an assigned mentor at the organization/industry where they are interning. Additionally, an Internship / OJT supervisor from the college will be appointed to guide and monitor the progress.
3. Regular Reporting: Students should maintain regular communication with their supervisor and mentor, providing progress reports and seeking feedback.
4. Professional Conduct: Students must adhere to professional conduct throughout the Internship /OJT, including punctuality, respect for colleagues, and adherence to the organization's/industry's policies and guidelines.
5. Student Diary: Students should maintain a diary to document their experiences, challenges faced, and lessons learned during the Internship / OJT.
6. Final Report: At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways.
7. Evaluation: The Internship / OJT is worth 4 credits (equivalent to 100 marks), and the evaluation will be divided into two categories: one by the mentor and the other by the Internship / OJT supervisor. The mentor's evaluation (internal examination) will carry 40 marks, and it will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce, and will carry 60 marks. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college.

Internal Evaluation Criteria for Students by the Mentor:

1. Quality of Work (10 marks): How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work.
2. Initiative and Proactiveness (10 marks): Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving?
3. Communication Skills (10 marks): Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication.
4. Problem-Solving Skills and Time Management (10 marks): Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the student manage their time during the Internship / OJT? Were they able to meet project deadlines and handle multiple tasks efficiently?

External Evaluation Criteria for Students by the Supervisor and Mentor:

1. Student Diary (15 marks): Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT.
2. Final Report (15 marks): Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions.
3. Presentation of Student in Viva Voce (30 marks): Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce.

Evaluation Criteria for Final Viva Voce:

1. Presentation Skills
2. Knowledge of the Internship / OJT Project
3. Practical Application and Work Experience
4. Problem-Solving and Critical Thinking
5. Communication and Professionalism

SEMESTER - VI

TYBA (Psychology)
SEMESTER – VI
PSY-DSC-361 Socio psychology

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. Define socio psychology and its scope, contrasting it with related field 2. Understand the nature of self-concept, self-esteem and self-presentation of the individual 3. Examine the role of socialization in shaping values, norms, and beliefs within different groups and societies. 4. Understand theories and research findings related to social interaction, attraction, and relationships	
Course Outcomes	1. Identify and evaluate the current and historical research, and research methods of socio psychology. 2. Develop self-concept, self-presentation, impression skills to analyze social issues and problems. 3. Students will be able to identify and explain key theories and concepts related to socialization. 4. Students will be able to apply their knowledge to analyze various aspects of social interaction and interpersonal relationships	
Unit	Contents	Hours
I	Introduction to Socio Psychology 1.1 socio psychology : Definition and Nature ,subject matter of social psychology. Three Levels of social behavior 1.2 socio psychology and Related Fields 1.3 Method of Socio Psychology 1.4 Applications and Importance of Socio psychology	8
II	The Self of Social world 2.1 The self :- The concept of self identity a) Self Concept 2.2 Additional aspects of self functioning Self Focusing ,Self Monitoring ,Self Efficacy ,Focus of Control Learned Helplessness 2.3 Impression formation and impression management 2.4 Self – Presentation , Self Handicapping , Fake Modesty ,	7

III	Socialization process 3.1 The nature of the socialization process 3.2 Behavior modification action techniques, 3.3 Theory of socialization 3.4 Culture and socialization	8
IV	Social Interaction and Interpersonal attraction 4.1 Meaning and Types of social interaction 4.2 Factor Affecting on social interaction 4.3 Nature and Determinants of interpersonal attraction 4.4 Theories of Interpersonal Attraction	7
Study Resources	Aronson, E., Wilson, T.D., & Akert, R.M. – Social Psychology. (6th edi.), New Jersey : Pearson Education prentice Hall (2007). Baumeister, R.F, & Bushman, B.J. – Social Psychology and Human Nature, International student edition, Thomson Wadsworth USA (2008). Myers, D.G – Social Psychology . (8th edi.), Tata McCraw – Hill Publication, (2006) . म. न. पलसाने, वदया तळवलकर – सामाजिक मानसशास्त्र, कॉन्टिनेन्टल प्रकाशन, पुणे – (२०००). तडसरे वश्वास ,पाटील अशोक, तंबाके आ ण दरंकर, सामाजिक मानसशास्त्र फडके प्रकाशन, कोल्हापूर (2001) चौधरी जी. बी., पवार बी. एस. – प्रगत सामाजिक मानसशास्त्र, प्रशांत पब्लिकेशन्स, जळगाव (२००८). घाटोळे रा. ना. – सामाजिक मानसशास्त्र, मंगेश प्रकाशन, नागपुर (१९९८).	

