

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

PROGRAMME STRUCTURE

Semester III					
Vertical	Credits	Course Code	Title	Total Teaching Hours	No. of Lecture per Week
Major	4	PSY-201 MJT	Developmental Psychology: Child Development	60	4
Major	2	PSY-202 MJT	Psychology of Abnormality	30	2
VSC	2	PSY-221 VSC	Psychology Practical - 3	60	4
Field Project (FP)	2	PSY-231 FP	Field Project	60	4
Minor	2	PSY-241 MNT	Interpersonal Communication	30	2
Minor	2	PSY-242 MNP	Psychology Minor Practical - 1	60	4
OE	2	OE-201-PSY	Consumer Psychology	30	2
IKS	2	PSY-200-IKS	Basics of Indian Psychology	30	2
AEC	2	--	As Per the SPPU Basket	30	2
CC	2	--	As Per the SPPU Basket	30	2
Total Credit	22				

Semester IV					
Vertical	Credits	Course Code	Title	Total Teaching Hours	No. of Lecture per Week
Major	4	PSY-251 MJT	Developmental Psychology: Puberty to Late Adulthood	60	4
Major	2	PSY-252 MJP	Basics of Counselling	30	2
VSC	2	PSY-271 VSC	Psychology Practical -4	60	4
CEP	2	PSY-281 CEP	CEP: Community Engagement Program.	60	4
Minor	2	PSY-291 MNT	Adjustment and Adaptability Skills	30	2
Minor	2	PSY-292 MNP	Psychology Minor Practical 2	60	4
OE	2	OE-251-PSY	Psychology and Social Issues	30	2
SEC	2	PSY-251-SEC	Learning and Memory Improvement Skills	30	2
AEC	2	--	As Per the SPPU Basket	30	2
CC	2	--	As Per the SPPU Basket	30	2
Total Credit	22				

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : MAJOR MANDATORY THEORY

Course Name : Child Development

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. Articulate the importance of studying life-span development.
2. Explain collaborative genes, describe genetic principles, and identify chromosomal and gene-linked abnormalities that can impact development.
3. Assess the different stages of prenatal development, discuss the process of birth, identify common birth complications, and analyze postnatal development, including adjustment and complications.
4. Describe physical growth, neural and brain development, motor development, and cognitive development in infancy, and recognize the significance of nutrition during this stage.
5. Evaluate physical growth, brain development, cognitive changes, Piaget's cognitive development approach, Erickson's psychosocial development theory, and factors influencing psychosocial development, as well as understand the importance of family development and effective parenting.
6. Analyze physical and motor development, health considerations, cognitive development theories (Piaget and Vygotsky), information processing, and social development in middle childhood.

Topic 1: Introduction and Beginning of Life

(15)

1.1. Lifespan development: Definition, Key issues in Developmental psychology, Theoretical perspectives in Developmental Psychology (Psychodynamic, Behavioural, Cognitive, Humanistic, Evolutionary)

1.2 Prenatal development: Genes, Chromosomes, How gender is determined during pregnancy, Technologies available for gender determination, Prenatal Developmental Stages and hazards

1.3. The process of Birth: Birth stages, Birth complications, Approaches to childbirth, Types of delivery

1.4. Postnatal development and adjustment: Physical development of a newborn, Sensory and social Capacity of a newborn, Mother's adjustment after birth: Postpartum depression

Topic 2: Infant Stage

(15)

2.1. Infancy, Definition and characteristics

2.2. Growth and Development of the Infant: Physical growth: weight gain, height, Motor Growth: Reflexes, and Motor skills, Importance of Nutrition in Infancy, Sensory development (Vision, Smell & taste, Pain, touch)

2.3. Language development in Infancy: Basics of language, Learning theory approaches (Nativist, Interactionist, Innate skill approaches)

2.4. Relationship and Personality formation: Stranger and Separation Anxiety, Attachment styles- Harlow, Bowlby, Ainsworth, Personality development: Temperament and its biological basis

