



**Resolution No.: Approved via item 01 BOS Meeting held on 18th Nov 2022.**  
**02 -AC Meeting held on**

**Bharatiya Vidya Bhavan's**

**M. M. College of Arts, N.M. Institute of Science, H.R.J. College of Commerce. (Bhavan's  
College) Autonomous**

**(Affiliated to University of Mumbai)**



**Syllabus for: T.Y.B.A PSYCHOLOGY**

**Program: B.A.**

**Program Code: BH.BA**  
**Course Code: (BH.UAPSY)**

**Choice Based Credit System (CBCS)**  
**with effect from academic year 2022-23**

**PROGRAM OUTCOMES**

	<b>PO Description</b>
<b>PO</b>	<b>A student completing Bachelor's Degree in Arts program will be able to :</b>
<b>PO-1</b>	<b>Disciplinary Knowledge &amp; Cognitive skills:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more other disciplines that form a part of an undergraduate programme of study. Students choosing combination of three subjects develop social, political, historic, economic and literary consciousness and will be better able to appreciate different civilizations, culture At the end of the programme, they usually will have advanced reading, writing, speaking, interpretive and composition skills in both languages.
<b>PO-2</b>	<b>Communication Skills:</b> Ability to express thoughts and ideas effectively in writing and orally; communicate with others using appropriate media; confidently share one's views and express herself/ himself; demonstrate the ability to listen carefully; and present complex information in a clear and concise manner to different groups.
<b>PO-3</b>	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
<b>PO4</b>	<b>Values and Ethical Awareness:</b> Ability to embrace moral/ ethical values in conducting one's life, possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
<b>PO5</b>	<b>Employability:</b> On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations.. They will also be able to appear for competitive examinations conducted for public sector jobs.
<b>PO6</b>	<b>Self-directed and Life-long Learning:</b> Acquire the ability to engage in independent and life- long learning in the broadest context socio-technological changes. Critical sensibility to lived experiences, with self-awareness and reflexivity of both and society.
<b>PO7</b>	<b>Information and Digital Literacy:</b> Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources <b>Research –related skills:</b> A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to apply one's learning to real life situations.



**PROGRAM SPECIFIC OUTCOMES**

<b>PSO</b>	<b>DESCRIPTION</b>	<b>Topic</b>
	<b>A student completing Bachelor’s Degree in B.A. program in the subject of PSYCHOLOGY will be able to</b>	
<b>PSO-1</b>	Develop an understanding of the basic concepts and theories in Psychology	All units
<b>PSO-2</b>	Describe the scientific research methods and ethics in psychological research	Unit 1 Sem 1
<b>PSO-3</b>	Apply the reasoning and critical thinking in understanding the psychological processes in human interaction	All units
<b>PSO-4</b>	Critically evaluate the various perspectives of behavior development	Unit 1 sem 1
<b>PSO-5</b>	Demonstrate awareness about the individual biological ,family related and global factors including economic ,political, social, cultural ethical factors influencing human behaviour	Unit 1 sem 1 Unit 2 sem 6 paper 5
<b>PSO-6</b>	Design research, collect data ,analyse data and drawing logical conclusions, to develop understanding individual behavior in various contexts	Unit 1 sem 1
<b>PSO7</b>	Apply the knowledge and skills in the discipline to develop awareness and sensitivity to issues faced by other individuals and to respond to them at a basic level	All units paper 2 3 and 5
<b>PSO8</b>	Identify and compare various career or higher education options for a Psychology graduate	Unit 1 in all papers
<b>PSO 9</b>	Explain the nature of and the factors influencing behaviour in various social situations.	All units paper 2
<b>PSO 10</b>	Demonstrate awareness about the physical,cognitive , social and personality changes taking place during the stages of human development from adolescence to late adulthood	All units in paper 3



<b>PSO11</b>	Describe and apply the knowledge regarding Psychological testing and descriptive methods in statistics	All units in paper 4
<b>PSO12</b>	Demonstrate awareness about the various mental disorders ,their criteria for diagnosis ,theories and treatments.	All units in paper 5
<b>PSO13</b>	Describe and apply the knowledge regarding workplace behaviours and their assessment	All unit in paper 6

### PROGRAM OUTLINE

YEAR	SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	BH.UAPSY 101	Fundamentals of psychology part I	3
FYBA	II	BH.UAPSY 201	Fundamentals of psychology part II	3
SYBA	III	BH.UAPSY 301	Social Psychology:part I	3
SYBA	III	BH.UAPSY 302	Developmental Psychology:part I	3
SYBA	IV	BH.UAPSY 401	Social psychology:part II	3
SYBA	IV	BH.UAPSY 402	Developmental psychology:part II	3
TYBA	V	BH.UAPSY 501	Psychological testing and statistics Part I	4
TYBA	V	BH.UAPSY 502	Abnormal psychology Part I	4
TYBA	V	BH.UAPSY 503	Industrial and organizational psychology Part I	3
TYBA	V	BH.UAPSY 504	Cognitive psychology Part I	4
TYBA	V	BH.UAPSY 505	Practical in cognitive processes and psychological testing Part I	3



