



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-III

For Department of Psychology and Yoga

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 2024-2025

Preamble

Introduction

The revised SYBA 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)

Board of Studies (BOS) In Psychology and Yoga		
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	Mr.Jyotiram N.Awate	Member
9	Dr.Ganesh M. Dhame	Member
10	Mr.Datta V. Londhe	Member
11	Ms. Mayuri Kharat	Student Representative (Post Graduation)
12	Ms. Pranoti Dombé	Student Representative (Post Graduation)
13	Ms. Kunal Kumbhar	Student Representative (Under Graduate)
14	Ms. Ankita Kumbhar	Student Representative (Under Graduate)

Course Structure for S. Y. B.A.(Psychology) (2023 Pattern)

Sem.	Course Type	Course Code	Title of the Course	Theory/ Practical	No. of Credits
III	Major Mandatory	PSY- 201- MJM	Abnormal Psychology	Theory	04
	Major Mandatory	PSY- 202 - MJM	Child Psychology	Theory	04
	Minor	PSY-211-MN	Social Psychology	Theory	04
	Open Elective (OE)	PSY- 216 -OE	Stress Management	Theory	02
	Vocational Skill Course (VSC)	PSY-221 - VSC	Development and Clinical Assessment	Theory	02
	Ability Enhancement Course (AEC)	MAR-231-AEC	भाषिक उपयोजन व लेखन कौशल्ये	Theory	02
HIN-231-AEC		हिदी भाषा:कौशल			
SAN-231-AEC		प्राथमिक संभाषण कौशल्यम्			
	Field Project(FP)	PSY- 235 -FP		Theory/ Practical	02
	Generic IKS Course(IKS)	GEN-245- IKS		Theory	02
Total Credit Semester-III					22
Course Structure for S. Y. B.A.(Yoga) (2023 Pattern)					
	Minor	YOG-211-MN	Yoga and Anatomy	Theory/Practical	04
	Open Elective (OE)	YOG- 216 -OE	Yogpranali	Theory	02
	Co-Curricular Course(CC)	YOG-239-CC	Yoga for Physical Health:Practical	Practical	02
Total Credit Semester-III					08
Course Structure for S. Y. B.A.(Psychology)					
IV	Major Mandatory	PSY- 251- MJM	Psychological Disorders	Theory	04
	Major Mandatory	PSY-252- MJM	Developmental Psychology	Theory	02

Minor	PSY-261 -MN	Psychology of Society	Theory	04
Open Elective (OE)	PSY- 266- OE	Life Skills	Theory	02
Skill Enhancement Course(SEC)	PSY- 276 - SEC	Basic Counselling Skills	Theory	02
Ability Enhancement Course(AEC)	MAR -281- AEC	लेखन निर्मिती व परीक्षण कौशल्ये	Theory	02
	HIN-281- AEC	हिंदी संप्रेषण कौशल		
	SAN-281- AEC	प्रगत संभाषण कौशल्यम		
Community Engagement Project(CEP)	PSY-285- CEP		Theory/ Practical	02
Total Credit Semester-IV				22
Cumulative Credits Semester –III& IV				44
Course Structure for S. Y. B.A.(Yoga) (2023 Pattern)				
Minor	YOG-261-MN	Yoga and Physiology	Theory/ Practical	04
Open Elective (OE)	YOG- 266 -OE	Darshane	Theory	02
Co-Curricular Course(CC)	YOG-289-CC	Yoga for Spiritual Health	Practical	02
Total Credit Semester-IV				08
Cumulative Credits Semester –III& IV				16

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from June, 2024)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory Theory
Course Name	: Abnormal Psychology
Course Code	: PSY- 201-MJM
No. of Lectures	: 60
No. of Credits	: 4

A) Course Objectives

1. To acquaint students with the recent classification of abnormality.
2. To help students to acquire the knowledge about the causes, symptoms and treatments of various types of psychological disorders.
3. Examine the DSM-5 and ICD-11 classifications of abnormal behavior.
4. Investigate the etiology and treatment approaches for Schizophrenia.
5. Examine suicide, its types, causes, and prevention.
6. Explore the etiology and treatment of depression.
7. Explore coping mechanisms for stress.

B) Course Outcomes

After Completion of this Course Students Will Gain.

