



**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
**(Autonomous)**  
**(Affiliated to Savitribai Phule Pune University, Pune)**  
**CBCS Syllabus**  
**(Faculty of Humanities)**  
**For the**  
**Bachelor of Arts Programme (B.A.)**  
**Semester-I**  
**For Department of Psychology**

**Tuljaram Chaturchand College of Arts Science and Commerce, Baramati.**  
**Choice Based Credits System Syllabus (2023 Pattern)**

**(As Per NEP2020)**

**To be Implemented from Academic Year 2023-2024**

## Preamble

### Introduction

The revised FYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at SYBA and TYBA levels. Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generates awareness of recent developments in the field of Psychology in India and the application of the theories. This course aims at enriching the minds of students and it has aims to develop a multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web based sources is highly recommended to make the teaching-learning process interactive and interesting.

### Programme Specific Outcomes (PSO)

PSO1 Students will learn the basic concepts of the field of psychology with an emphasis on application of psychology in everyday life.

PSO2. The students will be able to develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

PSO3.Students develop an understanding of the individual in relation to the Social world, it also introduces students to the realm of social influence as to how individuals think feel and behave in social situations.

PSO4.Students develops a sound knowledge about the psychometric tools and assessment.

PSO5.To facilitate learner to pursue career in professional areas of psychology.

PSO6.To equips the learner with an understanding of the concept and process of human Development across the lifespan.

PSO7.To develops an awareness of the concepts related to organizational behavior and also helps the students to develop connectivity between the concepts and practices of organizations.

PSO8.To develops an awareness of Psychological tools, techniques and tests.

PSO9.To learns the theoretical aspects of psychology as well as the skills, techniques and their applications.

PSO10.The students will be able to communicate efficiently psychological reports and information to concerned parties.

**Anekant Education Society's**  
**Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati**  
 (Autonomous)

<b>Board of Studies (BOS) In Psychology</b>		
Sr.No	Name	Designation
1	Dr. Vijaykumar B. Shinde	Chairman
2	Dr. Shirish k. Shitole	Member (Expert From other university)
3	Dr. Rajendra R. Waman	Member (Expert from SPPU, Pune)
4	Dr. Bhupender Singh	Member (Expert From other university)
5	Mr. Sandip Shinde	Member (Representative From Industry)
6	Mrs. Smita B. Shah	Member (Meritorious Alumni)
7	Dr. Ramchandra D. Jagtap	Member
8	Dr. Jyotiram N. Awate	Member
9	Dr. Ganesh M. Dhame	Member
10	Mr. Datta V. Londhe	Member
11	Ms. Vaidy Jui	Student Representative (Post Graduation)
12	Mr. Rushikesh Hivarkar	Student Representative (Post Graduation)
13	Ms. Preeti Londhe	Student Representative (Under Graduate)
14	Ms. Shriley Divekar	Student Representative (Under Graduate)

## Course Structure for F. Y. B.A. (2023 Pattern)

Sem	Course Type	Course Code	Title of the Course	Theory/Practical	No. of Credits
I	Major Mandatory	PSY- 101- MJM	Foundation of Psychology	Theory	4
	Major Mandatory	PSY- 102 - MJM	Positive Psychology	Theory	2
	Open Elective (OE)	PSY- 116 -OE	Personality Development	Theory	2
	Open Elective(OE)	PSY-117- OE	Applied Psychology	Theory	2
	Vocational Skill Course	PSY-121 -VSC	Health Promotion Life Skill	Theory	2
	Skill Enhancement Course	PSY-126- SEC	Assessment of Personality	Theory	2
	Ability Enhancement Course	ENG- 131- AEC	AEC 1 English	Theory	2
	Value Education Course	PSY- 135 - VEC	Ethics in Psychological Testing	Theory	2
	Indian Knowledge System	PSY- 137 -IKS	Emergence of Indian Psychology	Theory	2
	Co-curricular Course	-	To be selected from the Basket	Theory	2
			<b>Total Credit Semester-I</b>		<b>22</b>
II	Major Mandatory	PSY- 151- MJM	Understanding Of Psychology	Theory	4
	Major Mandatory	PSY-152- MJM	Psychology of Well Being	Theory	2
	Minor	PSY-161 -MN	Stress Management	Theory	2
	Open Elective (OE)	PSY- 166- OE	Understanding of Self	Theory	2
	Open Elective (OE)	PSY -167- OE	Applied Fields of Psychology	Theory	2
	Vocational Skill Course	PSY- 171- VSC	Assessment of Intelligence	Theory	2
	Skill Enhancement Course	PSY- 176 -SEC	Basic Counselling Skills	Theory	2
	Ability Enhancement Course	ENG -181- AEC	AEC 2 English	Theory	2
	Value Education Course	PSY- 185 - VEC	Moral Values and Mental Health	Theory	2
	Co-curricular Course	PSY - CC	To be selected from the basket	Theory	2
			<b>Total Credit Semester-II</b>		<b>22</b>
			<b>Cumulative Credits Semester –I &amp; II</b>		<b>44</b>

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Psychology</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Major Mandatory Theory</b>
<b>Course Name</b>	<b>: Foundation of Psychology</b>
<b>Course Code</b>	<b>: UAPSY- 101-MJM</b>
<b>No. of Lectures</b>	<b>: 60</b>
<b>No. of Credits</b>	<b>: 4</b>

**A) Course Objectives**

- 1) Understand the basic psychological processes and their applications in day to day life.
- 2) Develop the ability to evaluate cognitive processes, learning and memory of an individual.
- 3) Understand the importance of motivation and emotion of the individual.
- 4) Understand the personality and intelligence of the individuals by developing their psychological processes and abstract potentials.
- 5) To aim to create the awareness of Conscious Level.
- 6) To understand the Types of Emotions and importance of Human life.
- 7) To know more about motivations and its cycle.