TYBA	V	BH.UAPSY 506	Counseling psychology Part	3
TYBA	VI	BH.UAPSY 601	Psychological testing and statistics part II	4
TYBA	VI	BH.UAPSY 602	Abnormal psychology part I	4
TYBA	VI	BH.UAPSY 603	Industrial and organizational psychology part II	3
TYBA	VI	BH.UAPSY 604	Cognitive psychology part I	4
TYBA	VI	BH.UAPSY 605	Practicals in cognitive processes and psychological testing part II	3
TYBA	VI	BH.UAPSY 606	Counseling psychology part	3
			<b>TOTAL</b>	<b>60</b>

**PROPOSED SYLLABUS FOR T.Y.B.A PSYCHOLOGY  
(to be implemented from 2023-24)**

Sr.No.	Title	Details
1.	Title of the course	<b>TYBA PSYCHOLOGY</b>  <i><b>BH.UAPSY 501 SEM V- Psychological Testing and Statistics: Parts I</b></i>  <i><b>BH.UAPSY 601 SEM VI-- Psychological Testing and Statistics: Parts II</b></i>
2.	Eligibility for admission	<b>SYBA WITH PSYCHOLOGY AS AN ELECTIVE SUBJECT</b>
3.	No.of semesters	<b>02</b>
4.	Credits per semester	<b>04</b>
5.	Number of lectures per week	<b>04</b>
6.	Passing marks	<b>40</b>
7.	Pattern 100 marks	<b>60 Semester End Exam 40 Internal exam</b>
8.	To be implemented from	<b>AY 2023-24</b>



**DETAILED SYLLABUS – SEMESTER V**

**PREAMBLE**

Psychology is the science of human behavior and has several branches. Students learning the course Psychological Testing and Statistics at the TYBA level shall acquire the fundamental knowledge of concepts in Psychological tests and statistical analysis as well as its applications in various areas of research and practice. This course shall facilitate development to knowledge and ability to explain, compare, contrast and apply the various basic concepts in Psychological tests and statistical analysis and the theories related to Intelligence, Personality and psychological measurement. The student will be able to demonstrate an understanding of the concepts like reliability, validity, intelligence, personality and assessment. The students shall also develop the foundation for learning the application of statistical techniques to the data and analysing and interpreting it.

In present time there has been a rise in the requirements of psychological testing for purpose of research and therapy as well as the statistical analysis of data and interpretation of the same. This program caters to the need to create a orientation for further learning in the area of. It focuses on knowledge and skill based learning. The students will discover their inclination in the discipline of Psychometrics and will be able to make decisions about their future career preferences in Psychological Testing and Statistical analyst for social sciences with the learning based on the learning during this course.

<b>Course Code</b> <b>BH.UAPSY</b> <b>501</b>		<b>Course Title</b> <i>Psychological Testing and Statistics: Parts I</i>			<b>4 Credits</b>	
<b>Pre-requisites &amp; Eligibility criteria: SYBA WITH PSYCHOLOGY AS A ELECTIVE SUBJECT</b>						
<b>Teaching Scheme</b>				<b>Evaluation Scheme(Theory)</b>		
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous internal Assessment (CIA) (Marks - 40)</b> CIA1      CIA2		<b>Semester End Examination (ESE) (Marks: 60)</b>
<b>04</b>	<b>NIL</b>	<b>NIL</b>	<b>03</b>	20	20	<b>60</b>



<p><b>Learning Objectives</b></p>	<ol style="list-style-type: none"> <li>1. To impart knowledge of the basic concepts in Psychological Testing and Statistics .</li> <li>2. To introduce the learner to the types of reliability .</li> <li>3. To introduce the learner to the concepts of validity .</li> <li>4. To have the learner build knowledge about the psychological testing and assessment.</li> <li>5. To make the learner aware of the use of statistics in Psychology .</li> <li>6. To create a foundation for understanding of the various Statistical methods.</li> <li>7. To foster interest in the subject of Psychometrics and to create a foundation for further studies and career in statistical analysis in Psychology</li> </ol>	
<p><b>Course outcomes</b></p>	<p>After the successful completion of the UNITS, the learner should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the basic concepts in Psychological Testing and Statistics .</li> <li>2. Explain the concepts of reliability and validity.</li> <li>3. Explain the concepts related to psychological testing and assessment .</li> <li>4. Articulate the various types of assessments.</li> <li>5. Transfer the understanding related to the different psychological tests in Psychological research into a plan for a small scale research of their own.</li> <li>6. Discover their area of interest in the subject of Psychometrics and statistical analysis in Psychology .</li> </ol>	
	<p><b>TOPICS</b></p>	<p><b>(60 lectures)</b></p>
<p>Unit I.</p>	<p><u>Psychological Testing, Assessment and Norms.</u></p> <ol style="list-style-type: none"> <li>a) Definition of testing and assessment; the process and tools of assessment (L-3)</li> <li>b) The parties and types of settings involved(L-3)</li> <li>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(L-5)</li> </ol> <p>(L-2 guidance about understanding the characteristic of psychological tests for CIA 2)</p>	<p><b>15 lectures</b></p>
<p>UNIT II</p>	<p><u>Reliability</u></p> <ol style="list-style-type: none"> <li>a) The concept of Reliability; sources of error variance(L-5)</li> <li>b) Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability(L-5)</li> <li>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. (L-5)</li> </ol>	<p><b>15 lectures</b></p>
<p>UNIT III</p>		<p><b>15 lectures</b></p>



