

Savitribai Phule Pune University

(Formerly University of Pune)



B.A. PSYCHOLOGY

With Major: Psychology
(Faculty of Arts)

Syllabus for S.Y.B.A. Psychology

(For Colleges Affiliated to Savitribai Phule Pune University)

Choice Based Credit System (CBCS) Syllabus

As Per National Education Policy (NEP-2020)

To be implemented from
2025-2026

पदवी अभ्यासक्रमाची संरचना

Savitribai Phule Pune University, Pune
Credit Framework for Under Graduate (UG) (2024 – 25) (3 Subjects) for Faculty of Humanities

Level / Difficulty	Sem	Subject DSC-1 Course	Subject DSC-2 Discipline Specific Course	Subject DSC-3 Discipline Specific Course	GE/OE Generic Elective / Open Elective	SEC Skill Enhancement Course	IKS Indian Knowledge System	AEC Ability Enhancement Course	VEC Value Education Course	CC Co-curricular Courses	Total			
4.5 / 100	I	2 (T) + 2 (P) (T – Theory/ P- Practical)	2 (T)+2(P)	2(T)+2 (P)	2 (T) From Other Faculty	2 (T)	2 (T) Generic	2 (T) English	2 Indian Constitution	–	22			
	II	2 (T) + 2 (P)	2(T)+2(P)	2(T)+2 (P)	2 (P)	2 (P)	–	2 (T) English	2 Indian Constitution	2 NSS/NCC/Others	22			
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor Continue option: Students will select one subject among (subject I, subject II and subject III) as major and another as minor and third subject will be dropped.														
Level / Difficulty	Sem	Credits Related to Major					Minor	GE/OE	SEC	IKS	AEC	VEC	CC	Total
		Major Core	Major Elective	VSC Vocational Skill Course	FP / OJT/ CEP Field Project/On Job Training /Community Engagement Programme									
5.0 / 200	III	4 (T) + 2 (P)	–	2 (T)	2 (FP)	–	2(T)+2(P)	2 (T)	–	2 (T) (Major Subject Specific)	2 (T)	–	2 NSS/NCC/Physical Education/Others	22
	IV	4 (T) + 2 (P)	–	2 (P)	2 (CEP)	–	2(T)+2(P)	2 (P)	2 (P)	–	2 (T)	–	2 NSS/NCC/Physical Education/Others	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor														
5.5 / 300	V	8(T) + 4(P)	2 (T) + 2 (P)	2 (T)	2 (FP/CEP)	–	2(T)	–	–	–	–	–	–	22

Prof. (Dr.) Vijay Khare
Dean, Faculty of Humanities
Savitribai Phule Pune University

PROGRAMME STRUCTURE

Semester III						
1: Vertical; 2: Credits; 3: Course Code; 4: Title of the Course; 5. Total Teaching hours; 6: No of Lecture per week; 7: Maximum Marks-Int+Ext=Total)						
1	2	3	4	5	6	7
Major	4	PSY-201-MJT	Developmental Psychology	60	4	30+70=100
Major	2	PSY-202-MJP	Practical on Developmental Psychology	60	2	15+35=050
VSC	2	PSY-221-VSC	Basics of Counselling (T)	30	2	15+35=050
Field Project (FP)	2	PSY-231-FP	Field Project	60	2	15+35=050
Minor	2	PSY-241-MNT	Interpersonal Skills	30	2	15+35=050
Minor	2	PSY-242-MNP	Psychology Minor Practical – 1	60	2	15+35=050
OE	2	OE-201-PSY	Consumer Psychology	30	2	15+35=050
IKS	2	PSY-200-IKS	Basics of Indian Psychology	30	2	15+35=050
AEC	2	--	As Per the SPPU Basket (Modern Indian Languages)	30	2	15+35=050
CC	2	--	As Per the SPPU Basket (NCC/NSS/Physical Education/Other)	30	2	15+35=050
Total Credit	22					

Semester IV						
1: Vertical; 2: Credits; 3: Course Code; 4: Title of the Course; 5. Total Teaching hours; 6: No of Lecture per week; 7: Maximum Marks-Int+Ext=Total)						
1	2	3	4	5	6	7
Major	4	PSY-251-MJT	Abnormal Psychology	60	4	30+70=100
Major	2	PSY-252-MJP	Practical on Abnormal Psychology	30	2	15+35=050
VSC	2	PSY-271-VSC	Developing Counselling Skills (P)	60	2	15+35=050
CEP	2	PSY-281-CEP	CEP: Community Engagement Program.	60	2	15+35=050
Minor	2	PSY-291-MNT	Adjustment and Adaptability Skills	30	2	15+35=050
Minor	2	PSY-292-MNP	Psychology Minor Practical 2	60	2	15+35=050
OE	2	OE-251-PSY	Advertising Psychology (P)	60	2	15+35=050
SEC	2	PSY-251-SEC	Self Profile for Career Choice (P)	60	2	15+35=050
AEC	2	--	As Per the SPPU Basket (Modern Indian Languages)	30	2	15+35=050
CC	2	--	As Per the SPPU Basket (NCC/NSS/Physical Education/Other)	30	2	15+35=050
Total Credit	22					

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY THEORY

Course Name : Developmental Psychology

Course Code : PSY-201 MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Understand major theoretical perspectives in developmental psychology.
2. Analyze the biological, cognitive, social, and emotional changes across the lifespan
3. Evaluate research methods and findings in developmental psychology
4. Apply developmental principles to real-world contexts
5. Critically examine contemporary issues in human development

Unit 1: Foundations of Developmental Psychology (15)

- 1.1 Introduction to Developmental Psychology: Definition, scope, and significance of developmental psychology; Principles of development; Approaches to understanding development; Nature vs. nurture debate and gene-environment interactions
- 1.2 Major Theoretical Perspectives: Psychoanalytic theories: Freud's psychosexual stages, Erikson's psychosocial theory; Cognitive theories: Piaget's cognitive development, Vygotsky's sociocultural theory; Learning theories: Classical conditioning, operant conditioning, social learning theory; Ecological systems theory: Bronfenbrenner's bioecological model
- 1.3 Research Methods in Developmental Psychology: Cross-sectional, longitudinal, and cross-sequential designs; Experimental and observational methods; Ethical considerations in developmental research; Challenges in studying development across age groups
- 1.4 Prenatal Development and Birth: Stages of prenatal development (germinal, embryonic, fetal); Teratogens and environmental influences on prenatal development; Birth process and complications; Newborn capabilities and reflexes

Unit 2: Infancy and Early Childhood Development (15)

- 2.1 Physical and Motor Development (0-6 years): (Growth patterns and brain development; Motor milestone development (gross and fine motor skills); Sensory and perceptual development; Sleep patterns and nutritional needs)
- 2.2 Cognitive Development in Early Years: (Piaget's sensorimotor and preoperational stages; Language acquisition and development; Memory development in infancy and early childhood; Executive function emergence; Theory of mind development)
- 2.3 Social and Emotional Development (Attachment theory (Bowlby, Ainsworth); Types of attachment and their consequences; Emotional regulation and expression; Self-concept and identity formation; Gender role development)
- 2.4 Socialization and Family Influences (Parent-child relationships and parenting styles; Sibling relationships and birth order effects; Peer interactions and early friendships; Introduction to daycare and preschool environments; Cultural variations in child-rearing practices)

Unit 3: Middle Childhood and Adolescent Development (15)

- 3.1 Middle Childhood Development (6-12 years) (Physical development: Growth spurts, motor skill refinement; Cognitive development: Piaget's concrete operational stage, academic skills; Social development: Peer relationships, moral development (Kohlberg); Challenges: Learning disabilities, attention disorders, bullying)

