

॥ शीलं परं भूषणम् ॥

Shri Acharyaratna Deshbhooshan Shikshan Prasarak Mandal, Kolhapur

Mahavir Mahavidyalaya, Kolhapur (Autonomous)

Affiliated to Shivaji University, Kolhapur



BACHLOR OF ARTS IN PSYCHOLOGY

UNDER

Faculty of Humanities B. A. Part - I (Sem - I and II)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020 (NEP – 2.0)

HAVING CHOICE BASED CREDIT SYSTEM WITH

MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25 ONWARDS)

1. PROGRAMME LEARNING OUTCOMES (PO)

After successful completion of programme, the candidate will be able to

- Understand psychic make-up behind real-life problems and the ways to handle them.
- Comprehend psycho-somatic base of health psychology
- Develop interpersonal skills through mapping one's own strengths, weaknesses, values, and personal preferences.
- Apply psychological principles in the areas of familial relationship, love and romance, friendship, divorce matters etc.
- Develop counselling skills and competencies with various orientations for different age groups.
- Work on job interview skills, emotional intelligence skills, organizational behaviour handling and Human Resource Management for successful professional life.
- Understand various mental disorders, diagnostics criteria and psychotherapeutic interventions through international classification systems like DSM-5 and ICD-10.
- Explore the role of community mental health and participate effectively to enhance the mental health of community.
- Explore specializations in Psychology for advance career as Mental Health Professional.
- Prepare research proposals and carry psychological methods and statistical analysis for objective and qualitative understanding of human thoughts and behaviour.
- Participate constructively in building Mental Health of society.

2. DURATION:

The Bachelor of Arts in **Psychology** programme shall be A FULL TIME COURSE OF 3 YEARS - 6 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132)

3. ELIGIBILITY FOR ADMISSION:

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2) OR EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, university, government, and other relevant statutory authorities.

4. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES). The Blended Learning Approach will be utilized wherever necessary

5. EXAMINATION PATTERN:

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

NOTE: Separate passing in DSC for both, Semester End Examination, and Internal Evaluation/Assessment is mandatory.

6. SCHEME OF TEACHING AND EXAMINATION

The scheme of teaching and examination for a program of study as approved by the Academic Council / Board of Studies. Scheme of Teaching and Examination means the scheme of teaching and examination for a program as approved by the Academic Council.

7. STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. I in Psychology with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION	Sem. I Credit	Sem. II Credit
DSC	DSC (DS)	Discipline Specific Course	4x3=12	4x3=12
OE	OE (OE)	Open Elective Course	2x1=02	2x1=02
SEC	SEC (SE)	Skill Enhancement Course	2x1=02	2x1=02
AEC/IKS/VEC	AEC (AE)	Ability Enhancement Course	2x1=02	2x1=02
	IKS (IK)	Indian Knowledge System (Generic)	2x1=02	-----
	VEC (VE)	Value Education Course	-----	2x1=02
CC/CEP	CC (CC)	Co-curricular Course	2x1=02	-----
	CEP (CE)	Community Engagement Project	-----	2x1=02
			22	22
			Total = 44	

A) First Year Bachelor of Arts (B.A. - I) (UG CERTIFICATE):

YEAR:	B.A. - I
SEMESTER:	I and II
LEVEL:	4.5

TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG CERTIFICATE (AFTER 44 CREDITS IN TOTAL)

A - I) B.A. – I: SEMESTER - I (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC I (Course I)	DSC	Psychology for Relationships (P-01)		4
DSC I (Course II)	—	—		4
DSC I (Course III)	—	—		4
OE*	OE - I	Psychological First Aid		2
SEC	SEC – I	Skills for Interpersonal Communication - 01		2
AEC/VEC/ IKS	AEC	English - P- 01		2
	IKS (Generic)	IKS (Generic)		2
OJT/FP/ CEP/CC/RP	CC (DSC)	Co-Curricular Participative Activities		2
CREDITS FOR B.A. - I, SEM - I:				22

*Open elective course is made available to the students other than humanities.

A -2) B.A. – I: SEMESTER - II (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC 2 (Course I)	DSC	Psychology for Health (P – 02)		4
DSC 2 (Course II)	—	—		4
DSC 2 (Course III)	—	—		4
OE *	OE - II	Effective Habits for Healthy Functioning		2
SEC	SEC - II	Emotional Intelligence Skills for Life- 02		2
AEC/VEC/IKS	AEC	English- P- 02		2
	VEC	Democracy, Elections and Indian Construction (DEC)		2

OJT/FP/ CEP/CC/RP	CEP (DSC)	Community Engagement Activities		2
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B. A. - I, SEM – I AND II:				22 + 22 = 44

*Open elective course is made available to the students other than humanities.