	<p><b>Validity and measures of central tendency</b></p> <p>a) The concept of validity; Face and Content validity(L-3)</p> <p>b) Criterion-related validity and Construct validity(L-3)</p> <p>c) Validity, bias, and fairness(L-1)</p> <p>d) Calculation of mean, median and mode of a frequency distribution; The assumed mean method for calculating the mean(L-5)</p> <p>e) Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode(L-3)</p>	
UNIT IV	<p><b>Types of scores, Types of scales, Frequency Distribution ,Graphic representations</b></p> <p>a) Continuous and discrete scores – meaning and difference; Nominal, ordinal, interval and ratio scales of measurement(L-5)</p> <p>b) Preparing a Frequency Distribution; advantages and disadvantages of preparing a frequency distribution; smoothed frequencies: method of running averages(L-5)</p> <p>c) Graphic representations: Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies(L-5)</p>	<b>15 lectures</b>
	<p><b>i)Class test for 20 marks -MCQ TEST</b></p> <p><b>ii) Assignment for 20 Marks:</b></p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"><li>1. Small survey (using interviews/questionnaires)</li><li>2. Presentation in class</li><li>3. Conduct a workshop for a small group</li><li>4. Field visit report</li><li>5. Literature review</li><li>6. Preparation of charts/posters (educational aids and class presentation/exhibition)</li><li>7. Case studies - 3 to 4</li><li>8. Book review</li><li>9. Review of characters in movies depicting concepts and conditions learnt in Psychology.</li></ol> <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"><li>1. Word Limit – 1000 to 2000 words, A-4 size paper</li><li>2. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)</li><li>3. Project report may be typed or handwritten.</li><li>4. Presentation of findings in survey to be done in the APA format.</li></ol>	





	<p>5. Marking scheme.</p> <p>TITLE PAGE</p> <p>CONTENTS 1mark</p> <p>DECLARATION</p> <p>ACKNOWLEDGEMENT 1mark</p> <p>INTRODUCTION 2mark</p> <p>LITERATURE REVIEW. (1 STUDIES) 3marks</p> <p>METHODOLOGY-</p> <ul style="list-style-type: none"> <li>● SAMPLE-1mark</li> <li>● HYPOTHESIS-2 marks</li> <li>● TOOLS 3 marks</li> </ul> <p>RESULT TABLE GRAPH, 2 marks</p> <p>DISCUSSION, 3 marks</p> <p>CONCLUSION. 1mark</p> <p>REFERENCE. 1mark</p>	
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**Book for Study**

Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2019). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (9<sup>th</sup> ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)

**Additional 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., & 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
- 5) 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
- 6) Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
- 7) Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3<sup>rd</sup> ed.). John Wiley & Sons, New Jersey
- 8) 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
- 9) Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6<sup>th</sup> ed.). Wadsworth Thomson Learning, Indian reprint 2007
- 10) Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*.  
New Delhi: Vistaar (Sage) publications
- 11) Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 12) McBurney, D.H. (2001). *Research Methods*. (5<sup>th</sup> ed.). Bangalore: Thomson Learning India
- 13) Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4<sup>th</sup> ed.). Sage publications
- 14) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology



and Education. Singapore: John-Wiley  
 15) Urbina, S. (2014). Essentials of Psychological Testing. (2<sup>nd</sup> ed.). John Wiley & Sons, New Jersey

**SELF STUDY –  
 Evaluation of a Psychological test and describing its characteristics.**

**DETAILED SYLLABUS – SEMESTER V**

**PREAMBLE**

Psychology is the science of human behavior and has several branches. Students learning the Abnormal Psychology course at the TYBA level shall acquire the fundamental knowledge of Psychological disorders . This course shall facilitate development of knowledge and ability to explain , the causes and treatments of Psychological disorders. The student will be able to explain the criteria for diagnosing some disorders and treatments for it . The student will be able to demonstrate an understanding of the various assessment tools used for diagnosing disorders’ students shall also develop the foundation for learning various therapies in Psychology

This program caters to the need to create an orientation for further learning in the area of Abnormal Psychology. It focuses on knowledge and skill based learning. The students who discover their inclination towards Clinical Psychology.

<b>Course Code BH.UAPSY 502</b>	<b>Course Title <i>Abnormal Psychology: Part I</i></b>				<b>4 Credits</b>	
<b>Pre-requisites &amp; Eligibility criteria: SYBA WITH PSYCHOLOGY AS AN ELECTIVE OPTION</b>						
<b>Teaching Scheme</b>				<b>Evaluation Scheme(Theory)</b>		
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous internal Assessment (CIA) (Marks - 40) CIA1                  CIA2</b>		<b>Semester End Examination (ESE) (Marks: 60)</b>
<b>04.</b>	<b>NIL</b>	<b>NIL</b>	<b>03</b>	<b>20</b>	<b>20</b>	<b>60</b>