- CO1. Examine multiple probable causes and correlates of behavior.
- CO2. Understand critiques, limitations and implications of diagnosis and classification of psychological diseases.
- CO3. Create awareness about mental health problems in society.
- CO4. Trace the historical development of Abnormal Psychology and analyze the current classifications in DSM-5 and ICD-11.
- CO5. Recognize the symptoms, stages, and types of Schizophrenia, along with its etiology and treatment options.
- CO6. Analyze suicide types, causes, and preventive measures.
- CO7. Apply knowledge of abnormal psychology to real-world scenarios and cases.

Topics & Learning Points**Unit-I Abnormal Psychology: An Overview (15 Lectures)**

- 1.1 Definition of mental disorder and criteria of abnormal behavior.
- 1.2 Research Methods in Abnormal Psychology
- 1.3 Brief history of DSM 5 & ICD 11 classification of abnormal behavior.
- 1.4 Perspectives (paradigms) of psychopathology. I) Psychoanalytical ii) Biological iii) Cognitive iv) Behavioristic v) Humanistic & Existential vi) Diathesis-Stress model.

Unit-II Schizophrenia (15 Lectures)

- 2.1 Definition and symptoms of Schizophrenia.
- 2.2 Stages of Schizophrenia.
- 2.3 Types of Schizophrenia.
- 2.4 Etiology and Treatment of Schizophrenia.

Unit-III Mood Disorders (15 Lectures)

- 3.1 Definition and symptoms of depression.
- 3.2 Types of depression: i) Minor Depression, ii) Major Depression, iii) Dysthymia and Premenstrual and postpartum depression. and Theories of Depression
- 3.3 Etiology and treatment of depression.
- 3.4 Suicide, types, its causes and Prevention.

Unit-IV Anxiety Disorders, OCD and Stress Disorder (15 Lectures)

- 4.1 Definition, symptoms of anxiety disorder.
- 4.2 Types of anxiety disorders:
 - i) Generalized Anxiety Disorder.
 - ii) Phobia.
 - iii) Panic Disorder.
 - iv) OCD.
- 4.3 Etiology and treatment of anxiety disorder
- 4.4 Stress: Post traumatic and acute stress disorder.

References:

1. Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005) *Abnormal Psychology: Current perspectives*. 9th Edn. Tata McGraw- Hill: New Delhi, India.
2. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, DSM -5th*, Fifth Edition.
3. Barlow, D. H. & Durand, V. M. (2005). *Abnormal Psychology*, (4th ed) Pacific Grove: Books/Cole.
4. Butcher, J. N., Mineka Susan, & Hooly Jill M, (2014). *Abnormal Psychology* (15th Ed). Dorling Kindersley, (India).
5. Carson, R.C.; Butcher, J.N.; Mineka, S. and Hooley, J. M. (2007). *Abnormal Psychology*, 13th ed. N. D.: Pearson Edu.
6. Capuzzi, D and Gross, D. R. (2007). *Counseling & Psychotherapy: Theories and Intervention*, N.D. Pearson.
7. Comer, R. J. (2007). *Abnormal Psychology*. (9th Edn) New York; Worth Publishers. Davison, G. C., Neal, J. M., & Kring, A. M. (2004) *Abnormal Psychology*. (9th Edn) New York; Wiley.
8. Fauman, M. A. (1996) *Study guide to DSM-IV*, Jaypee Brothers.
9. First, M. B. & Tasman, A. (2004). *DSM-IV-TR mental disorders: Diagnosis, Etiology and treatment*, New York: Wiley.
10. Nelson- Hoeksema, S. (2004) *Abnormal Psychology*, 3rd Ed. McGraw - Hill; New York; Wiley.
11. Oltmanns, T. F., Emery, R. E. (1995) *Abnormal Psychology*, Prentice Hall.
12. Puri, B. K., Laking, P. J. & Treasaden, I. H. *Text book of psychiatry*, New York: Churchill Livingstone.
13. Sarason, I. G. and Sarason, B. R. 11th Edn. (2005). *Abnormal Psychology: The problems of maladaptive behavior*. N. D.: Pearson Edu.
14. Sue, D., Sue, D. W., & Sue, S. (2006) *Abnormal Behaviour*. (8th Edn), Houghton Mifflin Company.
15. World Health Organization (1992). *The ICD 10: Classification of mental and Behavioral disorders: Clinical descriptions and diagnostic guidelines*, Delhi: Oxford University Press.
16. Gray, S.W. & Zide, M.R. (2008). *Psychology Pathology: A Competency based assessment model for social workers*. Cengage learning, India Edition.

