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"A"" Accredited by NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR
416 004, MAHARASHTRA
PHONE : EPABX – 2609000, BOS Section – 0231-2609094, 2609487
Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in
शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र
दूरध्वनी - दूरधीक्षक - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७
वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in

संदर्भ : जा.क्र./शिवाजी वि./अ.मं./453 दि. २५/०७/२०२५

प्रति,

मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : बी. ए. भाग २ च्या अभ्यासक्रमाबाबत...
संदर्भ : या कार्यालयाचे पत्र क्र. Ref.No./SU/BOS/Humanities/६४
दि.०३/०२/२०२५

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरुन आपणास आदेशान्वये कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2.0) नुसार शैक्षणिक वर्ष २०२५–२६ पासून लागू करण्यात आलेल्या बी. ए. भाग २ विषयांचे अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आली आहे.

English	Marathi	Hindi	Economics
Philosophy	Psychology	Ardhamagadhi	Sociology
Political Science	Geography		

सदर विषयांच्या अभ्यासक्रमांची प्रत सोबत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आले आहेत.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावेत ही विनंती.

कळावे,

आपला विश्वास,

(डॉ. एस. एम. कुबल)
उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत : माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

अधिष्ठाता, मानवविज्ञान विद्याशाखा	पात्रता विभागास
अध्यक्ष, सर्व अभ्यास व अस्थायी मंडळे	पी.जी. सेमिनार विभागास
संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	पी.जी. प्रवेश विभागास
परिक्षक नियुक्ती ए व बी विभागास	संलग्नता टी. १ व टी २ विभागास
दूरस्थ व ऑनलाईन शिक्षण विभागास	नॅक विभागास
संगणक केंद्र/आय. टी. सेल विभागास	बी. ए. परीक्षा विभागास

SHIVAJI UNIVERSITY, KOLHAPUR
416 004, MAHARASHTRA
PHONE : EPABX - 2609 [illegible] BOS Section - [illegible]
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दुरध्वनी - इपीपीएबी - [illegible], अभ्यासमंडळे विभाग : [illegible]
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With CGPA 3.52

Ref. No./SU/BOS/Humanities/[illegible] Date :03/02/2025

To,

The Principal,
All Concerned Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part II (sem. III & IV) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP 2.0)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part II (Sem. III & IV) under the Faculty of Humanities as per National Education Policy, 2020. (NEP 2.0)

History	Sociology	Sanskrit
Philosophy	Ardhamagadhi	Urdu
Marathi	Political Science	Kannada

This syllabi shall be implemented from the academic year 2025-26 onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2025 & March/ April, 2026. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

(D. S. M. Kuhal)
Dy. Registrar

Encl : As above

Copy to, For information and necessary action.

Dean, Faculty of Humanities	Distance Education Section
Chairman, B.O.S./Ad-hoc Board under Faculty of Humanities	Eligibility Section
Director, Board of Examinations & Evaluation	B. G. Seminar Section
Appointment Section A & B	P. G. Admission Section
B. A. Exam. Section	Affiliation Section (T. 1 & T 2)
Internal Quality Assurance Cell	Computer Center/I. T. Cell

[illegible]

SHIVAJI UNIVERSITY, KOLHAPUR

Established: 1962

A^{++} Accredited by NAAC (2021) With CGPA 3.52

New Syllabus For
Bachelor of Arts [B. A. in Psychology]

UNDER

Faculty of Humanities

B. A. Part - II (Semester - III and IV)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)

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1. PREAMBLE:

Psychology is the scientific study of human behavior and the mental processes underlying it. It also investigates how people think, feel, and interact with each other. Psychology also applies its knowledge and research methods to various domains such as education, organization, health care, sports, and social issues. The syllabus for the first-year undergraduate course in psychology aims to introduce students to the basic concepts, theories, and applications of psychology in relation to friendship, love, personality, health, and community. The course is divided into seven papers, each covering a different aspect of psychology and its relevance to human life.

Furthermore, the curriculum emphasizes the practical application of psychological theories through internships, where students can gain hands-on experience in real-world settings, fostering a deeper understanding of how psychology contributes to societal well-being. The course is prepared according to the National Education Policy (NEP) 2020, which emphasizes interdisciplinary, experiential, and holistic learning. It will use various pedagogical methods, such as lectures, discussions, case studies, assignments, projects, and field visits, to engage students and enhance their learning outcomes. The course also aims to encourage students to reflect on their own experiences, attitudes, and values and to develop critical thinking, communication, and interpersonal skills.

2. PROGRAMME LEARNING OUTCOMES (PO)

- Participants will apply psychological principles to address real-world problems and challenges in areas such as relationship development, friendship, love, love in the digital era, marriage, and family domains within applied psychology.
- Participants will demonstrate a comprehensive understanding of the theories, concepts, and research methods relevant to health psychology
- Participants will demonstrate an increased understanding of their own strengths, weaknesses, values, and personal preferences and develop effective interpersonal skills.
- Participants will understand the process of job interview and develop emotional intelligence skills.
- Participants will understand the community mental health issues and apply the required skills

3. DURATION:

The Bachelor of Arts in **Psychology** programme shall be A FULL TIME COURSE OF 3/4 YEARS - 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

4. ELIGIBILITY FOR ADMISSION:

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2) OR EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, university, government, and other relevant statutory authorities.

5. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

6. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.
NOTE: Separate passing is DSC for both, Semester End Examination, and Internal Evaluation/Assessment. (Aannexure-I)

7. SCHEME OF TEACHING AND EXAMINATION

The scheme of teaching and examination for a program of study as approved by the Academic Council / Board of Studies. Scheme of Teaching and Examination means the scheme of teaching and examination for a program as approved by the Academic Council.

8. STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. I in Psychology with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION	Sem. I Credit	Sem. II Credit
DSC	DSC (DS)	Discipline Specific Course	4x3=12	4x3=12
OE	OE (OE)	Open Elective Course	2x1=02	2x1=02
SEC	SEC (SE)	Skill Enhancement Course	2x1=02	2x1=02
AEC/IKS/VEC	AEC (AE)	Ability Enhancement Course	2x1=02	2x1=02
	IKS (IK)	Indian Knowledge System (Generic)	2x1=02	-----
	VEC (VE)	Value Education Course	-----	2x1=02
CC/CEP	CC (CC)	Co-curricular Course	2x1=02	-----
	CEP (CE)	Community Engagement Project	-----	2x1=02
			22	22
			Total 44	

A) Second Year Bachelor of Arts (B.A. - II) (UG Diploma) :

YEAR:	**B.A. - II**
SEMESTER:	**III and IV**
LEVEL:	5.0
TOTAL CREDITS	**22 + 22 = 44**
DEGREE AWARDED:	**UG DIPLOMA (AFTER 88 CREDITS IN TOTAL)**

A - I) B.A. – II: SEMESTER - III (TOTAL CREDITS - 22): *(Note: Put '—' wherever 'Not Applicable')*

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
Major I (Course I)	Major	(Understanding Psychology) - P 03 Or Introduction to Psychology is offered through online mode approved by swayam https://onlinecourses.swayam2.ac.in/cec25_hs44/preview		4
Major II (Course II)	Major	(Developmental Psychology) – P 04		4
Minor	Minor	(Personal Psychology) - P 03		4
VSC	VSC	(Psychological Assessment Skills) – P 01		2
OE*	OE	(Human Development)		2
SEC	SEC – III	(Stress Management Skills) - 03		2
AEC/VEC/ IKS	AEC	English - P- 01 Offered by BOS English		2
	IKS (Generic)	Indian Knowledge in Indian Psychology		2
			CREDITS FOR B.A. - I, SEM - I:	22