**B) Course Outcomes**

After Completion of this Course Students Will Gain.

- CO1 Students will understand the Basics of Psychology.
- CO2. Ability of Cognitive Functions will be improved.
- CO3. Students will know more about his/her own emotions and motivations to deal with life Challenges.
- CO4. Students will be Able to understand the level of Consciousness.
- CO5. Will gain how biological Factors are affecting on Thought, Emotions and Behaviour.
- CO6. Students Will Understand the Role of Psychologist in Day today life.
- CO7. Will Learn How to Solve the Motivational Conflicts in day to day Life.

**Topics & Learning Points****UNIT-I****1. Psychology: the Science****(15 Lectures)**

- 1.1 What is Psychology: Definition, Nature and Scope
- 1.2 History & Perspectives- Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism, Humanistic, Cognitive, Bio-Psycho-Social & Indian Perspective.
- 1.3 Fields in Psychology: Clinical, Counseling, Industrial, and Educational.  
Sub field-Criminal, Social, Women, Developmental, Sport, Forensic.
- 1.4 Methods in Psychology : Experimental, Observation, Survey, correlation
- 1.5 Application: Psychologist at work.

## UNIT-II

### **2. Biological Bases of human behavior (15 Lectures)**

- 2.1 Neuron: Structure and Function
- 2.2 Nervous system: CNS & PNS
- 2.3 Glandular System- Pituitary, Thyroid, parathyroid, Adrenal, Gonad
- 2.4 Neurotransmitters- Acetylcholine, Serotonin, Epinephrine, nor epinephrine, GABA, Dopamine.
- 2.5 Application: Importance of Health

## UNIT-III

### **Personality (15 Lectures)**

- 3.1 Definition and nature of Personality
- 3.2 Freud's Psychoanalytical theory of personality
- 3.3 Trait and Types approaches (Allport's and Cattell's, Big Five )
- 3.4 Assessment of Personality –Behavioral, Projective and Self Report
- 3.5 Application: Personality Development & Life Skills

## UNIT-IV

### **4. Motivation and Emotion (15 lectures)**

- 4.1). Motivation: Definition, Concept of Homeostasis & Maslow's Hierarchy of Motivation
- 4.2 Types of Motivation: Physiological, Psychological & Social
- 4.3 Emotion: Definition, types (Positive and Negative) and Importance
- 4.4 Motivational Conflicts: Intra-Conflicts & Inter-Conflicts
- 4.5 Application: Importance of Emotional Intelligence

## References:

1. Baron, R.A. and Mishra, G. (2015). *Psychology. 5th Edition*; Indian Subcontinent Edition. Pearson India Education Services Pvt.ltd.
2. Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). *Psychology.5th Edition*; Indian Adaptation. Pearson India Education Services Pvt. Ltd.
3. Ciccarelli, S. K., & White, J. N. (2017). *Psychology. 4<sup>th</sup> edi*. New Jersey: Pearson education

4. Coon, Dennis & Mitterer, John O., (2010) *Introduction to psychology: Gateways to mind and behavior. (12th ed.) Belmont.* Wadsworth Publishing Company.
5. Feist, G.J., & Rosenberg, E.L. (2010). *Psychology: Making connections.* New York: McGraw Hill publications
6. Feldman, R.S. (2013). *Understanding Psychology.11<sup>th</sup> edi.* New York: McGraw Hill publications
7. Kalat, James W., (2015) *Biological psychology. (11th ed.)* Delhi. Cengage Learning India Private Limited.
8. Lahey, B. B. (2003). *Psychology: An introduction.* New Delhi: Tata McGraw-Hill.
9. Morgan, C. T., King, R. A., Weisz, J. R. and Schopler, J. (1986). *Introduction to psychology.* McGraw-Hill Book Co.
10. Wood, Samuel E., Wood, Ellen Green & Boyd, Denise, (2011). *The world of psychology. (7th ed.)* Boston. Allyn and Bacon, Inc.
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12. Badgular, Bachhav, & Shinde (2001). *Samanya manasashastra.* Nashik: Swayambhu Prakashan.
13. Inamdar, Gadekar & Patil (2006). *Adhunik manasashastra.* Pune: Diamond Publication.
14. Pandit, Kulkarni & Gore (1999). *Samanya manasashastra.* Nagpur: Pimpalpure Prakashan
15. मुंदडा आणि खलाणे (2013) *प्रगत सामान्य मानसशास्त्र*, अथर्व पब्लिकेशन, धुळे

### Mapping of Programme out come with course outcome

Class: F.Y.B.A.

Subject: Psychology

Course: Foundation of Psychology

Course Code: UAPSY-101-MJM

Weight age: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (PO'S)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3								
CO2	3									
CO3	2			2						
CO4	3									3
CO5	2	2			3					
CO6	2	3	1			2		2		
CO7	3	3					3		2	2

### Mapping and justification of Program Outcomes (PO) with Course Outcomes (CO)

PO1 Critical Thinking and creative thinking: CO2 Cognitive Functions, CO5 Biological Factors

Psychology helps students analyze and synthesize complex ideas (PO1) by improving cognitive functions and understanding biological factors affecting thoughts, emotions, and behavior (CO2, CO5).

PO2 Effective Communication: CO1 Basics of Psychology, CO6 Role of Psychologist

Understanding psychology basics (CO1) and the role of psychologists in daily life (CO6) enhances effective communication skills (PO2) by providing a deeper understanding of human behavior and thought processes.

PO3 Cultural Understanding: While cultural understanding is not explicitly covered in the course outcomes, psychology inherently involves studying human behavior across cultures, fostering cultural appreciation indirectly.