Topic 3: Early Childhood Stage

(15)

3.1. Preschool years and Early childhood: Definition and Characteristics

3.2. Physical and Intellectual Development in Early Childhood: Physical development and Motor development, Piaget's preoperational stage, Vygotsky's theory of cognitive development, Language skills and development

3.3. Social development: Sense of self and gender identity, Development of friendships, Types of play

3.4. Influence of Parenting in Childhood: Parenting styles by Baumrind

Topic 4: Middle Childhood

(15)

4.1. Physical Changes in Middle childhood: Physical Development, Motor Development

4.2. Cognitive and Moral Development: Piaget's Cognitive Development, Kohlberg's Approach to Moral development

4.3. Personality and Social Development: Erikson Psychosocial Stage: Industry vs. Inferiority

4.4 Problems of Children in middle childhood: Issues faced by children having sensory difficulties, Problems faced in school adjustment, Developmental Issues faced by disadvantaged and deprived children

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 THEORY
Course Name : Abnormal Psychology
Course Code : PSY-202-MJT
No. of hours : 30
No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Define abnormality and describe mental disorders using established diagnostic frameworks.
2. Develop an understanding of the evolution and significance of the DSM and ICD in the classification of mental disorders.
3. Explore historical and contemporary perspectives on abnormal behavior and their relevance today.
4. Acquire skills in conducting psychological assessments, including gathering behavioral history, establishing rapport, and evaluating psychosocial factors.
5. Critically evaluate key psychological paradigms such as biological, psychoanalytical, cognitive, behavioral, and the diathesis-stress model.
6. Identify and explain the features, causes, and treatment approaches for neurodevelopmental, mood, psychotic, anxiety, and substance-related disorders.

Unit 1: Abnormal behaviour: History, assessment and paradigms (15)

- 1.1 Normality and Abnormality, Definition of Mental Disorders, Evolution of DSM & ICD.
- 1.2 Historical views of Abnormal Behaviour - The Emergence of Contemporary views of Abnormal Behaviour.
- 1.3 Basic elements in Assessment - Behavioural history, Rapport establishment, Psychosocial assessment
- 1.4 Various viewpoints in psychology: Biological, Psychoanalytical, Cognitive, Behavioural, Diathesis- Stress Model.

Unit 2: Understanding Psychological Disorders (15)

- 2.1 Mood Disorders: Symptoms, Etiology.
 - a) Depression: Definition, types- Major Depression, Dysthymia.
 - b) Bipolar Disorder: Bipolar I & Bipolar II, Cyclothymia
- 2.2 Schizophrenia: Definition, phases, Symptoms, Etiology; Schizophrenia Spectrum Disorders - Brief Psychotic Disorder, Schizophreniform Disorder, Schizoaffective disorder, Delusional Disorder.

2.3 Substance use disorders - Symptoms and Etiology: Alcohol, Cannabis, Hallucinogen, Opioid, Sedative & Stimulant-related disorders,

2.4 Anxiety Related Disorders - Symptoms, Etiology: Separation Anxiety Disorder, Selective Mutism, Phobia, Panic Disorder, Generalized Anxiety Disorder

READINGS:

Nevid, J. S., Rathus, S. A., & Greene, B. (2003). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Prentice Hall.

Ahuja, N. (2011) Short textbook of psychiatry (7th Ed), Jaypee Publication

American Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders", DSM-5 (5th Ed)

Butcher J.N; Mineka Susan; and Hooley Jill M. (2014) Abnormal Psychology (15th Ed.) Dorling Kindersley(India) Pvt. Ltd. of Pearson Education.

Barlow, D.H. & Durand, V.M. (2012). Abnormal psychology : An Integrative approach (6th ed.). Wadsworth Cengage Learning.

Geddes, J.R. & Andreasen, N. C. & Goodwin, G. M.(2019). New Oxford Textbook of Psychiatry 3rd ed. Oxford books.