<p><b>Learning Objectives</b></p>	<p>1.To introduce the learners to the basic concepts in abnormal psychology. 2. To orient the learners to the assessment for diagnosis. . 3. To impart the knowledge about the various theories of abnormal behaviour. 4.To introduce the learner to the anxiety,dissociative and somatoform disorders..</p>	
<p><b>Course outcomes</b></p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <p>1.Explain the basic concepts in abnormal psychology. 2.Describe the assessment tools and their use for diagnosis . 3.Explain the theories of abnormality . 4. Describe the anxiety, dissociative and somatoform disorders and apply the knowledge about the criteria to diagnose and design a short therapy .</p>	
	<p><b>TOPICS</b></p>	<p><b>( 60 lectures)</b></p>
<p><b>UNIT 1</b></p>	<p><u>Unit 1: Understanding Abnormal behavior, Diagnosis, Treatment and Assessment</u></p> <p>a) What is Abnormal Behaviour? The social impact of psychological disorders; defining abnormality; biological, psychological, sociocultural causes of abnormal behaviour, the biopsychosocial perspective; prominent themes in abnormal psychology throughout history – spiritual, humanitarian and scientific approaches; what’s new in the DSM-5 – definition of a mental disorder(L-5)</p> <p>b) Psychological disorder : experiences of client and clinician; the diagnostic process, DSM-5, additional information, culture-bound syndromes(L-5)</p> <p>c) Characteristics of psychological assessment; clinical interview and Mental Status Examination; behavioural, multicultural, neuropsychological assessment; neuroimaging(L-5)</p>	<p><b>15 lectures</b></p>
<p><b>UNIT 2</b></p>	<p><u>Unit 2: Theoretical Perspectives</u></p> <p>a) Theoretical perspectives in Abnormal Psychology; Biological perspective, Trait theory, Psychodynamic, Behavioral perspectives(L-5)</p> <p>b) Cognitive, Humanistic, Sociocultural perspectives; Biopsychosocial perspectives on theories and treatments: an integrative approach(L-10)</p>	<p><b>15 lectures</b></p>
<p><b>UNIT 3</b></p>	<p><u>Unit 3: Anxiety, Obsessive-compulsive, and Trauma- and</u></p>	<p><b>15 lectures</b></p>



	<p><u>Stressor-related Disorders</u></p> <ul style="list-style-type: none"> <li>a) Anxiety disorders(L-5)</li> <li>b) Obsessive-compulsive and related disorders(L-5)</li> <li>c) Trauma- and Stressor-related Disorders; the biopsychosocial perspective(L-5)</li> </ul>	
UNIT 4	<p><u>Unit 4: Dissociative and Somatic Symptom Disorders</u></p> <ul style="list-style-type: none"> <li>a) Dissociative disorders – major forms, theories and treatment(L-5)</li> <li>b) Somatic symptom and related disorders - somatic symptom disorder, illness anxiety and conversion disorders, conditions related to Somatic Symptom Disorders, theories and treatment(L-5)</li> <li>c) Psychological factors affecting medical condition; Dissociative and Somatic Symptom Disorders: the biopsychosocial perspective(L-5)</li> </ul>	<b>15 lectures</b>

**Book for Study**

Whitbourne, S. K., & Halgin, R. P. (2014). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. (7<sup>th</sup> ed.). McGraw-Hill (Indian reprint 2015)

**Additional Books for Reference**

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4<sup>th</sup> 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*. (16<sup>th</sup> 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*. (12<sup>th</sup> ed.). International student version, John Wiley & Sons, Singapore
8. Nolen-Hoeksema, S. (2014). *Abnormal Psychology*. (6<sup>th</sup> ed.). New York: McGraw-Hill.
9. Oltmanns, T. F., & Emery, R. E. (2010). *Abnormal Psychology*. 6<sup>th</sup> ed., New Jersey: Pearson Prentice Hall
10. Ray, W.J. (2013). *Abnormal Psychology: neuroscience perspectives on human behaviour and experience*. Sage Publications, USA

**SELF STUDY**

To apply the understanding of the characteristics and the symptoms of the various disorders learnt in unit3 and 4 o the characters in the movies



**DETAILED SYLLABUS – SEMESTER V**

**PREAMBLE**

Psychology is the science of human behavior and has several branches. Students learning the Industrial-Organizational Psychology course at the TYBA level shall acquire the fundamental knowledge of psychology applied to workplace and its applications in the work settings. This course shall facilitate development of knowledge and ability to explain, compare, contrast and apply the various basic concepts in selection, performance appraisal, job analysis, trainings, leadership motivation etc. . The student will be able to demonstrate an understanding of the concepts like job satisfaction, organizational development and, the different theories of work motivation. The student shall also develop the foundation for learning the advanced.

In present time there has been a rise in the requirements of the mental health professionals owing to various pressures in work life, fast paced changes in workplace settings. This program caters to the need to create an orientation for further learning in the area of Industrial-Organizational Psychology. It focuses on knowledge and skill based learning. The students who discover their inclination in this discipline will be able to make decisions about pursuing a career in Industrial-Organizational Psychology.

<b>Course Code</b> <b>BH.UAPSY</b> <b>503</b>	<b>Course Title</b> <b>SEM 5- Industrial-Organizational Psychology-part I</b>				<b>3 Credits</b>	
<b>Pre-requisites &amp; Eligibility criteria: SYBA WITH PSYCHOLOGY AS AN ELECTIVE OPTION.</b>						
<b>Teaching Scheme</b>				<b>Evaluation Scheme(Theory)</b>		
<b>Lecture (Periods per week)</b>	<b>Practical (Periods per week per batch)</b>	<b>Tutorial (Periods per week per batch)</b>	<b>Credits (Theory +Practical)</b>	<b>Continuous internal Assessment (CIA) (Marks - 40)</b> <b>CIA1                      CIA2</b>		<b>Semester End Examination (ESE) (Marks: 60)</b>
<b>03</b>	<b>NIL</b>	<b>NIL</b>	<b>03</b>	<b>20</b>	<b>20</b>	<b>60</b>