PO4 Creative Expression: Creative expression is not directly addressed in the course outcomes; however, a deep understanding of one's emotions and motivations (CO3) can contribute to creativity indirectly.

PO5 Research Skills: CO5 Biological Factors

Research skills (PO5) are reinforced by understanding how biological factors influence thoughts, emotions, and behavior (CO5), providing students with the ability to gather and interpret information effectively.

PO6 Ethical Awareness: Ethical awareness and integrity (PO6) are not explicitly addressed in the course outcomes, but the study of psychology inherently involves discussions on ethical considerations in research and practice.

PO7 Problem-solving Abilities: CO7 Motivational Conflicts

Understanding motivational conflicts (CO7) enables graduates to address complex challenges (PO7) by employing innovative and interdisciplinary approaches to problem-solving.

PO8 Collaboration and Teamwork: Collaboration and teamwork (PO8) are not directly addressed in the course outcomes, but psychology often involves group work and discussions, fostering collaborative skills indirectly.

PO9 Adaptability and Lifelong Learning: While adaptability and lifelong learning (PO9) are not explicitly mentioned in the course outcomes, psychology encourages critical thinking and continuous learning, contributing to adaptability indirectly.

PO10 Social Responsibility: Social responsibility (PO10) is not directly addressed in the course outcomes, but psychology can equip students with empathy and understanding, motivating them to engage with social issues.



**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Psychology</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Major Mandatory Theory</b>
<b>Course Name</b>	<b>: Positive Psychology</b>
<b>Course Code</b>	<b>: UAPSY-102-MJM</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 2</b>

**(A) Course Objectives:**

- 1) To understand the positive aspect of human Psychology.
- 2) Understand how the positive psychology as the science of happiness.
- 3) To know about Goal of Life.
- 4) To understand various fields of positive psychology.
- 5) To understand the positive emotions and its importance.
- 6) To understand the positive emotions and its relations to physical, psychological and social health.
- 7) To understand the meaning of Life.

**(B) Course Outcomes:**

After the completion of this course students will be able to:

- CO1. Understand how the positive psychology as the science of happiness, human strengths, positive aspects of human behavior and 'psychology of well-being.'
- CO2. How we lead our lives, find happiness and satisfaction, and face life's challenges.
- CO3. How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.
- CO4. Students will understand the meaning of life.
- CO5. Understanding the various fields of positive psychology for better living.
- CO6. How we can achieve the goal of our life.
- CO7. Will gain the importance of Happiness.

**Topics & Learning Points****Unit-I****Meaning, Definition and Nature of Positive Psychology (10 Lectures)**

1. Definitions and Nature of Positive Psychology.
2. Traditional Psychology, Assumptions and Goals of Positive Psychology.
3. Fields of Positive Psychology.

**Unit-II****Happiness and the Facts of Life (10 Lectures)**

1. Psychology of well-being. Positive affect and Meaningful Life
2. Subjective Well-being: Hedonic basis of happiness.
3. Self-Realization: The Eudemonic basis of happiness Gender and happiness, Marriage and happiness, other facts of life.

**Unit-III****Positive Emotions and Wellbeing (10 Lectures)**

1. What are positive emotions? The Broaden and Build Theory of Positive Emotions.
2. Positive Emotions and Health Resources: Physical, Psychological and Social Resources.
3. Positive emotions & well-being, Flow experiences and Savoring.

**References:**

- 1) Badgular, Chudaman, & Warkhede, Prabhakar (2016) Sakaratmak Manasashatra, Prashant Publications, Jalgaon.
- 2) Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology: Pearson Education.
- 3) Carr, Alan (2007). Positive Psychology: The science of human happiness and human strengths. Routledge, Taylor and Francis Group-London.
- 4) Csikzentmihalyi, Mihaly (1990) Flow: The Psychology of Optimal Experience, Harper Perennial.
- 5) Garcia, Hector., & Mirrales. Francesc. (2017) IKIGAI-The Japanese Secret to a Long and Happy Life, Hutchinson London.
- 6) Frankl, Viktor E. (1988). The Will to Meaning: Foundations and Applications of Logotherapy. Meridian/Plume
- 7) Frankl, Viktor E. (2000) Man's Search for Ultimate Meaning, Basic Books.

- 8) Shinde, Vishwanath (2016). Sakaratmak Manasshatra, Daimond Publications, Pune.
- 9) Snyder, C. R., & Lopez, S. J., & Pedrotti, J. T (2011) Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage Publications India Pvt Ltd.

### Mapping of Program Outcomes with Course Outcomes

**Class:** FYBA (Semester- I)

**Subject:** Psychology

**Course:** Positive Psychology

**Course Code:** UAPSY-102-MJM

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1										
CO 2										
CO 3	3			3					3	3
CO 4										
CO 5		3	2		3		3			
CO 6						3				
CO 7								3		

#### Justification for the Mapping

##### PO1. Critical and Creative Thinking

CO3.How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

Justification: Understanding the diverse perspectives and theories within positive psychology requires critical thinking to evaluate and integrate various concepts. Additionally, creativity is necessary to explore new approaches to understanding well-being and happiness.

##### PO2. Communication Skill

CO5 Understanding the various fields of positive psychology for better living.

Justification: Communication skills are necessary to effectively convey the principles and concepts of positive psychology to others, especially in the context of promoting well-being and better living.

##### PO3. Multicultural Competence

CO5 Understanding the various fields of positive psychology for better living.

Justification: Positive psychology encompasses cultural perspectives on happiness and well-being, so understanding different cultures' approaches to happiness is essential for multicultural competence.

##### PO4. Research Skills

CO3 How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

Justification: Positive psychology draws heavily on research from various areas of

psychology, so developing research skills is crucial for understanding and contributing to the field.

