

**Choice Based Credit System(CBCS)**  
**T.Y.B.A. Psychology Syllabi to be implemented from 2020-2021**

**Paper IV: Psychological Testing and Statistics: Parts I and II**

Code	Sem.	Course Title	Credits	Marks
UAPS501	5	Psychological Testing and Statistics: Part I	4	100
UAPS601	6	Psychological Testing and Statistics: Part II	4	100

**Learning Objectives -**

- 1) To have students build knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests
- 2) To create awareness among students about measurement of intelligence and assessment of personality
- 3) To have students build knowledge and understanding of the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, methods of calculation, uses and applications
- 4) To create a foundation in students for advanced learning of Psychological Testing, Assessment and Statistics

**Semester 5**

**Psychological Testing and Statistics: Part I (Credits = 4) 4 lectures per week**

**Unit 1. Psychological Testing, Assessment and Norms**

- a) Definition of testing and assessment; the process and tools of assessment
- b) The parties and types of settings involved
- c) What is a 'Good Test'; Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference

**Unit 2. Reliability**

- a) The concept of Reliability; sources of error variance
- b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability
- c) Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient, nature of the test, the true score model of measurement and alternatives to it
- d) Reliability and individual scores: SEM and SE-Difference

**Unit 3. Validity and Measures of central tendency**

- a) The concept of validity; Face and Content validity
- b) Criterion-related validity and Construct validity
- c) Validity, bias and fairness
- d) Calculation of mean, median and mode of a frequency distribution; the assumed mean method for calculating the mean
- e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode

**Unit 4. Types of scores, Types of scales, Frequency distribution, Graphical representations**

- a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement
- b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages
- c) Graphical representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies.

## Semester 6

### **Psychological Testing and Statistics: Part II (Credits = 4) 4 lectures per week**

#### **Unit 1. Test Development and Correlation**

- a) Test conceptualization and Test construction
- b) Test tryout and Item analysis
- c) Test revision
- d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots
- e) The steps involved in calculation of Pearson's product-moment correlation coefficient
- f) Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient
- g) Simple Regression and Multiple Regression

*(Unit 1-e is only for theoretical understanding and questions, not for calculation in the exam.)*

#### **Unit 2. Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores**

- a) What is Intelligence? - Definitions and theories; measuring Intelligence
- b) The Stanford-Binet Intelligence Scales and the Wechsler Scales
- c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve
- d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation
- e) Standard scores – z, t, Stanine; Linear and non-linear transformation; Normalized Standard scores

#### **Unit 3. Assessment of Personality**

- a) Personality Assessment – some basic questions: who, what, where, how; Developing instruments to assess personality – logic and reason, theory, data reduction methods, criterion groups; personality assessment and culture
- b) Objective methods of personality assessment
- c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective

#### **Unit 4. Measures of Variability, Percentiles, and Percentile Ranks**

- a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation
- b) Comparison of measures of variability: Merits, limitations, and uses .
- c) Calculation of Percentile ranks and Percentile Scores.
- d) Percentiles – nature, merits, limitations, and uses.

#### **Learning Outcomes-**

- a) The learner will -
  1. develop knowledge and understanding of the nature, uses, technical features, and the process of construction of psychological tests.
  2. develop awareness about measurement of intelligence and assessment of personality.
  3. be equipped with the knowledge about the concepts in Statistics and the various measures of Descriptive Statistics - their characteristics, uses, applications and methods of calculation.
- b) The learner will build a firm foundation, which will be helpful for advanced learning of Psychological Testing, Assessment and Statistics in postgraduate studies.

## Book for study

Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)

## Books for reference

- 1) Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment*. (12<sup>th</sup> ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
- 2) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, Indian reprint 2002
- 3) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007.
- 4) Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2015).
- 5) Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7<sup>th</sup> ed.). New Delhi: McGraw-Hill Education (India) Pvt Ltd., Indian adaptation
- 6) Garrett, H.E (1929). *Statistics in Psychology and education*.
- 7) Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6<sup>th</sup> ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi.
- 8) Guilford, J.P., & Fruchter, B (1978) *Fundamental statistics in Psychology and education*. (6<sup>th</sup> ED). McGraw Hill International Edition.
- 9) Gupta, S .P. (1991) *Statistical Methods*. (26<sup>th</sup> Ed), Sultan Chand & Sons, New Delhi.
- 10) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 11) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup> ed.). John Wiley & Sons, New Jersey
- 12) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- 13) Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological Testing – Principles, Applications and Issues*. (9<sup>th</sup> ed.). Wadsworth Thomson Learning, Indian reprint 2019
- 14) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
- 15) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 16) McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 17) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup> ed.). Sage publications
- 18) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley
- 19) Urbina, S. (2014). *Essentials of Psychological Testing*. (2<sup>nd</sup> ed.). John Wiley & Sons, New Jersey

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**Question Paper Pattern for T.Y.B.A (CBCS)  
for Core Course IV Psychological Testing and Statistics.  
With Effect From 2020-2021**

**Duration: 3 hrs**

**Total marks: 100**

**Note:** 1. Attempt **all** questions  
2. All questions carry **equal** marks

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

- a.
- b.
- c.
- d.