FOR EXIT OPTION AT B.A. - I:

If student wants to 'EXIT' after completion of B.A. I (SEM I and II), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG CERTIFICATE. This Certificate is a pre-requisite for admission or 'ENTRY' in Second Year B. A. degree course.

10. EQUIVALENCE OF THE PAPERS AND COURSES:

Important Note: Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

Equivalence: B. A. I Sem- I and II

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
I		Understanding Psychology	4	I		Psychology for Relationships - P – 01	4
I		--		I		Psychological First Aid	2
I		--		I		Skills for Interpersonal Communication - 01	2
I		--		I		Co-Curricular Participative Activities	2
TOTAL CREDITS FOR SEM I (PSYCHOLOGY):			4	TOTAL CREDITS FOR SEM I (PSYCHOLOGY):			8 (MAJOR) + 2 (OE) = 10
II		Basic Principles of Psychology	4	II		Psychology for Health – P - 02	4
II		--		II		Effective Habits for Healthy Functioning	2
II		--		II		Emotional Intelligence Skills for Life- 02	2

II		--		II		Community Engagement Activities	2
TOTAL CREDITS FOR SEM II (PSYCHOLOGY):			4	TOTAL CREDITS FOR SEM II (PSYCHOLOGY):			8 (MAJOR) + 2 (OE) = 10

Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:** o If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab : Absent
0 – 34	0 to 4		0.0 – 4.99	F : Fail
35 – 44	5		5.00 – 5.49	C : Average
45 – 54	6		5.50 – 6.49	B : Above Average
55 – 64	7		6.50 – 7.49	B+ : Good
65 – 74	8		7.50 – 8.49	A : Very Good
75 – 84	9		8.50 – 9.49	A+ : Excellent
85 – 100	10		9.50 – 10.0	O : Outstanding

Note:

1. Marks obtained ≥ 0.5 shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average (**SGPA**)

$$\text{SGPA} = \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}}$$

2. Cumulative Grade Point Average (**CGPA**)

$$\text{CGPA} = \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}}$$

12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

The Pattern of Examination will be 60:40 for Four Credits and 30:20 for Two Credits.

- Final Examination (60 Marks for Four Credits):

It consists of Multiple-Choice Questions, Short Notes and Long Question.

- Continuous Internal Evaluation (CIE) (40 Marks for Four Credits):

It consists of following activities/exercises/assignments. The student must carry **Any four activities**.

1. Assignments

- Individual written assignments on specific topics from the syllabus.
- Reflective essays on lectures or reading materials.
- Case studies.

2. Class Presentations

- Oral presentations on assigned topics.
- Group presentations using PowerPoint or posters.
- Debates on current or theoretical issues.

3. Quizzes & Tests

- Weekly quizzes (MCQs, short answers).
- Unit tests for formative assessment.

4. Group Discussions and Activities

- Group discussions on social or mental issues.
- Peer teaching sessions (students teach a topic).
- Role-play, Drama and simulations.

5. Fieldwork and Observation Reports

- Field visit reports (Diagnostic center, Mental hospital, NGOs).

- Interview-based assignments (e.g., interviewing elders, local leaders, etc.).
- 6. Book Reviews / Article Reviews
 - Review of a script, novel, play, self-help books or academic article.
 - Comparative reviews (e.g., two articles on the same topic).
- 7. Creative Projects
 - Poster making, collage creation (for Mental awareness themes).
 - Short film, Reels, Talks or documentary creation on a psycho-social topic.
 - Creative writing – Research Proposal, Project Reports etc.
- 8. Peer Assessment
 - Students assess each other's work based on rubrics.
 - Encourages self-evaluation and constructive criticism.
- 9. Participation and Attendance (Any Three)
 - Regular participation in classroom discussions.
 - Active engagement in college-level seminars or cultural programs.
- 10. Any Other Relevant Exercise approved by concerned Teacher.