**PO5. Environmental awareness**

CO5 Understanding the various fields of positive psychology for better living.

Justification: Environmental factors can significantly impact well-being, so understanding positive psychology concepts can help raise awareness of how the environment affects happiness.

**PO6. Problem-solving Abilities**

CO6. How we can achieve the goal of our life.

Positive psychology offers insights into goal-setting and problem-solving strategies that contribute to a fulfilling life, making it relevant to problem-solving abilities.

**PO7. Collaboration and Teamwork**

Co5. Understanding the various fields of positive psychology for better living.

Collaborative efforts are often needed to apply positive psychology principles effectively, especially in community or organizational settings where teamwork is essential for promoting well-being.

**PO8. Value inculcation**

CO7 will gain the importance of Happiness.

Positive psychology emphasizes the importance of values like happiness, meaning, and well-being, making it relevant for value inculcation.

**PO9. Digital and technological skills**

CO3 How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

With the increasing use of technology in research and practice, understanding positive psychology requires proficiency in digital and technological skills to access and utilize relevant resources and tools.

**PO10. Community Engagement and Service**

CO3. How positive psychology has become an evolving mosaic of research and theory from many different areas of psychology.

With the increasing use of technology in research and practice, understanding positive psychology requires proficiency in digital and technological skills to access and utilize relevant resources and tools.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Subject</b>	<b>: Psychology</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Open Elective</b>
<b>Course Name</b>	<b>: Personality Development</b>
<b>Course Code</b>	<b>: UAPSY -116 -OE</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 2</b>

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**Course Objectives**

1. Describe the concept of personality.
2. Identify and classify various personality traits.
3. Correlate real life behavioral patterns with theoretical assumptions.
4. Apply psychological skills in daily life situations.
5. Identify and classify behavioral assessment techniques.
6. Evaluate personality of individuals.
7. Apply psychological skills to develop own personality.

**Course Outcomes****By the end of the course, students will be able to**

- CO1. Students will be understanding concept of personality.
- CO2. Students will know importance of personality traits in their life.
- CO3. Students will correlate real behavioral patterns with theoretical assumptions.
- CO4. Students will develop psychological skills in daily life situations.
- CO5. Students would know behavioral assessment oneself and others.
- CO6. Students will introspect oneself.
- CO7. Students will know SWOT Analysis

**Topics & Learning Points****UNIT-1: PERSONALITY****(10 Lectures)**

- 1.1 Concept and Role of Personality: Definitions
- 1.2 Factors affecting personality

1.3 Personality Assessment

**UNIT -2: TRAITS**

**(10 Lectures)**

2.1 Personality Traits

2.2 The 7 habits of highly effective people

2.3 SWOT Analysis

**UNIT -3: FIVE PILLARS OF PERSONALITY DEVELOPMENT**

**(10 Lectures)**

3.1 Introspection

3.2 Self- Assessment

3.3 Self-Appraisals

3.4 Self-Development

3.5 Self-Introduction

**References:-**

1. Baron, R.A. and Mishra, G. (2015). Psychology. 5th Edition; Indian Subcontinent Edition. Pearson India Education Services Pvt. Ltd.
2. Ciccarelli, S.K., White, J.N., & Mishra, G. (2018). Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.
3. Ciccarelli, S.K., & White, J. N. (2007). Psychology. 4th Edition. New Jersey: Pearson Education.
4. Feldman, R.S. (2013). Understanding Psychology. 11th Edition. New York: McGraw Hill publications.
5. Kalat, James W., (2015). Biological Psychology. (11th ed.). Delhi. Cengage Learning India Pvt. Ltd.
6. Morgan, C. T., King, R. A., Weisz, J.R. and Schopler, J. (1986). Introduction psychology. McGraw-Hill Book Co.
7. Abhyankar, S., Oak, A., & Golvilkar, Ss., (2014). Manasashashtra Vartanache Shastra. Dorling Kindersley (India) Pvt. Ltd.
8. Badgujar, Bachhav, & Shinde (2001). Samanya Manasashashtra. Nashik: Swayambhu Prakashan.
9. Pandit, Kulkarni & Gore (1999). Samanya Manasashastra. Nagpur: Pimpalpure Prakashan.
10. Inamdar, Gadekar & Patil (2006). Adhunik Manasashastra. Pune: Diamond Publication.
11. Covey Stephen (2004). The 7 habits of highly effective people. Franklin Covey Co.
12. Hurlock Elizabeth (1988). Personality Development, McGraw Hill.
13. Natu, S.A., (2021). Personality Development, Revised Edition, Nirali Prakashan, Pune.

**Mapping of Program Outcomes with Course Outcomes**

**Class:** FYBA (Semester- I)  
**Course:** Personality Development

**Subject:** Psychology  
**Course Code:** UAPSY-116-OE

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3			3						
CO 2					3			3		
CO 3	3			3						
CO 4						3				3
CO 5		3							3	
CO 6	3		3							
CO 7						3	3			

**Justification for the Mapping****PO1. Critical and Creative Thinking**

CO1,CO3,CO6 This correlation requires critical analysis and creative application of theories.

**PO2. Communication Skill**

CO5 Assessing behavior involves effective communication to understand oneself and others.

**PO3. Multicultural Competence**

CO6 Introspection can lead to a better understanding of one's own cultural biases and perspectives.

**PO4. Research Skills**

CO1,CO3 Researching behavioral patterns and comparing them to theoretical assumptions develops research skills.

**PO5. Environmental awareness**

CO2 Understanding how personality interacts with the environment can raise awareness of social and cultural influences.

**PO6. Problem-solving Abilities**

CO4,CO7 Applying psychological skills in daily life requires problem-solving abilities.

**PO7. Collaboration and Teamwork**

CO7 It can be used collaboratively to analyze situations and make informed decisions.