<p><b>Learning Objectives</b></p>	<p>1. Introduce the students to the history and development of Industrial and organizational psychology                  2.To impart knowledge and understanding of the nature, process of job analysis ,performance appraisal.                  3.To generate interest in the various Training techniques.                  3.To create a foundation for higher education in Industrial and organizational Psychology and a career as a professional in work organizations in human resource management.</p>	
<p><b>Course outcomes</b></p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <p>1.Describe the basic concepts and modern trends in of Industrial and organizational psychology.                  2. Transfer the understanding related to various approaches to job analysis ,performance appraisal and training and to plan for a small scale research of their own.                  3.Discover their area of interest in the subject of of Industrial and organizational psychology and plan careers in of Industrial and organizational psychology.</p>	
	<p><b>TOPICS</b></p>	<p><b>(45 lectures)</b></p>
<p><b>UNIT 1</b></p>	<p><b><u>Unit 1: Introduction to Industrial/Organizational Psychology &amp; Job Analysis</u></b>  <b>A: Introduction to Industrial/Organizational Psychology(L5)</b>                  a) What Is I/O Psychology?                  b) I/O Psychology as a profession &amp; as a science                  c) History of the field of I/O Psychology   <b>B: Job Analysis (L7)</b>                  a) What is job analysis: The job-oriented approach &amp; 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</p>	<p><b>12 lectures</b></p>
<p><b>UNIT 2</b></p>	<p><b><u>Unit 2.Performance Appraisal</u></b>                  a) Why do we appraise employees? (L5)                  b) Performance criteria(L1)                  c) Methods for assessing job performance: Objective and subjective methods for assessing job performance; 360-degree feedback(L5)</p>	<p><b>11 lectures</b></p>
<p><b>UNIT 3</b></p>	<p><b><u>Unit 3: Assessment Methods for Selection and Placement &amp; Recruitment</u></b>  <b>A: Assessment Methods for Selection and Placement(L6)</b>                  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</p>	<p><b>12 lectures</b></p>



	<p>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</p> <p>d) Biographical information, interviews, work samples, assessment centers &amp; electronic assessment.</p> <p><b>B. Recruitment (L6)</b></p> <p>a) Recruiting applicants</p> <p>b) Getting applicants to accept and keep jobs offered</p> <p>c) Policies and issues with regard to selection: Reservation policy; gender and disability status of applicant</p>	
UNIT 4	<p><b>Unit 4. Training</b></p> <p>a) Needs assessment(L1)</p> <p>b) Objectives(L1)</p> <p>c) Training design: trainee characteristics; design factors; work environment(L4)</p> <p>d) Training methods: Audiovisual instruction, autoinstruction, conference/lecture, on-the-job training, modeling/role-playing/simulation, e-learning, mentoring/executive coaching(L4)</p> <p>e) Brief overview of delivery and evaluation of a training program(L1)</p>	<b>11 lectures</b>
	<p><b>i) Class test for 20 marks -MCQ TEST</b></p> <p><b>ii) Assignment for 20 Marks:</b></p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"><li>1. Small survey (using interviews/questionnaires)</li><li>2. Presentation in class</li><li>3. Conduct a workshop for a small group</li><li>4. Field visit report</li><li>5. Literature review</li><li>6. Preparation of charts/posters (educational aids and class presentation/exhibition)</li><li>7. Case studies - 3 to 4</li><li>8. Book review</li><li>9. Review of characters in movies depicting concepts and conditions learnt in Psychology.</li></ol> <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"><li>5. Word Limit – 1000 to 2000 words, A-4 size paper</li><li>6. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)</li><li>7. Project report may be typed or handwritten.</li></ol>	



	<p>8. Presentation of findings in survey to be done in the APA format.</p> <p>5. Marking scheme.</p> <p>TITLE PAGE</p> <p>CONTENTS 1mark</p> <p>DECLARATION</p> <p>ACKNOWLEDGEMENT 1mark</p> <p>INTRODUCTION 2mark</p> <p>LITERATURE REVIEW. (1 STUDIES) 3marks</p> <p>METHODOLOGY-</p> <ul style="list-style-type: none"><li>● SAMPLE-1mark</li><li>● HYPOTHESIS-2 marks</li><li>● TOOLS 3 marks</li></ul> <p>RESULT TABLE GRAPH, 2 marks</p> <p>DISCUSSION, 3 marks</p> <p>CONCLUSION. 1mark</p> <p>REFERENCE. 1mark</p> <p>The learner will be introduced to the various authorizing agencies and regulatory bodies in the field of Psychology, through the guest talks, seminar etc.</p>	
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**Book for Study**

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

**Additional Books for Reference**

- 1) Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An applied approach* (8th ed.). Boston, MA: Cengage Learning.
- 2) Aamodt, M.G. (2013). *Industrial Psychology* (7th ed.). Boston, MA: Cengage Learning.
- 3) Aswathappa, K. (2013). *Human resource management: Text and cases* (8th ed.). 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* (18th ed.). Noida, India: Pearson India Education Services.