### Semester 5 – sample question paper pattern

Q.1	Unit 1 A <b>OR</b> B	20
Q.2	Unit 2 A <b>OR</b> B	20
Q.3	Unit 3 A – Validity <b>OR</b> B – Calculation of the mean ,median and mode (17 marks and Theory question 03 marks)	20
Q.4	Unit 4 A- Theory Question on Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement, steps in preparing a frequency distribution table, advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages. <b>OR</b> B - being a question based on tabulation of scores into a frequency distribution table, Calculation of range, justifying the choice of the length of class Interval.	20
Q5	any two ( each question of 10 marks ) A unit 1 B unit 2 C unit 3 D unit 4 Graph 5 marks theory question on graphical representations 5 marks.	20

### Semester 6 - sample question paper pattern

Q.1	Unit 1 test development A <b>OR</b> B calculation of correlation using rank order method 15 marks theory 5 marks	20
Q.2	Unit 2 A unit 2 a and b <b>OR</b> B unit 2 c, d and e	20
Q.3	Unit 3 A	20

	<b>OR</b> B	
Q.4	Unit 4 A-Theory question on Measures of variability <b>OR</b> B - Calculation of QD or SD	20
Q5	any two (each question of 10 marks) A unit 1 B unit 2 C unit 3 D unit 4 - Calculation of Percentiles and Percentile Ranks	

### **Paper V: Abnormal Psychology: Part I and Part II**

Code	Sem	Course Title	Credits	Marks
UAPS502	5	Abnormal Psychology: Part I	4	100
UAPS602	6	Abnormal Psychology: Part II	4	100

#### **Learning Objectives -**

- 1) To have students build knowledge and understanding of the basic concepts in Abnormal Psychology and the theories of Abnormality
- 2) To have students build knowledge and understanding of the different Psychological Disorders – their symptoms, diagnosis, causes and treatment
- 3) To create awareness among students about Mental Health problems in society
- 4) To create a foundation in students for higher education and a professional career in Clinical Psychology

### **Semester 5**

#### **Abnormal Psychology: Part I (Credits = 4) 4 lectures per week**

##### **Unit 1: Understanding Abnormal Behavior: Clinical Assessment and Diagnosis**

- a) What do we mean by Abnormality? - The DSM 5 and the Definition of Mental Disorders.
- b) Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.
- c) The Basic elements in Assessment - Physical Assessment and Psychosocial Assessment.
- d) Classifying Abnormal Behaviour.

##### **Unit 2: Causal factors and Viewpoints**

- a) Causes and Risk factors for Abnormal Behaviour.
- b) Viewpoints for Understanding the Causes of Abnormal Behaviour: The Biological viewpoint, The Psychological viewpoints.
- c) Psychological Factors, The Sociocultural Viewpoints.

##### **Unit 3: Panic, Anxiety, Obsessions and Their Disorders**

- a) The Fear and Anxiety Response Patterns - Specific Phobias, Social Phobias, Panic Disorder and Agoraphobia.
- b) Generalised Anxiety Disorder.
- c) Obsessive-compulsive and Related Disorders.

##### **Unit 4: Somatic Symptom and Dissociative Disorders**

- a) Somatic Symptom and Related Disorders - Hypochondriasis, Somatisation Disorder, Pain Disorder, Illness anxiety disorder.
- b) Conversion Disorder - Distinguishing Somatic Symptom Disorders from Malingering and Factitious Disorder.
- c) Dissociative disorders - Depersonalisation/Derealisation Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder.

### Semester 6

#### **Abnormal Psychology: Part II (Credits = 4) 4 lectures per week**

##### **Unit 1: Schizophrenia and other Psychotic Disorders**

- a) Clinical Picture and Subtypes of Schizophrenia.
- b) Other Psychotic Disorders: Schizoaffective Disorder, Schizophreniform Disorder, Delusional disorder and Brief Psychotic Disorder.
- c) Risk and Causal factors: Genetic Factors, Neurodevelopmental Perspective, Neurochemistry, Psychosocial and Cultural Factors.

##### **Unit 2: Mood Disorders and Suicide**

- a) Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder.
- b) Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders
- c) Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors.
- d) Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes.
- e) Suicide: The Clinical Picture and the Causal Pattern.

##### **Unit 3: Personality Disorders**

- a) Clinical features of Personality Disorders.
- b) Cluster A, Cluster B and Cluster C Personality Disorders.
- c) General Sociocultural Causal factors, Treatments for Personality Disorders.

##### **Unit 4: Sexual Variants, Abuse and Dysfunctions**

- a) Sociocultural Influence on Sexual Practises and Standards.
- b) The Paraphilias: Causal Factors and Treatment for Paraphilias.
- c) Gender Dysphoria, Sexual Abuse.
- d) Sexual Dysfunctions: Forms and Treatment.