TYBA (Psychology)
SEMESTER – VI
PSY-DSC-362 Foundation for Behavior Experimental Psychology -II

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1. Students should gain a thorough understanding of basic psychophysical concepts, law of psychophysics, and methods. 2. Students should be able to define and explain key terms related to perception, such as attention, and perception itself 3. Students should learn and practice using various creative problem-solving techniques and tools. 4. Develop strategies for managing and expressing emotions effective.	
Course Outcomes	1. Demonstrate a strong understanding of psychophysical concepts and methods. 2. Demonstrate: an understanding of the importance of perception in everyday life. 3. Students will be able to think creatively and generate multiple solutions to complex problems 4. Students will develop skills to manage and express emotions effectively.	
Unit	Contents	Hours
I	Psychophysics 1.1 Psychophysics: Nature, scope and basic concepts- Sensitivity, Thresholds (AL, DL, TL), Point of Subjective Equality (PSE) 1.2 Methods of Psychophysics i) Method of limit, ii) Method of constant stimuli iii) Method of average error 1.3 Errors in Psychophysics 1.4 Laws in Psychophysics: Weber, Fechner and Steven's Law 1.5 Applications of Psychophysics	15

II	Perceptual Processes 2.1 Attention: Nature and Scope- Types of Attention: (Divided, Selective and Sustain Attention), Determinants of Attention 2.2 Theories of Attention- Bottleneck Theory, Automatic Vs Controlled Processing, and Feature Integration Theory. 2.3 Perception: Nature, Characteristics and Processes of Perception 2.4 Perception of Distance: Monocular and Binocular cues 2.5 Reaction Time: Nature, Scope, Types, Determinants and Applications	15
III	problem solving and creativity 3.1 problem solving cycle, understanding the problem 3.2 Method approaches to problem solving 3.3 Factors influencing Problem Solving 3.4 inherent state of creativity, Effective factors in creativity 3.5 Measurement of Creativity	15
IV	Emotional Behavior 4.1 Nature and scope Emotion 4.2 Physical Changes – Respiratory changes, changes in blood circulation, PGR, Muscular tension, other physical changes 4.3 Emotional experience and Facial Expressions 4.4 Emotion Formation 4.5 Basics of Emotions and Development	15
Study Resources	Damato, M.R. (1979). Experimental Psychology: Methodology, Psychophysics and Learning. New Delhi:	

	Tata McGraw Hill Publishing Company, Ltd. Dandekar, W.N. (1966). Fundamentals of Experimental Psychology. Kolhapur: School and College Book Stall. Desai, B. & Abhyankar, S. (2017). Prayogik Manasshashtra Aani Sanshodhan Padhati. Pune: Narendra Prakashan. Ghorpade, M.B. (1964). An Introduction to Experimental Psychology. Allahabad: Kitab Mahal (W.D.)Pvt. Ltd. Healy, A.F. & Proctor, R.W. (2003). Handbook of Experimental Psychology. New Jersey: John Wiley& Sons, Inc. Kontwitz, B.H., Roediger, H.L. & Elmes, D.G. (2009). Experimental Psychology (9th Ed.). USA:Wadsworth. Kothurkar, V.K. & Vanarase, S.J. (1985). Experimental Psychology: A Systematic Introduction. New Delhi: Wiley Eastern Limited. प्रायो गक मानसशास्त्र आ ण संशोधन पद्धती ,भरत देसाई .डॉ -: डॉशोभा अभ्यंकर . प्रायो गक मानसशास्त्र कुसुम दामले -:	
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TYBA (Psychology)
SEMESTER – VI
PSY-DSC-363 Educational Psychology