**PO8. Value inculcation**

CO2 Learning about personality can help students understand the value of individual differences and diversity.

**PO9. Digital and technological skills**

CO5 Utilizing digital tools for assessment requires technological skills.

**PO10. Community Engagement and Service**

CO4 Using psychological skills can benefit the community and promote engagement.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Open Elective</b>
<b>Course Name</b>	<b>: Applied Psychology</b>
<b>Course Code</b>	<b>: UAPSY -117- OE</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 02</b>

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**Course Objectives:****To acquaint the students with:**

1. The relationship between theoretical and applied aspects of Psychology.
2. Applications of Psychology in the various fields of life.
3. Familiarize students with problems and solutions in various applied fields.
4. Apprise students of the role of Psychologists in various applied fields.
5. Use of psychological principles in clinical settings.
6. Understand the use of psychological principles to increase productivity in organizations.
7. Use of psychology in educational area.

**Course Outcomes:****After completion of this course the students will be able:**

- CO1. Students will understand the relationship between theoretical and applied aspects of Psychology.
- CO2. Students will understand how theories and research of psychology can be applied to these real world settings.
- CO3. Students will understand the role of Psychologists in various applied fields.
- CO4. Students will learn about problems and solutions in various applied fields.
- CO5. Students will be able to apply psychological principles in clinical settings.
- CO6. Students will become aware about application of psychology in industry.
- CO7. Students will understand the problems and solutions to educational problems.

**Topics & Learning Points****UNIT-I: Introduction and Clinical Applications (10 Lectures)**

- 1.1 Definition, Nature and Scope of applied Psychology
- 1.2 Nature of clinical psychology- classification of mental disorders DSM-5, ICD-10, therapies – CBT, Client centered therapy, REBT
- 1.3 Health Psychology- community mental – bio- psycho- social model of health.



**UNIT-II: Applications in Industries and Organizations (10 Lectures)**

2.1 Definition, Nature and Fields of I/O Psychology

2.2 Applications in IT and other Industries a- cultural adjustment, b- performance pressure, c- recruitment, d- training and employees' professional problems in other industries

2.3 Applications in Organizations

**UNIT-III: Applications in Education (10 Lectures)**

3.1 Definition, Nature and Scope of Educational Psychology

3.2 Effective Teaching – Learning Methodologies a- group discussions, b- projects, c- presentations, d- interactive methods

3.3 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, LD-learning disabilities

**References:**

1. Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan.
2. Bayne Rowan; Horton Ian (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd; annotated edition.
3. David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.
4. Palsane, Navare. *Upyojit Manasshastra*. Continental Publication, Pune.
5. Richard H. Cox (2002). Sport Psychology, McGraw –Hill Higher Education.
6. Schultz (2014). Psychology and work today. Pearson.
7. Sharma, R (2009). Applied Psychology. Atlantic Publications.
8. Taylor Shelley (2011). Health Psychology: Tata McGraw-Hill.
9. Warren, G. S. (2014). Occupational Psychology: An Applied Approach. Pearson Education.
10. Weiten, W.; Lloyd M.; (2004). Psychology applied to Modern Life: Adjustment in 21st Century. Thomas Wadsworth Publications.

**Mapping of Program Outcomes with Course Outcomes****Class:** FYBA (Semester- I)**Subject:** Psychology**Course:** Applied Psychology**Course Code:** UAPSY-117-OE

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3			3		3				
CO 2	3				3	3		3		
CO 3		3					3			
CO 4						3				3
CO 5	3					3				
CO 6			3						3	
CO 7						3				3

**Justification for the Mapping****PO1. Critical and Creative Thinking**

CO1,CO2,CO5 Understanding the relationship between theory and application requires critical thinking to evaluate theories and creative thinking to apply them in real-world settings.

**PO2. Communication Skill**

CO3 Understanding the role of psychologists in applied fields requires effective communication skills to convey complex concepts.

**PO3. Multicultural Competence**

CO6 Understanding the application of psychology in industry involves awareness of cultural differences and their impact on organizational behavior.

**PO4. Research Skills**

CO1 Researching theoretical concepts and applying them to practical situations develops research skills.

**PO5. Environmental awareness**

CO2 Understanding how personality interacts with the environment can raise awareness of social and cultural influences.

**PO6. Problem-solving Abilities**

CO1,CO2,CO4,CO5,CO7 Applying theoretical knowledge to solve real-world problems enhances problem-solving abilities.

**PO7. Collaboration and Teamwork**

CO3 Understanding the role of psychologists in various fields involves collaboration with professionals from different disciplines.

**PO8. Value inculcation**

CO2 Learning about personality can help students understand the value of individual differences and diversity.

**PO9. Digital and technological skills**

CO6 Understanding the application of psychology in industry may involve the use of digital and technological tools.

**PO10. Community Engagement and Service**

CO4,CO7 Understanding educational problems can lead to community engagement and service in improving educational outcomes.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)****Name of the Programme : B.A. Subject: Psychology****Program Code : UAPSY****Class : F.Y.B.A.****Semester : I****Course Type : Vocational Skill Course****Course Name : Assessment of Personality****Course Code : UAPSY -121 -VSC****No. of Lectures : 30****No. of Credits : 2****A) Course Objectives:**

- 1) To Understand the Personality
- 2) To assess the Various Dimensions of Personality
- 3) To assess the 16 Personality factors of the Individuals.
- 4) To train them for interpretation of test Scores.
- 5) To give the Practical Experiences to the students in administering and Scoring Psychological tests.
- 6) To understand the big five model through the tests.
- 7) To understand the A, B, & C personality Patterns.