- 3.2 Adolescent Physical and Cognitive Development (Puberty and biological changes; Brain development during adolescence; Cognitive advances: Abstract thinking, metacognition; Academic transitions and educational challenges; Risk-taking behaviors and decision-making)
- 3.3 Adolescent Psychosocial Development (Identity formation (Marcia's identity statuses); Relationship with parents and autonomy development; Peer influence and romantic relationships; Moral reasoning development; Cultural and ethnic identity formation)
- 3.4 Contemporary Issues in Adolescence (Mental health challenges (depression, anxiety, eating disorders); Substance use and abuse; Technology and social media impact; Academic pressure and career planning; Intervention and prevention strategies)

Unit 4: Adult Development and Aging**(15)**

- 4.1 Early and Middle Adulthood (Physical development: Peak physical functioning, health concerns; Cognitive development: Crystallized vs. fluid intelligence; Career development and work-life balance; Intimate relationships: Marriage, partnership, divorce; Parenthood and family dynamics)
- 4.2 Late Adulthood and Aging (Physical aging: Sensory changes, health decline, chronic conditions; Cognitive aging: Memory changes, wisdom, dementia and Alzheimer's disease; Social changes: Retirement, grandparenthood, social networks; Death and dying: Kübler-Ross stages, grief and bereavement)
- 4.3 Successful Aging and Lifespan Perspectives (Theories of successful aging; Resilience and coping in later life; Intergenerational relationships; Cultural perspectives on aging; End-of-life care and ethical considerations)
- 4.4 Applied Developmental Psychology (Developmental interventions and programs; Life coaching and counseling across the lifespan; Educational applications of developmental principles; Policy implications of developmental research; Future directions in developmental psychology)

READINGS:

- Berk, L. E. (2006). Child Development. (7 Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt. Ltd.
- Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development
- Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5 Ed). McGraw Hill co.
- Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- Kail, R. V. (2007). Children and their Development. (4 Ed). New Jersey: Pearson Education Inc.
- McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3 Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12 Ed). McGraw Hill, international Edition
- Santrock, J.W. (2011). Life-Span Development (13th Edition). NY: McGraw Hill.
- Dr. R.R. Borude, Dr. Medha Kumthekar Dr. Shila Golvilkar (1990) Developmental Psychology, Pune Vidhyarthi Gruh pune-30
- Shaffer, D. R., & Kipp, K. (2007). Development psychology: Childhood and adolescence (7th ed.). Thomson.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY

Course Name : Practical on Developmental Psychology

Course Code : PSY-202 MJP

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the biological, cognitive, social and emotional changes across the lifespan.
2. Observe the developmental characteristics through audio record and mindmap.
3. Learn to note the developmental characteristics through listening skills.
4. Learn to note the developmental characteristics through Mindmap.

Conduct of Practical :

1. As per NEP guidelines batch of students will be created.
2. Students are expected to conduct practical under subject Teacher's supervision.
3. Eleven audio record and Mindmap prepared by the Board of Studies. Copyright issues were considered.
Those audio record and Mindmap will be provided to every department.
4. Student will be demonstrated any six Practical by subject Teacher and student will write a report on the same.
5. For three Practical audio record and for three practical Mindmap will be provided.
5. The report writing includes Introduction, Objective, Theoretical construction on the given concept, Brief on audio Recording/Mindmap, procedure (student will listen audio carefully or observe mindmap), in discussion part student will write on his/her take away from the audio/mindmap material provided, practical will end with conclusion.

Practical 1: Infant Reflexes and Motor Development (0-12 months)

Audio/Mindmap Content:

1. Audio showing newborn reflexes (rooting, sucking, grasping, Moro reflex)
2. Information of infant motor milestones (rolling, sitting, crawling, first steps)

Student Task: Write a 300-word analysis identifying:

1. Which specific reflexes are demonstrated and their adaptive functions
2. Motor development milestones observed and their approximate timing
3. Evidence of cephalocaudal and proximodistal development patterns
4. Relationship between physical and cognitive development at this stage

Practical 2: Language Acquisition in Toddlers (12-24 months)

Audio/Mindmap Content:

1. Audio recordings of toddler speech patterns (babbling, first words, two-word combinations)
2. Mindmap of parent-child interactions during language learning

Student Task: Write a 350-word analysis covering:

1. Stages of language development observed (holophrastic, telegraphic speech)
2. Evidence of overextension or under extension in word usage
3. Role of social interaction in language acquisition

4. Comparison with theoretical frameworks (Chomsky, Vygotsky, Skinner)

Practical 3: Symbolic Play and Preoperational Thinking (2-4 years)

Audio/Mindmap Content:

1. Mindmap of children engaged in pretend play, symbolic representation
2. Information showing animistic thinking and egocentrism examples

Student Task: Write a 400-word analysis examining:

1. Evidence of symbolic thinking and representation
2. Examples of animistic thinking and egocentrism
3. Development of theory of mind indicators
4. Piaget's preoperational stage characteristics demonstrated

Practical 4: Social Development and Attachment (6 months - 3 years)

Audio/Mindmap Content:

1. Mindmap of Strange Situation procedure demonstrations
2. Information of different attachment styles in parent-child interactions

Student Task: Write a 350-word analysis identifying:

1. Attachment styles observed (secure, anxious-avoidant, anxious-resistant)
2. Behavioral indicators of each attachment pattern
3. Impact of caregiver responsiveness on attachment formation
4. Long-term implications for social-emotional development

Practical 5: Concrete Operational Thinking (7-11 years)

Audio/Mindmap Content:

1. Mindmap of children solving conservation tasks (liquid, mass, number)
2. Information of logical reasoning and classification activities

Student Task: Write a 300-word analysis describing:

1. Evidence of conservation understanding across different domains
2. Logical operations demonstrated (seriation, classification, reversibility)
3. Limitations of concrete operational thinking
4. Transition from preoperational to concrete operational stage

Practical 6: Moral Development in Middle Childhood (6-12 years)

Audio/Mindmap Content:

1. Mindmap of children discussing moral dilemmas
2. Information of peer conflict resolution and rule-following behavior

Student Task: Write a 400-word analysis examining:

1. Level of moral reasoning according to Kohlberg's stages
2. Examples of heteronomous vs. autonomous morality (Piaget)

3. Role of perspective-taking in moral development
4. Influence of social context on moral judgments

Practical 7: Identity Formation in Adolescence (12-18 years)

Audio/Mindmap Content:

1. Mindmap interviews with adolescents discussing identity, future goals, values
2. Information of peer group interactions and identity exploration

Student Task: Write a 450-word analysis covering:

1. Evidence of identity vs. role confusion (Erikson's theory)
2. Identity achievement, moratorium, foreclosure, or diffusion patterns
3. Influence of peer relationships on identity development
4. Examples of abstract thinking and hypothetical reasoning

Practical 8: Cognitive Development in Adolescence (12-18 years)

Audio/Mindmap Content:

1. Mindmap of adolescents solving formal operational tasks
2. Information showing adolescent risk-taking and decision-making

Student Task: Write a 350-word analysis identifying:

1. Evidence of formal operational thinking (hypothetical-deductive reasoning)
2. Examples of adolescent egocentrism (personal fable, imaginary audience)
3. Relationship between brain development and behavior
4. Impact of cognitive changes on emotional and social development

Practical 9: Intimacy and Relationships in Young Adults (18-30 years)

Audio/Mindmap Content:

1. Mindmap interviews about romantic relationships, career decisions, life goals
2. Information of young adults navigating independence and relationship formation

Student Task: Write a 400-word analysis examining:

1. Evidence of intimacy vs. isolation stage (Erikson)
2. Attachment styles in adult romantic relationships
3. Impact of emerging adulthood on developmental tasks
4. Balance between autonomy and intimacy

Practical 10: Generativity in Middle Adulthood (30-65 years)

Audio/Mindmap Content:

1. Mindmap interviews with middle-aged adults discussing parenting, career, community involvement
2. Information of mentoring relationships and community engagement

Student Task: Write a 350-word analysis covering:

1. Evidence of generativity vs. stagnation (Erikson)

2. Examples of generative behaviors (parenting, mentoring, creativity)
3. Career development and work-life balance challenges
4. Preparation for later life transitions

Practical 11: Wisdom and Integrity in Late Adulthood (65+ years)

Audio/Mindmap Content:

1. Mindmap interviews with older adults reflecting on life experiences
2. Information showing adaptation to aging, maintaining relationships, coping with loss

Student Task: Write a 400-word analysis examining:

1. Evidence of ego integrity vs. despair (Erikson)
2. Successful aging strategies and adaptation mechanisms
3. Cognitive changes and compensation strategies
4. Life review process and meaning-making

Evaluation of the Students:

1. The University exam will be 4 hours
2. There will be a batch of 20 students for practical examination.
3. Students will prepare a field project report.