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1.Explore various Scope and methods,of educational psychology. 2.Analyze personal experiences and societal issues through the lens of human growth and development 3.Evaluate the strengths and limitations of different models of individual differences 4.Students will understand the importance of creativity in various fields and contexts	
Course Outcomes	1.Students will be able to articulate and concepts and theories in educational psychology. 2.Analyze Principles of human growth and development, including cognitive, psychosocial, and moral development. 3.Compare and contrast major theories of individual differences. 4.Demonstrate an understanding of creative thinking concepts and principles .	
Unit	Contents	Hours
I	Introduction to Educational psychology 1.1 meaning and nature of Educational psychology 1.2 Scope of Educational psychology 1.3 perspectives of Educational psychology 1.4 method of investigation in Educational psychology	15
II	Evaluation in Education 2.1 The Process of Evaluation, Step of Evaluation 2.2 Types of Evaluation 2.3 principles of Test Construction 2.4 Evaluation on Standardized Test	15
III	Individual Differences 3.1 Nature of Individual Differences 3.2 Causes of Individual Differences 3.3 Main Areas of Individual Differences 3.4 methods of measuring Individual Differences	15

IV	Group Needing Special help 4.1 Children with Special Children 4.2 Types of Special Children 4.3 Characteristics of Gifted Children 4.4 Socially Disadvantaged Children	15
Study Resources	Joint committee on standard for Educational Evaluation (1988) the personal evaluation standard: how to assess system for evaluating educator. Newbury Park, C.A: Sage publication Doran.H.C.& Lockwood J.R.(2006) Fitting value-added models in R. Journal of educational and behavioural statistics 31(2) 205-230 Kaplan,D,(2008) structural education modelling foundation and Extensions, 2nd ed. Sage. Lissitz R.(2005). Value added models in education, Theory and practice maple Grove, MN,: JAM Press.	

TYBA(Psychology)
SEMESTER – VI
PSY-DSC-364 Practical (Experiments)

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To acquaint the students with Skills of scientific techniques of conducting experiments in psychology 2. To help students understand the basic steps in experimental psychology. 3. To develop the spirit of scientific inquiry about psychological processes in human participants.	
Course Outcomes	1. Acquaint the students with Skills of scientific techniques of conducting experiments in psychology 2. To equip the students with the basic information and knowledge about conducting experiments and interpretation of the obtained results. 3. To equip practical experience to the students in administrating, scoring and interpreting of the scores.	
Unit	Contents	Hours
I	1) Transfer of Learning 2) Method of Constant Stimuli 3) Method of Average Error	15
II	1)Color Preference 2)Reaction time 3) Problem Solving – Pyramid Puzzle / Wiggly Blocks / Hear and Bow Puzzle	15
III	1) Span of Attention 2)Multiple Choice Problem 3).Maze Learning	15
IV	1)Concept Formation 2) Muller layer Illusions	15
Examination and Evaluation		

Sr. no	Particulars	Internal Marks	External Marks	Total	
1	Journal	8	12	20	
2	Performance	8	12	20	
3	Viva Voce	4	6	10	
		20	30		

TYBA (Psychology)
SEMESTER – VI

PSY-DSC-365 Statistical Method in psychology

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	• To introduce multivariate methods and computer applications to statistics. • To Understand the impotence Non-parametric tests for correlation	
Course Outcomes	• Students able to application multivariate methods and computer applications to statistics. • Students able to application Non-parametric tests for correlation.	
Unit	Contents	Hours
I	Meaning and Nature of correlation Correlation- Pearson's Product-Moment Correlation, Bi-serial and Point-bi-serial correlation	30
II	Independent sample t test	30
Study Resources	Mangal S.K. (2004). Statistics in Psychology and Education. Prentice Hall of India, NewDelhi. Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education.	

TYBA (Psychology)
SEMESTER – VI
PSY-DSE-361 (A) Health Psychology –II

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1 .Explore various theories and models that explain health behaviors. 2. Understanding the relationship between personality, stress and illness 3. Understand the Concept of Health Promotion and Maintenance. 4.Understand the Concept of Primary Prevention and Health Promotion	
Course Outcomes	1.Students will be able to apply relevant theories and models to understand and address health behaviors in various contexts 2.Gain an understanding of the major concepts in the coping with illness 3. Demonstrate the ability to promote healthy behaviors and lifestyle choices. 4. Students will be able to define and differentiate between primary, secondary, and tertiary prevention.	
Unit	Contents	Hours
I	Health Recommendations and behavior changes 1.1 Sources of health information 1.2 Social Cognitive Theory, Self regulatory Theories 1.3 Health concepts Behavior change techniques 1.4 Other behavioral Strategies	15
II	Coping with illness 2.1 Stages of illness 2.2 importance of Focusing psychosocial issues 2.3 maintaining identity through Social Support 2.4 Emotional Development, Explaining illness and injury, Facing emotional conflicts , Facing Stressful medical treatments	15
III	Resources promoting and maintaining Health 3.1 Health promotion, biological model 3.2 Relaxation Techniques 3.3 External Environment, shavasan, yoganidra, Principles of yoga practice 3.4 methods of yoga	15

IV	Primary Prevention and Health promotion 4.1 Quality of life and health behavior 4.2 Health behaviors and health habits 4.3 Health Compromises and Behavioral Characteristics 4.4 Health promotion behavior	15
Study Resources	Abraham Charles, Conner MarK, Jones Fiona and O Connor Daryl(2016). Health psychology Routledge Brannon Linda, Feist Jess, Updegraff, John A.(2014) Health psychology: An introduction to Behaviour and Health Wadsworth Cengage Learning Friedman Howard S(2011) The Oxford Handbook of Health psychology Oxford University Press Ghosh Manika (2015) Health psychology,: concepts in Health and Well-being Pearson. Morrison, Val and Bennett paul (2012) An introduction to Health psychology (4th Edn.) Pearson Marks, Murray, Evans & Estacio, Sage publication New Delhi Dimatteo & Martin, Pearson Education, New Delhi, 2002 Health psychology by Shelly Taylor, Tata McGraw Hill New Delhi, 2006 आपण व आपले आरोग्य (१९७९) संपादक भावे, देवधर, भावे, गो.य. राणे शरीर वज्ञान व आरोग्य शास्त्र (1992) दि. गो.वाखारकर बागवान प्रकाशन पुणे Health psychology-Wikipedia India international diabetes Federation, WWW.idf.org	

TYBA (Psychology)
SEMESTER – VI

PSY-DSE-361 (B) Community Psychology –II

Credit: 04
Marks: 100

Internal Examination – 40
External Examination- 60

Course Objectives	1) Critically analyze the role of psychologists within social settings. 2) Increase students' critical thinking skills. 3) Increase students' ability to ask important and relevant questions that elaborate psychological concepts and ideas and are applied to social change. 4) Analyze the meaning of change in social settings.	
Course Outcomes	1) Develop preventive measures and design promotion programmes for better community development. 2) Analyze the meaning of change in social settings. 3) Promote a sense of social responsibility 4) Topical Outline of Course Content	
Unit		
I	PSYCHO-SOCIAL INDICATORS 1) Human development- family scenario in a developing country and its implication on mental health; 2) Socialization, family & psychological differentiation; 3) Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; 4) Mental illness & mental health; understanding stress & coping in context.	15
II	PROMOTION & PREVENTION 1) Social competence- key concepts; 2) implementing programs; empowerment & citizen participation; 3) Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; 4) Competence community and social change; program	15

	evaluation & program development.	
III	Social and Community Interventions 1) Social and Community Interventions 2) Types of social and community interventions 3) Developing and implementing community interventions 4) Evaluating the effectiveness of interventions	15
IV	Understanding Communities 1) Understanding Communities and Social Change 2) The role of community in social change 3) Understanding diversity and social justice 4) Advocacy and community organizing	15
Study Resources	1. Shanmugam, T.E. (1988). Community Psychology. Utsavshanmugam pub. 2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA. 3. Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in india. New Delhi 4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons. 5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co 6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons. 7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.	