**B) Course Outcome:**

After the completion of this course students will be able to:

- CO1.Students will familiarize with the use of psychological tests.
- CO2.Students will gain practical experiences of group Testing
- CO3.Students will know about the personality testing.
- CO4.Students will understand the various dimensions of personality
- CO5.They will gain knowledge of psychological testing application.
- CO6.Students will perform well in the society towards better understanding of them.
- CO7.Students will understand the A, B & C types of personality.

**Topics & Learning Points****Unit-I****(10 Lectures)**

- 1) Vyaktitva Shodhika By Prof. Usha Khair and Meghamala Rajguru
- 2) The Trigunatamaka Personality Schedule By Dr.R.R. Tripathi

**Unit-II (10 Lectures)**

- 1) Types A / B Behavioural Pattern Scale By Upinder Dhar and Manish Jain
- 2) Sentence Completion Test By L.N.Dube and Archana Dube

**Unit-III (10 Lectures)**

- 1) Eysenck Personality Questionnaire By H.J. Eysenck
- 2) Introversiion and Extraversiion Inventory By Dr.Aziz and Dr. Agnihotry

**References:**

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Chadha N.K. (2009). *Applied Psychometry*, Sage Publication Pvt. Ltd. New Delhi.
3. डॉ. भरत देसाई व डॉ. शोभना अभ्यंकर (२००१) संशोधन पद्धती आणि मानसशास्त्रीय मापन, नरेंद्र प्रकाशन पुणे
4. डॉ. अनिता पाटील (१९९९) मानसशास्त्रीय चाचण्या, डायमंड प्रकाशन, पुणे ३०
5. Kaplan R. M. & Saccuzzo D. P. (2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt. Ltd.
6. Singh, A.K. (2006) *Test measurements and research methods in behavioural sciences*, Patna: Bharati Bhavan

**Mapping of Program Outcomes with Course Outcomes****Class:** FYBA (Semester- I)**Subject:** Psychology**Course:** Assessment of Personality**Course Code:** UAPSY -121 -VSC

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)									
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1				3					2	
CO 2		2					3			3
CO 3										3
CO 4	3		3							
CO 5	3	3		3	3					
CO 6						3		3		
CO 7										

**Justification for the Mapping****PO1. Critical and Creative Thinking**

CO4, CO5 Understanding the various dimensions of personality and the application of psychological testing requires critical thinking skills. It involves analyzing different aspects of personality and creatively applying testing methods to assess them.

**PO2. Communication Skill**

CO2, CO5 Practical experiences of group testing require effective communication within the group. Additionally, understanding psychological testing applications involves communicating complex ideas and concepts clearly.

**PO3. Multicultural Competence**

CO4 Understanding various dimensions of personality include recognizing cultural differences in personality traits and behaviors, contributing to multicultural competence.

**PO4. Research Skills**

CO1, CO5 Familiarity with psychological tests and their applications involves understanding research methodologies, data collection, and analysis, contributing to research skills.

**PO5. Environmental awareness**

CO5 Psychological testing can include assessments related to environmental factors impacting personality, thereby raising awareness of environmental influences.

**PO6. Problem-solving Abilities**

CO6 Addressing societal issues related to personality, such as stereotypes or biases, requires problem-solving abilities and a deeper understanding of oneself and others.

**PO7. Collaboration and Teamwork**

CO2 Practical experiences of group testing necessitate collaboration and teamwork among students to effectively carry out the testing process.

**PO8. Value inculcation**

CO6 Understanding personality types and traits can contribute to the development of values such as empathy, respect, and tolerance towards others.

**PO9. Digital and technological skills**

CO1 Familiarity with psychological tests often involves utilizing digital and technological tools for administration and analysis.

**PO10. Community Engagement and Service**

CO2,3 Practical experiences of group testing can be applied to community engagement and service by offering psychological testing services to the community, raising awareness, and providing support.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A. Subject: Psychology</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Skill Enhancement Course</b>
<b>Course Name</b>	<b>: Health Promotion Life Skills</b>
<b>Course Code</b>	<b>: UAPSY -126- SEC</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 2</b>

**A) Course Objectives:**

1. To understand the importance of Health
2. To understand the types of Infections
3. To aim healthy relationship
4. To understand the peer pressure and its impact
5. To maintain Hygienic Behaviour within students
6. To understand the effects of addictions
7. To understand the self-management

**B) Course Outcome:**

After the completion of this course students will be able to:

- CO1. Students will understand the Benefits of Health
- CO2. Students will be Aware about various infections
- CO3. Students will maintain well personal Hygiene
- CO4. Students will gain the knowledge of self-management
- CO5. Students will learn to maintain healthy relationship
- CO6. Students will avoid the addiction
- CO7. Students will Avoid Bullying

**Topics & Learning Points****Unit-I****Hygienic behaviour****(10 Lectures)**

1. Types of infectious diseases
2. Signs and symptoms of infectious diseases
3. How to prevent infectious diseases: hygienic habits

**Unit-II****Relationships****(10 Lectures)**

1. Interpersonal relationship
2. Peer pressure- saying no to drugs, tobacco
3. Bullying and its effect

**Unit-III****Competency Mapping****(10 Lectures)**

1. Competency mapping: Introduction
2. Methods of competency mapping
- 3: Competencies dealing with self-management

**References:**

- 1.Sanghi Seema (2016). The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations. Sage
2. The worlds Health Organization information series on school health  
Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School
3. Handbook of Activities on life skills,(2018) American India Foundation
4. डॉ.मोमीन एस.आय.(२००५) आरोग्य संवर्धन,प्रगती प्रकाशन
- 5.संजय राहणे (२०००) आरोग्य संवर्धन, पी.वी. बुक्स

**Mapping of Program Outcomes with Course Outcomes****Class:** FYBA (Semester- I)**Subject:** Psychology**Course:** Health Promotion Life Skills**Course Code:** UAPSY -126 - SEC

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3	3					3		3	3
CO 2				3		3				
CO 3		3				3				
CO 4				2		3			3	
CO 5		3	3		3	3	2			3
CO 6		2					3	3		
CO 7		3	2			2				3



**Justification for the Mapping****PO1. Critical and Creative Thinking**

CO1 Critical thinking is necessary to understand and analyze the benefits of health, such as physical, mental, and emotional well-being.