##### **Learning Outcomes:**

- a). The learner will
  1. Develop an understanding of the basic concepts and theories of Abnormal Psychology.
  2. develop insight into various forms of Psychological Disorders – their symptoms, causes, along with the process of diagnosis and treatment.
  3. become more sensitised and equipped to deal with various issues related to Mental Health in society.
- b). The learner will build foundational knowledge of Abnormal Psychology which will help the learner for higher education and also to pursue a professional career in Clinical Psychology.

##### **Book for study**

**Butcher, J.N; Hooley, J.M; Mineka, S; & Dwivedi, C.B. (2020). *Abnormal Psychology*. (16<sup>th</sup> ed.). Pearson**

##### **Books for Reference**

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th ed.). New Delhi: Wadsworth Cengage Learning

2. Beidel, D. C., Bulik, C. M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall
3. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press
4. Butcher, J. N., Hooley, J. M., & Mineka, S., (2014). *Abnormal Psychology*. (16th ed.). Pearson education
5. Dhanda, Amita. (2000). *Legal Order and Mental Disorder*. New Delhi, Sage publications pvt ltd
6. Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to clinical Psychology: Science, practice, and ethics*. New Delhi, Pearson education, Indian reprint 2007
7. Kring, A.M., Johnson, S. L., Davison, G.C., & Neale, J.M. (2013). *Abnormal Psychology*. (12th ed.). International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6th ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6th ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA
11. Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7th ed.). McGraw

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Core Course V Abnormal Psychology**

**Duration: 3 hrs**

**Total marks: 100**

**Note: 1. Attempt all questions  
2. All questions carry equal marks**

Q.1 (Based on Module I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Module II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Module III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Module IV) (20 marks)

- a.
- or
- b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

- a.
- b.
- c.
- d.

**Paper VI: Industrial/Organizational Psychology: Part I and Part II  
(Major Elective; Applied Component)**

Code	Sem	Course Title	Credits	Marks
UAPS503	V	Industrial/Organizational Psychology: Part I	3.5	100 (80+20)
UAPS603	VI	Industrial/Organizational Psychology: Part II	3.5	100 (80+20)

## **Learning Objectives -**

1. To help learners understand and build knowledge about the basic concepts in the field of Industrial/Organizational Psychology.
2. To help learners learn about the role and importance of psychological factors and processes in the world of work.
3. To facilitate in learners a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.

## **Semester 5**

### **Industrial/Organizational Psychology: Part I(Credits = 3.5) (3 lectures per week)**

#### **Unit 1: Introduction to Industrial/Organizational Psychology & Job Analysis**

##### **A: Introduction to Industrial/Organizational Psychology**

- a) What Is I/O Psychology?
- b) I/O Psychology as a profession & as a science
- c) History of the field of I/O Psychology

##### **B: Job Analysis**

- a) What is job analysis: The job-oriented approach & the person-oriented approach.
- b) Purposes of job analysis.
- c) How job analysis information is collected; approaches to collecting job analysis information
- d) Methods of job analysis
- e) Job evaluation: setting salary levels

#### **Unit 2. Performance Appraisal**

- a) Why do we appraise employees?
- b) Performance criteria
- c) Methods for assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback

#### **Unit 3: Assessment Methods for Selection and Placement & Recruitment**

##### **A: Assessment Methods for Selection and Placement**

- a) Job-Related characteristics.
- b) Different types of psychological tests based on format: group vs. individual, close-ended vs. open-ended; paper-and-pencil vs. performance; power vs. speed
- c) Different types of psychological tests based on what is measured: cognitive ability tests, psychomotor ability tests, knowledge and skills tests, personality tests, emotional intelligence tests, integrity tests, vocational interest tests
- d) Biographical information, interviews, work samples, assessment centers & electronic assessment.

##### **B. Recruitment**

- a) Recruiting applicants
- b) Getting applicants to accept and keep jobs offered
- c) Policies and issues with regard to selection: Reservation policy; gender and disability status of applicant



## Unit 4. Training

- a) Needs assessment
- b) Objectives
- c) Training design: trainee characteristics; design factors; work environment
- d) Training methods: Audiovisual instruction, autoinstruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching
- e) Brief overview of delivery and evaluation of a training program

## Semester 6

### **Industrial/Organizational Psychology: Part II (Credits = 3.5) (3 lectures per week)**

#### Unit 1. Theories of Employee Motivation

- a) What is motivation?
- b) Work motivation theories & need theories
- c) Other Theories: Reinforcement theory, expectancy theory and self-efficacy theory; justice theories; goal-setting theory, control theory and action theory

#### Unit 2: Job Satisfaction & Productive and Counterproductive Employee Behaviour

##### **A. Job Satisfaction**

- a) The nature of job satisfaction; how people feel about their jobs
- b) Assessment of job satisfaction
- c) Antecedents of job satisfaction
- d) Potential effects of job satisfaction

##### **B. Productive and Counterproductive Employee Behaviour**

- a) Organizational Citizenship Behaviour (OCB)
- b) Counterproductive work behaviour (CWB): Withdrawal
- c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes

#### Unit 3: Work Groups, Work Teams & Leadership and Power in Organizations

##### **A. Work Groups and Work Teams**

- a) Difference between work groups and work teams
- b) Important group and team concepts

##### **B. Leadership and Power in Organizations**

- a) What is leadership?
- b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment
- c) Approaches to the understanding of leadership
- d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership

#### Unit 4. Organizational Development and Theory

- a) Organizational Development
- b) Organizational Theories

#### **Learning Outcomes:**

1. Learners will be able to
  - a) describe the scope of I/O Psychology and careers related to I/O Psychology.
  - b) list and describe the basic concepts of I/O Psychology.
  - c) critically discuss issues related to I/O Psychology.
2. Learners will have built a sufficient foundation in I/O Psychology to pursue postgraduate studies and/or careers related to I/O Psychology.

### Book for study

**Spector, P. E. (2012). *Industrial and Organizational Psychology: Research and practice*. Singapore: Wiley. (Indian reprint 2016)**

### Books for reference

- 1) Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8thed.). Boston, MA: Cengage Learning.
- 2) Aamodt, M.G. (2013). *Industrial Psychology* (7thed.). Boston, MA: Cengage Learning.
- 3) Aswathappa, K. (2013). *Human resource management: Text and cases* (8thed.). Chennai, India: McGraw Hill Education India.
- 4) Conte, J. M., & Landy, F. J. (2019). *Work in the 21st century: An introduction to Industrial and Organizational Psychology* (6th ed.). New York, NY: Wiley. (earlier editions: 2016, 2013, 2010, 2007, & 2004)
- 5) Levy, P. E. (2005). *Industrial/Organizational Psychology: Understanding the workplace*. Houghton Mifflin. (2019 edition published by Worth)
- 6) Luthans, F. (2017). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw Hill Education.
- 7) Muchinsky, P. M. (2011). *Psychology applied to work* (10th ed.). Hypergraphic Press. (12th ed. published in 2018)
- 8) Newstrom, J. W. (2017). *Organizational behavior: Human behavior at work* (12th ed.). McGraw Hill Education.
- 9) Pareek, U., & Khanna, S. (2018). *Understanding organizational behaviour*(4th ed.). Oxford University Press.
- 10) Riggio, R. E. (2017). *Introduction to Industrial/Organizational Psychology* (7th ed.). New York, NY: Routledge.
- 11) Sinha, J. B. P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.
- 12) Spector, P. E. (2016). *Industrial and Organizational Psychology: Research and practice* (7th ed.). New York: Wiley.
- 13) Vohra, N., Robbins, S. P., & Judge, T. A. (2018) *Organizational behavior* (18thed.). Noida, India: Pearson India Education Services.

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Major Elective; Applied Component (I/O Psychology: Part I and Part II)  
With effect from 2020-2021**

**Note: 1.** Attempt **all** questions (Total = 80 marks)

**2.** All questions carry **equal** marks

- Q.1 (Based on Unit I) (20 marks)  
a.  
or  
b.
- Q.2 (Based on Unit II) (20 marks)  
a.  
or  
b.
- Q.3 (Based on Unit III) (20 marks)  
a.  
or  
b.
- Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

**Project Work** (Total = 20 marks)

Guidelines for Project Work TYBA – Psychology Paper VI

**As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.**

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it. For I/O Psychology, students can get ideas for their project from the “**Learning by Doing**” section at the end of each chapter in the prescribed textbook.

Project report:

1. Word Limit – 1000 to 2000 words, A-4 size paper
2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
3. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20.

**Paper VII: Cognitive Psychology: Parts I and Part II**

<b>Code</b>	<b>Sem.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Marks</b>
<b>UAPS504</b>	<b>5</b>	<b>Cognitive Psychology: Part I</b>	<b>4</b>	<b>100</b>
<b>UAPS604</b>	<b>6</b>	<b>Cognitive Psychology: Part II</b>	<b>4</b>	<b>100</b>

**Learning Objectives:**

1. To have students build knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes
2. To create awareness among students about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counselling, Sports, Health, Education, and Neuro-Psychology
3. To have students understand the theoretical orientation and background for the courses on Practicum in Cognitive Processes
4. To create a foundation in students for higher education and a career in the field of Cognitive Psychology

**Semester 5**

**Cognitive Psychology: Part I (Credits = 4) 4 lectures per week**

**Unit I: Perception: Recognizing Patterns and Objects**

- a) Introduction & Fundamental Concepts
- b) Human Perceptual Systems
- c) Recognition

- d) Social Perception

## **Unit II: Attention and Consciousness**

- a) Introduction
- b) Attention
- c) Consciousness

## **Unit III. Sensory, Short Term and Working Memory**

- a) Introduction
- b) Sensory Memory
- c) Short Term Memory
- d) WorkingMemory

## **Unit IV: Long-Term Memory**

- a) Introduction
- b) Memory and amnesia
- c) The structure of LTM
- d) Non-declarative memory
- e) Declarative memory

