

**FYBA/ BSc: Courses offered under NEP**

Vertical Head	Number of credits	Semester I	Semester II
Major Mandatory	4	Foundations of Psychology	Basic Cognitive Processes in Psychology
	2	Practicals in Psychology – 1	Practicals in Psychology – 2
VSC	2	Psychological test administration – 1	Psychological test administration – 2
IKS	2	Introduction to Indian Psychology	-
Minor	2	-	Introduction to Psychology
Open Elective (OE)	2+2	Psychology of Adjustment and Stress	Psychology of Interpersonal Relationships
		Consumer and Advertisement Psychology	Psychology and Social Issues
SEC	2	Art of Effective Communication	Managing Relationship, Conflicts and Stress
VEC	2	Environmental Psychology	Health, Behaviour and Environment

**Name of the Programme : B.A./ B.Sc. Psychology**  
**Program Code :**  
**Class : F.Y.B.A./ F.Y.B.Sc.**  
**Semester : I**  
**Course Type : MAJOR MANDATORY THEORY**  
**Course Name : Foundations of Psychology**  
**Course Code : PSY101 MJ**  
**No. of hours : 60**  
**No. of Credits : 04**

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**Course Outcomes:**

Upon successful completion of this course, students will be able to

1. Define and explain Psychology as a science along with its goals.
2. Describe the various biological processes and structures of the brain, nervous system and glands that form the basis of behaviour.
3. Explain motivation, it's types, emotions, basic emotions and emotional intelligence.
4. Explain and discuss Personality, its nature and specified theories.
5. Explain and discuss learning, types and specified theories.

**Unit 1: Introduction to Psychology** **(Lecture- 15)**

- 1.1 Psychology: Definition and Goals
- 1.2 Perspectives of Psychology
- 1.3 Fields of Psychology
- 1.4 Research methods in Psychology: Observation, Experimental, Survey and Case Study

**Unit 2: Biological Bases of Behavior** **(Lecture- 15)**

- 2.1 Neurons: Structure and Function
- 2.2 Neurotransmitters: Acetylcholine, Serotonin, Dopamine, Endorphin
- 2.3 The Nervous System:
  - a) Central Nervous System: Brain and Spinal Cord
  - b) Peripheral Nervous System: Somatic and Autonomic
- 2.4 The Endocrine Glands: Pituitary, Thyroid, Parathyroid, Adrenal, Gonads

**Unit 3: Motivation and Emotion** **(Lecture- 15)**

- 3.1 Motivation: Definition and Maslow's Hierarchy
- 3.2 Types of Motivation: Physiological and Social
- 3.3 Emotion: Definition and Basic Emotions, Importance of Emotion
- 3.4 Emotional Intelligence: Definition and Components

**Unit 4: Personality and Learning** **(Lecture- 15)**

- 4.1 Personality: Definition, Nature and Misconceptions
- 4.2 Theories of Personality: Freud's Psychoanalytical Theory

Trait theory of Personality: Allport's, Big-5 Model

4.3 Learning: Definition and Types

4.4 Conditioning: Classical Conditioning, Operant Conditioning

**Readings:**

Baron, R. and Misra, G. (2016). Psychology: Indian Subcontinent Edition. Noida: Pearson  
Ciccarelli, S. K.; White J. N. Adapted by Misra, G. (2018). Psychology (5<sup>th</sup> Edition). Noida:  
Pearson.

Feldman R. S. (2015). Understanding Psychology (12<sup>th</sup> Ed.) New Delhi : Tata McGraw Hill.  
Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson  
& Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन, नाशिक.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : MAJOR MANDATORY THEORY**

**Course Name : **Basic Cognitive Processes in Psychology****

**Course Code : PSY151 MJ**

**No. of hours : 60**

**No. of Credits : 04**

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**Course Outcomes:**

Upon successful completion of this course, students will be able to

1. Define and explain the concepts, processes, and types related to sensation, attention, perception.
2. Define, explain and discuss thinking, reasoning, problem solving and the meaning and stages of creative thinking.
3. Explain and discuss Intelligence, individual differences, specified theories, compare human and artificial intelligence.
4. Explain and describe memory, stages, types, models of memory, definition and causes of forgetting.