Savitribai Phule Pune University, Pune

SYBA (NEP) Practical Examination, Oct/Nov OR April/May, 20__

Name of the Centre : _____ Title of the Course : Developmental Psychology (P)

Day & Date : _____ Time : _____ Batch No : _____

Name of the student	Internal (15)				University Seat No	External (35)					Total (50)
	Practical 50 percent (05)	Instructions (05)	Viva (50)	Total (15)		Journal (10)	Instruction (05)	Report writing (10)	Viva (10)	Total (35)	
	I,E,T,A										

I: Internal; E:External; T:Total; A:Average

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Basics of Counselling (T)

Course Code : PSY-221-VSC

No. of hours : 30

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the counselling process, its purpose, goals, and the factors influencing its effectiveness from both the client's and counsellor's perspectives.
2. Analyze the essential qualities of an effective counsellor, including empathy, non-judgment, and unconditional positive regard.
3. Develop core counselling skills such as active listening, paraphrasing, questioning, summarizing, normalizing, and reframing to facilitate effective communication.
4. Explore the principles and techniques of major counselling approaches, including Person-Centered Therapy, Cognitive-Behavioral Therapy (CBT), and Rational Emotive Behavior Therapy (REBT).
5. Evaluate the role of ethical considerations in counselling, including cultural sensitivity, confidentiality, and professional ethics.
6. Apply theoretical knowledge and therapeutic skills to real-world counselling scenarios while maintaining ethical and professional standards.

Unit 1: Overview of Counselling (15)

1. Understanding the Counselling process, Purpose and Goals of counselling
2. Two perspectives in judging the effectiveness of counselling
 - a. Client's perspective
 - b. Counsellor's perspective
3. Desirable counsellor qualities (Empathy, Non-judgement, Unconditional Positive Regard)
4. Basic principles of counselling (Listening skills, Paraphrasing, Questioning and Summarizing, Normalizing, Reframing)

Unit 2: Basics therapeutic skills and ethical issues (15)

1. Person-centered therapy
2. Cognitive-behavioural Therapy
3. Rational Emotive Behaviour Therapy
4. Ethical issues: Addressing cultural issues, Confidentiality, Professional ethics

READINGS:

Capuzzi, D., & Stauffer, M. D. (2016). *Counseling and psychotherapy: Theories and interventions*. John Wiley & Sons.

Practical counselling skills : an integrative approach / Kathryn Geldard and David Geldard - Catalogue / National Library of Australia. (n.d.).

Deshpande C.G. et. al. (2010) Samupadeshan: Shastriya Prakriya va upayojan. Unmesh Prakashan Pune

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : FIELD PROJECT

Course Name : Field Project in Psychology

Course Code : PSY-231-FP

No. of hours : 60

No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to
2. Apply psychological theories and principles in practical fieldwork settings.
3. Demonstrate proficiency in designing and conducting psychological research using appropriate methodologies.
4. Adhere to ethical standards in conducting psychological research, ensuring the protection and respect of participants.
5. Analyze and interpret research data effectively, using statistical tools and psychological frameworks.
6. Communicate research findings clearly and effectively through written reports and oral presentations.
7. Develop professional skills and interpersonal competencies required for collaborative fieldwork and research environments.

Introduction:

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. So at every level of the curriculum, the students should be trained in a skills oriented manner. The field project will be helpful to the students to learn basic research based psychological skills.

Following are some areas, select any one of them for field work and write the detailed report in project form and submit the reports of the same.

Areas for field project (Select Any One topic from the following)

Conduct a survey having a sample size of 30 to 50 participants on a topic related to psychology such as mental health, mental wellbeing, stress, anxiety, adjustment, mobile addiction, life satisfaction, family environment, workplace environment, personality, etc.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be conduction of field visits and preparing the field reports.
3. Under the guidance of the subject teacher students will conduct field visit and prepare a detailed field visit report in project form (Review of literature is not necessary).
4. Any standard psychological test or other method can be used to collect data.
5. Sample size minimum 30.
5. Mean and SD can be used for data analysis. Students can perform further statistical analysis under the guidance of the subject teacher.

Examination Pattern:

Practical Paper of 2 Credits - 30 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Draft Report, Data collection - 10 Marks

Viva - 05 Marks

Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 35 Marks as follows.

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- The University exam will be 4 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a field project report.

READINGS:

Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Myers, A., & Hansen, C. (2011). *Experimental psychology* (7th ed.). Wadsworth, Cengage Learning.

Myers, D. G., & Twenge, J. M. (2019). *Social psychology* (13th ed.). McGraw-Hill Education.

Leong, F. T. L., & Austin, J. T. (Eds.). (2006). *The psychology research handbook: A guide for graduate students and research assistants* (2nd ed.). SAGE Publications.

Price, P. C., Jhangiani, R., & Chiang, I. (2016). *Designing and conducting research in psychology*. Flat World Knowledge.

Shaughnessy, J. J., Jr., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research methods in Psychology* (Ninth Edition). McGraw-Hill.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MINOR THEORY

Course Name : Interpersonal Communication

Course Code : PSY-241-MNT

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the process of interpersonal communication and understand the influence of technology and social networking on interactions.
2. Explain the impact of nonverbal communication, including its principles, elements, and role in detecting deception.
3. Identify barriers to effective communication and develop strategies to enhance conversational skills, self-disclosure, and active listening.
4. Define interpersonal conflict and apply conflict resolution strategies, including assertive communication techniques, to manage conflicts effectively.
5. Learn about attribution theories and Impression formation tactics.
6. Develop effective conversational and listening skills for better interpersonal communication.

Unit 1: Interpersonal Communication and Nonverbal Communication (15)

- 1.1 Components and Features of the Communication Process,
- 1.2 Technology and Interpersonal Communication; Social Networking sites
- 1.3 Communication and Adjustment
- 1.4 Nonverbal communication: general principles, elements and significance of nonverbal communication, detecting deception

Unit 2: Interpersonal Skills (15)

- 2.1 Social perception: Attribution Theory, Impression formation.
- 2.2 Communication problems: Communication apprehension, barriers to effective communication
- 2.3 Interpersonal Relationships: Friendship, love & Conflict: Beliefs about conflict, conflict management strategies, dealing constructively with conflict
- 2.4 Assertive Communication Style: nature of assertiveness, steps in assertive training.

READINGS:

Feldman, S.R. (2021).Essentials of understanding psychology(14th Ed.) Mc Graw Hill.

Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M.(2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage publications, Inc.

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

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MINOR PRACTICAL

Course Name : Psychology Minor Practical 1

Course Code : PSY-242-MNP

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. To develop self-awareness through structured psychological exercises.
2. To enhance intrapersonal skills through reflective and analytical methods.
3. To improve listening skills for effective interpersonal communication.
4. To facilitate self-improvement through applied psychology techniques.
5. To learn body language skills through communication techniques.
6. To improve writing skills using standard writing exercises.

Introduction:

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. So at every level of the curriculum the students should be trained in a skills oriented manner. The non-laboratory practical will be helpful to the students to learn basic research based psychological skills.