***Open elective course are made available to the students other than humanities.**

A -2) B.A. – II: SEMESTER - IV (TOTAL CREDITS - 22): *(Note: Put '—' wherever 'Not Applicable')*

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
Major III (Course I)	Major	(Counselling Psychology) – P – 05 Or Counselling Psychology_UG is offered through online mode approved by swayam https://onlinecourses.swayam2.ac.in/cec25_hs49/preview		4
Major IV (Course I)	Major	(Applied Psychology) – P 06		4
Minor	Minor	(Psychological Foundation of Human Development in Adolescence) – P – 05		4
VSC	VSC	(Counselling Skills) - P 01		2
OE	OE	(Psychology for Happiness & Well-being)		2
SEC	SEC - IV	(Communication & Interview Skills) - 04		2
AEC/VEC/IKS	AEC	English- P- 02 Offered by BOS English		2
	EVS	Environmental Studies offered by environmental science board		2
			CREDITS FOR B.A. - I, SEM - II:	**22**
			CREDITS FOR B. A. - I, SEM – I AND II:	**22 + 22 = 44**

***Open elective course are made available to the students other than humanities.**

FOR EXIT OPTION AT B.A. - I:

If student wants to 'EXIT' after completion of B.A. I (SEM I and II), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG CERTIFICATE. This Certificate is a pre-requisite for admission or 'ENTRY' in Second Year B. A. degree course.

The Nature of SUMMER INTERNSHIP:

10. EQUIVALENCE OF THE PAPERS AND COURSES:

Important Note: Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

Equivalence: B. A. II Sem- III and IV

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
III		Psychology for living		III		Understanding Psychology	4
III		Social Psychology		III		Developmental Psychology	4
				III		Personal Psychology	4
III		--		III		Human Development	2
III		--		III		Psychological Assessment Skills	2
III		--		III		Stress Management Skills	2
III		--		III		Indian Knowledge in Indian Psychology	2
IV		Modern Social Psychology		IV		Counselling Psychology	4
IV		Applied Psychology		IV		Applied Psychology	4
				III		Psychological Foundation of Human Development in Adolescence	4
IV		--		IV		Psychology for Happiness & Well-being	2
IV		--		IV		Counselling Skills	2
IV		--		IV		Communication & Interview Skills	2

11. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:** o If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab : Absent
0 – 34	0 to 4		0.0 – 4.99	F : Fail
35 – 44	5		5.00 – 5.49	C : Average
45 – 54	6		5.50 – 6.49	B : Above Average
55 – 64	7		6.50 – 7.49	B+ : Good
65 – 74	8		7.50 – 8.49	A : Very Good
75 – 84	9		8.50 – 9.49	A+ : Excellent
85 – 100	10		9.50 – 10.0	O : Outstanding

Note:

1. Marks obtained > = 0.5 shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average **(SGPA)**

$$\text{SGPA} = \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}}$$

2. Cumulative Grade Point Average **(CGPA)**

$$\text{CGPA} = \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}}$$

12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all Undergraduate Programme (B.A.) and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

FOR SOCIAL SCIENCES:

A) FOR FOUR CREDITS: Total Marks: 80 (Written)

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each) Plain question with 4 alternatives. **20 Marks**
Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) **20 Marks**
Question No. 3: Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words) **20 Marks**
Question No. 4: Long Question (Any One out of Two) (Answer Limit: 600-800 Words) **20 Marks**

B) FOR TWO CREDITS: Total Marks: 40 (Written)

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each) Plain question with 4 alternatives **10 Marks**

Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) **20 Marks**
Question No. 3: Long Question (Any One out of Two) (Answer Limit: 300-400 Words) **10 Marks**

Note : Question Paper should cover all the units in the syllabus.

13: SYLLABUS

B. A. II, SEMESTER – III

Course Category: **MM-III**

Course Name: Understanding Psychology

Course Number: --

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1. **Students will understand and explain** the foundational concepts, perspectives, and research methods of psychology, along with its evolution and future directions.

CO 2. **Students will analyze and describe** the biological basis of behavior by exploring the structure and function of neurons, the nervous and endocrine systems, and the brain.

CO 3. **Students will evaluate and apply** key theories and methods of personality assessment to understand the dynamics and traits that shape individual personalities.

CO 4. **Students will examine and assess** the concepts, theories, and methods of intelligence assessment, focusing on intellectual diversity and its implications.

MODULE I: Introduction to Psychology **(Hours - 15, Credit - 01)**

1.1 The Origin and Definition of Psychology

a) The Roots of Psychology

b) Definition

1.2 Today's Perspectives

a) The Neuroscience Perspective

b) Psychodynamic Perspective

c) Behavioral Perspective

d) Cognitive Perspective

e) Humanistic Perspective

1.3 The Scientific Method

a) What is the Scientific Method?

b) Theories

c) Hypotheses

1.4 Conducting Psychological Research and the Future of Psychology

a) Research Methods in Psychology

i. Naturalistic Observation

ii. Survey Research

iii. The Case Study

iv. Correlational Research

v. Experimental Research-Experimental group and Controlled group, Independent and Dependent Variables, Random assignments of Participants

b) Psychology's Future

MODULE II: Neuroscience and Behavior **(Hours - 15, Credit - 01)**

2.1 Neurons

a) The Structure of the Neuron

b) How Neurons fire?

c) Neurotransmitters

2.2 The Nervous System

a) Central and Peripheral Nervous Systems

b) Activating the Divisions of the Atomic Nervous System

2.3 The Endocrine System

2.4 The Brain

a) Studying the Brains Structure and Functions

b) The Limbic System

c) The Cerebral Cortex

MODULE III: Personality **(Hours - 15, Credit - 01)**

3.1 Definition of Personality

3.2 Psychodynamic Approaches to Personality

a) Freud's Psychoanalytic Theory

i) Structure of Personality

ii) Developing Personality

iii) Defense Mechanisms

3.3 Trait Approaches

a) Allport's Trait Theory

b) Cattell and Eysenck

c) Big Five Personality Traits

3.4 Assessing Personality

a) Self-report Measures of personality

b) Projective Methods

c) Behavioral Assessment

MODULE 4: Intelligence **(Hours - 15, Credit - 01)**

4.1 What is intelligence?

4.2 Theories of Intelligence

a) Fluid and Crystallized Intelligence

b) Gardner's Multiple Intelligences

4.3 Practical and Emotional Intelligence

4.4. Assessing Intelligence - Binet and development of IQ tests

4.5 Mental Retardation

4.6 The Intellectually Gifted

LIST FOR READING:

Feldman, R.S. (2019). Understanding Psychology, 12th Edition, Fourth reprint 2019, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-93-794-5, ISBN- 10:93-5260-794-5.

Ciccarelli, S. K & Meyer, G.E (2008). Psychology, (South Asian Edition). New Delhi: Pearson Longman.

Feldman, R. S. (2016). Understanding Psychology, 10th Edition, Indian Edition, Ninth reprint, 2016, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-1-25-9003005-9, ISBN-10:1-25-900305-1

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Case Study Analysis: Analyze examples of psychological research methods (naturalistic observation, survey research, and experimental research).
- Group Presentation: Present the structure and function of neurons or the brain's limbic system and cerebral cortex.
- Diagram Practice: Label and explain the central and peripheral nervous systems with a focus on the autonomic divisions.
- Role Play: Demonstrate Freud’s structure of personality (id, ego, superego) through a short skit.
- Debate: Discuss the relevance of fluid vs. crystallized intelligence in modern life.
- Survey Activity: Conduct a survey to assess personality traits using self-report measures and analyze the results.
- Essay Writing: Reflect on the practical applications of Gardner’s multiple intelligences or emotional intelligence in daily life.

OR

B. A. II, SEMESTER – III

Course Category: **MM - Online**

Course Name: Introduction to Psychology

Course Number: **--**

Course Code: --

Course Credits: 4

Course Summary

- Course Status: Upcoming
- Course Type: Core
- Language for Course Content: English
- Duration: 12 weeks
- Category: Humanities and Social Sciences
- Credit Points: 4
- Level: Undergraduate
- NCrF Level: 6.0
- Industry Details: Education, Training Sector
- Exam Shift: [Not Specified]

Course Layout

- Week 01: Introduction
- Week 02: Perception
- Week 03: Depth Perception
- Week 04: Thinking
- Week 05: Language
- Week 06: Learning - I
- Week 07: Learning - II
- Week 08: Learning - III
- Week 09: Motivation
- Week 10: Memory
- Week 11: Emotion
- Week 12: Applications of Psychology to Everyday Life

Instructor Bio

Dr. Megha Deuskar

Savitribai Phule Pune University

Dr. Megha Deuskar, Ph.D., is an accomplished academician, researcher, and counseling psychologist. A gold medalist at the Master's level, she earned her doctoral degree with a UGC fellowship in 2006. With over 20 years of extensive teaching experience, she remains one of the most popular teachers at the Department of Psychology, Fergusson College, Pune.

A trained Yoga expert from the Yoga Vidyapeeth, Nashik, Maharashtra, Dr. Deuskar is an ardent researcher with over 35 research articles published in national and international journals. She serves as a research guide at Savitribai Phule Pune University.

Since 2008, she has been coordinating the one-year postgraduate program in counseling at Fergusson College. Dr. Deuskar completed her certification as a Supervisor from the Australian Counseling Association and is a member of the Indian Academy of Professional Supervisors.

Link for the course : https://onlinecourses.swayam2.ac.in/cec25_hs44/preview

Note : "Students who do not wish to complete MM/MN-III: Understanding Psychology in the offline mode have the option to enroll in the online course *Introduction to Psychology* (equivalent to MM/MN-III) offered by SWAYAM."

B. A. II, SEMESTER – III

Course Category: **MM-IV**

Course Name: **Developmental Psychology**

Course Number: --

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1. Students will understand and explain the definition, characteristics, and stages of lifespan development.

CO 2. Students will identify and describe the biological and psychological processes of birth and early development.

CO 3. Students will analyze and explore emotional, self-development during infancy, and intellectual growth in childhood.

CO 4. Students will evaluate and recognize identity formation, relationship dynamics, and psychological challenges during adolescence.

CP 5. Students will examine and assess career, health, and personality development in adulthood.

Module I : An Introduction to Lifespan Development (Hours -15, Credit -01)

1.1 An orientation to life span development

a) Defining Lifespan Development
b) Components of the Life-Span Perspective
c) Processes involved in Development
d) Periods of Development

1.2 Theories of Development

a) Psychoanalytic Theories of Development
   i. Freud's Theory
   ii. Erikson's Psychosocial Theory
b) Cognitive Theories
   i. Piaget's Cognitive Developmental Theory
   ii. Vygotsky's Sociocultural Cognitive Theory
   iii. The Information-Processing Theory

1.3 Earliest Development

a) Genes and Chromosomes: The Code of Life
b) Multiple Births: Two- or More- for the Genetic Price of life

c) Boy or Girl? Establishing the sex of the

1.4 Child Prenatal Growth and Change

a) Fertilization: The moment of Conception

b) The Stages of the Prenatal Period: The Onset of Development

c) Pregnancy Problems

Module II : Infancy and Childhood (Hours -15, Credit -01)

2.1 Developing the Roots of Sociability in Infancy

a) Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?

b) Stranger Anxiety and Separation Anxiety: It's Only Natural

c) Social Referencing: Feeling What Others Feel

2.2 Intellectual Development in Middle Childhood

a) Piagetian Approaches to Cognitive Development

b) Information Processing in Middle Childhood

c) Vygotsky's Approach to Cognitive Development

2.3 The Developing Self

a) Psychosocial Development in Middle Childhood

b) Self-esteem: Developing a Positive – or Negative – View of the Self

Module III : Adolescence (Hours -15, Credit -01)

3.1 Identity: Asking "Who Am I?"

a) Self –Concept and Self- Esteem

b) Identity Formation: Changes or Crisis?

c) Depression and Suicide: Psychological Difficulties in Adolescence

3.2 Relationships: Family and Friends

a) Family Ties: Changing Relations with Relations

b) Relationship with Peers: The Importance of Belonging

3.3 Dating and Sexual Behavior

a) Dating and Sexual Relationshi

b) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

Module IV. Adulthood (Hours -15, Credit -01)

4.1 Choosing a Career

a) Career Choices, Skill Development and Government Policies in India

b) Gender and Career Choices

c) Why Do People Work? More Than Earning a Living

4.2 Health in Middle Adulthood

a) Wellness and Illness: The Ups and Downs of Middle Adulthood

b) Individual Variations in Health: Socioeconomic Status and Gender Difference

4.3 Personality Development in Middle Adulthood

a) Two Perspectives on Adult Personality Development: Normative Crisis versus Life events

b) Erikson's Stage of Generatively versus Stagnation

LIST FOR READING:

Feldman Robert S. & Babu Nandita (2024). Development Across the Life span (10th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93- 615-9300-0.

Santrock, J. W. (2021). Life-Span Development, Seventeenth edition, Noida, UP: McGraw – Hill Education (India) Pvt. Ltd.

Feldman Robert S. & Babu Nandita (2018). Development Across the Lifespan (8th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93- 528-6576-5

Hurlock E. B. (2001). Developmental Psychology: A Life Span Approach, New Delhi: TMH Publishing Company Ltd. Papalia, Diane E., and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Co. Ltd. Santrock, J. W. (2024). Life-Span Development, Seventeenth edition, New York, US: McGraw – Hill Education LLC. Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusariaavrutti, Pune: Vidyarthi GruhaPrakashan.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Class Discussion: Define key concepts like lifespan development, identity, and career choices.
- Group Presentation: Compare theories of development (e.g., Freud, Erikson, Piaget, Vygotsky).
- Poster Making: Illustrate stages of prenatal development or developmental milestones.
- Role Play: Depict developmental challenges like adolescence identity crises or family dynamics.
- Case Study Analysis: Analyze examples of psychosocial development across different life stages.
- Survey/Interview: Gather data on career aspirations, family relationships, or emotional development.
- Debate: Discuss topics like "Nature vs. Nurture" or "The impact of peer relationships in adolescence."
- Essay Writing: Reflect on self-esteem development or health variations in middle adulthood.
- Quiz: Conduct a quiz on genetics, prenatal stages, or major developmental theories.
- Chart Preparation: Compare sexual orientations or gender differences in career choices.
- Video Analysis: Watch and analyze clips depicting developmental stages or social behaviors.
- Mock Counseling Session: Simulate a session on career guidance or adolescence challenges.
- Short Research Project: Investigate societal attitudes towards dating and sexual orientation.

B. A. II, SEMESTER – III

Course Category: **MN-I**

Course Name: Personal Psychology

Course Number: --

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1. **Students will understand and explain** the foundational concepts of psychology and subfields of psychology.

CO 2. **Students will analyse and describe** why study of psychology is important

CO 3. **Students will evaluate and apply** workplace skills for the 21st century.