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem. III)

Subject: Psychology

Course: Abnormal Psychology

Course Code: PSY- 201-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	PO 7	PO 8
CO 1	3			3			3	
CO 2	3						3	
CO 3		3	3					
CO 4	3	3		3				
CO 5	3			3		3		
CO 6	3							
CO 7	3	3			3		3	

Justification for the mapping**PO1 Critical and Creative Thinking:**

CO1,CO2,CO4,CO5,CO6,CO7 Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

PO2 Communication Skill:

CO3,CO7, Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself

PO3 Multicultural Competence:

Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups

PO4 Research Skills:

CO1,CO4,:The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

PO5 Environmental awareness:

CO5The graduates should be able to demonstrate the acquisition of and ability to apply

the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living

PO6 Problem-solving Abilities:

CO4,CO5, Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

PO7 Collaboration and Teamwork:

CO7, The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. f. June, 2024)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: III
Course Type	: Major Mandatory Theory
Course Name	: Child Psychology
Course Code	: PSY-202-MJM
No. of Lectures	: 60
No. of Credits	: 4

Course Objectives:

1. Gain insight into the importance of studying life-span development.
2. Explore the genetic basis of development, including collaborative genes, chromosomes, genetic principles, and the impact of chromosomal and gene-linked abnormalities.
3. Examine the stages of prenatal development, assess the influence of nature and nurture, and identify potential hazards during the prenatal period.
4. Investigate the process of birth, understand birth complications, and explore postnatal development, including postnatal adjustment and associated complications.
5. Analyze physical growth, neural and brain development, and motor development during infancy.
6. Understand Physical, Cognitive, and Psychosocial Development in Early Childhood
7. Analyze Physical, Cognitive, and Social Development in Middle Childhood.

Course Outcomes:

- CO1. Students will be able to articulate the importance of studying life-span development.
- CO2. Students will be able to explain collaborative genes, describe genetic principles, and identify chromosomal and gene-linked abnormalities that can impact development.
- CO3. Students will be able to assess the different stages of prenatal development, and analyze the interplay between nature and nurture.
- CO4. Students will be able to discuss the process of birth, identify common birth complications, and analyze postnatal development, including adjustment and complications.

CO5.Students will be able to describe the physical growth, neural and brain development, motor development, and cognitive development in infancy. They will recognize the significance of nutrition during this stage.

CO6.Students will be able to evaluate physical growth, brain development, cognitive changes, Piaget's cognitive development approach, Erickson's psychosocial development theory, and factors influencing psychosocial development. They will understand the importance of family development and effective parenting.

CO7.Students will be able to analyze physical and motor development, health considerations, cognitive development theories (Piaget and Vygotsky), information processing, and social development in middle childhood. They will address the challenges of learning disabilities in school-going children.

Learning Topics

Unit-I Beginning of Life

(lectures 15)

- 1.1. The Life-Span Perspective: The Importance of Studying Life- Span Development, Characteristics of the Life-Span Perspective, Some Contemporary Concerns
- 1.2. Biological influence on Development: The Collaborative Genes, Genes and Chromosomes, Genetic Principles, Chromosomal and Genetic linked, Abnormalities Genes and Chromosomes.
- 1.3. Pre-natal development stages and hazards, Nature and Nurture
- 1.4. Birth and Birth Complications.
- 1.5. Post Natal Development:
 - i) Post Natal Adjustment
 - ii) Complications

Unit-II Infancy

(lectures 15)

- 2.1 Physical Growth Development in Infancy-
 - i) Physical growth and Neural and Brain development
 - ii) Motor Development
- 2.2 Piaget's theory of Cognitive Development
- 2.3 Development of language
- 2.4 Importance of Nutrition in Infancy

Unit-III Early Childhood

(lectures 15)

- 3.1 Physical Development –

- i) Physical growth and brain development.
- ii) Cognitive Changes
- 3.2 Piaget's Approach to Cognitive Development – Pre operational thinking.
- 3.3 Psychosocial development in early childhood
 - i) Erickson's theory of Psychosocial development
 - ii) Factors contributing to psychosocial development
- 3.4 Family Development and Effective Parenting.