## **Semester 6.**

### **Cognitive Psychology: Part II (Credits = 4) 4 lectures per week**

## **Unit I. Learning, Forgetting and Imagery**

- a) Introduction
- b) Learning: Encoding, storage and retrieval
- c) Forgetting
- d) Everyday/ Real world memory
- e) Imagery and Concepts

## **Unit II. Problem Solving**

- a) Introduction
- b) Problems and problems types
- c) Brief history and background
- d) Insight revisited
- e) Knowledge rich (expert) problem solving
- f) Creative problem solving

## **Unit III: Decision Making**

- a) Introduction
- b) Expected value theory
- c) Utility and prospect theory
- d) Subjective probability and prospect theory
- e) Making probability judgments
- f) The affect heuristic
- g) Decision processes for multi-attribute alternatives
- h) Two-system approaches to decision making
- i) Fast and frugal heuristic: the adaptive toolbox
- j) Naturalistic decision making
- k) Neuroeconomics: Neuroscience approaches to decision making

## **Unit IV: Reasoning**

- a) Introduction
- b) Deductive reasoning
- c) Inductive reasoning: Testing and generating hypotheses

Note – As an Orientation to this course, the following sub-topics should be taught in brief in 2 or 3 lectures (questions will not be set on these sub-topics in the semester-end examination)

1. Cognitive psychology: History, approaches, and cognitive neuroscience

**Learning Outcomes:**

a). The learner will

1. develop understanding of the basic concepts and theories of Cognitive Psychology.
2. develop insight into theoretical aspects of cognitive processes

b). The learner will build foundational knowledge of Cognitive Psychology which will help the learner for higher education and also to pursue a professional career in any of the several areas of Psychology.

**Book for study**

**Gilhooly, K.; Lyddy, F. & Pollick F. (2014). Cognitive Psychology, McGraw Hill Education**

**Books for reference**

- 1) Ashcraft, M. H. & Radvansky, G. A. (2009). *Cognition*. (5<sup>th</sup> ed), Prentice Hall, Pearson education
- 2) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, international student edition
- 3) Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. (5<sup>th</sup> ed.). Sage Publications (Indian reprint 2015)
- 4) Goldstein, E. B. (2007). *Psychology of sensation and perception*. New Delhi: Cengage learning India, Indian reprint 2008
- 5) Matlin, M.W. (2013). *Cognitive Psychology*, 8<sup>th</sup>ed., international student version, John Wiley & sons
- 6) Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning
- 7) Robinson-Riegler, B., & Robinson-Riegler, G. L. (2008). *Cognitive Psychology – Applying the science of the Mind*. (2<sup>nd</sup> ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
- 8) Srinivasan, N., Gupta, A.K., & Pandey, J. (Eds). (2008). *Advances in Cognitive Science*. Volume 1, New Delhi, Sage publications
- 9) Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning, and Remembering*. New Delhi: Cengage learning India, Indian reprint 2009
- 10) Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). *Cognitive Psychology*. Pearson education, New Delhi, first Indian reprint 2014
- 11) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth

**Question Paper Pattern for T.Y.B.A (CBCS)  
for Core Course V Abnormal Psychology**

**Duration: 3 hrs**

**Total marks: 100**

**Note: 1. Attempt all questions  
2. All questions carry equal marks**

Q.1 (Based on Module I) (20 marks)

- a.  
or  
b.

Q.2 (Based on Module II) (20 marks)

- a.  
or  
b.

Q.3 (Based on Module III) (20 marks)

- a.

or  
b.

Q.4 (Based on Module IV) (20 marks)

a.  
or  
b.

Q.5 Attempt **any two** (Based on Module I, II, III and IV ) (20 marks)

a.  
b.  
c.  
d.

### **Paper VIII: Practicals in Cognitive Processes and Psychological Testing**

Code	Sem	Course Title	Credits	Marks
UAPS505	5	Practicals in Cognitive processes and psychological Testing: Part I	4	100
UAPS605	6	Practicals in Cognitive processes and psychological Testing : Part II	4	100

#### **Learning Objectives-**

To facilitate the understanding of theoretical concepts of experimental psychology through experiential learning, learn the processes involved in scientific inquiry, develop critical approach and understand use of statistical analysis in psychological research by

- introducing the students to Practicals in Cognitive Processes and Psychological Testing: through practice and conduct of experiments, use of statistical analysis, interpretation and discussion of data, using APA format for report writing.
- introducing the students to Psychological Testing: administration, scoring and interpretation of the psychological tests, understanding the concepts of reliability and validity and nuances of procedures and ethical issues.
- orienting the students to computer-based experiments (Coglab) and sensitize them to methodological issues, strengths and limitations of use of computers for conducting experiments in psychology.
- Helping students develop skills for evaluation of a research paper and write a research report.