**Unit 1: Sensation, Attention and Perception**

**(Lecture- 15)**

1.1 Sensation: Definition and Nature

1.2 Attention: Definition, Types, and Determinants

1.3 Perception: Definition, laws of perceptual organization

1.4 Perceptual Illusions: Definition and types – Muller-Lyer, Poggendorff

**Unit 2: Thinking and Problem Solving**

**(Lecture- 15)**

2.1 Thinking: Definition, Nature

2.2 Reasoning: Meaning and Type- Inductive and Deductive reasoning

2.3 Problem solving: Definition, and Methods- (Trial and Error, and Insight methods)

2.4 Creative thinking: Meaning, Stages of creative thinking

**Unit 3: Intelligence**

**(Lecture- 15)**

3.1 Intelligence: Definition and Basic Concepts (MA, CA, IQ)

3.2 Individual Differences: Mentally Challenged and Gifted People

3.3 Intelligence: Theories; Gardner's Theory, Cattell's Theory

3.4 Human and Artificial Intelligence

**Unit 4: Memory**

**(Lecture- 15)**

4.1 Memory: Definition and Process

4.2 Types of Memory (Sensory, Short Term or Working, Long Term)

4.3 Models of Memory: Atkinson and Shiffrin model, Craik and Lockhart's Levels of processing model,  
4.4 Forgetting: Definition, Causes of forgetting, and Memory improvement techniques

**Readings:**

Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5<sup>th</sup> Edition). Pearson.

Feldman R. S. (2015). Understanding Psychology (12<sup>th</sup> Ed.) New Delhi: Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र, स्वयंभू प्रकाशन, नाशिक .

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : I**

**Course Type : MAJOR MANDATORY PRACTICAL**

**Course Name : Practicals in Psychology – 1**

**Course Code : PSY102 MJP**

**No. of hours : 60**

**No. of Credits : 02**

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### **1. Introduction to the Non-Laboratory Practicals :**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives.

One, Psychology is the science that deals with studying human and animal behaviour and it has adopted four goals i.e. description, explanation, prediction and controlling.

Two, the major focus in the NEP is on literacy and numeracy. The pedagogical shift is from rote learning to holistic, practical and problem-solving education.

Three, the NEP focuses on skills-based education and it has multiple entry and multiple exit. So at every level of the curriculum the students should be trained in a skills oriented manner. The course of non-laboratory practical will be helpful to the students to learn basic research based psychological skills.

### **2. Structure of the Non-Laboratory Practical :**

#### **Brief on Non-Laboratory Practicals:**

- Psychology is a science because it follows different tools and techniques of scientific observation.
- In the present course, the students will learn different tools of data collection and its report writing.
- Tools of data collection like observation, interview, survey, case study etc.
- They will apply these tools to understand the various concepts given in psychology. Concepts like perception, learning, memory techniques etc will be understood.
- Importantly, being its first semester of UG certificate program, the basic concepts will be introduced briefly and at the introductory level.
- The titles will be framed as ‘Observing memory techniques used by the people to remember their mobile number’, ‘The behaviour of newly joined members in a group’, ‘systematic study of advertisement pamphlets’, ‘Systematic study of advertisement on television’, ‘arrangement of the articles in shop’.

### **3. Course Outcomes :**

After completing this course the students will learn the

- (i) basic concepts of psychology.
- (ii) basic orientation on experimentation

- (iii) basic skills of report writing in psychology.

**4. Operationalization of the Course:** The course will be operationalized in the following manner.

- a. There will be a batch of 15 students.
- b. The concept of the demonstration through practicals will be synchronized with the theory-based course.
- c. Students will be brief on a psychological concept and it's on field demonstration. They will explain the importance of consent and confidentiality.
- d. The field based practical will be conducted.
- e. The students will write field-based observations in a given workbook.
- f. There will be four practicals.

**5. Assessment of the student:**

The structure of the assessment as follows.

- a. There will be a batch of 8 students for practical examination
- b. Students will be given one practical out of six by preference-sheet.
- c. Students have to give a brief presentation on a practical given in the examination. A brief presentation contains title, introduction, tool used, observation made and learning from a given practical.
- d. Question-answers will be followed by the brief presentation on the topic.