Conduct **ANY FOUR** of the following activities:

- 1) **SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis for Self-Assessment :-** Conduct SWOT analysis on self.
- 2) **Johari Window Analysis :-** Use the Johari Window model to explore self-awareness on self.
- 3) **Types of Listening: Active, Passive, and Reflective :-** Role-playing exercises to differentiate active, passive, and reflective listening.
- 4) **Paraphrasing & Summarizing Exercises :-** Listen to short speeches, lectures, or stories and summarize key points.
- 5) **Importance of Body Language in Communication :-** Group discussion on the role of non-verbal cues in daily life.
- 6) **Do's and Don'ts of Non-Verbal Communication :-** Case study analysis of effective vs. ineffective body language.
- 7) **Analyzing Body Language through Movie Clips & Video Clips :-** Watch selected movie/video clips and identify non-verbal cues.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. Under the guidance of the subject teacher, students will conduct the activity and write the report.
3. Students can conduct some activities on oneself wherever possible.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Active Participation - 05 Marks

Conduction of activity - 10 Marks (2.5 marks each)

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 35 Marks as follows.

Activity Report 1 : 10

Activity Report 2 : 10

viva: 15

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Students will submit the report.

READINGS:

Feldman, S.R. (2021). Essentials of understanding psychology (14th Ed.) Mc Graw Hill.

Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M. (2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage publications, Inc.

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

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : IKS under Major

Course Name : Introduction to Indian Psychology

Course Code : PSY-200-IKS

No. of hours : 30

No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to:
2. Understand the scope, foundational concepts, and unique approach of Indian Psychology compared to Western perspectives.
3. Analyze the philosophical and cultural roots of Indian Psychology, including its sources and methods of study.
4. Examine the concepts of Dharma and Karma and their psychological implications on human behavior and well-being.
5. Explore Indian perspectives on consciousness and the mind-body complex, including Advaita, Buddhist, and Samkhya-Yoga traditions.
6. Evaluate the role of meditation and applied yoga in mental health and psychological well-being.
7. Apply Indian psychological principles in various fields, such as counseling, education, and personal development.

Unit 1: Scope, Substance and Methods of Indian Psychology

(15)

1. Psychology in the Indian Tradition
2. Sources of Indian Psychology, methods of study in Indian Psychology
3. Cultural Climate and Conceptual Roots of Indian Psychology
4. Concept of Dharma and Karma and implications for Psychology

Unit 2: Indian Psychology: Applications

1. Consciousness in Indian Psychology: Advaita, Buddhist and Samkhya-Yog perspectives
2. Mind-Body Complex in Indian Psychology
3. Meditation and Applied Yoga
4. Indian Model of Applied Psychology: Implications and Applications

READINGS:

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., & Misra, G. (2010). The core and context of Indian psychology." Psychology and developing societies 22.1: 121-155.
- Rao, K., Anand C. Paranjpe, & Ajit K. Dalal. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.
- Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India.
- Sreeja Gangadharan, P., & Jena, S. P. K. (2016). Understanding Mind through Indian Psychology.
- Verma, M. C. (2010). Foundations of Indian Psychology, Volume 1: Theories and Concepts. Pearson Education India.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : OPEN ELECTIVE

Course Name : Consumer Psychology

Course Code : OE-201-PSY

No. of hours : 30

No. of Credits : 02

Course Outcomes:

1. After completing this course, students will be able to:
2. Understand the definition, emergence, and significance of consumer psychology in influencing consumer behavior.
3. Analyze the role of memory and learning in shaping consumer decisions and purchasing habits.
4. Examine how sensation, perception, and attention impact consumer choices, using principles like Gestalt theory.
5. Evaluate the influence of emotions and attitudes on consumer decision-making and behavioral patterns.
6. Explore key principles of advertising psychology, including attention factors and elements of successful advertisements.
7. Apply theories of motivation and attitudinal change to understand and influence consumer behavior effectively.

Unit 1: CONSUMER PSYCHOLOGY: THE BASICS

[15]

1.1 Consumer Psychology: Definition, and how it emerged

1.2 Role of memory and learning in consumer behaviour.

Consumer's Sensation and Perception: Definition, Gestalt Theory, use of different senses

1.3 Attention: Nature and what attracts consumers' attention?

Unit 2: CONSUMER'S BEHAVIOUR AND ATTITUDES

[15]

2.1 Emotions: The Emotional Consumer, impact of emotions on decision-making

2.2 Attitude: How attitudes are generated? Theories of attitudinal change, do attitudes predict behaviour?

2.3 Advertising Psychology: Role of attention, factors making advertisements successful.

2.4 Motivational determinants of behaviour: Theories of motivation and how to motivate consumers.

READINGS:

- Fennis, B.M. & Stroebe, W. (2010). The Psychology of Advertising. East Sussex: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. New York: Open University Press.
- Jansson-Boyd, C. V. & Zawisza, M.J. (2017). Routledge International Handbook of Consumer Psychology. New York: Routledge.
- 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., & Lamberton, 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. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MAJOR MANDATORY THEORY

Course Name : Abnormal Psychology

Course Code : PSY-251-MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

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

1. Understand different definitions and criteria for abnormal behavior
2. Identify major psychological disorders according to current diagnostic systems
3. Analyze various theoretical perspectives on the etiology of mental disorders
4. Evaluate research methods used in abnormal psychology
5. Demonstrate awareness of cultural and ethical considerations in mental health
6. Apply knowledge of assessment and treatment approaches
7. Critically examine stigma and misconceptions about mental illness

Unit 1: Foundations of Abnormal Psychology (15)

- 1.1 Definition and Nature of Abnormal Psychology
- 1.2 Criteria of Abnormal Behaviour, DSM and ICD Manual
- 1.3 Basic on Perspectives of Abnormal Behaviour
- 1.4 Scientific Methods in Abnormal Psychology

Unit 2: Anxiety, Trauma, and Stress-Related Disorders (15)

- 2.1 Anxiety disorders: Generalized anxiety disorder, panic disorder, phobias
- 2.2 Obsessive-compulsive and related disorders
- 2.3 Trauma and stressor-related disorders: PTSD, acute stress disorder
- 2.4 Somatic symptom and related disorders

Unit 3: Mood Disorders and Psychotic Disorders (15)

- 3.1 Major depressive disorder and persistent depressive disorder
- 3.2 Bipolar disorders and Suicide & Para Suicide
- 3.3 Schizophrenia spectrum and other psychotic disorders
- 3.4 Neurodevelopmental disorders: Autism spectrum disorder, ADHD

Unit 4: Personality, Substance Use, and Special Populations (15)

- 4.1 Personality disorders: Clusters A, B, and C
- 4.2 Substance-related disorders, Eating disorders and Sleep-wake disorders
- 4.3 Childhood and adolescent psychopathology
- 4.4 Geriatric mental health issues

READINGS:

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). *Abnormal Psychology: An Integrative Approach* (9th ed.). Cengage Learning.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2022). *Abnormal Psychology* (14th ed.). Wiley.

DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders)

Name of the Programme : B.A.

Psychology Class : S.Y.B.A.

Semester : IV

Course Type : MAJOR MANDATORY THEORY

Course Name : Practical in Abnormal Psychology

Course Code : PSY-252-MJP

No. of hours : 60

No of Credits : 02

Course outcomes:

1. After completing this course, students will be able to:
2. Describe the measurements used for the assessment of psychopathology
3. Administer the measures of psychopathology under the guidance of teacher/s and/or mental health professional/s.
4. Do the scoring of measures of psychopathology under the guidance of teacher/s and/or mental health professional/s.
5. Write a report of measures of psychopathology under the guidance of teacher/s and/or mental health professional/s

Instructions: Students should administer, score and write a report of any four psychopathology measures taught by the teachers and maintain the record in journal.

SN	Domain	Name	Items	Purpose
1	Depression	Patient Health Questionnaire (PHQ-9)	9	Assess Severity of Depression
2	Anxiety and Depression	The Hospital Anxiety and Depression Scale (HADS)	14	Assess Severity of Anxiety & Depression
3	Phobia	Specific Phobia Questionnaire (SPQ)	45	Measure specific phobia and level of interference
4	Phobia	Fear Questionnaire (FQ)	24	Agoraphobia, Blood injury phobia and Social phobia
5	Social Anxiety Disorder	Severity Measure for Social Anxiety Disorder (Social Phobia)	10	Severity of Social Anxiety Disorder
6	Health Anxiety	Short Health Anxiety Inventory (HAI-18)	18	Severity of Health Anxiety
7	ID	Behavior and Symptom Checklist for Intellectual Disability	63	Behaviour, sexuality, mood, Speech, psychomotor activity, attention & concentration, Memory, orientation. Sleep
8	Autism	Autism Observation Checklist	52	Communication, Stereotyped behavior, Social Skills & associated concerns
9	Autism	Trivandrum Autism Behavioural Checklist (TABC)	39	Qualitative Impairment in Social Interaction and Communication, Peculiar Behavioural Characteristics, Sensory Integration
10	ADHD	Vanderbilt ADHD Diagnostic Teacher Rating Scale	35	Inattention, Hyperactivity/ impulsivity, ODD & Conduct Disorder, Anxiety /Depression
11	ADHD	Copeland Symptom List Adult Attention Deficit Disorder	63	Inattention/Distractibility, Impulsivity, Activity Level, Noncompliance, Underachievement/disorganization, emotional difficulties, peer relations, family relations

READINGS:

1. Kroenke, K., Spitzer, R. L., & Williams, J. B. W. (1999). Patient Health Questionnaire-9 (PHQ-9) [Database record]. APA PsycTests. <https://doi.org/10.1037/t06165-000>
2. Zigmond, A. S., & Snaith, R. P. (1983). The Hospital Anxiety and Depression Scale. *Acta Psychiatrica Scandinavica*, 67(6), 361–370.
3. Ovanessian, M., Fairbrother, N., Vorstenbosch, V., McCabe, R., Rowa, K. & Antony, M. (2019). \ Psychometric Properties and Clinical Utility of the Specific Phobia Questionnaire in an Anxiety Disorders Sample. *Journal of Psychopathology and Behavioral Assessment*. 41. 1-17. 10.1007/s10862-018-9687-1.
4. Marks, IM, Mathews (1979). Brief standard self-rating for phobic patients. *Behavior Research and Therapy*, 17, 263-167, (Fear Questionnaire (FQ))
5. Craske M, Wittchen U, Bogels S, Stein M, Andrews G, Lebeu R (2013)..Severity Measure for Social Anxiety Disorder (Social Phobia)—Adult. American Psychiatric Association.
6. Salkovskis, P.M., Rimes, K.A., Warwick, H.M.C, & Clark, D.M. (2006). The Health Anxiety Inventory: Development and validation of scales for the measurement of health anxiety and hypochondriasis. *Psychological Medicine*, 32(5), 843–853.
7. Hurley, A.D. (2001). Behavior and Symptom Checklist for Intellectual Disability. *Mental Health Aspects of Developmental Disabilities*, 4, 21-30.
8. Washington State Medical Home. Autism Observation Checklist created by Maureen Turner. Retrieved from <https://medicalhome.org/docs/SMART-Observation-Checklist-.pdf> on July 3, 2025.
9. Nair MKC, Russell PS, George B, Prasanna GL, Bhaskaran D, Shankar SR, Singh Y. CDC Kerala 10: Diagnostic accuracy of the severity scores for childhood autism rating scale in India. *Indian J Pediatr*. 2014 Dec;81 Suppl 2:S120-4.
10. Wolraich, M.L., Feurer, I.D., Hannah, J.N., et al. 1998. Obtaining systematic teacher reports of disruptive behavior disorders utilizing DSM-IV. *Journal of Abnormal Child Psychology* 26(2):141–152.
11. Copeland, E. D. (1991). Medications for attention disorders (ADHD/ADD) and related medical problems (Tourette's syndrome, sleep apnea, seizure disorders): A comprehensive handbook. SPI Press. Retrieved from [https://depts.washington.edu/dbpeds/Screening%20Tools/Copeland-Symptom-Checklist\(Adult.ADHD\).pdf](https://depts.washington.edu/dbpeds/Screening%20Tools/Copeland-Symptom-Checklist(Adult.ADHD).pdf) on July 3, 2025

Name of the Programme : B.A.

Psychology Class : S.Y.B.A.

Semester : IV

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Practicals in Counselling Psychology

Practical 4 Course Code : PSY-271-VSC

No. of hours : 60 hrs

No of Credits : 02

Course Outcome

Through this practical course students will learn to

1. understand the Foundational Communication and Rapport-Building Skills.
2. gain insight of Systematic Information Gathering and Assessment Techniques
3. utilize Advanced Therapeutic Communication Skills
4. implement Treatment Planning and Intervention Strategies

Conduct of Practical :

1. As per NEP guidelines batch of students will be created.
2. Students are expected to conduct practical under subject Teacher's supervision.
3. Student will be demonstrated any six Practical by subject Teacher and student will write a report on the same.
4. The report writing includes Introduction, Objective, Theoretical construction on the given concept, Brief on audio Recording/Mindmap, procedure (student will listen audio carefully or observe mindmap), in discussion part student will write on his/her take away from the audio/mindmap material provided, practical will end with conclusion.

Practical 1: Rapport Building and Initial Connection

Objective: Develop skills to establish trust and connection with clients

Materials: Role-play scenarios, observation sheets

Exercise:

- 1.**Setup:** Participants work in pairs (counsellor and client)
- 2.**Scenario:** Client presents with anxiety about job interview
- 3.**Focus Skills:** (i) Appropriate eye contact and body language (ii) Mirroring client's energy level (iii) Using client's name appropriately and (iv) Finding common ground
- 4.**Activity Steps:** (i) 5 minutes: Counsellor practices building rapport using non-verbal cues (ii) Discussion: What made the client feel comfortable/uncomfortable? (iii) Repeat with different scenarios (grief, relationship issues, academic stress)
- 5.**Assessment Criteria:** (i) Client feels welcomed and understood (ii) Counsellor maintains professional boundaries (iii) Natural conversation flow established

Practical 2: Active Listening and Attending Skills

Objective: Master the fundamental skill of truly hearing and understanding clients

Materials: Audio recordings, listening skills checklist

Exercise:

1. **Setup:** Groups of three (counsellor, client, observer)
- 2.**Scenario:** Client shares about workplace conflict
- 3.**Focus Skills:** (i) Minimal encouragers ("mm-hmm," "go on") (ii) Appropriate silence (iii) Avoiding interruptions (iv) Demonstrating attention through posture
- 4.**Activity Steps:** (i) 10 minutes: Client speaks while counsellor practices active listening (ii) Observer notes listening behaviors using checklist (iii) 5 minutes: Counsellor reflects back what they heard (iv) Rotate roles
- 5.**Assessment Criteria:** (i) Client feels heard and understood (ii) Counsellor can accurately summarize content and emotions (iii) Appropriate use of silence and encouragers

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Practical 3: Information Gathering and History Taking

Objective: Systematically collect relevant client information while maintaining therapeutic relationship

Materials: Intake forms, structured interview guides

Exercise:

- 1.Setup:** Counsellor-client pairs with specific case scenarios
 - 2.Scenario:** New client presenting with depression symptoms
 - 3.Focus Skills:** (i) Open-ended questioning techniques (ii) Transitioning between topics smoothly (iii) Gathering essential information without interrogating (iv) Balancing structure with flexibility
 - 4.Activity Steps:** (i) 15 minutes: Conduct structured information gathering (ii) Focus on: presenting problem, history, support systems, previous therapy (iii) Practice moving from general to specific questions (iv) Debrief on what information was essential vs. nice-to-know
 - 5.Assessment Criteria:** (i) Comprehensive information collected (ii) Client doesn't feel interrogated (iii) Natural flow maintained throughout
-

Practical 4: Effective Questioning Techniques

Objective: Develop skill in asking questions that promote insight and exploration

Materials: Question type cards, scenario descriptions

Exercise:

- 1.Setup:** Small groups practicing different question types
 - 2.Scenario:** Client struggling with decision-making
 - 3.Focus Skills:** (i) Open vs. closed questions (ii) Probing questions (iii) Hypothetical questions (iv) Scaling questions
 - 4.Activity Steps:** (i) Practice each question type with same scenario (ii) Notice how different questions elicit different responses (iii) 5 minutes per question type (iv) Group discussion on effectiveness
 - 5.Assessment Criteria:** (i) Appropriate question type selection (ii) Questions promote client exploration (iii) Avoids leading or multiple questions
-

Practical 5: Paraphrasing and Reflection Skills

Objective: Accurately reflect client's thoughts and feelings to demonstrate understanding

Materials: Reflection practice sheets, emotion word lists

Exercise:

- 1.Setup:** Counsellor-client pairs
 - 2.Scenario:** Client expressing frustration about family relationships
 - 3.Focus Skills:** (i) Paraphrasing content accurately (ii) Reflecting emotions appropriately (iii) Using client's language (iv) Tentative language ("It sounds like...")
 - 4.Activity Steps:** (i) 10 minutes: Client shares while counsellor practices reflections (ii) Focus on both content and emotional reflections (iii) Client provides feedback on accuracy (iv) Practice with increasingly complex emotional content
 - 5.Assessment Criteria:** (i) Accurate content reflection (ii) Appropriate emotional reflection (iii) Client feels understood (iv) Use of tentative, non-assumptive language
-

Practical 6: Summarizing and Synthesizing Information

Objective: Organize and present client information in coherent, meaningful ways

Materials: Complex case scenarios, summary templates

Exercise:

- 1.Setup:** Individual practice followed by peer review
 - 2.Scenario:** Client with multiple presenting issues (anxiety, relationship problems, work stress)
 - 3.Focus Skills:** (i) Identifying key themes (ii) Connecting related information (iii) Presenting information clearly (iv) Highlighting patterns
 - 4.Activity Steps:** (i) 20 minutes: Listen to complex client presentation (ii) 10 minutes: Prepare verbal Summary (iii) Present summary to "client" for feedback (iv) Refine and practice with different scenarios
-

5.Assessment Criteria: (i) Key information captured (ii) Logical organization (iii) Client confirms accuracy
(iv) Patterns and themes identified

Practical 7: Assessment and Problem Identification

Objective: Systematically evaluate client needs and identify treatment priorities

Materials: Assessment frameworks, risk assessment tools

Exercise:

1.Setup: Comprehensive case study analysis

2.Scenario: Client presenting with multiple symptoms and concerns

3.Focus Skills: (i) Mental status evaluation (ii) Risk assessment (iii) Strengths identification (iv) Priority setting

4.Activity Steps: (i) 25 minutes: Conduct comprehensive assessment (ii) Use structured assessment tools (iii) Identify immediate concerns vs. long-term goals (iv) Develop preliminary treatment priorities (v) Present findings to supervisor/peer

5.Assessment Criteria: (i) Thorough assessment conducted (ii) Risk factors identified (iii) Strengths Acknowledged (iv) Clear priorities established

Practical 8: Goal Setting and Treatment Planning

Objective: Collaborate with clients to establish clear, achievable therapeutic goals

Materials: Goal-setting worksheets, SMART criteria guides

Exercise:

1.Setup: Counsellor-client collaboration

2.Scenario: Client wants "feel better" about life situation

3.Focus Skills: (i) Collaborative goal development (ii) Making goals specific and measurable (iii) Ensuring client ownership (iv) Realistic timeline setting

4.Activity Steps: (i) 15 minutes: Explore client's desired outcomes (ii) Work together to define specific Goals (iii) Ensure goals are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) (iv) Develop action steps (v) Client commitment assessment

5.Assessment Criteria: (i) Goals are client-centered (ii) Specific and measurable outcomes (iii) Realistic and achievable (iv) Clear action steps identified

Practical 9: Intervention Techniques and Skill Building

Objective: Implement appropriate therapeutic interventions based on client needs

Materials: Intervention technique cards, practice scenarios

Exercise:

1.Setup: Skill-specific practice stations

2.Scenario: Various presenting problems requiring different interventions

3.Focus Skills: (i) Relaxation techniques (ii) Cognitive restructuring basics (iii) Problem-solving steps (iv) Coping strategy development

4.Activity Steps: (i) 10 minutes per intervention technique (ii) Practice with different client presentations (iii) Adapt techniques to client needs (iv) Receive feedback on technique delivery

5.Assessment Criteria: (i) Appropriate technique selection (ii) Clear explanation and demonstration (iii) Client engagement and understanding (iv) Technique adapted to client needs

Practical 10: Session Closure and Transition Skills

Objective: End sessions effectively while maintaining therapeutic progress

Materials: Closure checklist, transition scripts

Exercise:

1.Setup: End-of-session practice scenarios

2.Scenario: Various session types (intake, mid-therapy, crisis)

3.Focus Skills: (i) Summarizing session content (ii) Highlighting progress (iii) Assigning between-session

tasks (iv) Scheduling next appointment

4.Activity Steps: (i) 10 minutes: Practice closing different session types (ii) Focus on smooth transitions (iii) Ensure client understanding of next steps (iv) Address any concerns about ending

5.Assessment Criteria: (i) Session ends on time (ii) Key points summarized (iii) Client clear about next steps (iv) Smooth, comfortable closure

Practical 11: Follow-up and Continuity of Care

Objective: Maintain therapeutic relationship and progress between sessions

Materials: Follow-up templates, documentation forms

Exercise:

1.Setup: Between-session contact simulation

2.Scenario: Various follow-up situations (missed appointment, crisis, progress check)

3.Focus Skills: (i) Appropriate follow-up timing (ii) Professional communication (iii) Progress Monitoring (iv) Crisis response

4.Activity Steps: (i) Practice different follow-up scenarios (ii) 5 minutes per scenario type (iii) Focus on maintaining boundaries (iv) Document interactions appropriately

5.Assessment Criteria: (i) Appropriate follow-up methods (ii) Professional communication maintained (iii) Client progress monitored (iv) Proper documentation completed

Implementation Notes

Time Required: Each practical requires 45-60 minutes including setup, practice, and debrief

Group Size: Optimal groups of 6-9 participants for effective practice and feedback

Materials: All materials should be prepared in advance and readily available

Documentation: Participants should maintain a skills development log throughout all practicals

Progression: Practical build upon each other and should be completed in sequence for maximum benefit

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SYBA (NEP) Practical Examination, Oct/Nov OR April/May, 20__

Name of the Centre : _____ Title of the Course : Counselling Skills (P)

Day & Date : _____ Time : _____ Batch No : _____

Name of the student	Internal (15)				University Seat No	External (35)					Total (50)
	Practical 50 percent (05)	Instructions (05)	Viva (50)	Total (15)		Journal (10)	Instruction (05)	Report writing (10)	Viva (10)	Total (35)	
	I,E,T,A										

I: Internal; E:External; T:Total; A:Average

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : COMMUNITY ENGAGEMENT PROGRAMME (CEP)

Course Name : Mental Health Awareness Program

Course Code : PSY-281-CEP

No. of hours : 60

No. of Credits : 02

Course Objectives

After completing this course, students will be able to

1. Create and distribute informational brochures, posters, and digital content to promote mental health awareness effectively in their communities.
2. Develop and implement a community outreach plan to raise awareness about mental health, ensuring that mental health topics are communicated effectively to diverse audiences.
3. Gain practical skills in organizing and facilitating workshops on stress management, resilience building, and stigma reduction, contributing to the mental well-being of community members.
4. Develop a social media strategy to advocate for mental health awareness, including creating content that educates and engages online communities about mental health issues.
5. Learn how to create impactful poster presentations that convey key mental health messages and raise awareness in public spaces, contributing to visible mental health advocacy.
6. Plan and organize rallies aimed at spreading awareness about mental health, promoting community involvement, and reducing stigma associated with mental health issues.

Introduction:

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. So at every level of the curriculum the students should be trained in a skills oriented manner. The Community mental health awareness and enhancement program will be helpful to the students to learn about creating mental health awareness among society based on psychological skills.

Following are some areas, select any two of them for community mental health awareness and enhancement program and write the detail report in project form and submit the reports of the same.

Sample List of Programs which can be conducted under Community Engagement Program

(Select **Any Two** of the following)

- Make educational pamphlets, posters, and online materials to raise awareness of mental health issues and share them with others in your community.
- Create a strategy for community outreach to increase mental health awareness and put it into practice in the neighbourhood where you live.
- Plan and lead an educational program on mental health that covers subjects including stigma reduction, resilience, and stress management.
- Create a social media campaign to promote mental well-being.
- Poster Presentation on Mental Health Awareness in public places.
- Rally on Mental Health Awareness.
- Conducting a program for school students or college students for any of the following topics: study habits, examination stress, motivation, mood management, mental health, etc.

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be conduction of field visits and prepare the field reports.
3. Under the guidance of subject teacher students will conduct field visit and prepare a detailed field visit report in project form

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Report - 10 Marks

Viva - 05 Marks

Assessment of the student:

The Assessment structure of the Final Semester End University Examination of 35 Marks as follows.

Report: 10 marks (external only)

Presentation: 10 (internal + external)

Viva: 15 (internal + external)

- University exam will be 3 hours
- There will be a batch of 20 students for practical examination.
- Students will prepare a report.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MINOR THEORY

Course Name : Adjustment and Adaptability Skills

Course Code : PSY-291-MNT

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the concepts of adjustment and maladjustment, including their nature, criteria, causes, and remedies.
2. Analyze different coping mechanisms, including common coping patterns and the nature of constructive coping.
3. Evaluate the effectiveness of appraisal-focused, problem-focused, and emotion-focused coping strategies in managing stress and life challenges.
4. Explore the concept of adaptability, its significance, and its impact on personal and professional growth.
5. Develop strategies for enhancing self-adaptability, including resilience-building techniques and coping strategies.
6. Apply problem-solving, creative thinking, and strategic thinking skills to improve adaptability in various life situations.

Unit 1: Adjustment and Coping skills (15)

- 1.1 Concept and nature of Adjustment, Criteria of good adjustment
- 1.2 Concept and nature of Maladjustment. Causes and remedies of Maladjustment
- 1.3 Concept of Coping, common coping patterns, nature of constructive coping
- 1.4 Types of coping patterns: Appraisal-focused constructive coping, problem-focused constructive coping, emotion-focused constructive coping.

Unit 2: Adaptability (15)

- 2.1 Adaptability: Concept and nature
- 2.2 Consequences for adaptability and Strategies for Self
- 2.3 Strategies for Developing Adaptability skills
- 2.4 Problem solving Skills, Creative and Strategic thinking Skills

READINGS:

- Feldman, S.R. (2021). Essentials of understanding psychology(14th Ed.) Mc Graw Hill.
- Adaptability available on <https://www.egyankosh.ac.in/bitstream/123456789/77164/1/Unit-2.pdf>
- Mortisugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M.(2017). Psychology of Adjustment: The search for meaningful balance. New Delhi: Sage Publications, Inc.
- Weiten, W.; Dunn, D.S. & Hammer, E.Y.(2018).Psychology applied to modern life: Adjustment in the 21st Century (12th Ed.). Canada: Cengage Learning.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : MINOR PRACTICAL

Course Name : Psychology Minor Practical 2

Course Code : PSY-292-MNP

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Understand the practical applications of psychology in various real-life contexts.
2. Demonstrate the ability to conduct psychological tests and interpret their results effectively.
3. Familiarize with different data collection methods used in psychological research and practice.
4. Develop basic skills in report writing, including documentation and analysis of psychological findings.
5. Evaluate the implementation of psychological tests in diverse real-world scenarios.
6. Apply psychological testing and data collection techniques ethically and appropriately in research and practice.

Introduction

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. So at every level of the curriculum the students should be trained in a skills oriented manner. The practical will be helpful to the students to learn basic research based psychological skills.

Perform Psychological Tests & prepare and submit a workbook of the same (Any Two).

Test is to be performed on 5 students and summary report to be prepared for the same

1. Mental Health
2. Coping strategies
3. Adjustment
4. Anxiety Scale
5. Values Questionnaire
6. Wellbeing Scale

An open source test from following can be used

- <https://psychology-tools.com/>
- <https://openpsychometrics.org/>
- <https://integrativehealthpartners.org/downloads/ACTmeasures.pdf>

Operationalization of the course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be conduction of two tests and prepare the test reports.
3. Under the guidance of the subject teacher, students will conduct psychological tests and scoring tests.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.

For Internal Examination

Active Participation - 05 Marks

Conduction of test - 10 Marks (2.5 marks each)

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 35 Marks as follows.

Test Report 1 : 10

Test Report 2 : 10

viva: 15

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Students will submit the report.

Assessment structure

1. The Assessment structure of Final Semester End University Examination of 35 Marks as follows.
2. University exam will be 3 hours
3. There will be a batch of 15 students for practical examination.
4. At the time of examination students have to perform any one of the tests allotted by the examiners on the subject and write the detailed report of the same.
5. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably an internal examiner.
6. Internal and external examiners will jointly set question papers.
7. Each separate batch will have only one question paper set.
8. The question paper will contain problems based on the practical conducted at the respective centers.
9. In the case where marks are given by internal as well as external examiners, average of the same will be calculated and considered as final marks of the students under the given heading.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : OPEN ELECTIVE

Course Name : Advertising Psychology (P)

Course Code : OE-251-PSY

No. of hours : 60

No. of Credits : 02

Learning outcome:

After learning this course students will be

1. oriented on innovation and ideation required for advertisement.
2. aware with strategic Marketing Communication.
3. learn critical Analyze and Evaluation Skills required for advertising.
4. understand the psychology and Science of Persuasion.
5. gain the knowledge of digital marketing and technology integration
6. prepared for professional Development and Industry Readiness

Experiment 1: Converting Ideas into Services or Products

Objective: Learn the systematic process of transforming abstract ideas into viable business offerings.

Materials: Idea generation worksheets, market research templates, feasibility analysis forms

Procedure:

1. Generate 5 random problem statements from daily life (e.g., difficulty finding parking, food wastage)
2. For each problem, brainstorm 3 potential solutions
3. Select the most promising idea and develop it through: (i) Target audience identification (ii) Market size estimation (iii) Resource requirement analysis (iv) Revenue model creation
4. Create a simple business model canvas
5. Present your idea transformation process

Expected Outcome: Students will understand how to systematically convert ideas into actionable business concepts.

Experiment 2: Designing an Idea for a Product

Objective: Develop conceptual thinking and ideation skills for product creation.

Materials: Design thinking templates, user persona sheets, problem-solution fit worksheets

Procedure:

1. Identify a specific target demographic (e.g., college students, elderly people, working parents)
2. Conduct mini-interviews with 5 people from this demographic
3. List their top 3 daily challenges or unmet needs
4. Generate 10 product ideas that could address these needs

5. Use voting/scoring to select the top 3 ideas

6. Develop detailed concept descriptions for each: (i) Core functionality (ii) Unique value proposition (iii) Key features (iv) Differentiation factors

7. Create rough sketches or mind maps for each concept

Expected Outcome: Students will learn structured ideation and concept development processes.

Experiment 3: Designing a Product

Objective: Transform a product idea into a tangible design with specifications.