13: SYLLABUS

B. A. I, SEMESTER – I

Course Category: **DSC PSYCHOLOGY**

Course Name: **Psychology for Relationships**

Course Number: **DSC PSY 01**

Course Code:

Course Credits: 4

Marks: Semester End: 80 Internal Assessment: 20 Total Marks: 100

Course Objectives: This course is aimed to:

- CO 1 Understand Relationship Development
- CO 2 Explore Friendship
- CO 3 Study dynamics of Romantic Love
- CO 4 Introspect the Course of Romantic Love
- CO 5 Understand different aspects of Marriage and Family
- CO 6 Track Vulnerable Areas in Marital Adjustment
- CO 7 Develop sensitivity towards Gender Behaviour and Sexual Expression

Course Learning Outcomes: After completion of this course learners will be able to:

- CO 1 Understand different aspects of Relationship Development
- CO 2 Explore various ways of Friendship
- CO 3 Describe dynamics of Romantic Love
- CO 4 Self-introspect the Course of Romantic Love
- CO 5 Understand different dimensions of Marriage and Family
- CO 6 Identify Vulnerable Areas in Marital Adjustment

LIST FOR READING BOOKS:

Weiten, W., Dunn, D. S. and Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. CENGAGE Learning, 12 edition US.

Mahazad, H. and Anny, M. (2016). The Psychology of Friendship. *Oxford University, Press*. 1st Edition. (For sub unit 1.3).

Klein, M. (2012) Sexual Intelligence. HarperCollins Publishers Inc., New York, NY 10022 (For Module No.2 – 2.4)

SYLLABUS:

Module 1. Friendship

(Hours -15, Credit -01)

1.1. Relationship Development

- A. Initial Encounters
- B. Established Relationship

1.2. Friendship

- A. What Makes a Good Friend?
- B. Gender and Sexual Orientation
- C. Conflict in Friendship

1.3. Barriers and Facilitators of Friendship

A. Barriers of Friendship

- I. Segregation
- II. Prejudice
- III. Expectation of Assimilation
- IV. Trust
- V. Peer Influences

B. Facilitators of Friendship

- I. Contact
- II. Transformative Experiences
- III. Becoming an Ally

Module 2. Romantic Love

(Hours -15, Credit -01)

2.1. Theories of Love

- A. Triangular Theory of Love
- B. Romantic Love as Attachment

2.2. The Course of Romantic Love

- A. Why Relationship End
- B. How Relationship End
- C. Helping Relationship Last

2.3. The Internet and Close Relationship

- A. Developing Close Relationship Online
- B. Building Online Intimacy

C. Moving beyond Online Relationships

2.4. Overcoming Loneliness

A. The Nature and Prevalence of Loneliness

B. The Roots of Loneliness

C. The Correlates of Loneliness

D. Conquering Loneliness

Module 3. Marriage and the Family

(Hours -15, Credit -01)

3.1. Challenges to the Traditional Model of Marriage

A. Definition of marriage and the current status of same-sex marriage

B. Social trends affecting the institution of marriage

3.2. Deciding to Marry

A. Cultural Influences on Marriage

B. Selecting a Mate

C. Predictors of Marital Success

3.3. Marital Adjustment across the Family Life

Cycle A. Between Families: The Unattached Young Adult

B. Joining Together: The Newly Married Couple

C. The Family with Young Children

D. The Family with Adolescent Children

E. Launching Children into the Adult World

F. The Family in Later Life

3.4. Vulnerable Areas in Marital Adjustment

A. Gaps in Role Expectations

B. Work and Career Issues

C. Financial Difficulties

D. Inadequate Communication

Module 4. Gender Behaviour and Sexual Expression

(Hours -15, Credit -01)

4.1 Gender Similarities and Differences

A. Cognitive Abilities

B. Personality Traits and Social Behaviour

4.2 Origins of Gender Differences and Gender Roles

A. Biological Origins I.

Brain Organizations

II. Hormonal Influences

B. Environmental Origins

I. Processes in Gender Role Socialization

C. Gender Role Expectations and Problems

I. With Males

II. With Females

D. Alternatives to Traditional Gender Roles

4.3. Development and Expression of Sexuality

A. Becoming a sexual person

- I. Key Aspects of Sexual Identity
- II. Physiological Influences
- II. Psychosocial Influences
- B. Practical issues in sexual activity**
 - I. Contraception and methods
 - II. Sexually Transmitted Diseases and Prevention

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (20 Marks):