**Format of Examination – Scheme of Marking**

Seat No	Journal	Report Writing				Brief Presentation				Viva				Total
		1	2	3	4	5	6	7	8	9	10	12	13	
	I	I	E	T	Avg	I	E	T	Avg	I	E	T	Avg	1+ 5+ 9+ 14

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : MAJOR MANDATORY PRACTICAL**

**Course Name : Practicals in Psychology – 2**

**Course Code : PSY152 MJP**

**No. of hours : 60**

**No. of Credits : 02**

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### **1. Introduction to the Non-Laboratory Practicals :**

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives.

One, Psychology is the science that deals with studying human and animal behaviour and it has adopted four goals i.e. description, explanation, prediction and controlling.

Two, the major focus in the NEP is on literacy and numeracy. The pedagogical shift is from rote learning to holistic, practical and problem-solving education.

Three, the NEP focuses on skills-based education and it has multiple entry and multiple exit. So at every level of the curriculum the students should be trained in a skills oriented manner. The course of non-laboratory practical will be helpful to the students to learn basic research based psychological skills.

### **2. Structure of the Non-Laboratory Practical :**

#### **Brief on Non-Laboratory Practicals:**

- Psychology is a science because it follows different tools and techniques of scientific observation.
- In the present course, the students will learn different tools of data collection and its report writing.
- Tools of data collection like observation, interview, survey, case study etc.
- They will apply these tools to understand the various concepts given in psychology. Concepts like perception, learning, memory techniques etc will be understood.
- Importantly, being its first semester of UG certificate program, the basic concepts will be introduced briefly and at the introductory level.
- The titles will be framed as ‘Observing memory techniques used by the people to remember their mobile number’, ‘The behaviour of newly joined members in a group’, ‘systematic study of advertisement pamphlets’, ‘Systematic study of advertisement on television’, ‘arrangement of the articles in shop’.

### **3. Course Outcomes :**

After completing this course the students will learn the

- (iv) basic concepts of psychology.

- (v) basic orientation on experimentation
- (vi) basic skills of report writing in psychology.

**4. Operationalization of the Course:** The course will be operationalized in the following manner.

- e. There will be a batch of 15 students.
- f. The concept of the demonstration through practicals will be synchronized with the theory-based course.
- g. Students will be brief on a psychological concept and it's on field demonstration. They will explain the importance of consent and confidentiality.
- h. The field based practical will be conducted.
- e. The students will write field-based observations in a given workbook.
- f. There will be four practicals.

**5. Assessment of the student:**

The structure of the assessment as follows.

- e. There will be a batch of 8 students for practical examination
- f. Students will be given one practical out of six by preference-sheet.
- g. Students have to give a brief presentation on a practical given in the examination. A brief presentation contains title, introduction, tool used, observation made and learning from a given practical.
- h. Question-answers will be followed by the brief presentation on the topic.

**Format of Examination – Scheme of Marking**

Seat No	Journal	Report Writing				Brief Presentation				Viva				Total
	1	2	3	4	5	6	7	8	9	10	12	13	14	
	I	I	E	T	Avg	I	E	T	Avg	I	E	T	Avg	1+ 5+ 9+ 14

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : I**

**Course Type : VSC UNDER MAJOR**

**Course Name : Psychological Test Administration 1**

**Course Code : PSY121 VSC**

**No. of hours : 30**

**No. of Credits : 02**

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**Course Outcomes:**

Upon successful completion of this course, students will

1. Explain the core concepts used in the psychological tests
2. Receive hands on training on application of Psychological tests.

**Unit 1: Introduction to Psychological Testing - part-1**

**15**

1. Nature, Definition
2. Introduction to psychometric properties of the test
3. Classification of tests
4. Ethics in testing

**Unit 2: Application/ Hands on training**

**15**

1. To administer (any Two of these test) on **ONESELF**
  - i. Study of Values
  - ii. Personality test
  - iii. Adjustment inventory
  - iv. Emotional Intelligence test
2. Points for writing the report-
  - a. Title of test
  - b. Purpose of the test
  - c. Information of self
  - d. Introduction of the test
  - e. psychometric properties of the test
  - f. self-administration and scoring
  - g. introspective report

**READINGS**

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.

Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : VSC UNDER MAJOR**

**Course Name : Psychological Test Administration 2**

**Course Code : PSY171 VSC**

**No. of hours : 30**

**No. of Credits : 02**

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**Course Outcomes:**

Upon successful completion of this course, students will

1. Explain the core concepts used in the psychological tests
2. Receive hands on training on conducting Psychological tests on small group of individuals.

**Unit 1: Introduction to Psychological Testing - part-2**

**15**

1. classification of tests
2. uses/ applications

**Application/ Hands on training**

**15**

1. To administer (any ONE of these test) on a Group of 5 students at least
  - i. Study of Values
  - ii. Personality test
  - iii. Adjustment inventory
  - iv. Emotional Intelligence test
2. Points for writing the report-
  - a. Title of test
  - b. Purpose of the test
  - c. Case history
  - d. Introduction of the test
  - e. psychometric properties of the test
  - f. self-administration and scoring
  - g. introspective report

**READINGS**

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.

Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : I**

**Course Type : IKS UNDER MAJOR**

**Course Name : Introduction to Indian Psychology**

**Course Code : PSY101 IKS**

**No. of hours : 30**

**No. of Credits : 02**

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**Course Outcomes:**

Upon successful completion of this course, students will

1. Summarise the fundamental concepts of Indian Psychology
3. Examine various concepts such as consciousness, mind-body complex, etc. as per the various traditions and compare it with the western thoughts.
4. Illustrate the applications of Indian Psychology in various fields such as mental health and positive psychology

**Unit 1: Scope, Substance and Methods of Indian Psychology (15)**

1. Psychology in the Indian Tradition
2. Sources of Indian Psychology
3. Methods of study in Indian Psychology
4. Cultural Climate and Conceptual Roots of Indian Psychology

**Unit 2: Indian Psychology: Applications**

1. Consciousness in Indian Psychology: Advaita, Buddhist and Sakhya-Yog perspectives
2. Mind-Body Complex in Indian Psychology
3. Meditation and Mindfulness

**READINGS**

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India.

Verma, M. C. (2010). Foundations of Indian Psychology, Volume 1: Theories and Concepts (Vol. 1). Pearson Education India.

**REFERENCE BOOKS**

Banavathy, V. K., & Choudry, A. (2015). Indian psychology: Understanding the basics. International Journal of Yoga-Philosophy, Psychology and Parapsychology, 3(1), 9

Dalal, A.K., and Misra, G. (2010). The core and context of Indian psychology." Psychology and developing societies 22.1: 121-155.

Rao, K., Anand C. Paranjpe, and Ajit K. Dalal. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.

Sreeja Gangadharan, P., & Jena, S. P. K. (2016). Understanding Mind through Indian Psychology.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : MINOR**

**Course Name : Introduction to Psychology**

**Course Code : PSY191 MN**

**No. of hours : 30**

**No. of Credits : 02**

**Course Outcomes:**

Upon successful completion of this course, students will be able to

1. To understand the nature of Psychology and goals of psychology
2. To understand the basic psychological processes involved in Sensation, attention and perception.

**Unit 1: Introduction and Applications of Psychology (15)**

- 1.1 Psychology: Definition, Goals and scientific nature of Psychology,
- 1.2 Applications of Psychology in various fields- Branches of Psychology.
- 1.3 Need of Counselling and role of counsellor in different areas.
- 1.4 Importance of Psychology in day today life.

**Unit 2: Psychological Processes involved in sensation, attention and perception. (15)**

- 2.1 Sensation: Definition and nature.
- 2.2 Attention: Definition, nature, determinants, types
- 2.3 Perception-Nature and principles of perceptual organisation
- 2.4 Perceptual illusions: Definition and types – Muller-Lyer, Poggendorff

**READINGS**

Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5th Edition). Pearson.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Carole, W. and Carol, T. (2007). Psychology (7th Edition). Pearson Education, India.

Feldman S. R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन नाशिक .