Sarason, I. & Sarason,B. (2017).Abnormal Psychology 11th ed. Pearson.

The International Classification of Diseases ICD-11 (2018). World Health Organization

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : III

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Psychology Practical 3

Course Code : PSY-221-VSC

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to:

1. Understand the key characteristics and developmental phases in early and late childhood.
2. Apply assessment tools and observe symptoms related to selected abnormalities in the field of abnormal psychology.
3. Develop skills in conducting interviews with professionals to explore child development and abnormal behavior.
4. Observe and analyze behavior in children with reference to childhood development.
5. Gain hands-on experience in conducting field visits to mental health-related services, further enhancing their understanding of psychological practice.
6. Improve their ability to write reports and analyze data collected through videos, interviews, and field visits in the context of psychology.

Introduction:

In this subject, the practicals will be conducted into two components. In component one, students will learn the characteristics of child development. However, in component two, students will observe the symptoms in selected abnormalities and understand abnormal behavior. Considering the students are in their undergraduate program and unknowingly some ethical issues may arise. The teacher should guide students in this matter.

Component A: Child Psychology (Any two)

30 hours

Practical 1: Observe the video recording on Early Childhood and write a report on the same

Practical 2: Observe the video recording on Late Childhood and write a report on the same

Practical 3: Interview a general practitioner or child specialist on characteristics of developmental phases in early childhood

Practical 4: Interview a general practitioner or child specialist on characteristics of developmental phases in late childhood

Component B: Abnormal Psychology (Any two)

30 hours

Practical 1: Observe the video recording on understanding DSM and write a report on the same

Practical 2: Observe the video recording on criteria of abnormal behaviour and write a report on the same

Practical 3: Interview a field practitioner on understanding abnormal behaviour

Practical 4: Interview a field practitioner on understanding ethical issues in clinical practice

Operationalization of the Course

The course will be operationalized in the following manner:

There will be a batch of 15 students.

1. The video will be observed under the guidance of the subject teacher.
2. The subject teacher will conduct a demonstration lecture explaining what is expected to be observed in the videos and also conduct a demonstration lecture giving a semi-structured interview guide for conducting the interview.
3. Under the guidance of the subject teacher, students will conduct the interview
4. Students will prepare the reports for both components

Outline of workbook/ Report:

Component A:

Introduction to Child Development.

Report: Description of video and report on observations

Report: Report of the interview conducted

Component B:

Introduction to Abnormal behaviour,

Report: Description of video and report on observations

Report: Report of interview conducted

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

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

For Internal Examination (15 marks)

1. Reports of activities – 10 Marks (2.5 for each activity)
2. Viva – 05 Marks

Final Semester End University Examination (35 Marks)

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Division of assessment will be as follows
 - a. Analysis of the case: External only: 10 marks
 - b. Reports: Internal + External combined= 10 marks
 - c. Viva: Internal + External combined = 15 marks

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:

After completing this course, students will be able to

1. Apply psychological theories and principles in practical fieldwork settings.
2. Demonstrate proficiency in designing and conducting psychological research using appropriate methodologies.
3. Adhere to ethical standards in conducting psychological research, ensuring the protection and respect of participants.
4. Analyze and interpret research data effectively, using statistical tools and psychological frameworks.
5. Communicate research findings clearly and effectively through written reports and oral presentations.
6. 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)

1. 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 - 60 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. Identify the role of technology and social networking in modern interpersonal communication.
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: Effective Communication and Interpersonal Conflict (15)

- 2.1 Towards more effective communication: conversational skills, self-disclosure, effective listening
- 2.2 Communication problems: Communication apprehension, barriers to effective communication
- 2.3 Interpersonal 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:

After completing this course, students will be able to:

1. Understand the scope, foundational concepts, and unique approach of Indian Psychology compared to Western perspectives.
2. Analyze the philosophical and cultural roots of Indian Psychology, including its sources and methods of study.
3. Examine the concepts of Dharma and Karma and their psychological implications on human behavior and well-being.
4. Explore Indian perspectives on consciousness and the mind-body complex, including Advaita, Buddhist, and Samkhya-Yoga traditions.
5. Evaluate the role of meditation and applied yoga in mental health and psychological well-being.
6. 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:

After completing this course, students will be able to:

1. Understand the definition, emergence, and significance of consumer psychology in influencing consumer behavior.
2. Analyze the role of memory and learning in shaping consumer decisions and purchasing habits.
3. Examine how sensation, perception, and attention impact consumer choices, using principles like Gestalt theory.
4. Evaluate the influence of emotions and attitudes on consumer decision-making and behavioral patterns.
5. Explore key principles of advertising psychology, including attention factors and elements of successful advertisements.
6. 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 : Developmental Psychology: Puberty to Late Adulthood

Course Code : PSY-251-MJT

No. of hours : 60

No. of Credits : 04

Course Outcomes:

After completing this course, students will be able to:

1. Demonstrate proficiency in understanding the physical and maturity aspects of adolescence.
2. Understand and apply concepts from Piaget's cognitive development theory, information processing approach, and Marcia's approach to identity development in the context of adolescence.
3. Master the understanding of family and peer relationships during adolescence.
4. Demonstrate skills in navigating early adulthood challenges related to career, stress management, and relationship choices.
5. Exhibit competence in analyzing physical changes, cognitive development, relationships, and stress factors in middle adulthood.
6. Comprehend the various aspects of aging, including physical changes, health considerations, daily life adjustments, and the process of dying.

Topic 1: Puberty and Adolescence

(15)

- 1.1. Puberty: Meaning and Characteristics, Primary and Secondary Sex Characteristics in Puberty
- 1.2. Physical and Mental Health in Adolescence: Sexually Transmitted Diseases, Substance Abuse, Social Media Addiction
- 1.3. Social and Personality Development in Adolescence: Marcia's Approach to Identity Development, Erickson's approach to identity
4. Relationships: Family, Peer groups

Topic 2: Early Adulthood

(15)

- 2.1. Physical and cognitive Development: Stressors in Early adulthood, Nutrition and Obesity
- 2.2. Career and Employment: Role of work in Identity, Theories of career selection (Ginzberg, Holland), Gender and career choices
- 2.3. Intimacy: Love: Types, Sternberg's theory of love, Romantic relationships and Attachment styles
- 2.4. Marriage and other relationship choices, Benefits of Marriage, Conflicts in Marriage, Parenthood, Singlehood

Topic 3: Middle Adulthood**(15)**

- 3.1. Physical Development and Health: Gradual changes in body, health and wellness, stress in middle adulthood
- 3.2. Cognitive development in middle adulthood: Intelligence, Memory
- 3.3. Relationships and Problems in Middle Adulthood: Empty nest syndrome, Boomerang children, Family violence, Sexual Abuse
- 4.4. Work and Leisure: Isolation, unemployment, Leisure time

Topic 4: Ageing**(15)**

- 4.1 Physical Changes: Signs of Ageing, Slowing Reactions, The Senses
- 4.2 Health and Wellbeing: Physical and Psychological Problems, Importance of Nutrition, Yoga and Exercise
- 4.3 Daily life of adjustment in Ageing: Abuse
- 4.4 Process of Dying

READINGS:

- Berk, L. E. (2022). Development through the life span (3rd ed.). Pearson.
- Dacey, J., & Travers, J. (2001). Human development across the life span (5th ed.). McGraw-Hill College.
- Feldman, R. S. (2006). Development across the life span (4th Ed.). Pearson Education.
- Feldman, R. S., & Babu, N. (2011). Discovering the life span. Pearson Education.
- Godbole & Khanvilkar (2022) Vayat Yetana, Rajhans Publication, Pune
- Hurlock, E. (1996). Developmental psychology. Tata McGraw-Hill.
- Jadhav, K. M. (2012). Vaikasik Manasshastra. Diamond Publication.
- Khalane, S. (2020). Developmental psychology. Atharve Publication.
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- Shaffer, D. R., & Kipp, K. (2020). Developmental psychology (8th ed.). Wadsworth Cengage Learning.
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Name of the Programme : B.A. Psychology
Class : S.Y.B.A.
Semester : IV
Course Type : MAJOR MANDATORY THEORY
Course Name : Basics of Counselling
Course Code : PSY-252-MJP
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)