**SELF STUDY –**

**Application of the concepts studied under Training and performance appraisal .**

**SEMESTER 6 SYLLABUS**

**Proposed syllabus for T.Y.B.A Psychological Testing and Statistics: Part II**

<p><b>Course Code</b> <b>BH.UAPSY</b> <b>601</b></p>	<p><b>Course Title</b> <b>Psychological Testing and Statistics: Part II</b></p>	<p><b>4 Credits</b></p>
<p><b>Learning Objectives</b></p>	<p>1.To introduce the learners to the different approaches to understanding Intelligence and assessment of intelligence.. 2. To make the learners aware of the personality assessment methods . 3. To impart the knowledge and skill of calculating about the measures of variability . 4.To introduce the learner to the concept of correlation and the computation of the same .. 5.To make the learner aware of the the steps involved in development of the test.</p>	
<p><b>Course outcomes</b></p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <p>1. Explain the different approaches to understanding Intelligence and assessment of intelligence.. 2.Describe the concepts the personality assessment methods . 3.compute measures of variability and correlation given data. 4 Review the personality and intelligence tests and explain the steps in development of a psychological test. .</p>	
	<p><b>TOPICS</b></p>	<p><b>(60 lectures)</b></p>
<p><b>UNIT 1</b></p>	<p><b><u>Unit 1. Test Development and Correlation</u></b> a) Test conceptualization and Test construction(L3) b) Test tryout and Item analysis(L3) c) Test revision(L1) d) Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation - Scatterplots(L3) e) The steps involved in calculation of Pearson’s product-moment correlation coefficient(L2)</p>	<p><b>15 lectures</b></p>



	<p>f) Calculation of rho by Spearman’s rank-difference method; Uses and limitations of correlation coefficient(L3)</p> <p>g) Simple Regression and Multiple Regression(L1)</p> <p><i>(Unit 1-e is only for theoretical understanding and questions, not for calculation in the exam.)</i></p>	
<b>UNIT 2</b>	<p><b><u>Unit 2. Measurement of Intelligence, Intelligence Scales, Probability, Normal Probability Curve and Standard scores</u></b></p> <p>a) What is Intelligence? - Definitions and theories; measuring Intelligence(L3)</p> <p>b) The Stanford-Binet Intelligence Scales and the Wechsler Scales(L3)</p> <p>c) The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve(L3)</p> <p>d) Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation(L3)</p> <p>e) Standard scores – z, t, Stanine;; Normalized Standard scores(L3)</p>	<b>15 lectures</b>
<b>UNIT 3</b>	<p><b><u>Unit 3. Assessment of Personality</u></b></p> <p>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(L5)</p> <p>b) Objective methods of personality assessment (L5)</p> <p>c) Projective methods of personality assessment - Inkblots as Projective stimuli - the Rorschach; Pictures as Projective stimuli – Thematic Apperception Test; Projective methods in perspective (L5)</p>	<b>15 lectures</b>
<b>UNIT 4</b>	<p><b><u>Unit 4. Measures of Variability, Percentiles, and Percentile Ranks</u></b></p> <p>a) Calculation of measures of variability: Range, Quartile Deviation and Standard Deviation(L5)</p> <p>b) Comparison of measures of variability: Merits, limitations, and uses . (L3)</p> <p>c) Calculation of Percentile ranks and Percentile Scores. (L5)</p> <p>d) Percentiles – nature, merits, limitations, and uses. (L2)</p>	<b>15 lectures</b>
	<p><b>i)Class test for 20 marks -MCQ TEST</b></p> <p><b>ii) Assignment for 20 Marks:</b></p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> <li>1. Small survey (using interviews/questionnaires)</li> <li>2. Presentation in class</li> <li>3. Conduct a workshop for a small group</li> </ol>	



	<ol style="list-style-type: none"> <li>4. Field visit report</li> <li>5. Literature review</li> <li>6. Preparation of charts/posters (educational aids and class presentation/exhibition)</li> <li>7. Case studies - 3 to 4</li> <li>8. Book review</li> <li>9. Review of characters in movies depicting concepts and conditions learnt in Psychology.</li> </ol> <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> <li>9. Word Limit – 1000 to 2000 words, A-4 size paper</li> <li>10. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)</li> <li>11. Project report may be typed or handwritten.</li> <li>12. Presentation of findings in survey to be done in the APA format.</li> </ol> <p>5. Marking scheme.</p> <p>TITLE PAGE</p> <p>CONTENTS 1mark</p> <p>DECLARATION</p> <p>ACKNOWLEDGEMENT 1mark</p> <p>INTRODUCTION 2mark</p> <p>LITERATURE REVIEW. (1 STUDIES) 3marks</p> <p>METHODOLOGY-</p> <ul style="list-style-type: none"> <li>● SAMPLE-1mark</li> <li>● HYPOTHESIS-2 marks</li> <li>● TOOLS 3 marks</li> </ul> <p>RESULT TABLE GRAPH, 2 marks</p> <p>DISCUSSION, 3 marks</p> <p>CONCLUSION. 1mark</p> <p>REFERENCE. 1mark</p> <p>The learner will be introduced to the applied aspects of learning eg music and cognition, Cognition and sports through guest talks, seminar, presentations and assignments etc.</p>	
<p><b>SELF STUDY –</b>  <u><b>Evaluation of an Intelligence test or a Personality test.</b></u></p>		