- Theme-based discussions with 5 students on friendship, love, close relationship and preparing a report.
- Take an interview of 5 students on online relationship and prepare a document.
- Arrange group discussion on friendship, romantic love, loneliness etc.
- Explore Friendship Case Studies
- Assign Love Letters Writing Exercise to the students to explore their emotions and attachment.
- Collect the Marriage Decision-Making Opinions of the Students.
- Find Marital Adjustment Responses of the Parents.
- Conduct Gender Role Debates.
- Organize Sex Education Workshops and write Report
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – I

Course Category: OE

Course Name: Psychological First Aid

Course Number: OE-01

Course Code:

Course Credits: 2

Marks: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Objectives:

- To introduce fundamental concepts in Psychological First Aid.
- To inculcate skills for helping responsibly in crisis conditions
- To explore the strategies for self-care
- To learn to take care of colleagues during crisis interventions

Course Learning Outcomes: After completion of this course, learner is able to:

- Understand the physical, mental, emotional and social crises.
- Identify those in crises who need care (The needy).
- Help the needy to handle their crises through PFA.
- Handle their own stress and burnout while providing PFA.

BASIC READINGS

1. IFRC Reference Centre for Psychosocial Support (2018). A Guide to Psychological First Aid for Red Cross and Red Crescent Societies <https://pscentre.org/?resource=a-guide-to-psychological-firstaid-forred-cross-red-crescent-societies&selected=single-resource>
2. Australian Red Cross (2020). Psychological First Aid: Supporting People Affected by Disasters in Australia. <https://www.redcross.org.au/globalassets/cms-assets/documents/stories/psychological-firstaidan-australian-guide.pdf>
3. World Federation for Mental Health (2016). Psychological & Mental Health First Aid for All <https://wfmh.global/img/what-we-do/publications/2016-wmhd-report-english.pdf>

BOOKS FOR REFERENCE:

1. World Health Organization (2013). Psychological First Aid: Facilitators Manual for Orienting Field Workers https://iris.who.int/bitstream/handle/10665/102380/9789241548618_eng.pdf?sequence=1
6. दशेप डें प्रतिभ (२०२२). सर् ांस ठी म नतसक प्रथमोपच र, सक ळ प्रक शन, पणु
7. द भोळकर एच (२०२३). भ र्तेनक प्रथमोपच र घरच्य घरी, र जहसं प्रक शन, पणु

Videos for References:

Language	Title	URL Link
English	Psychological First Aid	https://www.youtube.com/watch?v=laCBmFUJwrQ
	Psychological First Aid - Support during mental trauma, natural disasters, wars, mass crime	https://www.youtube.com/watch?v=AfdKqpGaa_k
Hindi	Psychological First Aid (Hindi)	https://www.youtube.com/watch?v=Oqf2T_SUalo
Marathi	म नतसक प्रथमोपच र सर् ांस ठी, दरदशनशू सह्य द्री र् तहनी	https://www.youtube.com/watch?v=TkdYCn2lpMw

SYLLABUS:

Module 1: Psychological First Aid (PFA): Understanding, Helping and Self-Care

(Hours- 15, Credit - 01)

1.1 Meaning of PFA

1.1.1 What is PFA?

1.1.2 Objectives of PFA

1.1.3 PFA: Who, When and Where?

1.2 Different Kinds of Crises

1.2.1 Personal Crises

1.2.2 Social Crises

1.2.3 Health Challenges

1.2.4 Violence

1.2.5 Natural Disasters

1.2.6 Man-Made Disasters

1.3 Mental Trauma

1.3.1 Definition

1.3.2 Reactions to Trauma: Common Reactions and Complex Reactions

1.4 Elements of Psychosocial Support

1.4.1 Ensuring Safety

1.4.2 Promoting Calm

1.4.3 Promoting Connectedness

1.4.4 Promoting Self-efficacy

1.4.5 Instilling Hope

Module 2: Providing PFA

(Hours - 15, Credit - 01)

2.1 Action Principles of PFA – 3Ls

2.1.1 Look

2.1.2 Listen

2.1.3 Link

2.2 Models of PFA

2.2.1 ALGGI Model

2.2.2 RAPID Model

2.2.3 Golden Six Steps

2.2.4 Patanjali's Eight Ways

2.3 Self-Care : Look, Listen and Link

2.3.1 Recognize your own limits and limitations

2.3.2 Recognize signs and Symptoms of Stress and Burnout

2.3.3 Applying Look, Listen and Link to Self-Care **LIST FOR READING:**

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks):

