



Students Project Work

Department: Psychology

Academic year: 2022-23

Sl. No.	Title of the Project	Number of Students involved in the project	Semester	Honours/ General	Paper code for which project is done	Name of the supervisor
1.	Field report preparation on educational excursion at institution for “Children with Special Needs”	6	II	General	CC2/GE2	Piya Saha

Students Project Report

Compose a concise overview that includes the objectives and results of project/fieldwork, along with a summary of the project/fieldwork report.

Name of Department: Psychology

Date: 26.04.2023

Place: SHELTER institution for “Children with Special Needs”, Bhadreswar, Hooghly

Participants: General students of the Psychology Department from the 2nd, and 4th Semester

An educational excursion was organized by the Department of Psychology on 26.04.2023 in the SHELTER school which is an institution for the education & training of


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persons with special needs. This institution is working for the human rights and social justice for children with special needs. “Children with special needs” are those children who have disabilities and require exceptional care and extra help more than the typical healthy child. These children who have a disability or a combination of disabilities have difficulty in learning in a regular classroom setting and performing other regular day-to-day activities. Children with special needs include those who have intellectual disabilities, physical or sensory disabilities, developmental delays, medical conditions, psychiatric conditions, and/or congenital conditions. The SHELTER institution has approximately 170 students with intellectual disabilities and other related conditions like autism, cerebral palsy, down syndrome etc.

The objectives of this Educational Excursion are-

- To understand “Children with Special Needs” from a broader perspective
- To learn about the different need-based special educational training opportunities available for the “Children with Special Needs” and how these children can be engaged in accordance with their ability and interest.
- To explore the early intervention programs available to “Children with Special Needs” like – psychoeducation of parents, orientation, and support to the parents, different therapeutic services available for these children.

Personalized training is imparted to these children based on the evaluation of their mental capabilities, age, social skills and how the children are responding to training. The curriculum for the children and extracurricular activities are well planned and continue to be executed regularly. Some of the children have been undergoing training at the centre for the past 10 to 12 years. Through this educational excursion, students get the opportunity to observe how different types of need-based intervention can be provided to children with special needs to improve their basic life skills with minimal support, engage them in learning new skills from


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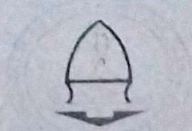
their level of understanding, support the economic independence to some extent through different vocational training.

Overall, students of the Department of Psychology came with an impression that this was a good project. The centre is taking good care of the children. From this excursion, students gain a better understanding of "children with special needs" besides only classroom teaching and developed an understanding of how they should interact with these children in the future more empathetically and respectfully. They were glad to have had the opportunity to participate in this educational excursion.


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Project Work Student Information

Department: Psychology

Academic year: 2022-23

Title of the Project:

Sl. No.	Name of Student involved in the project	College Roll Number	Semester	Name of the supervisor	Signature of Student
1	Priti Dey	22/E/037	Semester-II	Piya Saha	Priti Dey
2	Purna Nakhoda	22/E/236			Purna Nakhoda
3	Avik Das	22/AG/445			Avik Das
4	Subho Ghosh	22/AG/446			Subho Ghosh
5	Barnali Mondal	22/AG/262			Barnali Mondal
6	Shreya Ghosh	22/AG/137			Shreya Ghosh
Signature of Supervisor:					Piya Saha

Nabagram, Konnagar, Hooghly, 712246, West Bengal



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Ref. No. :

Date :

Information regarding the Practicums

Department of Psychology

The general students of the psychology department are required to do practicums as per the syllabus of the University of Calcutta. The faculty member from the Department of Psychology supervises the students during their practical work.

Practicum in the psychology course is incorporated as an important component in most of the papers with hands on training to gain a better understanding of the use of various research methods such as laboratory experiments, field experiments, observation, and testing. After the completion of the practicums as per the syllabus of the particular semester, the students have to submit their practical file to the department during practical examination. The mode of evaluation of the practicums would include conducting the experiment or testing, a written examination, and a viva. Few documents regarding the practical file are attached herewith.

University of Calcutta

under (CBCS) 2022

Name → Sainaj parvin.