मुंदडा आणि खलाने(२०१३). मानस शास्त्राची मूलतत्त्वे. अथर्व प्रकाशन जळगाव

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : I**

**Course Type : OPEN ELECTIVE A (1)**

**Course Name : **Psychology of Adjustment and Stress****

**Course Code : OE – 101 – PSY**

**No. of hours : 30**

**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Describe determinants of adjustment and perception towards change.
2. Discuss the different types of stress and responses to it.
3. Differentiate ways of coping with stressor in modern life.

**Unit 1: INTRODUCTION TO PSYCHOLOGY, ADJUSTMENT AND STRESS [15]**

**1.1 Psychology: Definition, Nature, Scope and Goals**

**1.2 Adjustment: Definition, Determining Adjustment in Individuals**

**1.3 Perception of Change: Positive and Negative Change Events, Planned and Unplanned Change,**

**1.4 Stress: Meaning and Nature; Types of stress (Frustration, Conflict, Change, Pressure); Responses to Stress: Emotional, Physiological, Behavioural Responses**

**Unit 2: COPING WITH STRESS**

**[15]**

**2.1 Common Coping Patterns: Giving Up, Striking Out at Others, Indulging Yourself, Blaming Yourself, Using Defensive Coping**

**2.2 Appraisal-Focused Constructive Coping: Ellis's Rational Thinking, Humor, and Positive Reinterpretation**

**2.3 Problem-Focused Constructive Coping: Using Systematic Problem Solving, Seeking Help, Using Time More Effectively, and Improving Self-Control**

**2.4 Emotion-Focused Constructive Coping: Enhancing Emotional Intelligence, Releasing Pent-Up Emotions, Managing Hostility and Forgiving Others, Meditating, and Using Relaxation Procedures**

**READINGS**

Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12<sup>th</sup> Ed.). Canada: Cengage Learning.

Moritsugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M. (2017). Psychology of Adjustment: The Search for Meaningful Balance. New Delhi: Sage Publications, Inc.

**REFERENCE BOOKS**

Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology (5<sup>th</sup> Ed. Indian Adaptation). Pearson India Education Services Pvt. Ltd.

Feldman, S. R. (2021). Essentials of understanding psychology (14<sup>th</sup> Ed.) Mc Graw Hill.  
Ogden, J. (2017). Health psychology: A textbook (4<sup>th</sup> ed.).McGraw Hill Education.  
Taylor, S. E. (2018). Health Psychology (10<sup>th</sup> ed). McGraw Hill Higher Education. Indian  
Edition

**Name of the Programme : B.A./ B.Sc. Psychology**  
**Program Code :**  
**Class : F.Y.B.A./ F.Y. B.Sc.**  
**Semester : I**  
**Course Type : OPEN ELECTIVE B (1)**  
**Course Name : Consumer and Advertisement Psychology**  
**Course Code : OE – 102 – PSY**  
**No. of hours : 30**  
**No. of Credits : 02**

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**Course Outcomes:**

At the end of this course, students will be able to:

1. Describe the role of psychology in understanding the consumer and advertisements.
2. Evaluate how the knowledge of attention and perception can be used to influence consumers behaviour.
3. Discuss the role of learning and memory in understanding consumer behaviour.
4. Evaluate how consumer's emotions and attitude can influence their behaviour.

**Unit 1: CONSUMER AND ADVERTISEMENT PSYCHOLOGY [15]**

- 1.1 Consumer Psychology and Advertising (Role of Attention, Elaborating on advertising messages)
- 1.2 Psychological factors in effective advertisements
- 1.3 Attention: Nature and what attracts consumers' attention?
- 1.4 Consumer's Perception: Definition, Gestalt Theory

**Unit 2: CONSUMER'S COGNITION AND BEHAVIOUR [15]**

- 2.1 Consumer's Learning: Behavioural, Cognitive Learning and Social Learning
- 2.2 Consumer Memory: Memory system, & how can marketers aid consumer memory?
- 2.3 Emotions: Impact of emotions upon decision-making
- 2.4 Attitude: How attitudes are generated? Theories of attitudinal change, do attitudes predict behaviour?

**READINGS**

- Fennis, B.M. & Stroebe, W. (2010). *The Psychology of Advertising*. East Sussex: Psychology Press.
- Foxall, G. (1997). *Marketing Psychology: The paradigm in the wing*. New York: Palgrave.
- Jansson-Boyd, C. V. & Zawisza, M.J. (2017). *Routledge International Handbook of Consumer Psychology*. New York: Routledge.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. New York: Open University Press.
- Kahle, L.R. & Kim, C. (2006). *Creating Images and the Psychology of Marketing Communication*. London: Lawrence Erlbaum Associates, Inc.
- Norton, M.I., Rucker, D.D., & Lambertson, C. (2015). *The Cambridge Handbook of Consumer Psychology*. New York: Cambridge University Press.

Young, B.M. (2018). *Consumer Psychology: A Life Span Developmental Approach*. Exeter, UK: Palgrave.

**Name of the Programme : B.A./ B.Sc. Psychology**  
**Program Code :**  
**Class : F.Y.B.A./ F.Y. B.Sc.**  
**Semester : II**  
**Course Type : OPEN ELECTIVE A (2)**  
**Course Name : **Psychology of Interpersonal Relationships****  
**Course Code : OE – 151 – PSY**  
**No. of hours : 30**  
**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Explain the determinants of attraction and relationship development.
2. Discuss psychological aspects of friendship and romantic love
3. Discuss the marital adjustment across the Family Life Cycle and vulnerable areas in marital adjustment
4. Describe the factors affecting decision for marriage and alternatives to marriage

**Unit 1: FRIENDSHIP AND LOVE**

**[15]**

- 1.1 Perspectives on Close Relationships, Initial Attraction and Relationship Development
- 1.2 Friendship: What Makes a Good Friend? Gender Differences in Friendship
- 1.3 Romantic Love: Sexual Orientation and Love, Gender Differences Regarding Love, Theories of Love
- 1.4 Loneliness & overcoming Loneliness

**Unit 2: MARRIAGE AND INTIMATE RELATIONSHIPS**

**[15]**

- 2.1 Marriage: The Motivation to Marry, Selecting a Mate, Predictors of Marital Success
- 2.2 Marital Adjustment across the Family Life Cycle
- 2.3 Vulnerable Areas in Marital Adjustment
- 2.4 Intimate Violence and Divorce

**READINGS**

- Weiten, W.; Dunn, D. S. and Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21<sup>st</sup> century (12<sup>th</sup> Ed.). Cengage Learning, Canada.
- Baron, R. A., Branscombe, N. R., and Byrne, D. Bhardwaj, Gopa. (2008). Social Psychology. (12<sup>th</sup> Ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009.
- Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). Applied Social Psychology: Understand and Addressing Social and Practical Problems (3<sup>rd</sup> Ed.). New Delhi: Sage Publication, Inc.
- Steg, L., Buunk, A. P. & Rothegetter, T. (2008). Applied Social Psychology: Understanding and Managing Social Problems. New York: Cambridge University Press.

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : OPEN ELECTIVE B (2)**

**Course Name : **Psychology and Social Issues****

**Course Code : OE – 152 – PSY**

**No. of hours : 30**

**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Discuss the nature of Stereotyping, Prejudice and Discrimination and cure for it.
2. Describe the concept of cultural diversity and its consequences.
3. Explain psychology of political leadership and voting behaviour.
4. Explain the effect of environmental stressors on human behaviour and the role of value, social norms and emotions in promoting pro-environment behaviour.

**Unit 1: Stereotyping, Prejudice and Discrimination [15]**

- 1.1 Nature and Origin of Stereotyping
- 1.2 Prejudice: Definition, Nature, and Causes
- 1.3 Discrimination: Prejudice in action
- 1.4 Overcoming Stereotyping, Prejudice and Discrimination

**Unit 2: Applying Psychology to Political and Environmental Issue [15]**

- 2.1 Political Leadership: Big Five Personality Factors, Profiling political leaders, crisis decision making, group thinking
- 2.2 Voting Behaviour: To vote or Not to vote? Theory of Reasoned action, The Michigan Model of Voting, Online model of candidate evaluation
- 2.3 Environmental Stress & its Effects: Noise, Crowding, Poor housing quality, poor neighbourhood, Traffic Congestions
- 2.4 Pro-environment behaviour: Values, Social Norms, and Emotions

**READINGS**

Baron, R. A. & Branscombe N. R. (2012). Social Psychology (13<sup>th</sup> Ed.). New Jersey: Pearson Education, Inc.

Steg, L. & De Groot, J.I.M. (2018). Environmental Psychology: An Introduction (2<sup>nd</sup> Ed.). NJ: John Wiley & Sons Ltd.

**REFERENCE BOOKS**

Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). Applied Social Psychology: Understand and Addressing Social and Practical Problems (3<sup>rd</sup> Ed.). New Delhi: Sage Publication, Inc.

Steg, L., Buunk, A. P. & Rothegetter, T. (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. New York: Cambridge University Press.

**Name of the Programme : B.A./ B.Sc. Psychology**  
**Program Code :**  
**Class : F.Y.B.A./ F.Y. B.Sc.**  
**Semester : I**  
**Course Type : SKILL ENHANCEMENT COURSE (SEC)**  
**Course Name : **Art of Effective Communication****  
**Course Code : SEC – 101 – PSY**  
**No. of hours : 30**  
**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Describe and use principles of verbal, non-verbal and emotional communications
2. Demonstrate the uses of different channels of nonverbal communication
3. Demonstrate use of effective verbal message and emotional competence
4. Apply the strategies for impression formation and impression management

**UNIT 1: FOUNDATION OF INTERPERSONAL COMMUNICATION [15]**

- 1.1 The Nature and Elements of Interpersonal Communication
- 1.2 Principles of Communication: Verbal message, Non-verbal message, Emotional Messages
- 1.3 Channels of Nonverbal Communication
- 1.4 Barriers of Communication

**UNIT 2: EFFECTIVE COMMUNICATION [15]**

- 2.1 Perception in Interpersonal Communication
- 2.2 Listening: Process, Barriers and Styles of Effective Listening
- 2.3 Guidelines for Using Verbal Messages Effectively & Emotional Competence
- 2.4 Impression Formation & Impression Management: Goals and Strategies

**READINGS**

- DeVito, J. A. (2016). *The Interpersonal Communication Book* (14th Ed). New York: Pearson Education Limited.
- Baron R, Byrne D, Branscombe N. (2014). *Social Psychology*, 13<sup>th</sup> edition, Pearson Publication, New Delhi.
- Barker, A. (2010). *Improve your Communication Skills*. New Delhi: Kogan Page Limited.
- Hayes, J. (2002). *Interpersonal Skills At Work*, USA, Routledge.
- Mitra, B.K. (2016). *Personality Development and Soft Skills* (2nd Ed). New Delhi: Oxford University Press.
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- Dr. Jayshri Nemade (2021). *Vyaktimatv Vikas*, Prashant Pub. Jalgaon.

Dr. Labhane, Dr. Jadhav & Dr. Sontakke (2014). Pragat Samajik Manasshastra, Prashant Pub. Jalgaon.

Inamdar, Gadekar & Patil (2014). Pragat Samajik Manasshastra, Diamond Pub., Pune.

Golwilkar S, Abhyankar S, Kher T. (2012). Samajik Manasshastra, Narendra Prakashan, Pune.

**Name of the Programme : B.A./ B.Sc. Psychology**  
**Program Code :**  
**Class : F.Y.B.A./ F.Y. B.Sc.**  
**Semester : II**  
**Course Type : SKILL ENHANCEMENT COURSE (SEC)**  
**Course Name : **Managing Relationship, Conflicts and Stress****  
**Course Code : SEC – 151 – PSY**  
**No. of hours : 30**  
**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

- 1) Describe the concept of self and self-esteem.
- 2) Explain characteristics, types, of conflict and conflict management strategies.
- 3) Demonstrate use of SWOT analysis and be able to use the various skills required for self-functioning.
- 4) Use healthy coping strategies for effective management of stress and its consequences.

Unit I- Management Of Interpersonal Relationship 15 Lectures

1. Relationship Stages and Relationship Communication
2. Interpersonal Relationship Types: Friendship
3. Interpersonal Relationship Types: Love
4. Interpersonal Relationship Types: Family

Unit II- Interpersonal Conflict & Stress Management 15 Lectures

1. Interpersonal Conflict: Preliminaries and Principles
2. Conflict Management Strategies
3. Stress: Nature & Types
4. Effect of Stress and Management of Stress

**READINGS**

- DeVito, J. A. (2016). The Interpersonal Communication Book (14th Ed). New York: Pearson Education Limited.
- Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12<sup>th</sup> Ed.). Canada: Cengage Learning.
- Dr. Jayshri Nemade (2021). Vyaktimatv Vikas, Prashant Pub. Jalgaon.
- Tadsare, Tambake, Patil & Darekar (2003) Samajik Manasshastra, Phadke Prakashan, Kolhapur.
- Golwilkar S , Abhyankar S , Kher T. (2012) Samajik Manasshastra, Narendra Prakashan, Pune

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : I**

**Course Type : VALUE EDUCATION COURSE (VEC)**

**Course Name : ENVIRONMENTAL PSYCHOLOGY**

**Course Code : VEC – 101 – PSY**

**No. of hours : 30**

**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Explain the effects of noise on mental health and social behaviour.
2. Describe the impact of natural disasters and air pollution on psychological health.

**Unit 1: ENVIRONMENT PSYCHOLOGY (15)**

- 1.1 Definition, Nature and Characteristics of Environment Psychology
- 1.2. What is Noise? Source of Noise, Effects of Noise on Mental Health.
- 1.3 Noise and Social Behavior

**Unit-II CLIMATE, DISASTER, POLLUTION AND BEHAVIOUR (15)**

- 2.1 Climate Change and Behavior.
- 2.2. Natural Disaster and Its Psychological Effects
- 2.3. Air Pollution and its Effects on Health and Social Behavior

**READINGS**

Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology. 5th Edition. Routledge, Taylor & Francis Group.

Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.

Stokols, D., & Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.

Swain, S. (2010). Applied Psychology: India – specific and Cross – cultural approaches. New Vishal Publications.

Linda. S., & Judith I, M.de.Groot (2018) Environmental psychology: An introduction 2<sup>nd</sup> Edition Wiley-Blackwell

**Name of the Programme : B.A./ B.Sc. Psychology**

**Program Code :**

**Class : F.Y.B.A./ F.Y. B.Sc.**

**Semester : II**

**Course Type : VALUE EDUCATION COURSE (VEC)**

**Course Name : HEALTH, BEHAVIOUR AND ENVIRONMENT**

**Course Code : VEC – 151 – PSY**

**No. of hours : 30**

**No. of Credits : 02**

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**Course outcomes:**

At the end of this course, students will be able to:

1. Explain the effects of crowding on mental health and social behaviour.
2. Describe the impact of temperature and environmental stress on health.

**Unit-I CROWDING AND HEALTH**

**(Lectures 15)**

- 1.1 Crowding – Definition, Effects of Crowding,
- 1.2 Eliminating the Causes and Effects of Crowding.
- 1.3 Effects of Urban Life on the City Dweller.

**Unit-II ENVIRONMENTAL IMPACT ON BEHAVIOUR**

**(Lectures 15)**

- 2.1. Cold Temperature and Health
- 2.2. Heat and Behaviour
- 2.3. Effects of Environmental Stress in Life

**References:**

- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). *Environmental Psychology*. 5th Edition. Routledge, Taylor & Francis Group.
- Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
- Stokols, D., & Atmann, I. (Eds) (1987). *Handbook of Environmental Psychology*. New York: Wiley.
- Swain, S. (2010). *Applied Psychology: India – specific and Cross – cultural approaches*. New Vishal Publications.
- Bell, P A, J D Fisher, Loomis R J. 1978. *Environmental Psychology*. Philadelphia: W.E. Saunders Co.
- Fisher J D, P A Bell, Baum A. 1984. *Environmental Psychology, 2nd Edition*. NewYork: Holt Rinehart & Winston.
- Pajeons, J D. 1977. *Environment and Behaviour*. Massachusetts: Addison and Wesley Publishing.