<p><b>Course Code</b> <b>BH.UAPSY</b> <b>602</b></p>	<p><b>Abnormal Psychology: Part II</b></p>	<p><b>4 Credits</b></p>
<p><b>Learning Objectives</b></p>	<ol style="list-style-type: none"> <li>1.To introduce the learners to criteria’s of diagnosing the mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions..</li> <li>2. To orient the learners to the theories of mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions .</li> <li>3. To impart the knowledge about the treatment of mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions .</li> <li>4.To introduce the learner to application of the treatments for simulated cases with various disorders..</li> </ol>	
<p><b>Course outcomes</b></p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> <li>1.Explain the criteria’s of diagnosing the mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions..</li> <li>2. Demonstrate an understanding of the treatment of mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions .</li> <li>3.Explain the theories of mood disorders, Schizophrenia ,personality disorders and the sexual dysfunctions .</li> <li>4. design treatment plan for the simulated cases or movie characters depicting particular disorders.</li> </ol>	
	<p><b>TOPICS</b></p>	<p><b>(60 lectures)</b></p>
<p><b>UNIT 1</b></p>	<p><b><u>Unit 1: Schizophrenia Spectrum and other Psychotic Disorders</u></b></p> <ol style="list-style-type: none"> <li>a) Schizophrenia, brief psychotic disorder, Schizophreniform Schizo affective, delusional disorders</li> <li>b) Theories and treatment of schizophrenia; Biological, Psychological, Sociocultural perspectives; Schizophrenia: the biopsychosocial perspective</li> </ol>	<p><b>15 lectures</b></p>
<p><b>UNIT 2</b></p>	<p><b><u>Unit 2: Mood Disorders and Suicide</u></b></p> <ol style="list-style-type: none"> <li>a) Unipolar Depressive Disorders: Dysthymia Disorder, Major Depressive Disorder.</li> <li>b) Causal Factors in Unipolar Mood Disorders - Biological Causal Factors, Psychological Causal Disorders</li> <li>c) Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorder (I and II) and Causal Factors in Bipolar Disorders: Biological and Psychological Causal Factors.</li> <li>d) Sociocultural Factors Affecting Unipolar and Bipolar Disorders, Treatment and Outcomes.</li> <li>e) Suicide: The Clinical Picture and the Causal Pattern.</li> </ol>	<p><b>15 lectures</b></p>
<p><b>UNIT 3</b></p>	<p><b><u>Unit 3: Personality Disorders</u></b></p> <ol style="list-style-type: none"> <li>a) Clinical features of Personality Disorders. <b>(L5)</b></li> <li>b) Cluster A, Cluster B and Cluster C Personality Disorders. <b>(L5)</b></li> </ol>	<p><b>15 lectures</b></p>



	c) General Sociocultural Causal factors, Treatments for Personality Disorders. (L5)	
<b>UNIT 4</b>	<b><u>Unit 4: Sexual Variants, Abuse and Dysfunctions</u></b> a) Sociocultural Influence on Sexual Practises and Standards. (L1) b) The Paraphilias: Causal Factors and Treatment for Paraphilias. (L4) c) Gender Dysphoria, Sexual Abuse. (L5) d) Sexual Dysfunctions: Forms and Treatment.(L5)	<b>15 lectures</b>
<b>SELF STUDY-Applying understanding of the different disorders in each unit to the characters in the movies.</b>		

**PROPOSED SYLLABUS FOR Industrial/Organizational Psychology: Part II**

<b>Course Code</b> BH.UAPSY 603	<b>Course Title</b> SEM 6- Industrial/Organizational Psychology: Part II	<b>3 Credits</b>
<b>Learning Objectives</b>	1.To introduce the learners to the various theories of motivation 2. To orient the learners to the theories of leadership 3. To impart the knowledge about the job satisfaction and measurement of the same. 4.To introduce the learner to the theory of organization organization change and methods of organization development.	
<b>Course outcomes</b>	After the successful completion of the UNITS , the learner should be able to:  1.Explain the various theories of motivation 2. Describe ,compare and contrast the theories of leadership . 3.Explain the theories of job satisfaction and measurement of the same. 4. Design treatment plan for the simulated cases of organization change and development ,assess the job satisfaction or motivation ,among a small sample and prepare a report	
	<b>TOPICS</b>	<b>(45) lectures)</b>
<b>UNIT 1</b>	<b><u>Unit 1. Theories of Employee Motivation</u></b> a) What is motivation? (L1) b) Work motivation theories& need theories(L4) c) Other Theories: Reinforcement theory, expectancy theory and self-efficacy theory; justicetheories; goal-setting theory, control theory and action theory(L5)  (L2 guidance for cia 2 based on the unit)	<b>12lectures</b>
<b>UNIT 2</b>	<b><u>Unit 2: Job Satisfaction &amp; Productive and Counterproductive Employee Behaviour</u></b> <b>A. Job Satisfaction(L7)</b>	<b>12 lectures</b>