Unit IV Middle Childhood

(lectures 15)

4.1 a) Physical and Growth Development

- b) Motor Development
- c) Health in Middle Childhood

4.2 Cognitive Development

- i) Piaget's and Vygotsky Cognitive Development theory
- ii) Information processing in middle childhood

4.3 Social Development

- i) Friendship Development
- ii) Family development in middle childhood

4.2 Problem of School going Children's: Learning disabilities

Books for Reading

1. Berk, L. E. (2006). Child Development. (7 Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
2. Berk, L. E. 3rd ed. (2004). Development through the life span. N.D.: Pearson
3. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development
5. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5 Ed). McGraw Hill co.
6. Feldman R. S. 4th ed. (2006). Development across the life span. London: Pearson Education.
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8. Hurlock, E. (1996) Developmental Psychology. Tata McGraw-Hill
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12. Lynn M. Shelly (2014). Handbook of Psychology: Developmental Psychology, Volume V Viva Books, New Delhi.
13. Martha Lally and Suzanne Valentine-French Life span development: a psychological perspective second edition. Creative commons attribution.(2019)
14. Naima Khatoon. Child psychology (2012). Pearson.
15. S.V. Kale. Child Psychology and Child Guidance 6th Edition. Himalaya Publishing House
16. Santrock, J. W. 11th ed. (2007). Adolescence. N.D.: Tata M.C. -GrawHill.
17. Shaffer, D. R. and Kipp, K. 7th ed. (2007). Development psychology: Childhood and adolescence. Haryana: Thomson.
18. Thambirajah M.S. and Lalitha lakshmi Ramanujan (2016) Essential of learning Disabilities and other developmental disorders sage publications.

Mapping of Programme out come with course outcome

Class S.YBA.

Subject: Psychology

Course: Child Psychology
202-MJM

Course Code: PSY-

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								
CO2	3			3						
CO3	2						3			
CO4	3						3			3
CO5	2	2			3					
CO6	2	3	3					3		
CO7	3	3				3				

Mapping and justification of Program Outcomes (PO) with Course Outcomes (CO)**1. PO1: Critical and Creative Thinking:**

CO2, CO3, CO4, CO5, CO6, CO7 The ability to analyze and evaluate evidence, arguments, and claims is essential for understanding genetic principles (CO2), assessing the interplay between nature and nurture (CO3), discussing birth complications and postnatal development (CO4), describing physical, neural, and cognitive development in infancy (CO5), evaluating cognitive changes and psychosocial development theories (CO6), and analyzing cognitive development theories and social development in middle childhood (CO7).

2. PO2: Communication Skill:

COs: All Cos Communication skills are fundamental for all course outcomes. Students need to effectively present information, express thoughts and ideas, and communicate with diverse groups to understand and discuss life-span development comprehensively.

3. PO3: Multicultural Competence:

COs: All Cos Understanding diverse perspectives and interacting respectfully with diverse groups is crucial in studying life-span development, as it encompasses various cultural and societal contexts.

4. PO4: Research Skills: CO1, CO2, CO3, CO4, CO5, CO6, CO7 Research skills are necessary for understanding and articulating the importance of life-span development (CO1), explaining genetic principles and abnormalities (CO2), assessing prenatal development and the interplay of nature and nurture (CO3), discussing birth complications and postnatal development (CO4), describing physical and cognitive development in infancy (CO5), evaluating cognitive and psychosocial development theories (CO6), and analyzing physical, cognitive, and social development in middle childhood (CO7).

5. PO5: Environmental Awareness:**6. PO6: Problem-solving Abilities:**

COs: All Cos Problem-solving abilities are essential for understanding and addressing complex challenges in life-span development across various stages and contexts.

7. PO7: Collaboration and Teamwork:

COs: All Cos: Collaboration and teamwork skills are important for engaging with diverse perspectives, conducting research, and addressing challenges in life-span development effectively.

8. PO8: Value Inculcation**9. PO9: Digital and Technological Skills COs:****10. PO10: Community Engagement and Service:**

Mapped Cos: All Cos Community engagement and service are integral to understanding and promoting the well-being of individuals across the life span, encompassing various aspects addressed in the course outcomes.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from June, 2024)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: III
Course Type	: Minor
Course Name	: Social Psychology
Course Code	: PSY-211-MN
No. of Lectures	: 60
No. of Credits	: 04

A) Course Objectives

Upon successfully completion of this course, students will be able to:

1. To impart knowledge of the basic concepts and modern trends in Social Psychology.
2. To foster interest in Social Psychology as a field of study and research.
3. To introduce students to research and empirical findings in social psychology.
4. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.
5. Identify compliance techniques and their applications in social influence.
6. Explore the relationship between attitudes and behavior.
7. Apply techniques to reduce prejudices in various social contexts.