Subject → Psychology practical

CU Roll no → 212612-12-0008

CU Reg. no → 612-1211-0435-21

Class → B.A General 2nd Semester.

Mobile no → 8583028958

General problem :- On group cohesiveness

Specific problem :- To determine the Cohesiveness of a small group by Sociometric methods.

Basic Concept :-

Basic Concept :- (Taylors explain and Search 1993)

প্রাচীনকাল থেকেই ভারত বিজ্ঞান এবং
 মানব সমাজ জীবনবিজ্ঞান ক্ষেত্রে (Coley) অতুলনাময় দীপ্যমান
 প্রাচীনকাল থেকেই অসংখ্য গবেষণা, (i) প্রাথমিক প্রাচীনকাল (ii) ঐতিহাসিক
 প্রাচীনকাল থেকেই প্রাচীনকাল থেকেই অসংখ্য গবেষণা প্রাচীনকাল থেকেই
 প্রাচীনকাল থেকেই প্রাচীনকাল থেকেই অসংখ্য গবেষণা প্রাচীনকাল থেকেই
 প্রাচীনকাল থেকেই প্রাচীনকাল থেকেই অসংখ্য গবেষণা প্রাচীনকাল থেকেই

Informal

Informal

নির্দেশ করে যাতে যার যার Cohesiveness
অনুযায়ী করে আলাদা আলাদা
অংশে করা যায়।

আলাদা আলাদা করে আলাদা আলাদা
অংশে করা যায়।

আলাদা আলাদা করে আলাদা আলাদা
অংশে করা যায়।

Group Cohesiveness

Group Cohesiveness - কতটা জোড়ীও সহজাতক দ্বারা গঠিত
হচ্ছে, পরীক্ষার তত্ত্ব মোটে খারাপ মোটে মে, মে (জোড়ীও মডি)
সহযোগিতা সহজাতক, বাধ্যতামূলক ~~জোড়ীও~~ মডি মডি

Conclusion :-

Cohesiveness

Sociometric Method द्वारा Group

~~P. Saha 12/4/22~~
~~Examined~~



Nabagram Hiralal Paul College
B.A General, Semester - 4th

Name : Risha Ram
Subject : PSY61 (Practical)
C.U Roll No. : 202612-12-0110
C.U Registration No. : 612-1211-0664-20
Date of Submission : .06.2022

[illegible]

K. N. P. I.

ANSWER SHEET*

Name... Risha Rani Age... 21 Sex... Female
 Edu. Qualification... B.A. TU (Gen.) College / Occupation... Nabagram Hiralal Paul College
 Date... 2.03.2022

Instructions: Write the number of your choice clearly and distinctly against the corresponding item number. If you change your mind, erase or blacken out your first choice completely and then write the number of your new choice. Please remember that for each statement you are requested to give only one choice. To indicate your choice write—1, 2, 3, 4 or 5 where:

- 1 means "almost always", "yes", etc.
- 2 means "almost never", "no", etc.
- 3 means "frequently", "usually", etc.
- 4 means "rarely", "sometimes", etc.
- 5 means "occasionally", "average amount", etc.

"Be sure the item number on the Answer Sheet corresponds with the statement number in the Booklet"

Example: (a)—3. (b)—

Item	Response	Item	Response	Item	Response	Item	Response	Item	Response
1...	4 (2)	16 ...	3 (4)	27 ...	4 (2)	38...	1 (5)	53...	4 (2)
2...	2 (1)	17 ...	5 (3)	28 ...	5 (3)	39...	4 (2)	54...	2 (1)
3...	5 (3)	18 ...	1 (5)	29 ...	3 (4)	40...	3 (4)	55...	3 (2)
4...	4 (2)	19 ...	2 (1)	30 ...	1 (5)	41...	4 (4)	56...	5 (3)
5...	2 (1)	20 ...	3 (2)	31 ...	2 (1)	42...	5 (3)	57...	2 (1)
6...	4 (2)	21 (a) ..	a (5)	32 ...	5 (3)	43...	2 (1)	58...	1 (1)
7...	2 (1)	(b)...		33 ...	4 (2)	44...	5 (3)	59...	1 (5)
8...	2 (1)	22 ...	2 (1)	34 ...	2 (1)	45...	4 (2)	60...	4 (2)
9...	1 (5)	23 ...	4 (2)	35 ...	2 (1)	46...	3 (4)	61...	1 (5)
10...	3 (4)	24 ...	4 (4)	36 (a)...	a (2)	47...	1 (5)	62...	4 (2)
11...	1 (5)	25 ...	2 (1)	(b)...		48...	2 (1)	63...	4 (2)
12...	2 (1)	26 (a)...	4 (2)	(c)...		49...	5 (3)	64...	2 (1)
13...	4 (2)	(b)...		(d)...		50...	4 (2)	65...	4 (2)
14...	2 (1)	(c)...		(e)...		51...	1 (1)	66...	3 (4)
15...	2 (1)	(d)...		37 ...	4 (2)	52...	5 (3)		