**PO2. Communication Skill**

CO2, CO3, 5, 6, 7, Being aware of infections, maintaining personal hygiene, avoiding addiction, bullying, and maintaining healthy relationships all require effective communication skills.

Effective communication is essential for conveying information about infections, discussing personal hygiene practices, addressing addiction, bullying, and maintaining healthy relationships.

**PO3. Multicultural Competence**

CO5, 7 Multicultural competences is necessary to navigate and respect cultural differences in relationships and to prevent bullying based on cultural or other differences.

**PO4. Research Skills**

CO2, CO4 Research skills are essential for understanding the nature of infections, as well as acquiring knowledge about self-management strategies for health.

**PO5. Environmental awareness**

CO5 Psychological testing can include assessments related to environmental factors impacting personality, thereby raising awareness of environmental influences.

**PO6. Problem-solving Abilities**

CO2 3, 4, 5, 7 Addressing infections, maintaining personal hygiene, self-management, healthy relationships, avoiding addiction and bullying all require problem-solving abilities. Problem-solving is essential to identify and address health-related issues and challenges effectively.

**PO7. Collaboration and Teamwork**

CO5, 1, 6, CO7 Collaboration and teamwork are necessary for building and maintaining healthy relationships and for working effectively within communities to address health issues.

**PO8. Value inculcation**

CO6 Values play a crucial role in promoting and maintaining health, as well as in preventing harmful behaviors like addiction and bullying.

**PO9. Digital and technological skills**

CO1, CO4 Digital and technological skills are important for accessing and utilizing resources related to health and self-management effectively.

**PO10. Community Engagement and Service**

CO1, 5, 7, Understanding the benefits of health, maintaining healthy relationships, and avoiding bullying are all relevant to community engagement and service.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A. Subject: Psychology</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Vocational Enhancement Course</b>
<b>Course Name</b>	<b>: Ethics in Psychological Testing</b>
<b>Course Code</b>	<b>: UAPSY -135- VEC</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 2</b>

**Course Objectives**

1. To explain the issue of actuarial versus clinical prediction.
2. To identify human rights as they pertain to testing
3. To explain the problem of labeling.
4. To describe the issue of divided loyalties.
5. To identify some important responsibilities of test users and constructors.
6. To discuss important current trends in the testing field.
7. To the ethical and social issues in the field.

**Course Outcomes**

**By the end of the course students will be able to: -**

- CO1..Students will be able to explain the issue of actuarial versus clinical prediction.
- CO2.Students will be understanding the human rights as they pertain to testing.
- CO3.Students will be explaining the problem of labeling.
- CO4.Students will be understand the issue of divided loyalties.
- CO5.Students will be developing some important responsibilities of test users and constructors.
- CO6.Students will be known current trends in the testing field.
- CO7.Students will be understanding the ethical and social issues in the field.

**Topics & Learning Points****Unit-I****Introduction to Ethics In Psychological Testing****(10 Lectures)**

- 1.1 Professional issues in Psychological Testing

1.2 Moral issues in Psychological Testing

1.3 Social issues in Psychological Testing

### Unit-II

**Current Trends and Ethical Issues In Psychological Testing (10 Lectures)**

2.1 User qualifications and Professional Competence

2.2 Responsibilities of test publishers

2.3 Responsibilities of Test Users

### Unit-III

**The Major Ethical Issues in Psychological Testing (10 Lectures)**

3.1 Issues of human rights

3.2 Issue of labeling

3.3 Issues of divided loyalties

### References:-

- 1) Anastasi, A.& Urbina, S.(2009).Psychological testing.N.D.:Pearson Education.
- 2) Desai, B. and Abhyankar,S.C.(2001).Prayogik Manasashastra ani sanshodhan Paddhati. Pune: Narendra Prakashan.
- 3) Kaplan, R.M.& Saccuzzo D.P.(2005).Psychological Testing, Principles, Applications and Issues.Sixth Ed.Cengage Learning India,Pvt Ltd.
- 4) Singh,A.K.(2006).Tests, Measurements and Research Methods in Behavioural Sciences.Patna:Bharti Bhavan.

### Mapping of Program Outcomes with Course Outcomes

**Class:** FYBA (Semester- I)

**Subject:** Psychology

**Course:** Ethics in Psychological Testing

**Course Code:** UAPSY -135- VEC

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3	3								
CO 2			3				3			
CO 3	3	3								
CO 4	3						3			
CO 5					3	3		3		
CO 6				3					3	
CO 7	3									3

### Justification for the Mapping

#### PO1. Critical and Creative Thinking

CO1,CO3,CO4,CO7 Understanding and explaining the differences between actuarial and clinical prediction requires critical thinking to analyze and compare these approaches.

**PO2. Communication Skill**

CO1, CO3 Explaining complex concepts like actuarial versus clinical prediction requires effective communication skills.

**PO3. Multicultural Competence**

CO2 Understanding human rights in testing requires an awareness of cultural differences and their impact on testing practices.

**PO4. Research Skills**

CO6 Staying updated on current trends requires research skills to access and analyze relevant literature and data.

**PO5. Environmental awareness**

CO5 Psychological testing can include assessments related to environmental factors impacting personality, thereby raising awareness of environmental influences.

**PO6. Problem-solving Abilities**

CO5 Developing responsibilities for test users and constructors involves problem-solving to ensure ethical and accurate testing practices.

**PO7. Collaboration and Teamwork**

CO2, CO4 Understanding divided loyalties may involve working collaboratively with others to address ethical dilemmas.

**PO8. Value inculcation**

CO5 Understanding responsibilities in testing helps inculcate values of integrity and professionalism.

**PO9. Digital and technological skills**

CO6 Knowing current trends may involve using digital and technological tools to access information.

**PO10. Community Engagement and Service**

CO7 Understanding ethical and social issues may lead to community engagement in addressing these issues.

**SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B. A. (w. e. from June, 2023)**

<b>Name of the Programme</b>	<b>: B.A.</b>
<b>Program Code</b>	<b>: UAPSY</b>
<b>Class</b>	<b>: F.Y.B.A.</b>
<b>Semester</b>	<b>: I</b>
<b>Course Type</b>	<b>: Indian Knowledge System</b>
<b>Course Name</b>	<b>: Emergence of Indian Psychology</b>
<b>Course Code</b>	<b>: UAPSY-137-- IKS</b>
<b>No. of Lectures</b>	<b>: 30</b>
<b>No. of Credits</b>	<b>: 2</b>

**A) Course Objectives:**

1. To illustrate a prime example of psychological knowledge about Indian Psychology
2. To acquaint the student with a wider history of Indian psychology.
3. To acquaint the student with a wider nature and scope of Indian psychology
4. To identify psychological thought in Ancient India
5. To explain the basic concepts of Patanjali Yog sutras and Siddhis.
6. To Study of self and consciousness according to Jain philosophy
7. To examine the sensory knowing, extraordinary knowing, and Insight knowing

**B) Course Outcomes:**

- CO1.Students will understand the psychological knowledge of Indian psychology.
- CO2.Students will know about history of Indian psychology.
- CO3.Students will become aware about application of Yoga and Bhagavat Gita in mental health.
- CO4.Students will familiar and more known Indian Psychological thought in Ancient India.
- CO5.Students will lived using Yama Niyama in their life
- CO6.Students will understand own and other self.
- CO7.Students will understand sensory knowing, extraordinary knowing, and Insight knowing

**Topics & Learning Points****Unit-I****Introduction to Indian Psychology****(10 Lectures)**

- 1.1 Assumptive base of Indian Psychology
- 1.2 Scope and substance of Indian Psychology

### 1.3 Methods of study, psychological thought in Ancient India

## Unit-II

### Yoga and Transpersonal Psychology In Bhagavat Gita (10 Lectures)

- 2.1 Yoga Psychology theory and applications
- 2.2 Patanjali Yog sutras and Siddhis – Basic concepts
- 2.3 Identity and existence, self-knowledge, conflict and wisdom, ksetra, Ksetrajna and Ego, Karma and Sanyasa, work, renunciation and yoga

## Unit-III

### Jain and Buddhist Psychology (10 Lectures)

- 3.1 Jain Conscious reality, consciousness and conscious attentiveness, concept of self and cognition.
- 3.2 Buddhist Psychology: Thought (citta), mind (mano), consciousness (vinnana)
- 3.3 varieties of knowing: sensory knowing (sanna), extraordinary knowing (abhinna), holistic knowing (parinna), and Insight knowing(panna)

## References:

1. Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). Transpersonal psychologies. (2nd Ed.). New York: Harper Collins.Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.
2. Cortright, B. (2000). Psychotherapy and Spirit: Theory and practice intranspersonal psychotherapy. Albany, NY: State University of New York Press.
3. Kuppuswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paperback edition available.
4. Paranjpe A.C. (1998). Self and Identity in modern psychology and Indian thought. New York: Plenum Press.
5. Rao, KR, Paranjape, AC. and Dalal, A.K. (2008). Handbook of Indians Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
6. Tart C. T. (1992). Transpersonal psychologies. (2nd Ed.). New York; Harper Collins.

### Mapping of Program Outcomes with Course Outcomes

**Class:** FYBA (Semester- I)

**Subject:** Psychology

**Course:** Emergence of Indian Psychology

**Course Code:** UAPSY-137-- IKS

\*Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO8	PO9	PO10
CO 1	3		3					3		
CO 2				3			3		3	
CO 3	3							3		
CO 4	3		3				3			
CO 5		3			3			3		
CO 6	3		3							
CO 7	3					3				3

### Justification for the Mapping

#### PO1. Critical and Creative Thinking

CO1,CO3,CO4,CO6,CO7 Understanding Indian psychology requires critical thinking to analyze and compare it with Western psychology.

#### PO2. Communication Skill

CO5 Living according to Yama Niyama involves effective communication to understand and apply these principles in daily life.

#### PO3. Multicultural Competence

CO1,CO4,CO6 Understanding Indian psychological thought in Ancient India enhances multicultural competence by exposing students to diverse cultural and philosophical perspectives.

#### PO4. Research Skills

CO2 Studying the history of Indian psychology involves research skills to access and analyze historical sources.

#### PO5. Environmental awareness

CO5 Psychological testing can include assessments related to environmental factors impacting personality, thereby raising awareness of environmental influences.

#### PO6. Problem-solving Abilities

CO7 Understanding these forms of knowing can enhance problem-solving abilities by providing alternative ways of understanding and addressing issues.

#### PO7. Collaboration and Teamwork

CO2,CO4 Understanding divided loyalties may involve working collaboratively with others to address ethical dilemmas.

#### PO8. Value inculcation

CO1,CO3,CO5 Practicing Yama Niyama can inculcate values of ethical conduct and self-

discipline.

**PO9. Digital and technological skills**

CO2 Researching the history of Indian psychology may require digital and technological skills to access online resources.

**PO10. Community Engagement and Service**

CO7 Understanding ethical and social issues may lead to community engagement in addressing these issues.