B) Course Outcomes

After the completion of this course students will gain.

- CO1. Gain knowledge of the basic concepts and modern trends in Social Psychology.
- CO2. Using research knowledge and aptitude acquired in the course of study for solving socially relevant problems.
- CO3. Developing problem analysis skills and knowledge and applying the same in social life situation.
- CO4. Apply social psychology principles to analyze and address issues in family, law, health, and industry.
- CO5. Evaluate the influence of self-concept, gender, and group dynamics on individual and collective behavior.
- CO6. Apply knowledge of attitudes, prejudice, and social influence to real-world situations.
- CO7. Develop critical thinking skills in assessing social psychological phenomena and their applications.

Topics & Learning Points

Unit I: Understanding Social Psychology**(15 lectures)**

- 1.1 Definition, Nature and Scope.
- 1.2 Three Levels of Social Behaviour
- 1.3 Methods to study social behavior.
- 1.4 Role of theory in Social Psychology.
- 1.5 Application: Family, Law, Health and Industry.

Unit II: Understanding Self and Gender**(15 lectures)**

- 2.1 Nature of Self, Self-Concept, Self-Knowledge.
- 2.2 Concepts related to self – Self-Presentation, Self-Regulation, Self-Efficacy.
- 2.3 Gender and Gender Role Development.
- 2.4 Gender Differences in Self Esteem.
- 2.5 Impression Formation and Impression Management.

Unit III: Group Behavior and Social Influence**(15 Lectures)**

- 3.1 Groups: Nature and functions. Social facilitation, social loafing.
- 3.2 Group Decision Making, Cooperation v/s Competition
- 3.3 Leadership and its Style.
- 3.4 Conformity- nature and factors, Obedience.
- 3.5 Compliance- Concept and techniques to gain compliance.

Unit IV: Attitudes and Prejudice**(15 Lectures)**

- 4.1 Definition, Nature and Scope
- 4.2 Attitude Formation
- 4.3 Resistance to Persuasion, Cognitive Dissonance, Hypocrisy.
- 4.4 Prejudice and Discrimination: Its Causes.
- 4.5 Techniques to Reduce Prejudices.

References:

1. Baron, R., Byrne, D., Branscombe, N. (2014). Social Psychology, 13th edition, Pearson Publications, New Delhi.
2. Baron, R., Byrne, D., Branscombe, N., Bharadwaj, G. (2009). Social Psychology, Indian adaptation, Pearson, New Delhi.
3. Taylor, Pepleau and Sears (2005). Social Psychology, 12th edition, Pearson, New Delhi.
4. Natu, S. A., Vaidya, A. Rajhans, M. (2012). Samajik Manasshastra. Pearson Publications, New Delhi.
5. Golwilkar, S, Abhyankar, S, Kher, T. (2012). Samajik Manasshastra. Narendra Prakashan, Pune.
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7. Deshpande, Sinharay, Vaidya, (2002). Samajik Manasshastra Part 1 and 2. Uma Prakashan, Pune.
8. Tadsare, Tambake, Patil, Darekar (2008). Samajik Manasshastra, Phadke Prakashan, Pune.
9. Weiten, W. and Lloyd, M. (2007). Psychology applied to modern life: Adjustment in the 21st century. Indian Edition 8th. Thomson.
10. Kool, V. and Agarwal, R. (2006). Applied Social Psychology: A Global Perspective. Atlantic Publishers and Distributors Pvt. Ltd. Delhi.

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem.III)

Subject: Psychology

Course: Social Psychology

Course Code: PSY-211-MN

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
CO 1	3					3	3	
CO 2	3		3					
CO 3		3						
CO 4	3			3		3		
CO 5	3							
CO 6	3	3	3					
CO 7	3							

Justification for the mapping**PO1 Critical and Creative Thinking:**

Graduates will demonstrate the ability to apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence. The graduates will be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios, deal with problems and situations

PO2 Communication Skill:

Graduates will be able to demonstrate the skills that enable them to: listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself

PO3 Multicultural Competence:

Graduates will have acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups

PO4 Research Skills:

The graduates will be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships

PO5 Environmental awareness:

The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living

PO6 Problem-solving Abilities:

Graduates will be adept at identifying and addressing complex societal, cultural, and artistic challenges through innovative and interdisciplinary approaches

PO7 Collaboration and Teamwork:

The graduates will be able to demonstrate the ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from June, 2024)

Name of the Programme : B.A.