- Preparing a SWOT Analysis for oneself

- Home Assignment on any sub-topic
- Preparing a self-care strategy for a loved one and submit the document
- Poster Preparation on PFA
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – I

Course Category: SEC

Course Name: Interpersonal Skills

Course Number: SEC - 01

Course Code: Course

Credits: 2

Marks: 2 Credits:

Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Objectives: This course is aimed to:

- To teach active listening skills for appropriate responding to others' messages.
- To train learners to express their ideas clearly and concisely, both verbally and in writing.
- To improve empathy of learners in their interactions, considering others' feelings and experiences.
- To build negotiation and mediation skills to resolve conflicts in various contexts.
- To encourage learners to apply interpersonal skills in professional contexts such as interviews, and presentations.

Course Learning Outcomes: After completion of this course, learners are able to:

- demonstrate active listening skills and respond appropriately to others' messages.
- express their ideas clearly and concisely, both verbally and in writing.
- exhibit empathy in their interactions, considering others' feelings and experiences.
- practice negotiation and mediation skills to resolve conflicts in various contexts.
- apply interpersonal skills in professional contexts such as interviews, and presentations.

BASIC READINGS:

1. Patterson, K.; Grenny, J.; McMillan, R.; Switzler, Al and Roppe, Laura (2013). Crucial Conversations: Tools for Talking When Stakes Are High, New Delhi: McGraw Hill Education
2. Carnegie, D. (2013). How to Win Friends and Influence People, Bookbugs; Arushi book enterprises edition

BOOKS FOR REFERENCE:

1. Alex, K. (2016). Soft skills: Know yourself and know the world, New Delhi: Vikas publication Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
2. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
3. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group

4. Sharma, P. (2021). Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB Publications.

5. रूडकर अलक (२०१८): यशस्वी जीर्ण स ठीची कौशल्ये, सेज प्रकशन, नर्ी तदल्ली (ISBN: 9789352806317)

Videos for References:

Language	Title	URL Link
English	Interpersonal Skills Peoples Skills	The Ultimate Guide to Expert Interpersonal Skills - YouTube
	Interpersonal communication skills	What Is Interpersonal Skills - Interpersonal Communication Skills - Communication Skills - YouTube
	Simple Steps to Improve Your Interpersonal Skills	Simple Steps to Improve Your Interpersonal Skills IT Careers - YouTube
Hindi	Interpersonal Relationships (Hindi)	Interpersonal Relationships (Hindi) - YouTube
Marathi	च गलें लीडर बनण्य स ठी आर्श्यक कौशल्ये	Leadership skills, Marathi motivational video. - YouTube

SYLLABUS:

Module I: Foundations of Interpersonal Skills

(Hours: 15, Credit: 1)

- 1.1. Active Listening: Techniques to improve active listening skills, understand non-verbal cues, and respond empathetically.
- 1.2. Verbal and Non-Verbal Communication: Enhancing both verbal and nonverbal communication skills for clarity and understanding.
- 1.3. Empathy and Emotional Intelligence: Developing empathy, understanding emotions, and managing emotions in social interactions.
- 1.4. Conflict Resolution: Strategies for resolving conflicts peacefully and finding mutually beneficial solutions.
- 1.5. Building Rapport: Techniques to establish trust and build rapport with various individuals.

Module II: Advanced Interpersonal Skills

(Hours: 15, Credit: 1)

- 2.1. Negotiation Skills: Strategies for effective negotiation, understanding interests, and finding win-win solutions.
- 2.2. Leadership and Influencing Others: Developing leadership skills and techniques for positively influencing others.
- 2.3. Cultural Competence: Understanding cultural differences, promoting inclusivity, and fostering diversity awareness.
- 2.4. Assertiveness: Building assertiveness skills to express thoughts, feelings, and needs confidently and respectfully.

2.5 Networking and Relationship Building: Techniques for networking, building professional relationships, and maintaining connections.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks)

1. Conduct an interpersonal skills test
2. SWOC Analysis
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Interpersonal skills 5. Watching documentaries and films related to the subject.

B. A. I, SEMESTER – I

Course Category: CC

Course Name: Co-curricular Participative Activities

Course Number: CC Course

Code:

Course Credits: 2

Community Engagement Report: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Objectives: This course is aimed to:

- Prepare students to design co-curricular activities.
- Motivate students to organize co-curricular activities.
- Groom students to manage co-curricular activities.
- Arrange various workshops, seminars, presentations related to psychological themes.
- Organize poster presentations, exhibitions, study visits, interviews for expanding academic knowledge.