#### **Semester 5**

**Part I: Practicals in Cognitive Processes and Psychological Testing (Credits =4) (6 lectures per week per Batch of 8 students)**

#### **A. Introduction to Experimental Psychology and Statistics in Psychological Research**

- Variables – Types, Operational definition
- Designs – Types (one IV and two IV), Sampling, Randomization and Counterbalancing
- Hypotheses – Types – Null and Alternative
- Statistical Analysis – Inferential statistics - t test, F Test, statistical significance
- Introduction to Scales of Measurement
- Report writing – APA format

#### **B. Practice Exercises – Two exercises**

- Experimental Situation given – Discuss design, hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues.
- Variables given – Design experiment, frame hypothesis, discuss Statistical Analysis, Ethical Issues.

**C. Practice Experiment – One**

1. Conduct the experiment
2. Review Original Article
3. Write result and discussion of group data using APA format

**D. Two Experiments in Cognitive Processes**

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion

**E. One Psychological Test**

1. Administration, Scoring and Interpretation of the Test
2. Writing report on the findings of the test
3. Calculate Reliability / Validity of the test

**Part II: Practicals in Cognitive Processes and Psychological Testing(Credits =4) (6 lectures per week per Batch of 8 students)**

**A. Introduction to Experimental Psychology and Statistics in Psychological Research**

- 1 Designs - Complex (Mixed)
2. Statistical Analysis – Inferential statistics – ANOVA, Chi Square

**B. Review a research paper**

**C. Two Experiments in Cognitive Processes**

1. Conduct the experiments
2. Pool group data
3. Use appropriate statistics
4. Write report – abstract, introduction, method, result(Individual and group), discussion, conclusion

**D. One Psychological Test**

1. Conducting and debriefing
2. Write report

**E. One Computer-based Experiment (Coglab)**

**F. Use of Excel**

1. Introduction to Excel
2. Statistical Analysis of both the experiments

**Learning Outcomes –**

After studying this paper, students will able to...

1. Translate theoretical concepts into application-based experiments.
2. Conduct experiments following standardized procedure.
3. Apply statistical tests and analyze the data collected.
4. Write reports on research conducted using APA format.
5. Make sense of the research papers on any given topic

**Distribution of Marks**

Internal 40 marks Practical examination of 2 hours 60 marks

<b>Distribution of Marks</b>		
<b>Internal marks</b>		
1	Checklist for Instructions	10
2	Checklist for Conduct	10
3	Report Writing	10
4	Attendance	05
5	Journal	05

Examination Practical	
Instructions, Conduct, report	40
Viva	20

The teacher has to give marks for each report. The final marks will be the average marks obtained for each point as mentioned above.

During Examination, checklists for Instructions, Conduct and report. In viva 6 questions of 3 marks and one question of 2 marks will be asked.

#### Books for reference

- 1) Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7<sup>th</sup> ed.). Pearson Education, New Delhi, first Indian reprint 2002
- 2) Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4<sup>th</sup> ed.). Pearson Education, Indian reprint 2007
- 3) Cohen, J. R., & Swerdlik, M. E., (2018). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)
- 4) Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1999) *Research Methods in Psychology*. (6<sup>th</sup> ed.). Brooks/Cole, Thomson Learning
- 5) Francis, G., Neath, I., & VanHorn, D. (2008). *Coglab 2.0 on a CD*. Wadsworth Cengage Learning, International student edition
- 6) Gilhooly, K.; Lyddy, F. & Pollick F. (2014). *Cognitive Psychology*. McGraw Hill Education
- 7) Garrett, H.E. (1973). *Statistics in Psychology and Education* (6<sup>th</sup> ed.) Bombay: Vakils, Feffer, and Simons Pvt. Ltd.
- 8) Guilford, J.P. Fruchter, B. (1973). *Fundamental statistics in psychology and education*. (5<sup>th</sup> ed.) New York : McGraw-Hill
- 9) Goldstein, E. B. (2005). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Wadsworth/ Thomson Learning
- 10) Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. 3<sup>rd</sup> ed., Open University Press, McGraw-Hill Education
- 11) Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2<sup>nd</sup> ed.). Boston: Pearson Education
- 12) McBurney, D. H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 13) Mangal, S. K. (1987). *Statistics in Psychology and Education*. New Delhi : Tata McGraw Hill Publishing Company Ltd.
- 14) Martin, D. W. (2004). *Doing Psychology Experiments*. (6<sup>th</sup> ed.). Belmont: Thomson Wadsworth
- 15) Matlin, M. W. (1995). *Cognition*. 3<sup>rd</sup> ed., Bangalore: Prism Books pvt. ltd.
- 16) King, B. M., Rosopa, P. J., & Minium, E. W., (2011). *Statistical Reasoning in the Behavioral Sciences*, John Wiley & sons
- 17) Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
- 18) Pareek, U. (2003). *Training Instruments in HRD and OD* (2<sup>nd</sup> ed.), Tata McGraw- Hill Publishing Company, Mumbai
- 19) Snodgrass, J. G., Levy-Berger G. V., & Haydon, M. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- 20) Solso, R. L., & McLin, M. K. (2002). *Experimental Psychology: A case approach*. 7<sup>th</sup> ed., Allyn Bacon, Pearson Education New Delhi, Indian reprint 2003
- 21) Steinberg, W. J. (2008). *Statistics Alive!* Los Angeles: Sage Publications, Inc.
- 22) Surprenant, A.M., Francis, G., & Neath, I. (2005). *Coglab Reader*. Thomson Wadsworth



**Paper IX: Counselling Psychology: Part I and Part II**  
**(Major Elective; Applied Component)**

Code	Sem	Course Title	Credits	Marks
UAPS506	V	Counselling Psychology : Part I	3.5	100 (80+20)
UAPS606	VI	Counselling Psychology: Part II	3.5	100 (80+20)

**Learning Objectives –**

1. To have students develop an interest in and an understanding of Counselling concepts
2. To have students understand counsellor's roles and responsibilities in practice environments
3. To have students build knowledge and understanding of the basic skills in practice
4. To help students understand the theoretical foundations underlying different counselling and psychotherapeutic approaches
5. To create a foundation in students for higher education in Counselling and a career as a professional counselor

**Semester 5**

**Counselling Psychology:**

**Part I- Introduction and Approach to counselling (Credits = 3.5) (3 lectures per week)**

**Unit 1: Introduction to Counselling: (Egan & Resse, Chapters 1 and 3)**

- a) Role of formal and informal helpers, key ingredients of successful helping, focus on client and context- what client brings in sessions, defining success in terms of outcomes with life-enhancing impact for the client, qualities of effective helper.
- b) Role of beliefs, values, norms, and moral principles in the helping process. Helping clients redo poor decisions and make and execute life-enhancing decisions.
- c) Developing working alliance, key values that drive the working alliance, behaviours showing disrespect & respect.
- d) Appreciating the role of culture, personal culture, and values, competencies related to client diversity and culture, promoting self-responsibility by helping clients develop and use self-efficacy.

**Unit 2. Psychoanalytic, Adlerian, Humanistic, Behavioral, Cognitive Theories of Counselling**

*(Gladding, chapters 9&10 )*

- a) Psychoanalytic theories, Adlerian theory, Humanistic theories
- b) Behavioural counselling, Cognitive and Cognitive-Behavioural Counselling

**Unit 3. Systemic, Brief, Crisis Theories and Group Counselling (Gladding, chapters 10 & 11)**

- a) Systems theories, brief counselling approaches, Crisis and trauma counselling approaches.
- b) A brief history of groups, benefits, drawbacks and types of groups. Theoretical approaches in conducting groups, stages in groups.

**Unit 4. Counselling in Diverse Groups (Gladding, Chapters 5 & 19)**

- a) Counselling aged populations, gender-based counselling, counselling and sexual orientation.
- b) Abuse & Addiction Counselling

**Semester 6**

**Counselling Psychology:**

**Part II- Micro skills in Counselling practice (Credits = 3.5) (3 lectures per week)**

## **Unit 1. Therapeutic Presence: Importance of Listening**

- a) Dialogue as the second nature to interactions with clients, basic guidelines for visibly tuning in to clients. Nonverbal behaviour as a channel of communication. Active listening as the foundation of understanding.
- b) Forms of poor listening, processing information from client in a thoughtful search for meaning.
- c) Importance of listening to helpers own internal conversation, key ingredients of successful therapy, dealing with distorted listening.

## **Unit 2. Empathic Responding** (*Egan & Resse, Chapter 5*)

- a) Importance of responding skills in developing relationships with clients- empathy as a communication skill to develop relationships, wider view of empathy
- b) Three dimensions of responding skills- perceptiveness as the foundation of responding skills, basic know-how of responding well, assertiveness in responding to clients
- c) Basic formula for communicating empathy- responding accurately to clients' feelings, emotions, and moods, responding accurately to the key experiences, thoughts, and behaviours in clients' stories, tactics for responding with empathy, responding to the context, using empathy to achieve therapeutic goals

## **Unit 3. Other Skills** (*Egan & Resse, Chapters 6,7,8*)

### **A. Art of Probing , Summarizing**

- a) Probing, verbal and nonverbal prompts, types of probing, guidelines for using probes, probes with empathic response.
- b) Using Summaries: Use summaries when they add value, get clients to provide summaries, use of summaries and probes in the case of Marcus and Andréa.

### **B. Challenging & Self disclosure**

- a) Challenging: concept of self-challenge, targets of self challenge, identifying blind spots, skills to challenge blind spots.
- b) Helpers self - disclosure

### **C. Dealing with Resistance:** identifying and dealing with reluctance and resistance

## **Unit 4. The stages and tasks of problem management** (*Egan & Resse, Chapters 9,10,11*)

- A. Tasks of Stage I-**Challenges clients face in talking about themselves, Case illustration, principles that can guide to help clients tell their stories- feel safe, styles of storytelling, starting where the client starts, assessing severity of problems, helping clients identify and clarify key issues, exploring context of key issues.
- B.** Help clients tell their real stories, case illustration, help clients challenge the quality of their participation. Help clients focus on the right story, choosing issues that will make a difference in their lives , challenging to make right decisions.
- C. Tasks of Stage II-**Help clients determine what kind of change they need or want, help clients distinguish needs from wants, continuum between first-order and second-order change, power of goal setting guidelines to help clients set goals, helping clients commit themselves to their goals.
- D. Tasks of Stage III-**Help clients develop strategies for accomplishing their goals – brainstorming, frameworks, finding social support, skills, strategies. Choosing goal-accomplishing strategies, balance-sheet method for choosing strategies, choosing evidence-based treatments.