TYBA (Psychology)
SEMESTER – VI
PSY-VSC-361 Counselling application

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. Understand the Foundations of Psychoanalytic Theory. 2.To understand the principles of Adlerian therapy and Carl Rogers’ of Person-Centered Therapy 3.To understand the theories of classical and operant conditioning 4.Understand the Concept and Scope of Adjunctive Therapies	
Course Outcomes	1.Demonstrate the use of free association, dream analysis, and interpretation 2.Demonstrate an understanding of Adler’s core concepts,andApply Person-Centered techniques in client sessions to facilitate self-exploration and personal growth 3.Apply classical and operant conditioning principles to modify behaviour. 4.Effectively apply adjunctive therapy techniques in case studies or simulated sessions.	
Unit	Contents	Hours
I	Psychoanalytic therapy 1.1Nature and Personality structure in Psychoanalytic therapy. 1.2 Conscious, Unconscious and anxiety in Freudian therapy. 1.3 Defence mechanism & its types. 1.4 Psycho-social & Psychosexual Development in Freudian therapy.Therapeutic procedures and application of Freudian therapy.	8
II	Adlerian and person Centered therapy 2.1Nature and basic concept in Adlerian therapy. 2.2 Adlerian Therapeutic procedure and application. 2.3 Nature and basic concept in person centred therapy. 2.4 Therapeutic procedure in person centred therapy and application.Person centred expressive Arts therapy & its principles.	7

III	Behavioural Cognitive behavioural and Yoga therapy 3.1 Classical Conditioning therapy and its applications. 3.2 Operant Conditioning therapy and its application. 3.3 Rational Emotive Behaviour therapy and its application. 3.4 Meaning and Nature of Yoga therapy.	8
IV	Adjunctive Therapies 4.1 Play Therapy (Directive and Non-directive Play Therapies) 4.2 Art Therapy (Meaning and types- Painting, Drawing, Photography, Sculpture, Clay Therapy) 4.3 Dance and Music Therapy (Meaning and Uses) 4.4 Yoga and Vipassana (Meaning and Uses) Meditation	7
Study Resources	Gelso C.L. Fretz D.R.(1995) counselling Psychology, Prism Books Pvt.Ltd. Banglore. Gorey Gerald (2011) counselling and Psychotherapy - Theory & practice : change learning, India. First Edition, New Delhi - 110092 Kockhar S.K. (1993) Guidance and counselling in colleges and Universities Sterling Publishers Pvt.Ltd., New Delhi. Narayan Rao S : (2002) Counselling Psychology IIndEdition, Tata Mc.Graw Hill Publishing Company Ltd., New Delhi. Patri V.R.(2001) Counselling Psychology 1st Edition, Authors Press, New Delhi. Welfel Ellizabeth R. Patterson Levis E. The counselling Process : Change Learning, Sixth India Edition, Dew Delhi. 110092. Gelso C.L. Fretz D.R.(1995) counselling Psychology, Prism Books Pvt.Ltd. Banglore. Gorey Gerald (2011) counselling and Psychotherapy - Theory & practice : change learning, India. First Edition, New Delhi - 110092 Kockhar S.K. (1993) Guidance and counselling in colleges and Universities Sterling Publishers Pvt.Ltd., New Delhi. Narayan Rao S : (2002) Counselling Psychology IIndEdition, Tata	

	Mc.Graw Hill Publishing Company Ltd., New Delhi. Patri V.R.(2001) Counselling Psychology 1st Edition, Authors Press, New Delhi. Welfel Ellizabeth R. Patterson Levis E. The counselling Process : Change Learning, Sixth India Edition, Dew Delhi. 110092.	
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TYBA (Psychology)
SEMESTER – VI

PSY-VSC-362 Psychological Testing –II

Credit: 02
Marks: 50

Internal Examination – 20
External Examination- 30

Course Objectives	1. To understand the psychological test 2. To understand the psychotic behavior 3. To understand advanced techniques and tools of psychological test and its interpretation.			
Course Outcomes	1. To develop the applied approach to psychological test. 2. To learn the practical knowledge to abnormal behaviour. 3. To learn advanced techniques and tools of psychological test and its interpretation.			
Unit	Contents			Hours
I	Any Two 1) Stress Management Scale 2) Mental Depression Scale 3) Academic Anxiety Scale			20
II	Any Two 1) Adjustment Inventory 2) School Adjustment Inventory 3) Moral Value Scale			20
III	Any Two 1) Job Involvement Scale 2) Vocational Interest Record 3) Occupational Stress Index			20
Examination and Evaluation				
Sr. no	Particulars	Internal Marks	External Marks	Total
1	Journal	8	12	20
2	Performance	8	12	20
3	Viva Voce	4	6	10
		20	30	

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