Subject : Psychology

Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: III
Course Type	: Open Elective
Course Name	: Stress Management
Course Code	: PSY-216-OE
No. of Lectures	: 30
No. of Credits	: 2

A) Course Objectives

Upon successfully completion of this course, students will be able to:

1. Understand the concept of stress and its various sources.
2. Explore the relationship between stress and health, including factors influencing reactions to stress.
3. Analyse the effects of stress on physical and mental health.
4. Learn effective coping mechanisms to manage stress.
5. Recognize ineffective coping strategies and their consequences.
6. Apply theoretical frameworks to understand stress and coping processes.
7. Develop practical skills to support individuals in managing stress effectively.

B) Course Outcomes

After the completion of this course students will gain.

- CO1. Demonstrate knowledge of the concept of stress and its sources.
- CO2. Identify factors influencing individuals' reactions to stress and its impact on health
- CO3. Evaluate the effects of stress on both physical and mental well-being.
- CO4. Apply effective coping strategies to manage stress in various contexts.
- CO5. Critically assess ineffective coping mechanisms and propose alternatives.
- CO6 Analyze stress and coping processes using theoretical perspectives in psychology.
- CO7. Utilize practical skills to assist individuals in implementing stress management techniques.

Topics & Learning Points

Unit I: Introduction to Stress	(10 lectures)
1.1 Stress: Concept.	
1.2 Sources of stress.	
Unit II: Stress and Health	(10 lectures)
2.1 Stress and health: Factors that influence reaction to stress.	
2.2 Effects of stress on health	
Unit III: Stress and Coping	(10 Lectures)
3.1 Effective coping.	

3.2 Ineffective coping.

READINGS

1. Brannon, L. and Feist, J. (2007). Introduction to health psychology. India ed. N.D.:Thomson.
2. Taylor, S.E. (1999). Health Psychology. 4th ed. Singapore: McGraw-Hill Book Co.
3. Weiten, W. and Lloyd, M. A. (2015). Psychology Applied to Modern Life: Adjustment in the 21st Century (Ed. 8th). Bengaluru: Thomson and Wadsworth.
4. Palsane, M., N. and Navre, S. (2010). Upyojit Manasshastra. Continental Publisher Vijayanagar, Pune 30.

Mapping of Program Outcomes with Course Outcomes

CLASS: S.Y.B. A. (SEMESTER- III)
COURSE: OPEN ELECTIVE

SUBJECT: PSYCHOLOGY
COURSE CODE: PSY-216-OE

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

A CORRELATIONAL MATRIX TABLE

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

Justification for the Mapping

1. **PO1 Critical and Creative Thinking:** CO1 - PO1, PO2: Demonstrating knowledge of the concept of stress and its sources aligns with PO1 (Critical and Creative Thinking) as it involves the application of analytic thought to understand and evaluate stress-related concepts. It also aligns with PO2 (Communication Skill) as it requires effective communication of knowledge about stress and its sources.
2. **PO2 Communication Skill:** CO2 - PO4, PO6: Identifying factors influencing individuals' reactions to stress and its impact on health aligns with PO4 (Research Skills) as it involves inquiry and analysis of stress-related factors. It also aligns with PO6 (Problem-solving Abilities) as it requires addressing complex challenges related to stress and health outcomes.
3. **PO3 Multicultural Competence:** CO3 - PO5: Evaluating the effects of stress on physical and mental well-being aligns with PO5 (Environmental awareness) as it involves understanding the impact of stress on individuals and society's well-being,

which includes mitigating the effects of stress on health and promoting sustainable living.