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

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

- 2.1 Person-centered therapy
- 2.2 Cognitive- behavioural Therapy
- 2.3 Rational Emotive Behaviour Therapy
- 2.4 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 : IV

Course Type : VOCATIONAL SKILL COURSE (VSC)

Course Name : Psychology Practical 4

Course Code : PSY-271-VSC

No. of hours : 60

No. of Credits : 02

Semester IV: VSC : Practicals

Introduction: In this subject the practicals will be conducted into the two components. In component one, students will learn the characteristics of puberty and late adolescence. However, in component two, students will learn the application of selected microskills required in counselling.

Considering the students are in their undergraduate program and unknowingly some ethical issues may arise. The practicals will be conducted on video recording or by interviewing experts in this field.

Course outcomes:

1. Understand the physical, emotional, and psychological changes during puberty and late adolescence through observational analysis.
2. Analyze the developmental characteristics of puberty and late adolescence based on expert insights from general practitioners.
3. Evaluate the impact of biological and psychosocial factors on adolescent development and well-being.
4. Explore the fundamental aspects of counselling settings, including room setup and rapport building, through video-based observations.
5. Examine the role of professional ethics and practitioner experiences in effective counselling through interviews with field experts.
6. Apply theoretical knowledge by critically assessing developmental and counselling processes in real-world contexts.

Component A : Puberty and Late adolescence (Any two)

(30)

Practical 1 : Observe the video recording on Puberty

Practical 2 : Observe the video recording on Late Adolescence

Practical 3 : Interview a general practitioner on characteristics of developmental phases in Puberty

Practical 4: Interview a general practitioner on characteristics of developmental phases in late adolescence

Component B : Basic of Counselling (Any two) (30)

Practical 1 : Observe the video recording on set up in Counselling Room

Practical 2 : Observe the video recording on understanding Rapport Building

Practical 3 : Interview a field practitioner on understanding Counselling

Practical 4: Interview a field practitioner on understanding ethical issues in Counselling

Operationalization of the Course

The course will be operationalized in the following manner:

There will be a batch of 15 students.

5. The video will be observed under the guidance of the subject teacher.
6. The subject teacher will conduct a demonstration lecture explaining what is expected to be observed in the videos and also conduct a demonstration lecture giving a semi-structured interview guide for conducting the interview.
7. Under the guidance of the subject teacher, students will conduct the interview
8. Students will prepare the reports for both components

Outline of workbook/ Report:

Component A:

Introduction to Child Development.

Report: description of video and report on observations

Report: report of the interview conducted

Component B:

Introduction to Abnormal behaviour,

Report: description of video and report on observations

Report: report of interview conducted

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

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

For Internal Examination (15 marks)

3. Reports of activities – 10 Marks (2.5 for each activity)
4. Viva – 05 Marks

Final Semester End University Examination (35 Marks)

4. University exam will be 3 hours
5. There will be a batch of 20 students for practical examination.
6. Division of assessment will be as follows
 - a. Analysis of the case: External only: 10 marks
 - b. Reports: Internal + External combined= 10 marks
 - c. Viva: Internal + External combined = 15 marks

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.
Adaptibility 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
7. **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

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

1. University exam will be 3 hours
2. There will be a batch of 15 students for practical examination.

3. 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.
4. Two examiners will be appointed by 48(3)(a)(iv) committee, one of whom will be preferably an internal examiner.
5. Internal and external examiners will jointly set question papers.
6. Each separate batch will have only one question paper set.
7. The question paper will contain problems based on the practical conducted at the respective centers.
8. 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 : Psychology and Social Issues
Course Code : OE-251-PSY
No. of hours : 30
No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the nature of stereotyping, prejudice, and discrimination, and discuss strategies to overcome them.
2. Explain the concept of cultural diversity and its psychological consequences on society.
3. Understand the psychology of political leadership and voting behavior and its impact on social dynamics.
4. Analyze the effect of environmental stressors on human behavior and the role of values, social norms, and emotions in promoting pro-environmental behavior.
5. Define attitudes, how they are formed, and how they influence behavior, including the concept of cognitive dissonance.
6. Explore methods of attitude change, including persuasion, resistance to persuasion, and overcoming resistance.

Unit 1: Attitudes, Persuasion and Social Influence [15]

- 1.1 Attitudes: Definition and Attitude Formation, and how it influences behaviour, Cognitive Dissonance
- 1.2 Changing attitude: Persuasion, resistance to persuasion, overcoming resistance
- 1.3 Conformity, Compliance
- 1.4 Obedience, unintentional social influence

Unit 2: Stereotyping, Prejudice and Discrimination [15]

- 2.1 Nature and Origin of Stereotyping
- 2.2 Prejudice: Definition, Nature, and Causes
- 2.3 Discrimination: Prejudice in action
- 2.4 Overcoming Stereotyping, Prejudice and Discrimination

READINGS:

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

- Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). Applied Social Psychology: Understand and Addressing Social and Practical Problems (3rd Ed.). New Delhi: Sage Publication, Inc.
- Steg, L. & De Groot, J.I.M. (2018). Environmental Psychology: An Introduction (2nd Ed.). NJ: John Wiley & Sons Ltd.
- Steg, L., Buunk, A. P. & Rothe-gatter, T. (2008). Applied Social Psychology: Understanding and Managing Social Problems. New York: Cambridge University Press.

Name of the Programme : B.A. Psychology

Class : S.Y.B.A.

Semester : IV

Course Type : SKILL ENHANCEMENT COURSE

Course Name : Learning and Memory Improvement Skills

Course Code : PSY-251-SEC

No. of hours : 30

No. of Credits : 02

Course outcomes:

After completing this course, students will be able to:

1. Describe the concept of learning and differentiate between learning and maturation.
2. Explain the principles of classical conditioning, its types, and real-life applications.
3. Describe operant conditioning, including reinforcement types, schedules, shaping, and its applications.
4. Explain observational learning by discussing the Bobo doll experiment and the four elements of modeling.
5. Describe the concept and types of memory and explain different stages, models of memory, the processes of retrieval and forgetting, including memory decay and other factors affecting memory loss.
6. Apply memory improvement techniques, such as mnemonics and effective study habits, to enhance their learning and retention.

Unit 1: Learning

[15]

1.1. Learning: Definition, Learning vs Maturation

1.2 Classical Conditioning: Concepts, types and applications

1.3 Operant Conditioning: Reinforcement, types, schedules of reinforcement, shaping and applications

1.4: Observational Learning: Bobo doll experiment, Four elements of modelling

Unit 2: Memory

[15]

2.1 Memory: Concept, Types

2.2 Stages of memory and Memory models

2.3. Retrieval of long-term memories: retrieval cues, recall and recognition, flashbulb memories, reliability of long-term memories

2.4. Memory Improvement Techniques: Mnemonics and Study Habits

READINGS:

Ciccarelli, Saundra, White J. N. & Mishra, G. (2017). Psychology (5th edition), New Delhi: Pearson India Education Services Pvt. Ltd.

Baron, R. A. & Mishra, G. (2016). Psychology. New Delhi: Pearson India Education Services Pvt. Ltd

- Abhyankar, S., Oke, A., & Golwilkar, S., (2014). Manasshastra (General Psychology): Vartanache Shastra (The science of behaviour). Pearson Education India.
- Feldman R. S. (2015). Understanding Psychology (12th 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.