## **Learning Outcomes:**

### **Student will able to...**

1. identify unique features of Counselling as a profession.
2. understand the process to be followed while helping people and roles and responsibilities of the counselor.
3. identify key ingredients necessary for successful helping.

4. understand micro-skills required to practice Counselling.
5. understand theoretical foundations underlying different counselling and psychotherapeutic approaches and critically evaluate the strengths, limitations associated with each of them.
6. feel motivated to seek further training to practice Counselling.

### **Book for study**

**Egan,G.& Reese,R.J. (2019).The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.(11th Edition) Cengage Learning.**

**Gladding,S. T. (2014). *Counselling: A Comprehensive Profession.* (7<sup>th</sup>Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India**

### **Books for reference**

1. Capuzzi, D., & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions.* (4<sup>th</sup> ed.). Pearson Prentice Hall. First Indian reprint 2008 by Dorling Kindersley India pvt ltd.
2. Capuzzi, D., & Gross, D. R. (2009). *Introduction to the Counselling Profession.*(5<sup>th</sup> ed.). New Jersey: Pearson Education
3. Corey, G. (2005). *Theory and Practice of Counselling and Psychotherapy* (7<sup>th</sup> ed.). Stamford, CT: Brooks/Cole
4. Corey, G. (2008). *Group Counselling.* Brooks/Cole. First Indian reprint 2008 by Cengage Learning India
5. Corey ,G (2016) . *Theory and Practice of Counselling and Psychotherapy.* Cengage Learning, India
6. Cormier, S. & Nurius, P.S. (2003). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioural interventions.* Thomson Brooks/Cole
7. Dryden, W., & Reeves, A. (Eds). (2008). *Key issues for Counselling in Action.* 2<sup>nd</sup> ed. London: Sage publications
8. Gelso, C.J., & Fretz, B.R. (2001). *Counselling Psychology: Practices, Issues, and Intervention.* First Indian reprint 2009 by Cengage Learning India
9. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance.*7<sup>th</sup> ed., Pearson Education, Dorling Kindersley India, New Delhi
10. Henderson,D.A . &Thompson C.L . (2015) *Counselling Children.*Cengage Learning
11. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. Jr. (2007). *Counselling research.*Brooks/ Cole, Indian reprint 2008 by Cengage Learning, New Delhi
12. Ivey,A.E., Ivey M.B.&Zalaquett ,C,P. (2018) .*Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society.* Cengage, Boston M A
13. Jena, S.P.K. (2008). *Behaviour Therapy: Techniques, research, and applications.*Sage publications, New Delhi
14. Kinara, A. K. (2008). *Guidance and Counselling.* Pearson, New Delhi: Dorling Kindersley India pvt ltd.
15. McLeod, J. (2009). *An Introduction to Counselling.* (4<sup>th</sup> ed.). Open University Press/ McGraw-Hill Higher Education
16. Nelson-Jones, R. (2009). *Introduction to Counselling Skills: Text and Activities.* 3<sup>rd</sup> ed., London: Sage publications
17. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual.* 3<sup>rd</sup> ed., Sage South Asia edition
18. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counselling.*(5<sup>th</sup> ed.). New Jersey: Pearson Education
19. Simmons, J. & Griffiths, R. (2009). *CBT for Beginners.* London: Sage publications
20. Welfel, E. R., & Patterson, L. E. (2005). *The Counselling Process: A Multi-theoretical Integrative Approach.* (6<sup>th</sup> ed.). Thomson Brooks/ Cole

**Note: 1. Attempt all questions (Total = 80 marks)**

**2. All questions carry equal marks**

Q.1 (Based on Unit I) (20 marks)

- a.
- or
- b.

Q.2 (Based on Unit II) (20 marks)

- a.
- or
- b.

Q.3 (Based on Unit III) (20 marks)

- a.
- or
- b.

Q.4 (Based on Unit IV) (20 marks)

- a.
- or
- b.

**Project Work (Total = 20 marks)**

**Guidelines for Project Work TYBA – Psychology Paper IX**

**As per the above guidelines given by the University, the students have to submit a project for each of the elective courses VI and IX for every semester V and VI. The College has to declare the final date of submission.**

Types of projects that can be done –

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4

The topic of the Project may be from the syllabus of the respective papers or closely related to it.

Project report:

4. Word Limit – 1000 to 2000 words, A-4 size paper
5. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)
6. Project report may be typed or handwritten.

Marks for passing 7 out of 20

Project of high quality may be given maximum 18-19 marks out of 20

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