CO 4. **Students will examine and assess** the factor that contribute to goal achievement

MODULE I: Introduction to Psychology (Hours - 15, Credit - 01)

1.1 The Origin and Definition of Psychology

a) The Roots of Psychology

b) Definition

1.2 Today's Major Perspectives

a) The Neuroscience Perspective

b) Psychodynamic Perspective

c) Behavioral Perspective

d) Cognitive Perspective

e) Humanistic Perspective

1.3 The Subfields of Psychology: Psychology's Family Tree

a) What are the biological foundations of behaviour?

b) How do people sense, perceive, learn, and think about the world?

c) What are the sources of change and stability in behaviour across the life span

d) How do psychological factors affect physical and mental health?

e) How do our social networks affect behaviour?

f) Expanding Psychological frontiers

1.4 Psychology's Future

MODULE II: Psychology in our Changing World.

2.1 Why Study Psychology?

a) Why Look to the Future

b) Threats, Challenges, and Promises

i) Threats

ii) Challenges

iii) Promises

2.2 The Workplace-Today and Tomorrow

a) Lifelong Learning

2.3 Workplace Skills for the Twenty-First Century

a) The Quality of Life

b) Maintaining Balances

2.4 Human Relations at Work

a) Emotions in the Workplace

i) Caring

ii) Anger

iii) Fear

iv) Jealousy

b) Employer-Employee Relations

i) Interviews

ii) Know Management Structure

iii) Loyalty and Trust

iv) Labour Unions and Management

c) Conflict, Competition, or Cooperation

MODULE III Seeking Selfhood

3.1 What is Self-Concept?

3.2 The Components of the Self

a) Self-Image

b) Ideal Self

c) Social Self

d) Multiple Selves

3.3 Core Characteristics of Self-Concept

a) Self-Consistency

b) Self-Esteem

c) Self-Enhancement and Self-Verification

3.4 The Self-Concept and Personal Growth

a) The Self You'd Like to Be

b) Learning from Criticism

c) Greater Self-Direction

MODULE IV: Goal Achievement

4.1 What are your Goals?

a) What is your primary purpose

b) How important is work?

c) Where do others come in?

d) How important is freedom?

4.2 Factors that contribute to Goal Achievement

a) Unified purpose

b) Mony and time management

c) Recognition and opportunity

d) self confidence

e) interpersonal skills

4.3 When you fail

a) Trying to get something for nothing

b) Poor money management

c) Outdated Ideas and useless habits

d) Unfavourable personality characteristics

e) Making to many mistakes

4.4 Procrastination

a) Characteristics of procrastination

b) Why do we procrastinate

iv. Recommended Reading

a) Basic Reading

Feldman, R.S. (2021). Understanding Psychology, 15th Edition, Third reprint 2024, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-93-90727-99-5, ISBN- 10:93-90727-99-5

Kirsh,S.J., Duffy, K.G., & Atwater, E. (2015). Psychology for Living, 11th Edition, Chennai: Pearson, ISBN- 978-93-325-3793-4

Baltus, R. K. (2012). Personal Psychology for Life & Work, 5th Edition, Tata Mcgraw-Hill Edition

b) Books for reference

1. Ciccarelli, S. K & Meyer, G.E (2008). Psychology, (South Asian Edition). New Delhi: Pearson Longman
2. Feldman, R. S. (2016). Understanding Psychology, 10th Edition, Indian Edition, Ninth reprint, 2016, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-1-25-9003005-9, ISBN-10:1-25-900305-1

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

1. **Write a reflective essay** on how psychological knowledge helps in understanding oneself.
2. **Create a personal goal-setting chart** using SMART criteria and track progress for two weeks.
3. **Role-play or dramatization** of common workplace emotional conflicts and resolutions.
4. **Design a motivational poster or vision board** based on psychological concepts of self and success.
5. **Conduct a mini-survey** on procrastination or stress among peers and interpret findings.
6. **Analyze a movie or real-life figure** using one psychological perspective (e.g., cognitive, behavioral, etc.).

B. A. II, SEMESTER – III

Course Category: VSC-I

Course Name: Psychological Assessment Skills

Course Number: --

Course Code: --

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

CO 1. Understand the principles and types of psychological tests.

CO 2. Administer and score individual and group psychological assessments.

CO 3. Interpret test results and provide constructive feedback.

CO 4. Apply ethical guidelines in psychological testing.

Module I : Introduction to Psychological Testing (Hours - 15, Credit - 01)

1.1 Definition and Nature of Psychological Testing

a) What is psychological testing?

b) Key concepts: Reliability, validity, standardization.

1.2 Historical Development of Psychological Testing

a) Milestones in psychological testing.

1.3 Types of Psychological Tests

a) Achievement tests, aptitude tests, personality tests, and intelligence tests.

1.4 Applications of Psychological Testing

a) In education, healthcare, organizational settings, and counseling.

1.5 Ethical Guidelines in Psychological Testing

Module II : Individual and Group Testing (Hours - 15, Credit - 01)

2.1 Individual Testing

a) Characteristics and uses.

b) Administration of a standardized individual test (e.g., WAIS or Stanford-Binet).

2.2 Group Testing

a) Characteristics and uses.

b) Administration of a standardized group test (e.g., Raven's Progressive Matrices or General Aptitude Test Battery).

2.3 Scoring and Interpretation

a) Manual scoring vs computerized scoring.

b) Interpreting scores with norms.

2.4 Report Writing

a) Preparing concise and meaningful test reports.

LIST FOR READING:

Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Edition). Pearson.

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th Edition). Cengage Learning.

Cohen, R. J., & Swerdlik, M. E. (2017). Psychological Testing and Assessment (9th Edition). McGraw-Hill.

Gregory, R. J. (2015). Psychological Testing: History, Principles, and Applications (7th Edition). Pearson.

Goldstein, G., & Hersen, M. (2000). Handbook of Psychological Assessment. Elsevier.

American Psychological Association (2017). Ethical Principles of Psychologists and Code of Conduct.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Group discussion on ethical dilemmas in testing.
- Case studies on the misuse of psychological tests.
- Role-play: Simulating an individual testing session.
- Group activity: Administering and scoring a group test.
- Writing mock reports based on given test results.
- Administer one individual test and one group test.
- Score and interpret results.
- Submit a report for evaluation.

B. A. II, SEMESTER – III

Course Category: OE III

Course Name: Human Development

Course Number: --

Course Code: --

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

CO 1 Understand Human Development.

CO 2 Understand periods of Life Span.

CO 3 Familiar with physical changes in adolescence.

CO 4 Study adolescent sexuality.

CO 5 Explore Friendship.

CO 6 Examine the media.

Module I : About Human Development **(Hours - 15, Credit - 01)**

1.1 Introduction:

a) Definition of human development

b) Domains of human development

1.2 Influences on development

a) Heredity, Environment, Maturation

b) Major contextual influences

c) Normative and influences

d) Timing of influence: Critical/ Sensitive periods

1.3 Periods of Life – Span.

a) Conceiving New Life

i) Fertilization

ii) Prenatal development

b) Postnatal stages

i) Infancy and Babyhood

ii) Childhood

iii) Adolescence

iv) Adulthood

v) Old Age

Module II : Adolescence **(Hours - 15, Credit - 01)**

2.1 Physical Changes

a) Puberty

b) Hormonal changes

c) Body Images

d) Early and Late Maturation

2.2 Adolescent Sexuality

a) Developing a sexual identity

b) The timing of adolescent sexual behaviors

c) Risk factors in adolescent sexual behaviors

d) Adolescent pregnancy

2.3 Peers

a) Friendships

b) Peer Groups

c) Dating and Romantic Relationships

2.4 The Media

a) Media Use

b) The online lives of adolescents

LIST FOR READING:

Santrock , J., W.(2011). Life- Span Development (13th Edition). McGraw Hill, New Delhi.

Papalia, D. E., Olds, S. W., Feldman R. D.(2004). Human Development (9th Edition). McGraw Hill, New Delhi.

बोरुडे, कुमठेकर, देसाई, गोविलकर.(२०१३). वैकासिक मानसशास्त्र (3rd Edition). पुणे विद्यार्थी गृह प्रकाशन, पुणे.

कांडलकर लीना.(२०००). मानव विकास. विद्या प्रकाशन, नागपूर.

हिरवे,तडसरे.(१९९५). वैकासिक मानसशास्त्र. फडके प्रकाशन, कोल्हापूर.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- **Story Writing**: Write a short fictional story depicting a critical or sensitive period in human development, highlighting its impact.
- **Infographic Design**: Design an infographic comparing early and late puberty with their effects on body image and emotional well-being.

- **Dramatization**: Act out scenarios showing the influence of peer pressure and friendships on adolescent decision-making.
- **Media Analysis**: Analyze a popular movie or TV show for its portrayal of adolescent sexuality, peer relationships, or media influence.
- **Photo Collage**: Create a visual collage to represent different periods of life, such as infancy, adolescence, and old age.
- **Role Reversal**: Conduct a role-reversal activity where students act as parents guiding adolescents through issues like online behavior or dating.
- **Critical Thinking Exercise**: Analyze an article or case study on adolescent pregnancy or risky sexual behaviors and propose solutions.

B. A. II, SEMESTER – III

Course Category: **SEC III**

Course Name: **Stress management skills**

Course Number: --

Course Code: --

Course Credits: **2**

Marks: For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, students will be able to:

CO 1 Define the concept of stress and **distinguish** between its types and sources.

CO 2 Analyse the impact of stress on adolescents and college students, including social, academic, and financial factors.

CO 3 Evaluate personal stress management techniques and **apply** cognitive restructuring strategies to challenge negative thinking.

CO 4 Develop effective time management skills and **create** a personalized plan to prioritize tasks and reduce procrastination.

Module I : Understanding stress **(Hours -15, Credit -01)**

1.1 The Meaning of stress

a) What is stress anyway?
b) Meanings of stress.
c) What's in a name?
d) How is stress a problem?
e) Stress as a stimulus or response
f) Types of stress: the good, the bad, and the ugly
g) Sources of stress

1.2 Stress in adolescence

a) Peer relationships
b) Academics and school
c) Unusual stressor
d) How teenagers cope with stressors

1.3 The nature of college stress

a) Academics
b) Finances
c) Social and intimate relationships
d) Choice of a career

e) Being a nontraditional student

f) Being a minority college student

1.4 Overview of stress management and prevention

a) Stage 1: Life situations/chronic stressors

b) Stage 2: Perception and evaluation

c) Stage 3: Stress response

d) Stage 4: Consequences

Module II : Managing stress (Hours -15, Credit -01)

2.1 Challenging stressful thinking

a) Power of mindsets and cognitive restructuring

b) Most stress is self-inflicted

c) Refraining

d) When challenging stressful thoughts doesn't work

2.2 Time management skills

a) The value of time

b) Six principles for time management

c) Procrastination

d) Causes of procrastination

e) Overcoming procrastination

2.3 Strategies for time management

a) Differentiate between important tasks and urgent tasks

b) Do less, not more

c) Figure out what's getting in the way

d) Get a calendar

e) Make a list and check it twice

f) Figure out where you waste time

g) Make the best of "down time"

h) Make some necessary cuts

i) Find balance

j) Stop complaining

2.4 Physical Methods for Stress Reduction

a) The cost of progress

b) Benefits of physical exercise and activity

c) Exercise and stress reduction

d) Kinds of physical activity and exercise

e) Principles for improving fitness levels

LIST FOR READING:

Chen, D. D. (2017). *Stress management and prevention: Applications to daily life* (Third edition). Routledge, Taylor & Francis Group.

Ramos, T (2021). *Stress Management: Strategies and Techniques for Living a Healthy Life (A Comprehensive Guide to Deal With Stress).* Tomas Edwards.

Patel G (2015). *Stress Management (Marathi).* Saket Prakashan. ISBN-10 817786758X.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

1. **Stress management diary**: Maintain a weekly log of stressors and coping methods.
2. **Role play**: Simulate scenarios to discuss adolescent stressors and coping strategies.
3. **Cognitive restructuring**: Reframe negative thoughts into positive ones.
4. **Time management plan**: Develop a prioritized and personalized weekly schedule.
5. **Personal reflection essay**: Write about a significant stressor and coping strategies.
6. **Peer feedback**: Exchange stress management plans for constructive feedback.
7. **Workshop participation**: Participate in a stress management workshop.
8. **Conducting workshop:** Conduct a small stress management workshop for college students.

B. A. II, SEMESTER – III

Course Category: **IKS**

Course Name: **Indian Knowledge in Indian Psychology**

Course Number: --

Course Code: --

Course Credits: **2**

Marks: For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, students will be able to:

CO 1. Students will explore and understand the philosophical and psychological foundations of Indian knowledge systems.

CO 2. Students will analyze and evaluate Indian approaches to self, mind, and consciousness.

CO 3. Students will assess and apply insights from Indian knowledge systems to contemporary psychological thought and practice.

Module I : Foundations and Key Sources of Indian Psychology (Hours -15, Credit -01)

1.1 What do we mean by Indian psychology and what the Indian civilization contributed to psychology?

a) A psychology-friendly meta-theoretical framework
b) Psychological practices and psychological theories

1.2 Indian psychology and the scientific method

a) The scientific method, Western style
b) Methodological issues
a) Appreciation of Indian psychology in the West

1.3 Key Sources of Indian Knowledge

a) Mind: Its nature, states and functions
b) Consciousness
c) Causality and Reality
d) The means of knowledge

Module II : Applications and Practices in Indian Psychology (Hours -15, Credit -01)

2.1 Models of personality in Buddhist psychology

a) The three turnings of the Buddhist view
b) The aggregate model of personality
a) The network model of mental continuum

b) The eight-fold collection

2.2 The Sufi path of self-transformation

a) Islam: Exoteric and esoteric

b) Essentials of Sufi psychology: Nafs, heart and soul

2.3 Concept and scope of pratyāhāra in management of mental health

a) Pratyāhāra in aṣṭāṅga yoga

b) Pratyāhāra in the Upaniṣadic scriptures

c) Role of Jainism and Buddhism in evolving technical and practical strategies

d) Application models and Popular techniques for pratyahara

2.4 The blending of healing and pedagogy in Āyurveda

a) Healing the sick to cure and the healthy to liberate

b) Psycho-spiritual transformation of the healthy leads to liberation

c) The principles of higher education in Āyurveda

LIST FOR READING:

Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). *Foundations of Indian Psychology.* Pearson.

Saraswati, S. (2006). *Four Chapters on Freedom: Commentary on Yoga Sutras of Patanjali.* Bihar School of Yoga.

Paranjpe, A. C. (1998). *Self and Identity in Modern Psychology and Indian Thought.* Springer.

Dasgupta, S. (2018). *History of Indian Philosophy.* Cambridge University Press.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- **Write Short Essay on different concepts like personality model in Buddhism,** self in Advaita Vedanta, the role of pratyāhāra in stress management
- Compare different Indian psychological concepts with western.
- Practice a mindfulness exercise e.g., observing the breath, walk, talk and write the experience.
- **Give** presentation on a specific topic related to Indian psychology with your own perspectives.

B. A. II, SEMESTER – IV

Course Category: **MM-V**

Course Name: **Counselling Psychology**

Course Number: --

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1. Explain the fundamentals of counseling, including its definitions, current trends, and professional aspects like certification and licensing.

CO 2. Apply techniques to build effective counseling relationships by analyzing influencing factors and conducting initial interviews.

CO 3. Evaluate career counseling theories and implement strategies to address the needs of diverse populations.

CO 4. Design and adapt school counseling programs for various educational levels using the ASCA model and prevention strategies.

MODULE I : Introduction and Professional Aspects of Counselling (Hours- 15, Credit-01)

1.1 Introduction

a) Definition of Counselling

b) Guidance

c) Psychotherapy

1.2 Current Trends in 21st Century

a) Dealing with Violence, Trauma and Crises

b) The Challenge of Managed Care

c) Promoting Wellness

d) Concern for Social Justice and Advocacy

e) Greater Emphasis on Technology

1.3 Professional Aspects of Counselling

a) Inspection

b) Registration

c) Certification

d) Licensing

Module II : Building Counseling Relationships **(Hours- 15, Credit-01)**

2.1 Factors that Influence the Counseling Process

a) Seriousness of the Presenting Problem
b) Structure
c) Initiative
d) The Physical Setting
e) Client Qualities
f) Counselor Qualities

2.2 Types of Initial Interviews

a) Client- versus Counselor-Initiated Interviews
b) Information-Oriented First Interview
c) Relationship-Oriented First Interview

2.3 Conducting the Initial Interview

a) Empathy
b) Verbal and Nonverbal Behavior
c) Nonhelpful Interview Behavior

2.4 Exploration and the Identification of Goals

Module III : Career Counseling **(Hours- 15, Credit-01)**

3.1 The Importance and Scope of Career Counselling

a) Important Aspects of Career Counselling
b) The Scope of Career Counseling and Careers

3.2 Career Development Theories and Counselling

a) Trait-and –Factor Theory
b) Developmental Theories
c) Social-Cognitive Career Theory

3.3 Career Counseling with Diverse Populations

a) Career Counselling with Children
b) Career Counselling with Adolescents
c) Career Counselling with College Students

Module IV : Professional School Counselling **(Hours- 15, Credit-01)**

4.1 The ASCA Model

a) The ASCA Model Areas
b) School Counselors at Various Levels

4.2 Elementary School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

4.3 Middle School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

4.4 Secondary School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

LIST FOR READING:

Gladding S. T. (2018). Counselling: A Comprehensive Profession. The Merrill Counselling Series, 8th Edition, Wake Forest University.

David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers.

Gladding. S.T.(2014). Counseling : A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.

Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.

Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Counseling Observation Report: Observe a counseling session (real or video-based) and write a report analyzing techniques used.
- Interview a Counselor: Conduct a brief interview with a professional counselor and present insights gained.
- Design a Career Counseling Plan: Create a customized career counseling plan for a hypothetical client.
- Mock Counseling Feedback: Perform a mock counseling session and receive peer or instructor feedback.
- ASCA Model Framework: Develop a basic framework for implementing the ASCA model at a chosen school level.
- Goal-Setting Exercise: Practice exploring client issues and collaboratively setting counseling goals in pairs or small groups.
- Counseling in Media Analysis: Analyze news articles or social media posts related to counseling practices, trends, or case studies, and reflect on their relevance to real-world counseling scenarios.

OR

B. A. II, SEMESTER – IV

Course Category: **MM - Online**

Course Name: **Counselling Psychology_UG**

Course Number: **--**

Course Code: --

Course Credits: 4

Course Summary

- Course Status: Upcoming
- Course Type: Elective
- Language for Course Content: English
- Duration: 12 weeks
- Category: Humanities and Social Sciences
- Credit Points: 4
- Level: Undergraduate
- NCrF Level: 6.0
- Industry Details: Health Education and Training Sector
- Exam Shift: II

Course Layout

- Week 01: Introduction to Counselling, Principles of Counselling, and Counselling Skills
- Week 02: Introduction to Counselling Process
- Week 03: Psychoanalysis Approach to Counselling
- Week 04: Client-Centered Approach to Counselling
- Week 05: Behavioral Approach to Counselling
- Week 06: Therapy for Interpersonal Relationships
- Week 07: Child Counselling
- Week 08: Family Counselling
- Week 09: Psychological Testing and Career Counselling
- Week 10: Suicide Prevention Approach to Counselling
- Week 11: Counselling for Senior Citizens and Psychology of Gender
- Week 12: Art-Based Therapy and Counselling

Instructor Bio

Dr. Pallavi KasandeSavitribai Phule Pune University

Dr. Pallavi Kasande is the Head of the Counselling Department at MKSSS's Baya Karve Women's Study and Research Centre. With 25 years of experience in teaching, training, and counselling, she is a respected figure in her field. Dr. Kasande has authored various articles in Marathi newspapers and magazines.
Her areas of expertise include family counselling, grief counselling, and career counselling. She has conducted numerous training programs on life skills education. Additionally, she is a wildlife photographer and has a keen interest in Indian philosophy.

Link for the course : https://onlinecourses.swayam2.ac.in/cec25_hs49/preview

Note : "Students who do not wish to complete MM/MN-**V**: Counselling Psychology in the offline mode have the option to enroll in the online course *Counseling Psychology_UG* (equivalent to MM/MN-V) offered by SWAYAM."

B. A. II, SEMESTER – IV

Course Category: **MM-V**I

Course Name: **Applied Psychology**

Course Number: --

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO 1. **Students will understand and explain** the basic concepts of the Psychology of Adjustment.

CO 2. **Students will analyze and evaluate** the psychological factors influencing job satisfaction, motivation, workplace stress, and performance.

CO 3. **Students will explore and reflect** on the physical, social, and personal self, including self-concept, self-esteem, and identity.

CO 4. **Students will identify and examine** the concepts of prejudice, discrimination, persuasion, social pressure, and altruism.

MODULE I : Psychology and the Challenges of Life **(Hours - 15, Credit - 01)**

1.1 Psychology and Adjustment

a) Adjustment and Personal Growth

b) Nature vs. Nurture

c) The Clinical Approach vs. the Healthy Personality Approach

d) Positive Psychology and Happiness

1.2 Human Diversity and Adjustment

a) Ethnic Diversity

b) Gender

c) Other Meanings of Diversity

1.3 Critical Thinking and Adjustment

a) Features of Critical Thinking

b) Thinking Critically about Astrology and other Pseudosciences

1.4 How Psychologists Study Adjustment

a) The Scientific Method

b) Methods of Research

i. The Case Study Method

ii. The Survey Method

iii. The Naturalistic Observation Method

MODULE II : The Challenge of the Workplace **(Hours - 15, Credit - 01)**

2.1 Career Development

a) Social Cognitive Career Theory

b) Motives for Working

c) Stages of Career Development

d) Getting a Job

2.2 The Changing Workplace

a) What's Hot, What's Not

2.3 Adjustment in the Workplace

a) Job Satisfaction

b) Work and Stress

2.4 Women in the Workplace

a) Why do Women Work

b) What is 'Women's Work'?

c) The Earnings Gap

MODULE III : The Self in a Social World **(Hours - 15, Credit - 01)**

3.1 Self –perception: Parts of the self

a) Your Physical Self

b) Your Social Self

c) Your Personal Self

3.2 Self Perception: Self- concept, Self-esteem & self –identity

a) The Self-concept

b) Self-esteem

c) Self- Identity and Exploration

3.3 Self Presentation: Projecting yourself into the Social world

a) Self-Disclosure

b) Self-presentation online

3.4 Social Perception: The Self with others

a) The Importance of First Impression

b) Body Language

c) Attribution Theory

d) Cultural Differences in Attributional Biases

MODULE I : Social Influence **(Hours - 15, Credit - 01)**

4.1 Prejudice and Discrimination

a) Sources of Prejudice and Discrimination

i. Dissimilarity.
ii. Social conflict.
iii. Social learning.
iv. Information processing.
v. Social categorization.

4.2 Persuasion

a) Factors in Persuasion

b) Sales Tactics

4.3 Social Pressure

a) Obedience to authority

b) Conformity

c) Getting Mobbed

4.4 Altruism & Helping

a) Altruism

b) The Bystander Effect

4.5 Becoming an Assertive Person

a) Assertive Behaviour

LIST FOR READING:

Spencer A. Rathus, Jeffrey S. Nevid (2019). Psychology and the Challenges of Life Adjustment and Growth, Fourteenth Edition, Wiley

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- **Ethics Discussion**: Discuss real-life ethical dilemmas related to prejudice, discrimination, or workplace stress, and propose solutions.
- **"Day in My Shoes" Activity**: Students write or narrate an experience from someone else's perspective (e.g., a woman facing the earnings gap or someone experiencing discrimination).
- **Persuasion Challenge**: Groups create short advertisements or sales pitches using persuasion techniques and present them to the class.
- **Simulation Exercise**: Simulate a workplace meeting addressing job satisfaction, stress management, or gender issues in the workplace.

- **Body Language Game**: Practice decoding body language through a fun activity where students guess emotions or intentions based on nonverbal cues.
- **Scenario Analysis**: Analyze hypothetical situations involving the bystander effect, altruism, or assertive behavior and discuss possible actions.
- **Create a Comic Strip**: Develop a comic strip or storyboard illustrating one concept (e.g., self-perception, mob behavior, or cultural attributional biases).
- **Collaborative Poster**: Work in small groups to create posters about critical thinking strategies or cultural differences in social perception.

B. A. II, SEMESTER – III

Course Category: **MN-II**

Course Name: **Psychological Foundation of Human Development in Adolescence**

Course Number:

Course Code: --

Course Credits: 4

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Learning Outcomes: After completion of this course learners will be able to:

CO1: Describe key concepts and theoretical foundations of lifespan development.

CO2: Explain physical, cognitive, and emotional changes during adolescence and early adulthood.

CO3: Evaluate family dynamics and parenting influences on adolescent development.

CO4: Analyse adolescent problems and suggest appropriate intervention strategies.

MODULE I: Introduction to Life Span Perspective (Hours - 15, Credit - 01)

1.1 The life Span Perspective

a) The importance of studying in life span development.

b) Characteristics of life span Perspective

c) Some contemporary Concerns

1.2 The Nature of Development

a) Biological, Cognitive and Socio-Emotional Process

b) Period of Development

c) The Significance of age

d) Developmental Issues

1.3 Generic Foundation of Development

a) Collaborative Gens

b) Gens and Chromosomes

c) Generic Principles

d) Chromosomes and Generic linked abnormalities

1.4 Heredity and Environmental Interaction

a) Behaviour Genetics

b) Heredity and Environment Correlations

c) Shared and non- Shared Environmental Experience

d) The Epigenetic view and Gens X Environment.

MODULE II: Adolescence

2.1 The Nature of Adolescence

a) Physical Change

b) Issues in Adolescence health

c) Adolescence Cognition

2.2 The transition Adolescence to adulthood

a) Becoming an Adult

b) The transition from high school to college

c) Physical Development

d) Sexuality

2.3 Career and Work

a) Developmental Change

b) Finding Path and Purpose

c) Monitoring the occupational outlook

d) The impact of work

2.4 Socio- emotional Development in Early Adulthood

a) Stability changes from childhood and Adulthood

b) Attraction, love and Close relationship

c) Adult Life Style

MODULE III: Families **(Hours - 15, Credit - 01)**

3.1 Family Processes

a. Reciprocal Socialization and The Family as a System

b. Maturation

3.2 Parent–Adolescent Relationships

a. Parents as Managers

b. Parenting Styles

1. Authoritarian parenting
2. Authoritative parenting
3. Neglectful parenting
4. Indulgent parenting

c. Parent–Adolescent Conflict

3.3 Sibling Relationships

a. Sibling Roles

b. Birth Order

3.4 The Changing Family in a Changing Society

a. Divorced Families

b. Stepfamilies

c. Working Parents

MODULE IV: Problems In Adolescence and Emerging Adulthood (Hours - 15, Credit - 01)

4.1 Exploring Adolescent and Emerging Adult Problems

a. The Biopsychosocial Approach

b. The Developmental Psychopathology Approach

c. Resilience

4.2 Problems and Disorders

a. Drug Use.

b. Juvenile Delinquency

c. Depression and Suicide

4.3 Interrelation of Problems and Prevention/Intervention

a. Adolescents with Multiple Problems

b. Prevention and Intervention

v. Recommended Reading

a) Basic Reading

Santrock, J. W. (2014). Life Span Development 13th Edition fourth reprint 2014, India McGraw Hill Education (India) Private Limited, ISBN-13:978-07-353209-7, ISBN- 10:0-073-353209-6

Santrock, J. W. (2016). *Adolescence* (16th Edition). McGraw-Hill Education.

b) Books for reference

Papalia, D. E., Feldman, R. D., & Martorell, G. (2004). *Human development* (9th ed.). New Delhi: Tata McGraw-Hill.

Berk, L. E. (2005). *Child development* (6th ed.). New Delhi: Pearson Education.

Santrock, J. W. (2014). *Life-span development* (6th ed., 4th Indian reprint). New Delhi: McGraw Hill Education (India) Pvt. Ltd.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Reflective assignment on personal or observed adolescent experiences.
- Case study analysis of adolescent or family-related developmental issues.

- Poster or infographic presentation on topics like adolescence, parenting, or psychopathology.
- MCQ/short quiz based on textbook chapters and classroom content.

B. A. II, SEMESTER – IV

Course Category: VSC-II

Course Name: Counselling Skills

Course Number: --

Course Code: --

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

CO 1. Students will understand and explain the concept of counseling, including its meaning, nature, and objectives.

CO 2. Students will develop and demonstrate essential counseling skills through practice and

Module I : Basics of Counselling **(Hours- 15, Credit-01)**

1.1 What is Counselling?

a) Meaning & Nature of Counselling

b) Counsellor & Counsellee Relationship

1.2 Basic Skills in Counselling

a) Motives

b) Feelings

c) Communication Skills

d) Mind Skills

e) Assertiveness Skills

1.3 The Helping Relationship

a) Dimensions of Helping Relationship

b) Core Conditions of Helping Relationship

1.4 The Helping Process

a) The RUC Helping Model

Module II: Specific Counselling Skills **(Hours- 15, Credit-01)**

2.1 Communication Skills

a) Verbal Communication

b) Non-verbal Communication

2.2 Listening & Influencing Skills

a) Active Listening

b) Influencing Skills

2.3 Asking Questions

a) Open Ended Questions

b) Closed Questions

2.4 Reflection Skills

a) Reflect Feelings

b) Restarting /Rephrasing

c) Affirmation

d) Summarizing

2.5 Problem Management Skill

a) Understand the Problem

b) Looking at Options

c) Setting Goals

d) Developing a Action Plan

e) Monitoring & Evaluation

LIST FOR READING:

Nelson-Jones R. (2012) Basic Counselling Skills. SAGE Publication, 3rd Edition.

Chaturvedi S. (2007). Guidance & Counselling Skills. Crescent Publication, 1st Edition, New Delhi.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Case Study Analysis: Analyze a counseling scenario to identify the helping process and core conditions of a helping relationship.
- Role Play: Conduct mock counseling sessions to practice communication, active listening, and influencing skills.
- Skill Demonstration: Perform activities focusing on verbal and non-verbal communication, assertiveness, and reflection skills.
- Group Activity: Develop and present an action plan for managing a hypothetical client problem using problem-management skills.
- Worksheet on Questioning Techniques: Create and evaluate open-ended and closed questions for different counseling scenarios.
- Presentation: Present the RUC Helping Model and its application in building effective helping relationships.
- Self-Assessment Exercise: Reflect on personal counseling skills through a checklist of motives, feelings, and mind skills.

B. A. II, SEMESTER – IV

Course Category: OE-IV

Course Name: Psychology for Happiness & Well-being

Course Number: --

Course Code: --

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

CO1: Understand the fundamental concepts of happiness and well-being.

CO2: Develop and implement strategies to enhance happiness and well-being.

Module I : Introduction to Happiness **(Total Hours- 15, Credit-01)**

1.1 What is Happiness?

a) Concept of Happiness
b) Determinants of Happiness: Biological, Psychological and Social
c) Triad of Happiness
    i. Through Our Senses
    ii. Feelings in Relationship
    iii. Learning and Awareness

1.2 Models of Happiness

a) Carol Ryff Six Factor Model
b) Corey Keyes's Duel Continuum Model
c) Seligman's PERMA Model
d) Ryan & Deci's Self-determination Theory
e) Panchkosha Model

1.3 Indian Perspective on Happiness

a) Charvaka Philosophy
b) Transcendent Perspective
c) Collectivist Perspective

Module II : Enhancing Happiness & Well-being **(Total Hours- 15, Credit-01)**

2.1 Factors Affecting on Happiness

a) Age
b) Gender

c) Culture
d) Marriage
e) Money
f) Nutrition & Exercise
g) Sleep
h) Having Friends & Maintaining Friendship
i) Yoga & Meditation

2.2 Enhancing Our Happiness & Well-being

a) Ways to Enhance Our Happiness
b) Ways to Enhance Our Well-being

2.3 Characteristics of Happy People

2.4 Importance of Happiness in Daily Life

LIST FOR READING:

1) Patra, Swati (2022). Positive Emotional States and Processes. IGNOU, New Delhi
2) Happiness and Well-being, The National Institute of Open Schooling
3) Human Values and Transformative Learning, SCERT, Delhi
4) James, B. Allen (2017) The Psychology of Happiness in the Modern World. A social Psychological Approach.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Happiness Collage: Create a visual collage showcasing factors that contribute to happiness, integrating cultural and personal perspectives.
- Short Film Creation: Develop a short video highlighting how practices like yoga, meditation, or maintaining friendships enhance happiness.
- Role Reversal Exercise: Students take on roles (e.g., different age groups, cultural backgrounds) to explore how happiness factors differ across demographics.
- Book or Article Review: Critically review a book or research article on happiness theories or well-being practices.
- Indian Philosophy Project: Create a comparative chart explaining Indian perspectives on happiness versus Western models.
- Field Interview: Conduct interviews with individuals to understand their views on happiness and factors that influence it.
- Guided Imagery Exercise: Lead a session on guided imagery to promote self-awareness about happiness and reflect on its effectiveness.

- Podcast Episode Creation: Record a group podcast discussing models of happiness and their relevance in daily life.
- Happiness Tree: Design a symbolic “happiness tree” where each branch represents a factor enhancing happiness, using examples.
- Interactive Quiz Design: Develop an engaging quiz based on theories and models of happiness for peers to participate in during class.

B. A. II, SEMESTER – IV

Course Category: SEC-IV

Course Name: Communication & Interview Skills

Course Number: --

Course Code: --

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

CO 1. Students will understand and explain the nature and importance of communication in various contexts.

CO 2. Students will develop and demonstrate effective interview skills through practice and application.

Module I : Fundamentals of Communication Skills (Total Hours- 15, Credit-01)

1.1 What is Communication?

a) Meaning & Definition of Communication

b) Different Forms of Communication

   i. Verbal Communication

   ii. Non-verbal Communication

   iii. Intrapersonal Communication

   iv. Interpersonal Communication

c) Remedies for Effective Communication

1.2 Specific Communication Skills

a) Developing Effective Listening Skills

   i. Listening Is an Art

   ii. Poor Listening vs Effective Listening

   iii. Types of Listening

   iv. Enhancing Listening Skills

b) Developing Speaking Skills

   i. Verbal Communication

   ii. Non-verbal Communication

   iii. Spelling & Pronunciation

   iv. Guidelines for Effective Presentation

c) Developing Reading Skills

i. Process of Reading
ii. Methods of Reading
iii. Types of Reading
iv. Tips for Improving Reading Skills

Module II : Interview Skills **(Total Hours- 10, Credit-01)**

2.1 What is Interview?

a) Concept of Interview
   i. 2.1.2 Purpose of Interview
   ii. 2.1.3 Types of Interview

2.2 Guidelines for Effective Interview

2.3 Preparation for Interview: Before, During & After

2.4 Do's & Don'ts in an Interview

2.5 Personality Traits: The Secret of Success in Interview

LIST FOR READING:

Kumar S., Lata P. (2023). Communication Skills. Oxford University Press, 2nd Edition.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Mock Interview
- Oral Examination

(Annexur-I)

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III

Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - IV	4	4	4		3	80	28		20	7
3.	MN –III	4	4	4		3	80	28		20	7
4.	VSC - I	2	2	2		2	40	14		10	04
5.	OE - III	2	2	2		2	40	14		10	04
6.	SEC - III	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV

Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –V	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VI	4	4	4		3	80	28		20	7
3.	MN –IV	4	4	4		3	80	28		20	7
4.	VSC - II	2	2	2		2	40	14		10	04
5.	OE – IV	2	2	2		2	40	14		10	04
6.	SEC – IV (Major)	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VEC	2	2	2		2	40	14		10	04
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

(Annexure-II)

SHIVAJI UNIVERSITY, KOLHAPUR

NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES

SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP/ CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC – ENG – II (2) VEC – DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Internship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR –IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP – (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR –XI (4) MAJOR –XII (2)	MAJOR-EL-1I (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
Total Credits	8+16+20+8+8		8+8+8	4+4+2	4+8	8+8	4+6		
	60		24	10	12	16	10	132	

SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	-	22	**Four Year UG Honours Degree 176**
SEM VIII (6.0)	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR-El-4 (4)	-	-	-	-	OJT (04)	22	
Credits	**14+14=28**	**4+4=08**	**4+0=4**	-	-	-	**0+4=4**	**44**	
Total Credits	**60+28+8**								
	96		**28**	**10**	**12**	**16**	**14**	**176**	
SEM VII (6.0)	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	**RP- (4)**	22	**Four Year UG Honours With Research Degree 176**
SEM VIII (6.0)	MAJOR -XXIV (4) MAJOR –XVX (4) MAJOR -XXVI (2)	MAJOR-El-4 (4)	-	-	-	-	**RP- (8)**	22	
Credits	**10+10=20**	**4+4=08**	**4+0=04**	-	-	-	**4+8=12**	**44**	
	60+20+8								
Total Credits	**88**		**28**	**10**	**12**	**16**	**22**	**176**	