Full Score— 164

Interpretation :-

[illegible]

Conclusion :- Δ group's mean was significantly lower than normal group.

~~24/6/22~~
~~Examinined~~

NABAGRAM HIRALAL PAUL COLLEGE
B.A GENERAL, SEMESTER-4TH

NAME - Piya Dey

SUBJECT - PSYGY (Practical)

TOPIC - Mean, Median, Mode, Standard
Deviation

C.U ROLL NO. - 212612-12-0096

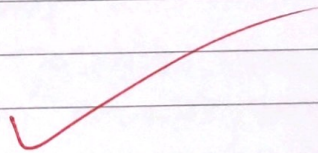
C.U REG. NO. - 612-1211-0688-21

DATE OF SUBMISSION - 08/05/2023

General Problem - On Central tendency

Specific Problem - To Compute the mean of the following grouped distribution

Class interval	Frequency
20 - 21	2
18 - 19	2
16 - 17	1
14 - 15	5
12 - 13	4
10 - 11	2
8 - 9	1



Basic Concept :

Defining statistics

সংখ্যিক তথ্যের বিশ্লেষণ

সংখ্যিক তথ্যকে একটি বিজ্ঞান বা বিজ্ঞানসম্মত পদ্ধতি দ্বারা সংগ্রহ করা হয়। সংখ্যিক তথ্য পদ্ধতি হলো যখন কোনো বস্তু বা ঘটনার বৈশিষ্ট্য (যেগুলোর অধিকাংশ সংখ্যিক) তথ্য হিসাবে সংগ্রহ, বিশ্লেষণ ও প্রাথমিক করা হয়। ক্রকটন ও কুডেন (১৯৭৫) বলেছেন, "সংখ্যিক তথ্য হলো সংগ্রহ, উপস্থাপন, বিশ্লেষণ ও প্রাথমিক করার বিজ্ঞান" (Statistics may be defined as the Science of Collection, Presentation, analysis and interpretation of numerical data, Croxton and Cowden (1975).)

সংখ্যিক তথ্যের বৈশিষ্ট্য :

- সংখ্যিক তথ্য পদ্ধতি প্রয়োগ করতে হলে অগ্রহীত তথ্য বা উপাত্তের কাঠামোগুলো বৈশিষ্ট্য হিসাবে হবে। যেমন:
১. তথ্য অস্বল্প সংখ্যিক হতে হবে।
 ২. পরস্পরিক তথ্য অগ্রহীত হতে হবে।
 ৩. তথ্য অস্বল্প পূর্ব নির্ধারিত উদ্দেশ্যে অনুসারে সুসংগঠিত হতে হবে।

সংখ্যিক তথ্য পদ্ধতির মূলনীতি :

সংখ্যিক তথ্য পদ্ধতিতে তিন মূলনীতি প্রযোজ্য করা হয়। এ মূলনীতি (যেবশত সংখ্যিক তথ্য পদ্ধতির প্রয়োগ নীতি ও পার্থক্য অস্বল্প সংখ্যিক তথ্যে পাওয়া যায়। সংখ্যিক তথ্য পদ্ধতি অস্বল্প তিনটি মূলনীতি আছে :

Conclusion : γ এর (অথবা বিকিরণ) শক্তিতে γ নির্ভরশীল
কিন্তু γ এর মান 14.8 ,

P. Babu
8/5/2023

Examined

4/8/23