Materials: Design software/paper, prototyping materials, specification templates

Procedure:

1. Take the best idea from Experiment 2

2. Define product specifications: (i) Physical dimensions/digital interface requirements (ii) Key features and functionality (iii) Materials or technology needed

(iv) User interaction flow

3. Create detailed design mockups: (i) Visual appearance (ii) User interface (if applicable) (iii) Packaging design

4. Build a simple prototype or detailed wireframe

5. Test the prototype with 3 potential users

6. Iterate based on feedback

7. Prepare a product specification document

Expected Outcome: Students will experience the complete product design process from concept to prototype.

Experiment 4: Designing Advertisement for a Service

Objective: Create compelling service advertisements across different media.

Materials: Design tools, service examples, advertising format templates

Procedure:

1. Choose a local service business (restaurant, salon, tutoring, etc.)

2. Identify the service's key benefits and target audience

3. Create advertisements in 3 different formats: (i) Print advertisement (newspaper/magazine) (ii) Digital banner ad (website/social media) (iii) Radio script (30-second spot)

4. Focus on service-specific elements: (i) Emphasize experience and outcomes (ii) Include testimonials or reviews (iii) Highlight expertise and reliability

5. Test advertisements with 5 people from the target demographic

6. Refine based on feedback

Expected Outcome: Students will understand service marketing nuances and multi-channel advertising.

Experiment 5: Designing Advertisement for a Product

Objective: Develop product-focused advertising skills emphasizing features and benefits.

Materials: Product samples, advertising creation tools, benefit analysis worksheets

Procedure:

1. Select a physical product (electronic gadget, food item, clothing, etc.)
2. Analyze product features and translate them into customer benefits
3. Create advertisements for 3 different channels: (i) Social media post with visuals (ii) YouTube video script (60 seconds) (iii) Point-of-sale display poster
4. Incorporate product-specific elements: (i) High-quality product imagery (ii) Feature demonstrations (iii) Comparison with competitors (iv) Call-to-action for purchase
5. A/B test two versions of one advertisement format
6. Measure engagement or response rates

Expected Outcome: Students will master product advertising techniques and understand feature-benefit translation.

Experiment 6: Designing Advertisement for Vendorship

Objective: Create B2B advertisements targeting potential business partners or distributors.

Materials: B2B advertising examples, partnership proposal templates, trade publication formats

Procedure:

1. Assume you're a manufacturer seeking retail partners/distributors
2. Choose a product category (beverages, electronics, cosmetics)
3. Identify what vendors/distributors need: (i) Profit margins (ii) Marketing support (iii) Product reliability (iv) Brand reputation
4. Create B2B advertisements for: (i) Trade magazine advertisement (ii) Trade show booth display (iii) Email campaign to potential partners
5. Focus on business benefits: (i) ROI potential (ii) Support provided (iii) Market demand evidence (iv) Partnership terms
6. Include case studies or success stories

Expected Outcome: Students will understand B2B marketing dynamics and vendor relationship building.

Experiment 7: Analysis of Advertisements

Objective: Develop critical analysis skills for evaluating advertisement effectiveness.

Materials: Advertisement collection (print, digital, video), analysis frameworks, evaluation rubrics

Procedure:

1. Collect 10 advertisements from different industries and media types
2. Create an analysis framework covering: (i) Target audience identification (ii) Message clarity and appeal (iii) Visual design effectiveness (iv) Call-to-action strength (v) Brand consistency (vi) Emotional impact
3. Score each advertisement on a 1-10 scale for each criterion

4. Identify the top 3 and bottom 3 performing ads
5. Analyze what makes the top ads successful
6. Suggest improvements for the bottom ads
7. Present findings with supporting evidence

Expected Outcome: Students will develop analytical thinking and advertisement evaluation skills.

Experiment 8: Ethical Issues in Advertisement

Objective: Identify and address ethical concerns in advertising practices.

Materials: Controversial advertisement examples, ethical frameworks, case study templates

Procedure:

1. Research and collect 5 advertisements that have faced ethical criticism
2. Categories to explore: (i) Misleading claims (ii) Stereotyping or discrimination (iii) Targeting vulnerable populations (iv) Hidden fees/conditions (v) Environmental or health concerns
3. Analyze each case using ethical frameworks: (i) Truth in advertising (ii) Social responsibility (iii) Consumer protection (iv) Cultural sensitivity
4. For each problematic ad, create an ethical alternative version
5. Develop a personal ethical advertising checklist
6. Debate the balance between persuasion and ethical responsibility

Expected Outcome: Students will understand advertising ethics and responsible marketing practices.

Experiment 9: Effect of Color on Advertisement

Objective: Investigate how color choices impact advertisement perception and effectiveness.

Materials: Color theory resources, design software, survey tools, identical ad templates

Procedure:

1. Create identical advertisements for the same product using different color schemes: (i) Version A: Warm colors (red, orange, yellow) (ii) Version B: Cool colors (blue, green, purple) (iii) Version C: Neutral colors (black, white, gray) (iv) Version D: High contrast combinations
2. Test each version with different groups (minimum 20 people per version)
3. Measure responses for: (i) Attention-grabbing ability (ii) Emotional response (iii) Purchase intention (iv) Brand perception (v) Memorability
4. Compare results across color schemes
5. Research color psychology principles
6. Match findings with established color theory
7. Create guidelines for color selection in advertising

Expected Outcome: Students will understand color psychology's role in marketing effectiveness.

Experiment 10: Cross-Cultural Advertisement Adaptation

Objective: Learn how to adapt advertisements for different cultural contexts.

Materials: International advertisement examples, cultural research resources, adaptation templates

Procedure:

1. Select a global brand's advertisement from one country
2. Research cultural differences between that country and India: (i) Values and beliefs (ii) Communication styles (iii) Visual preferences (iv) Taboos or sensitivities
3. Identify elements that need adaptation: (i) Language and messaging (ii) Visual imagery (iii) Cultural references (iv) Colors and symbols
4. Create a culturally adapted version for the Indian market
5. Test both versions with Indian audiences
6. Compare effectiveness and cultural appropriateness
7. Document the adaptation process and learnings

Expected Outcome: Students will appreciate cultural sensitivity in global marketing.

Experiment 11: Digital vs Traditional Advertisement Effectiveness

Objective: Compare the impact and effectiveness of digital versus traditional advertising methods.

Materials: Campaign creation tools, analytics platforms, traditional media samples, measurement templates

Procedure:

1. Choose the same product/service for both campaigns
2. Create parallel campaigns: (i) Traditional: Print ad, radio spot, billboard design (ii) Digital: Social media ads, Google ads, email marketing
3. Set identical budgets and timeframes for both approaches
4. Launch campaigns simultaneously (or simulate with test audiences)
5. Measure and compare: (i) Reach and frequency (ii) Engagement rates (iii) Cost per impression (iv) Conversion rates (v) Target audience precision (vi) Feedback quality
6. Analyze advantages and disadvantages of each approach
7. Recommend an integrated strategy combining both methods

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : SKILL ENHANCEMENT COURSE

Course Name : Self Profile for Career Choice (P)

Course Code : PSY-251-SEC

No. of hours : 60

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. understand their strength, Weaknesses, Opportunities and Threats.
2. understand their level of academic self- concept.
3. understand their level of emotional intelligence.
4. understand their locus of control.
5. understand their big five dimensions of personality.
6. understand the direction of career choice
7. able to make a profile to choose appropriate career path

SrNo	Name of the Test	No of Items
1	SWOT Analysis	--
2	Academic self Concept Scale	40 items
3	Schutte Self Report Emotional Intelligence Test	26 tems
4	Levenson Multidimensional Locus of Control Scale	24 items
5	Big Five Inventory	44 items
6	RIASEC Test (Career Choice)	42 items

At the end of the course, student will be able to make his/her Profile

The student will be evaluated on the profile developed by the student for his/her career choice.