	<ul style="list-style-type: none"> <li>a) The nature of job satisfaction; how people feel about their jobs</li> <li>b) Assessment of job satisfaction</li> <li>c) Antecedents of job satisfaction</li> <li>d) Potential effects of job satisfaction</li> </ul> <p><b>B. Productive and Counterproductive Employee Behaviour(L5)</b></p> <ul style="list-style-type: none"> <li>a) Organizational Citizenship Behaviour (OCB)</li> <li>b) Counterproductive work behaviour (CWB): Withdrawal</li> <li>c) Counterproductive work behaviour: Aggression, sabotage, and theft; labour unrest and strikes</li> </ul>	
UNIT 3	<p><b><u>Unit 3: Work Groups, Work Teams &amp; Leadership and Power in Organizations</u></b></p> <p><b>A. Work Groups and Work Teams(L2)</b></p> <ul style="list-style-type: none"> <li>a) Difference between work groups and work teams</li> <li>b) Important group and team concepts</li> </ul> <p><b>B. Leadership and Power in Organizations(L9)</b></p> <ul style="list-style-type: none"> <li>a) What is leadership?</li> <li>b) Sources of influence and power; abuse of supervisory power: sexual and ethnic harassment</li> <li>c) Approaches to the understanding of leadership</li> <li>d) Women in leadership positions; gender differences in leadership style; cross-cultural differences in leadership</li> </ul>	<b>11 lectures</b>
UNIT 4	<p><b><u>Unit 4. Organizational Development and Theory</u></b></p> <ul style="list-style-type: none"> <li>a) Organizational Development (L7)</li> <li>b) Organizational Theories (L3)</li> </ul>	<b>10 lectures</b>
<p><b><u>SELF STUDY</u></b> Application of the theories of work motivation to the real-life work setting.</p>		

### Modality of Assessment

#### Theory Examination Pattern:

#### A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1	Class test MCQ type on the unit declared .	20



2	One Assignment	20
	<b>TOTAL</b>	<b>40</b>

**Assignment types can include:**

1. **Small survey (using interviews/questionnaires)**
2. **Presentation in class**
3. **Conduct a workshop for a small group**
4. **Field visit report**
5. **Literature review**
6. **Preparation of charts/posters (educational aids and class presentation/exhibition)**
7. **Case studies - 3 to 4**
8. **Book review**
9. **Review of characters in movies depicting concepts and conditions learnt in Psychology.**

**B) External Examination- 60%- 60 Marks Semester End**

**Theory Examination: 60 marks**

1. Duration - These examinations shall be of **\_\_2\_\_ hours** duration.
2. Paper Pattern:
  - There shall be **05** questions. Q1. TO Q4 of 10 marks and Q5.20 MARKS. On each unit there will be 05 questions.
  - All questions shall be compulsory with internal choice within some questions.

**Paper Pattern:**



Question	Options	Marks	Questions
			<b>Based on</b>
Q1	Any 1 out of 3	10	Unit I
Q2	Any 1 out of 3	10	Unit II
Q3	Any 1 out of 3	10	Unit III
Q4	Any 1 out of 3	10	Unit IV
Q5	Any 4 out of 8	20	Units I ,II,III, &IV

**Overall evaluation Semester 5 & 6**

Course							Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Rubrics of evaluation for ESE**

Unit	Knowledge	Understanding	Analysis & critical thinking	Total marks/unit
1	03	04	03	10
2	03	04	03	10
3	03	04	03	10
4	03	04	03	10
All units	04	08	08	20
Total per objective	16	24	20	60
% weightage	26	40	34	100

**Rubrics of evaluation for CIA-2 assignment : Presentation/debate**

Class: \_\_\_\_\_ Roll No \_\_\_\_\_ Topic \_\_\_\_\_





Name of evaluator \_\_\_\_\_

<b>Rubric Criteria</b>	<b>1. Not meeting expectations</b>	<b>2. Approaching Expectations</b>	<b>3. Fully meeting expectations</b>	<b>4. Exceeding expectations</b>
<b>Subject Knowledge</b>	Students do not appear to understand subject, can't answer questions	Students have limited understanding of the subject, and have difficulty answering questions	Students are at ease answer most questions with explanations and some elaboration.	Students demonstrate comprehensive knowledge and answer all questions with explanations and elaboration.
<b>Presentation Style</b>	Students lacks the flow of presentation as per subtitles	Student's follows subtitles so some extent	Students presents the content as per the subtitles.	Students present the content in the most creative manner under each subtitle..
<b>Research : Complete coverage &amp; conclusions with justifications</b>	Students do not present a comprehensive view of the topic, and do not present a clear conclusion	Students have some view of the topic and recommendations, but not well-supported or argued for.	Students provide good overview of the topic, and support their recommendations with good reasons and evidence	Students present a comprehensive view of the topic, compelling recommendations with excellent justifications and evidence.
<b>Literature review</b>	Students do not refer to any earlier studies.	Students has referred to 1 study done earlier and cites it	Students refer to 2 studies done earlier and cite those.	Students present an extraordinary historical critical analysis and throw light on the topic, compelling recommendations with excellent justifications and evidence.
<b>Application of the research</b>	Students lack insight about the practical application	Students have some insight about the practical application	Students provide good insight about the practical application	Students demonstrate exceptional insight about the practical application



<b>Innovative Idea</b>	Student do not present new idea about research	Students have some new ideas about the research and technical aspects of the topic	Students offer a good and innovative explanation	Students systematically explain innovative areas of possible research on the topic, compelling recommendations with excellent justifications and evidence.
<b>Contemporary Relevance</b>	student do not highlight the contemporary relevance of the study	Students finds the link with contemporary relevance, but not well- supported or argued for.	Student presents the contemporary relevance of the study also argued for support of recommendation of in-depth study.	Students extraordinarily shown possible areas of research on the topic, compelling recommendations with excellent justifications and evidence.