Course Learning Outcomes: After completion of this course, learner is able to:

- Design co-curricular activities.
- Organize co-curricular activities.
- Manage to co-curricular activities.
- Organize workshops, seminars, presentations related to psychological themes.
- Prepare and manage poster presentations, exhibitions, study visits, interviews for expanding academic knowledge.

Submission of Report by students:

1. Student should keep the record of his/her participation in co-curricular activities organized by department. He/she should also prepare the record of activities assigned by teachers from time to time. This systematic record duly signed by Teachers should be submitted at the end of semester to the department.

2. The valid proofs should be attached to the report. It may include photos, documents, letters, sheets, google map images, presentations etc.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks)

1. Successful completion of Responsibility for organizing different departmental activities.
2. Narration of experience of participation in front of public or teacher.
3. Group Discussion
4. Interview
5. Presentation

B. A. I, SEMESTER – II

Course Category: DSC PSYCHOLOGY

Course Name: Health Psychology

Course Number: DSC PSY 02

Course Code:

Course Credits: 04

Credits: 4

Semester End: 80

Internal Assessment: 20

Total Marks: 100

Course Learning Objectives:

This course is aimed to

- Explore the concept of health from psychological perspective.
- Identify the concept of stress, sources of stress and stressful events.
- Sensitize student to regulate physical and mental processes regarding well-being.
- Motivate student to understand the need and challenges before health psychology.
- Develop and promote healthy habits among students.

Course Learning Outcomes:

After completion of this course, student will be able to

- Explain the concept of health from psychological perspective.
- Identify the sources of stress in daily life.
- Regulate physical and mental processes regarding well-being.
- Address the challenges before health psychology.

- Take efforts to promote healthy habits.

LIST FOR READING:

Taylor S. E. (2018). Health Psychology, 10 (Indian Ed.) McGraw Hill Education (India) Pvt. Ltd.

SYLLABUS:

Module 1 Introduction to Health Psychology

(Hours 15, Credit - 01)

1.1 What is Health Psychology?

- a) Definition of Health Psychology
- b) Mind-Body Relationship

1.2 The Need for Health Psychology

- a) Changing Patterns of Illness
- b) Advances in Technology and Research
- c) Expanded Health Care Services
- d) Increased Medical acceptance

1.3 Health Psychology- Challenges for the Future

- a) Health Promotion
- b) Trends in Health and Health Psychology
- c) Becoming a Health Psychologist

Module: 2. Health Behaviour

(Hours15 , Credit - 01)

2.1 Health Promotion: An Overview

- a) Health Behaviours and Health Habits
- b) Practicing and Changing Health Behaviours
- c) Barriers to Modifying

2.2 Changing Health Habits

- a) Attitude change and Health Behaviour
- b) Various Models of Health Belief

2.3 Cognitive-behavioural approaches to Health Behaviour Change

3.1 Exercise

- a) Benefits of Exercise
- b) Effects of Exercise
- c) Determinants of Exercise
- d) Characteristics of Exercise
- e) Exercise Interventions

3.2 Developing Healthy Diet

- a) Changing Diet
- b) Resistance to Modifying Diet
- c) Stress and Diet
- d) Who Controls their Diet?
- e) Interventions to Modify Diet.

3.3 Sleep

- a) What is Sleep?
- b) Sleep and Health
- c) Rest, Renewal, Savoring

Module 4. Stress

(Hours 15, Credit - 01)

4.1 What is Stress?

- a) What is Stressor?
- b) Appraisal of Stressors

4.2 Origins of the Study of Stress

- a) Fight or Flight
- b) Selye's General Adaptation Syndrome
- c) Criticisms of the General Adaption Syndrome
- d) Tend-and-Befriend
- e) How does Stress Contributes to Illness?

4.3 What Makes Events Stressful?

- a) Dimensions of Stressful Events
- b) Must Stress be Perceived as such as be Stressful?
- c) Can People Adapt to Stress?
- d) Must a Stressor be Ongoing to be Stressful?

4.4 Sources of Chronic Stress

- a) Effects of Early Stressful Life Experiences
- b) Chronic Stressful Conditions
- c) Stress in the Workplace
- d) Some Solutions to Workplace Stressors
- e) Combining Work and Family Roles

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (20 Marks)

- Prevention and treatment of illness
- Health Policy
- Disability
- Importance of Exercise, Diet and Sleep
- Need of Health Habits
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – II

Course Category: OE

Course Name: Build Good and Break Bad Habits

Course Number: OE-II

Course Code:

Course Credits: 2

Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes: This course is aimed to

- Identify keystone habits in personal and professional contexts.
- Understand the personalized habit-stacking plans for specific behavioural changes.
- Teach SMART goals aligned with desired habits.
- Comprehend the four laws of behavior change as atomic habits.
- Motivate learner for reflective practices to assess personal growth and development.

Course Learning Outcomes: After completion of this course, learner will

- Analyse keystone habits in personal and professional contexts.
- Design personalized habit-stacking plans for specific behavioural changes.
- Develop SMART goals aligned with desired habits.
- Execute the four laws of behavior change as atomic habits.
- Engage in reflective practices to assess personal growth and development.

BASIC READINGS

Clear, J. (2020). Atomic Habits: An Easy & Proven Way to Build Good Habits and Break Bad Ones

जेम्स तललअर (२०२०): ऐटॉमिक हबिट्स, मजं लु प्रकशन

BOOKS FOR REFERENCE:

1. Wood, W. (2019). Good Habits, Bad Habits: The Science of Making Positive Changes That Stick, Farrar, Straus and Giroux
2. Fogg, BJ (2021). Tiny Habits, Why starting small makes lasting change easy, Virgin Books
3. ढ परे प्रस द (२०१६): सर् ई घडर् ि सयीं तबघडर् ि, म य तमरर पतललतशगं ह ऊस
4. गजु स्टीफन (२०२३): इल्लेस्टीक हबिट्स, म य तमरर पतललतशगं ह ऊस

Videos for References:

Language	Title	URL Link
English	Atomic Habits	How to become 37.78 times better at anything Atomic Habits summary (by James Clear) - YouTube
Hindi	Atomic Habits 01 (Hindi)	Atomic Habits Book Review in Hindi Ankur Warikoo - YouTube
	Atomic Habits 02 (Hindi)	Atomic Habits by James Clear Audiobook Book Summary in Hindi - YouTube
	Atomic Habits 03 (Hindi)	https://www.youtube.com/watch?v=INLCWsl9vQc
Marathi	ऐटॉमिक हबिट्स	https://www.youtube.com/watch?v=t3qyuUdakT8

SYLLABUS:

1.1. Module I: Foundation of Atomic Habits

(Hours: 15, Credit: 1)

- 1.1 Introduction to Atomic Habits: Overview of the key concepts and principles.
- 1.2 Habit Loop: Understanding the habit loop (cue, craving, response, reward) and how it influences behavior.
- 1.3 Keystone Habits: Exploring the concept of keystone habits and their impact on overall behavior.
- 1.4 Habit Stacking: Learning how to build new habits by incorporating them into existing routines.

1.5 Identity-Based Habits: Discussing the role of identity in habit formation and how to align habits with personal values.

Module II: Implementing Atomic habits

(Hours: 15, Credit: 1)

2.1 Goal Setting: Setting effective and realistic goals that align with desired habits.

2.2 Habit Tracking: Exploring various methods for tracking habits and monitoring progress.

2.3 Overcoming Obstacles: Strategies for overcoming common obstacles and setbacks in habit formation.

2.4 Social Influences: Understanding the impact of social circles on habits and leveraging social support.

2.5 Habit Reinforcement: Examining positive reinforcement techniques to solidify new habits.

ACTIVITIES AND EXERCISES FOR INTERNAL ASSESSMENT (10 Marks)

- Conduct Attitude and habit test
- Develop the Mental health habit Checklist
- Group Discussion Technique for better understand the concepts
- Visit to a various Institute regarding Mental health skill • Watching documentaries and films related to the subject.
- Any other relevant activity assigned by teachers

B. A. I, SEMESTER – II

Course Category: SEC

Course Name: Emotional Intelligence Skills

Course Number: SEC-II

Course Code:

Course Credits: 2

Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Objectives: This course is aimed to:

1. Understand the psychological and physiological aspects of emotions.
2. Study the evolutionary purposes of emotions in human survival and social interactions.
3. Track their own emotions accurately and learn techniques to manage and regulate their own emotions.
4. Acquaint with emotional intelligence skills in personal relationships, workplace scenarios, leadership roles, and community interactions.
5. Prepare personalized strategies to enhance their emotional intelligence skills, setting goals for continuous growth.

Course Learning Outcomes: After completion of this course, learner is able to:

1. Comprehend the psychological and physiological aspects of emotions.
2. Analyse the evolutionary purposes of emotions in human survival and social interactions.
3. Identify their own emotions accurately and learn techniques to manage and regulate their own emotions.

4. Apply emotional intelligence skills in personal relationships, workplace scenarios, leadership roles, and community interactions.
5. Develop personalized strategies to enhance their emotional intelligence skills, setting goals for continuous growth.

Basic Readings

Wadkar, Alka (2016). Life Skills for Success, Sage Publications India Private Limited **Books**

for Reference:

1. रूडकर अलक (२०१८): यशस्वी जीर्ण स ठीची कौशल्ये, सेज प्रकशन, नर्ी तदल्ली (ISBN: 9789352806317)
2. Alex, K. (2016). Soft skills: Know yourself and know the world, New Delhi: Vikas publication Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
3. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
4. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group
5. Sharma, P. (2021). Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB Publications.

Videos for References:

Language	Title	URL Link
English	Basic Emotions	https://www.youtube.com/watch?v=ReP9CjQW3P4
	Micro Expression Test	https://www.youtube.com/watch?v=T0wNxLaOykw
	How to master your emotions	https://www.youtube.com/watch?v=QGQQ7pJQqHk
Hindi	Emotional Intelligence (Hindi)	https://www.youtube.com/watch?v=Y7m9eNoB3NU
Marathi	भर्तनक बर्तित्तु	https://www.youtube.com/watch?v=DyPCauhE8ZU

SYLLABUS:

Module I: Basics of Emotions

(Hours:15, Credit: 1)

- 1.1 Concept and Nature of Emotion
- 1.2 Biological bases of Emotions
- 1.3 Functions of Emotional Expressions
- 1.4 Emotional Expression
- 1.5 Emotional Development

Module II: Emotional Intelligence skills

(Hours:15, Credit: 1)

- 2.1 Nature and importance of Emotional Intelligence
- 2.2 Scope and Types of Emotional Intelligence
- 2.3 Emotional Intelligence related factors
- 2.4 Techniques and strategies for development of Emotional Intelligence

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks)

1. Conduct an Emotional Intelligence test
2. Develop the emotional expression
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Interpersonal skills 5. Watching documentaries and films related to the subject.
5. Any other relevant activity assigned by teachers

B. A. I, SEMESTER – II

Course Category: CEP

Course Name: Community Engagement Programme

Course Number: CEP

Course Code:

Course Credits: 2

Community Engagement Report: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Objectives: This course is aimed to:

- Sensitize learners to participate constructively in surrounding community happenings
- Guide students to apply theoretical academic knowledge in understanding the dynamics of society
- Empower learner to narrate practical experiences of society in a systematic manner
- Build a responsible citizenship attributes in learner.
- Teach learner communicate effectively with various stakeholders about the complexities and concerns of community to discuss the reality

Course Learning Outcomes: After completion of this course, learner is able to:

- Participate constructively in surrounding community happenings
- Apply theoretical academic knowledge in understanding the dynamics of society
- Narrate practical experiences of society in a systematic manner
- Develop a responsible citizenship attributes
- Communicate effectively with various stakeholders about the complexities and concerns of community to discuss the reality

Guidelines for Community Engagement:

Instructions for teachers and students

1. Community engagement is not a technical exercise.
2. Though MANDATORY, teacher should avoid the PRESCRIPTIVE language. Rather, teacher should strive to see that the student should get the meaningful experience while connecting with society.
3. Teacher can identify working professionals, experts, consultants, organizations, society, community, blocks, or even small living areas and assign students various exercises.
4. Teacher can use various techniques like interviews, focussed discussions, surveys, field visits, assistance in work, data generation, writing articles, develop scripts and performances etc. on issues related to DSC.

Submission of Report by students:

- Student should keep the record of his/her engagement with community. He/she should also prepare the record of activities assigned by teachers from time to time. This systematic record duly signed by Teachers should be submitted at the end of semester to the department.
- The valid proofs should be attached to the report. It may include photos, audio-video records, documents, letters, sheets, google map images, presentations etc.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks)

1. Narration of experience of participation in front of public or teacher.
2. Group Discussion
3. Interview
4. Presentation