4. **PO4 Multicultural Competence:** CO4 - PO6, PO7: Applying effective coping strategies to manage stress aligns with PO6 (Problem-solving Abilities) as it involves addressing challenges related to stress management. It also aligns with PO7 (Collaboration and Teamwork) as it may require working with others to implement coping strategies effectively.
5. **PO5 Environmental awareness:** CO5 - PO1, PO2: Critically assessing ineffective coping mechanisms and proposing alternatives aligns with PO1 (Critical and Creative Thinking) as it involves evaluating different coping strategies. It also aligns with PO2 (Communication Skill) as it requires effectively communicating findings and recommendations related to coping mechanisms.
6. **PO6 Problem-solving Abilities:** CO6 - PO1, PO4: Analysing stress and coping processes using theoretical perspectives in psychology aligns with PO1 (Critical and Creative Thinking) as it involves critical analysis of psychological theories. It also aligns with PO4 (Research Skills) as it involves formulating hypotheses and synthesizing research findings.
7. **PO7 Collaboration and Teamwork:** CO7 - PO7: Utilizing practical skills to assist individuals in implementing stress management techniques aligns with PO7 (Collaboration and Teamwork) as it involves working effectively with individuals or groups to apply stress management techniques.

This matrix demonstrates how each course outcome aligns with one or more program outcomes, indicating the integration of critical thinking, communication skills, research skills, problem-solving abilities, environmental awareness, and collaboration skills within the psychology syllabus.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A.(w. e. from June, 2024)

Name of the Programme	: B.A. Subject: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: III
Course Type	: Vocational Skill Course
Course Name	: Development and Clinical Assessment
Course Code	: UAPSY -221 -VSC
No. of Lectures	: 30
No. of Credits	: 2

A) Course Objectives:

- 1) To understand and applying culturally appropriate assessment techniques to track developmental stages of Indian infants.
- 2) To utilize standardized assessment tools to assess the developmental progress of infants and young children.
- 3) To identify specific learning difficulties in individuals through diagnostic testing.
- 4) To assess and evaluating stress levels among students in educational settings.
- 5) To identify and assess the various challenges and issues faced by the youth.
- 6) Identifying and diagnosing autism spectrum disorders using standardized assessment tools.
- 7) To give the practical experiences to the students in administering and scoring psychological tests.

B) Course Outcome:

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

CO1. Students will be able to administer and interpret developmental assessment scales in the Indian context.

CO2. Students will be proficient in administering and scoring the Bayley Scale, interpreting results to assess cognitive & Behavioral development in young children.

CO3. Students will analyze test results, and formulate appropriate intervention plans to address identified learning difficulties.

CO4. Students will identify individuals at risk for stress-related problems.

CO5. Students will identify common problems such as youth problem inventory,

mental health problems, substance abuse, family conflict, and academic difficulties.

CO6. Students will assess the presence of autism symptoms in individuals and provide referrals for further assessment and intervention.

CO7. Students will gain practical experiences of group Testing.

Topics & Learning Points

Unit-I (10 Lectures)

1) Development Assessment Scales For Indian Infants by Dr. Dr.

Pramila Phatak

2) Bayley Scale of Infant and Toddler Development

Unit-II (10 Lectures)

1) Diagnostic Test of Learning Disability by Dr. Smriti Swarup and Dr. Dharmishta Mehta

2) Students Stress Scale by Dr. Z. Akhtar

Unit-III (10 Lectures)

1) Youth Problem Inventory by Dr. M. Verma

2) Autism Diagnostic Checklist by Dr. Mallika Bannerjee

References:

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Chadha N.K. (2009). *Applied waPsychometry*, 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:** SYBA (Sem.III)**Subject:** Psychology**Course:** Development and Clinical Assessment **Course Code:** UAPSY -221 -VSC**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Programme Outcomes (POs)										
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1										
CO2										
CO3	3					3				
CO4										
CO5										
CO6										
CO7		3					3			

Justification for the mapping

PO1. Critical and Creative Thinking

CO3 directly aligns with PO1 as it focuses on nurturing critical and creative thinking skills by encouraging students to think outside conventional boundaries to solve problems innovatively.

PO2. Communication Skill:

CO7 involves group testing, which requires effective communication skills for administering tests, explaining procedures, and interpreting results, thus contributing to the development of communication skills.

PO6. Problem-solving Abilities:

CO3 emphasizes unconventional problem-solving approaches, while CO4, CO5, and CO6 involve identifying and addressing various problems related to developmental, behavioral, and mental health issues, all of which contribute to developing problem-solving abilities.

PO7. Collaboration and Teamwork:

CO7 involves group testing, which necessitates collaboration and teamwork among students to effectively administer tests and manage group dynamics.

PO8. Value inculcation:

