

॥ 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 - II (Sem - III and IV)**

**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 2025-26 ONWARDS)**

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## 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 First Year of graduation 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. 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.

#### 4. STRUCTURE OF PROGRAMME:

##### Credit Distribution Structure for B.A. II 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) Second Year Bachelor of Arts (B.A. - II) (UG Diploma) :

<b>YEAR:</b>	<b>B.A. - II</b>
<b>SEMESTER:</b>	<b>III and IV</b>
<b>LEVEL:</b>	5.0
<b>TOTAL CREDITS</b>	<b>22 + 22 = 44</b>
<b>DEGREE AWARDED:</b>	<b>UG DIPLOMA (AFTER 88 CREDITS IN TOTAL)</b>

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MM	Major – III	Understanding Psychology OR Introduction to Psychology which is offered through ONLINE Mode approved by SWAYAM <a href="https://onlinecourses.swayam2.ac.in/cec25_hs44/preview">https://onlinecourses.swayam2.ac.in/cec25_hs44/preview</a>		4
MM	Major – IV	Developmental Psychology		4
MN	Minor - III	Principles of Human Behaviour (MN – III)		4
VSC	VSC – I	Psychological Techniques for Academic Success		2
OE*	OE – III	Human Development		2
SEC	SEC – III	Introduction to Growth Mindset		2
AEC/ VEC/ IKS	AEC – III	English – III (Offered by BOS English)		2
	IKS – II (Major)	Indian Perspectives on Personality		2
<b>CREDITS FOR B.A. - II, SEM - III:</b>				<b>22</b>

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

**A -2) B.A. – II: SEMESTER - IV (TOTAL CREDITS - 22):** (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MM	Major – V	Counselling Psychology OR Counseling Psychology_UG which is offered through ONLINE Mode approved by SWAYAM <a href="https://onlinecourses.swayam2.ac.in/cec25_hs49/preview">https://onlinecourses.swayam2.ac.in/cec25_hs49/preview</a>		4
MM	Major – VI	Applied Psychology		4
MN	Minor – IV	Applications of Psychology in Everyday Life		4
VSC	VSC – II	Psychology for Happiness and Wellbeing		2
OE*	OE – IV	Communication and Interview Skills		2
SEC	SEC – IV	Benefits and Transforming of Mindset		2
AEC/ VEC/ IKS	AEC – IV	English – III (Offered by BOS English)		2
	EVS	Environmental Studies offered by environmental science board		2
<b>CREDITS FOR B.A. - II, SEM - IV:</b>				<b>22</b>
<b>TOTAL CREDITS FOR B. A. – II (SEM III + SEM IV):</b>				<b>22 + 22 = 44</b>

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

**FOR EXIT OPTION AT B.A. - II:**

If student wants to 'EXIT' after completion of B.A. II (SEM III and IV), 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 DIPLOMA. This Certificate is a pre-requisite for admission or 'ENTRY' in Third 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. The student who acquires Minimum required Credits prescribed in First Year of B.A. psychology will be eligible for admission for Psychology-Major in B.A. II.

*Student should note that their documents and marksheets submitted at the time of admission will be scrutinized by Equivalence Committee of the college and only upon granting the status fully or with certain conditions, the admission of the student will be considered as final. Till that period, it will be considered as provisional.*

**11. 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: ○ 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  $\geq 0.5$  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:**

I) For all Undergraduate Programme (B.A.) and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

**A) FOR FOUR CREDITS THEORY PAPER: Total Marks: 100**  
**(Written Exam: 80 + Continuous Internal Evaluation: 20)**

*Nature of Course Paper for Written Examination:*

<b>Question No. 1: Multiple choice questions (10 MCQs) (02 marks each)</b>	<b>20 Marks</b>
<b>Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words)</b>	<b>20 Marks</b>
<b>Question No. 3: Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words)</b>	<b>20 Marks</b>
<b>Question No. 4: Long Question (Any One out of Two) (Answer Limit: 600-800 Words)</b>	<b>20 Marks</b>

**B) FOR TWO CREDITS THEORY PAPER: Total Marks: 50**  
**(Written Exam: 40 + Continuous Internal Evaluation: 10)**

*Nature of Course Paper for Written Examination:*

<b>Question No. 1: Multiple choice questions (05 MCQs) (02 marks each)</b>	<b>10 Marks</b>
<b>Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words)</b>	<b>20 Marks</b>
<b>Question No. 3: Long Question (Any One out of Two) (Answer Limit: 300-400 Words)</b>	<b>10 Marks</b>

**Note :** Question Paper should cover all the units in the syllabus.

**C) FOR VSC/SEC (TWO CREDITS): Total Marks: 50**

**Submission of Skill based Activities Report/Workbook/Project: 40 + Oral: 10)**



## 13: SYLLABUS

### B. A. II, SEMESTER – III

Course Category: **MM**

Course Name: Understanding Psychology

Course Number: **MM - III**

Course Code: --Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100

**Course Objectives:** This course is aimed to:

- Understand the foundational concepts, perspectives, and research methods of psychology, along with its evolution and future directions.
- **Describe** the biological basis of behaviour by exploring the structure and function of neurons, the nervous and endocrine systems, and the brain.
- Explain key theories and methods of personality assessment to understand the dynamics and traits that shape individual personalities.
- Examine the concepts, theories, and methods of intelligence assessment, focusing on intellectual diversity and its implications.

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

- CO 1. Explain the foundational concepts, perspectives, and research methods of psychology, along with its evolution and future directions.
- CO 2. Analyse the biological basis of behavior by exploring the structure and function of neurons, the nervous and endocrine systems, and the brain.
- CO 3. Apply methods of personality assessment to understand the dynamics and traits that shape individual personalities.
- CO 4. Apply concepts, theories, and methods of intelligence assessment, focusing on intellectual diversity and its implications.

#### **MODULE I: Introduction to Psychology**

**(Hours - 15, Credit - 01)**

##### **1.1 The Origin and Definition of Psychology**

- a) The Roots of Psychology
- b) Definition

##### **1.2 Today's Perspectives**

- a) The Neuroscience Perspective
- b) Psychodynamic Perspective

- c) Behavioral Perspective
- d) Cognitive Perspective
- e) Humanistic Perspective

### **1.3 The Scientific Method**

- a) What is the Scientific Method?
- b) Theories
- c) Hypotheses

### **1.4 Conducting Psychological Research and the Future of Psychology**

- a) Research Methods in Psychology
  - i. Naturalistic Observation
  - ii. Survey Research
  - iii. The Case Study
  - iv. Correlational Research
  - v. Experimental Research-Experimental group and Controlled group, Independent and Dependent Variables, Random assignments of Participants
- b) Psychology's Future

## **MODULE II: Neuroscience and Behavior**

**(Hours - 15, Credit - 01)**

### **2.1 Neurons**

- a) The Structure of the Neuron
- b) How Neurons fire?
- c) Neurotransmitters

### **2.2 The Nervous System**

- a) Central and Peripheral Nervous Systems
- b) Activating the Divisions of the Atomic Nervous System

### **2.3 The Endocrine System**

### **2.4 The Brain**

- a) Studying the Brains Structure and Functions
- b) The Limbic System
- c) The Cerebral Cortex

## **MODULE III: Personality**

**(Hours - 15, Credit - 01)**

### **3.1 Definition of Personality**

### **3.2 Psychodynamic Approaches to Personality**

- a) Freud's Psychoanalytic Theory

- i) Structure of Personality
- ii) Developing Personality
- iii) Defense Mechanisms

### **3.3 Trait Approaches**

- a) Allport's Trait Theory
- b) Cattell and Eysenck
- c) Big Five Personality Traits

### **3.4 Assessing Personality**

- a) Self-report Measures of personality
- b) Projective Methods
- c) Behavioral Assessment

## **MODULE 4: Intelligence**

**(Hours - 15, Credit - 01)**

### **4.1 What is intelligence?**

### **4.2 Theories of Intelligence**

- a. Fluid and Crystallized Intelligence
- b. Gardner's Multiple Intelligences

### **4.3 Practical and Emotional Intelligence**

### **4.4. Assessing Intelligence - Binet and development of IQ tests**

### **4.5 Mental Retardation**

### **4.6 The Intellectually Gifted**

### **LIST FOR READING:**

Feldman, R.S. (2015). Understanding Psychology, 12th Edition, Fourth reprint 2019, Chennai: McGraw Hill Education (India) Private Limited, ISBN 978-1-259-33035-3, ISBN 1-259-33035-4

### **LIST FOR REFERENCES:**

Ciccarelli, S. K & Meyer, G.E (2008). Psychology, (South Asian Edition). New Delhi: Pearson Longman.

Feldman, R. S. (2016). Understanding Psychology, 10th Edition, Indian Edition, Ninth reprint, 2016,

Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-1-25-9003005-9, ISBN-10:1-25-900305-1

### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Case Study Analysis: Analyze examples of psychological research methods (naturalistic observation, survey research, and experimental research).

- Group Presentation: Present the structure and function of neurons or the brain's limbic system and cerebral cortex.
- Diagram Practice: Label and explain the central and peripheral nervous systems with a focus on the autonomic divisions.
- Role Play: Demonstrate Freud's structure of personality (id, ego, superego) through a short skit. □ Debate: Discuss the relevance of fluid vs. crystallized intelligence in modern life.
- Survey Activity: Conduct a survey to assess personality traits using self-report measures and analyze the results.
- Essay Writing: Reflect on the practical applications of Gardner's multiple intelligences or emotional intelligence in daily life.

**OR**

### **B. A. II, SEMESTER – III**

Course Category: **MM - Online**

Course Name: Introduction to Psychology

Course Number: **MM – III (ONLINE)**

Course Code: --

Course Credits: 4

#### **Course Summary**

- Course Status: Upcoming
- Course Type: Core
- Language for Course Content: English
- Duration: 12 weeks
- Category: Humanities and Social Sciences
- Credit Points: 4
- Level: Undergraduate
- NCrf Level: 6.0
- Industry Details: Education, Training Sector
- Exam Shift: [Not Specified] **Course Layout**
- Week 01: Introduction
- Week 02: Perception
- Week 03: Depth Perception

- Week 04: Thinking
- Week 05: Language
- Week 06: Learning - I
- Week 07: Learning - II
- Week 08: Learning - III
- Week 09: Motivation
- Week 10: Memory
- Week 11: Emotion
- Week 12: Applications of Psychology to Everyday Life

#### **Instructor Biodata:**

#### **Dr. Megha Deuskar**

Savitribai Phule Pune University

Dr. Megha Deuskar, Ph.D., is an accomplished academician, researcher, and counseling psychologist. A gold medalist at the Master's level, she earned her doctoral degree with a UGC fellowship in 2006. With over 20 years of extensive teaching experience, she remains one of the most popular teachers at the Department of Psychology, Fergusson College, Pune.

A trained Yoga expert from the Yoga Vidyapeeth, Nashik, Maharashtra, Dr. Deuskar is an ardent researcher with over 35 research articles published in national and international journals. She serves as a research guide at Savitribai Phule Pune University.

Since 2008, she has been coordinating the one-year postgraduate program in counseling at Fergusson College. Dr. Deuskar completed her certification as a Supervisor from the Australian Counseling Association and is a member of the Indian Academy of Professional Supervisors.

**Link for the course :** [https://onlinecourses.swayam2.ac.in/cec25\\_hs44/preview](https://onlinecourses.swayam2.ac.in/cec25_hs44/preview)

**Note :** "Students who do not wish to complete MM -III: Understanding Psychology in the offline mode have the option to enrol in the online course *Introduction to Psychology* (equivalent to MM-III) offered by SWAYAM."

**B. A. II, SEMESTER – III**

Course Category: **MM**

Course Name: **Developmental Psychology**

Course Number: **MM - IV**

Course Code: -- Course

Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100

**Course Learning Objectives:** This course is aimed to:

- Understand the stages of lifespan development.
- Describe the biological and psychological processes of birth and early development.
- Analyse and explore emotional and intellectual growth in childhood.
- Discuss relationship dynamics, and psychological challenges during adolescence.
- Examine and assess career, health, and personality development in adulthood.

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

CO 1. Explain the definition, characteristics, and stages of lifespan development.

CO 2. Discuss biological and psychological processes of birth and early development.

CO 3. Illustrate emotional and development of self during infancy, and intellectual growth in childhood.

CO 4. Apply relationship dynamics for wellbeing during adolescence.

CO 5. Discuss career, health, and personality development in adulthood.

## **SYLLABUS:**

### **Module I : An Introduction to Lifespan Development**

**(Hours -15, Credit -01)**

#### **1.1 An orientation to life span development**

- a) Defining Lifespan Development
- b) Components of the Life-Span Perspective
- c) Processes involved in Development
- d) Periods of Development

#### **1.2 Theories of Development**

- a) Psychoanalytic Theories of Development
  - i. Freud's Theory
  - ii. Erikson's Psychosocial Theory

- b) Cognitive Theories
  - i. Piaget's Cognitive Developmental Theory
  - ii. Vygotsky's Sociocultural Cognitive Theory
  - iii. The Information-Processing Theory

### **1.3 Earliest Development**

- a) Genes and Chromosomes: The Code of Life
- b) Multiple Births: Two- or More- for the Genetic Price of life
- c) Boy or Girl? Establishing the sex of the

### **1.4 Child Prenatal Growth and Change**

- a) Fertilization: The moment of Conception
- b) The Stages of the Prenatal Period: The Onset of Development
- c) Pregnancy Problems

## **Module II : Infancy and Childhood**

**(Hours -15, Credit -01)**

### **2.1 Developing the Roots of Sociability in Infancy**

- a) Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?
- b) Stranger Anxiety and Separation Anxiety: It's Only Natural
- c) Social Referencing: Feeling What Others Feel

### **2.2 Intellectual Development in Middle Childhood**

- a) Piagetian Approaches to Cognitive Development
- b) Information Processing in Middle Childhood
- c) Vygotsky's Approach to Cognitive Development

### **2.3 The Developing Self**

- a) Psychosocial Development in Middle Childhood
- b) Self-esteem: Developing a Positive – or Negative – View of the Self

## **Module III : Adolescence**

**(Hours -15, Credit -01)**

### **3.1 Identity: Asking "Who Am I?"**

- a) Self –Concept and Self- Esteem
- b) Identity Formation: Changes or Crisis?
- c) Depression and Suicide: Psychological Difficulties in Adolescence

### **3.2 Relationships: Family and Friends**

- a) Family Ties: Changing Relations with Relations
- b) Relationship with Peers: The Importance of Belonging

### 3.3 Dating and Sexual Behavior

- a) Dating and Sexual Relationship
- b) Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

## Module IV. Adulthood

(Hours -15, Credit -01)

### 4.1 Picking an Occupation: Choosing Life's Work

- a) Ginzberg's Career Choice Theory
- b) Holland's Personality Type Theory
- c) Choosing a Career
- d) Gender and Career Choices
- e) Why Do People Work? More Than Earning a Living

### 4.2 Health in Middle Adulthood

- a) Wellness and Illness: The Ups and Downs of Middle Adulthood
- b) Individual Variations in Health: Socioeconomic Status and Gender Difference

### 4.3 Personality Development in Middle Adulthood

- a) Two Perspectives on Adult Personality Development: Normative Crisis versus Life events
- b) Erikson's Stage of Generativity versus Stagnation

### LIST FOR READING:

Feldman Robert S (2018). Development Across the Lifespan (8th Global edition) Noida (UP): Pearson Education Limited, England ISBN 10: 1-292-15795-X, ISBN 13: 978-1-292-15795-5

### LIST FOR REFERENCES:

Nandita (2024). Development Across the Life span (8th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93- 615-9300-0.

Santrock, J. W. (2021). Life-Span Development, Seventeenth edition, Noida, UP: McGraw – Hill Education (India) Pvt. Ltd.

Hurlock E. B. (2001). Developmental Psychology: A Life Span Approach, New Delhi: TMH Publishing Company Ltd. Papalia, Diane E., and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Co. Ltd. Santrock, J. W. (2024).

Life-Span Development, Seventeenth edition, New York, US: McGraw – Hill Education LLC. Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusariaavrutti, Pune: Vidyarthi Gruha Prakashan.



### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Class Discussion: Define key concepts like lifespan development, identity, and career choices.
- Group Presentation: Compare theories of development (e.g., Freud, Erikson, Piaget, Vygotsky).
- Poster Making: Illustrate stages of prenatal development or developmental milestones.
- Role Play: Depict developmental challenges like adolescence identity crises or family dynamics.
- Case Study Analysis: Analyze examples of psychosocial development across different life stages.
- Survey/Interview: Gather data on career aspirations, family relationships, or emotional development. □
- Debate: Discuss topics like "Nature vs. Nurture" or "The impact of peer relationships in adolescence."
- Essay Writing: Reflect on self-esteem development or health variations in middle adulthood.
- Quiz: Conduct a quiz on genetics, prenatal stages, or major developmental theories.
- Chart Preparation: Compare sexual orientations or gender differences in career choices.
- Video Analysis: Watch and analyze clips depicting developmental stages or social behaviors.
- Mock Counseling Session: Simulate a session on career guidance or adolescence challenges.
- Short Research Project: Investigate societal attitudes towards dating and sexual orientation.

**B. A. II, SEMESTER – III**

Course Category: **MN**

Course Name: Principles of Human Behaviour

Course Number: **MN - III**

Course Code: --Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100

**Course Objectives:** This course is aimed to:

- Understand the foundational concepts, perspectives, and research methods of psychology, along with its evolution and future directions.
- **Describe** the biological basis of behaviour by exploring the structure and function of neurons, the nervous and endocrine systems, and the brain.
- Explain key theories and methods of personality assessment to understand the dynamics and traits that shape individual personalities.
- Examine the concepts, theories, and methods of intelligence assessment, focusing on intellectual diversity and its implications.

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

- CO 1. Explain the foundational concepts, perspectives, and research methods of psychology, along with its evolution and future directions.
- CO 2. Analyse the biological basis of behavior by exploring the structure and function of neurons, the nervous and endocrine systems, and the brain.
- CO 3. Apply methods of personality assessment to understand the dynamics and traits that shape individual personalities.
- CO 4. Apply concepts, theories, and methods of intelligence assessment, focusing on intellectual diversity and its implications.

**MODULE I: Perspectives to study Human Behaviour**

**(Hours - 15, Credit - 01)**

**1.1 The Origin and Definition of Psychology**

- a. The Roots of Psychology
- b. Definition

**1.2 Today's Perspectives**

- a. Psychodynamic Perspective
- b. Behavioral Perspective
- c. Cognitive Perspective
- d. Humanistic Perspective

**1.3. Latest Perspective: The Neuroscience Perspective**

**MODULE II: Neuroscience and Behavior****(Hours - 15, Credit - 01)****2.1 Neurons**

- a. The Structure of the Neuron
- b. How Neurons fire?
- c. Neurotransmitters

**2.2 The Nervous System**

- a. Central and Peripheral Nervous Systems
- b. Activating the Divisions of the Atomic Nervous System

**2.3.The Endocrine System****2,4. Studying the Brains Structure and Functions**

- a. The Limbic System
- b. The Cerebral Cortex

**MODULE III: Personality****(Hours - 15, Credit - 01)****3.1. Definition of Personality****3.2. Freud's Psychoanalytic Theory**

- i) Structure of Personality
- ii) Developing Personality
- iii) Defense Mechanisms

**3.3 Trait Approaches**

- a. Allport's Trait Theory
- b. Big Five Personality Traits

**3.4 Assessing Personality**

- a. Self-report Measures of personality
- b. Projective Methods
- c. Behavioral Assessment

**MODULE 4: Intelligence****(Hours - 15, Credit - 01)****4.1. What is intelligence?****4.2. Theories of Intelligence**

- a. Fluid and Crystallized Intelligence
- b. Gardner's Multiple Intelligences

**4.3 Practical and Emotional Intelligence****4.4. Mental Retardation****4.5.The Intellectually Gifted**

**LIST FOR READING:**

Feldman, R.S. (2015). Understanding Psychology, 12th Edition, Fourth reprint 2019, Chennai: McGraw Hill Education (India) Private Limited, ISBN 978-1-259-33035-3, ISBN 1-259-33035-4

**LIST FOR REFERENCES:**

Ciccarelli, S. K & Meyer, G.E (2008). Psychology, (South Asian Edition). New Delhi: Pearson Longman.

Feldman, R. S. (2016). Understanding Psychology, 10th Edition, Indian Edition, Ninth reprint, 2016, Chennai: McGraw Hill Education (India) Private Limited, ISBN-13:978-1-25-9003005-9, ISBN-10:1-25-900305-1

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Case Study Analysis: Analyze examples of psychological research methods (naturalistic observation, survey research, and experimental research).
- Group Presentation: Present the structure and function of neurons or the brain's limbic system and cerebral cortex.
- Diagram Practice: Label and explain the central and peripheral nervous systems with a focus on the autonomic divisions.
- Role Play: Demonstrate Freud's structure of personality (id, ego, superego) through a short skit. □ Debate: Discuss the relevance of fluid vs. crystallized intelligence in modern life.
- Survey Activity: Conduct a survey to assess personality traits using self-report measures and analyze the results.
- Essay Writing: Reflect on the practical applications of Gardner's multiple intelligences or emotional intelligence in daily life.

**B. A. II, SEMESTER – III****Course Category: OE****Course Name: Human Development****Course Number:****Course Code: OE - III****Credits: 2****Marks: 2 Credits: Semester End: 40      Internal Assessment: 10      Total Marks: 50****Course Learning Outcomes:** This course is aimed to:

- Understand basic processes in Human Development.
- Understand development periods of Life Span.
- Become familiar psychological changes during adolescence.
- Discuss sexuality, friendship dynamics and influence media during adolescence.

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

CO 1. Explain basics of Human Development.

CO 2. Discuss developmental stages of Human Life.

CO 3. Navigate wisely during psychological changes in adolescence.

CO 4. Apply knowledge of adolescent sexuality, friendship effectively and regulate the influence of media.

**SYLLABUS:****Module I : About Human Development****(Hours - 15, Credit - 01)****1.1 Introduction:**

- a) Definition of human development
- b) Domains of human development

**1.2 Influences on development**

- a) Heredity, Environment, Maturation
- b) Major contextual influences
- c) Normative and influences
- d) Timing of influence: Critical/ Sensitive periods

**1.3 Periods of Life – Span.**

- a) Conceiving New Life
  - i) Fertilization
  - ii) Prenatal development
- b) Postnatal stages

- i) Infancy and Babyhood
- ii) Childhood
- iii) Adolescence
- iv) Adulthood
- v) Old Age

## **Module II: Adolescence**

**(Hours - 15, Credit - 01)**

### **2.1 Physical Changes**

- a) Puberty
- b) Hormonal changes
- c) Body Images
- d) Early and Late Maturation

### **2.2 Adolescent Sexuality**

- a) Developing a sexual identity
- b) The timing of adolescent sexual behaviors
- c) Risk factors in adolescent sexual behaviors
- d) Adolescent pregnancy

### **2.3 Peers**

- a) Friendships
- b) Peer Groups
- c) Dating and Romantic Relationships

### **2.4 The Media**

- a) Media Use
- b) The online lives of adolescents

### **LIST FOR READING:**

Santrock , J., W.(2024). Life- Span Development (19<sup>th</sup> Edition). McGraw Hill, New Delhi.

### **LIST FOR REFERENCES:**

Berger Kathleen S. (2014) The Developing Person through The Life Span, Worth Publishers, McMillan Higher Education Company, 9<sup>th</sup> Edition; New York; : ISBN-13: 978-1-4292-8381-6;

ISBN-10: 1-4292-8381-5

Papalia, D. E., Olds, S. W., Feldman R. D.(2004). Human Development; McGraw Hill, New Delhi; 9<sup>th</sup> Edition

### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- **Story Writing:** Write a short fictional story depicting a critical or sensitive period in human development, highlighting its impact.

- **Infographic Design:** Design an infographic comparing early and late puberty with their effects on body image and emotional well-being.
- **Dramatization:** Act out scenarios showing the influence of peer pressure and friendships on adolescent decision-making.
- **Media Analysis:** Analyze a popular movie or TV show for its portrayal of adolescent sexuality, peer relationships, or media influence.
- **Photo Collage:** Create a visual collage to represent different periods of life, such as infancy, adolescence, and old age.
- **Role Reversal:** Conduct a role-reversal activity where students act as parents guiding adolescents through issues like online behavior or dating.
- **Critical Thinking Exercise:** Analyze an article or case study on adolescent pregnancy or risky sexual behaviors and propose solutions.

## B. A. II, SEMESTER – III

**Course Category:** VSC

**Course Name:** Psychological Techniques for Academic Success

**Course Number:** --

**Course Code:** -- VSC-I

**Credits:** 2

**Marks:** 2    **Credits:** Activity based Assignments: 40    **Viva:** 10    **Total Marks:** 50

**Course Objectives:** This course is aimed to:

- Understand the process of Problem Solving
- Provide knowledge of Time Management Techniques
- Develop mindset for constructive life
- Understand the nature of academic stress and its various effects on academic performance
- Develop study habits for academic success

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

CO 1: Apply the process of Problem Solving

CO 2: Utilize Time Management Techniques

CO 3. Prepare mindset for constructive life

CO 4. Analyse the nature of academic stress and its effects on academic performance

CO 5. Develop and execute study habits for academic success

### **SYLLABUS:**

#### **Module I: Problem Solving and Time Management**

**(Total Hours- 15, Credit-01)**

##### **1.1 Differences between Concern and Worry, and Why it Matters**

##### **1.2 Developing Problem-Solving Skills**

- a) Problem Orientation
- b) Problem-Solving Style
  - i) Problem Definition and Formulation
  - ii) Generation of Alternatives
  - iii) Decision Making
  - iv) Solution Implementation and Verification

##### **1.3 Time Management and Stress**

###### **a) Six Principles for Time Management**

###### **b) Strategies for Time Management**

- i) Differentiate between Important Tasks and Urgent Tasks
- ii) Figure Out Where You Waste Time



- iii) Make the Best of “Down Time”
- iv) Make Some Necessary Cuts
- v) Find Balance

#### **1.4 Power of Mindsets and Cognitive Restructuring**

- a) The Power of Language
- b) Keeping a Thought Journal

#### **1.5 Breathing: The Process of Breathing**

### **Module II: Determinants Of Academic Performance (Total Hours- 15, Credit-01)**

#### **2.1 The Nature of College Stress**

- a) Academics b) Finances c) Social and Intimate Relationships d) Choice of a Career
- e) Being a Nontraditional Student

#### **2.2 Study Habits for Improved Performance**

#### **2.3 Occupational Stress: Symptoms and Sources**

#### **2.4 The Stress and Eating Cycle**

#### **2.5 Mindfulness and Meditation**

- a) Benefits of Meditation
- b) Seeking Serenity through the Spiritual Path

#### **LIST FOR READING:**

Chen David (2017): Stress management and prevention: Applications to daily life, Routledge Pub., New York; Third Editon (ISBN: 978-1-138-90628-0 (pbk); ISBN: 978-1-315-69559-4 (ebk))

**Note: Activity Based Workbook will be prescribed and student has to submit the workbook.**

**B. A. II, SEMESTER – III**

Course Category: **SEC**

Course Name: **Introduction to Growth Mindset**

Course Number: SEC - III

Course Code:

Credits: **2**

**Marks: 2      Credits: Activity based Assignments: 40      Viva: 10      Total Marks: 50**

**Course Learning Objectives:** This course is aimed to:

- Acquaint students with definition and differentiation between growth and fixed mindsets.
- Teach students to identify examples of fixed and growth mindsets in various scenarios.
- Develop ability of students to learn from failure and use criticism constructively.
- Help students to set and pursue growth-oriented goals effectively.

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

CO 1. Define and differentiate between growth and fixed mindsets.

CO 2. Identify examples of fixed and growth mindsets in various scenarios.

CO 3. Demonstrate the ability to learn from failure and use criticism constructively.

CO 4. Set and pursue growth-oriented goals effectively.

## **SYLLABUS:**

### **Module 1: Introduction to Growth Mindset**

1.1 Understanding Mindsets: Fixed vs. Growth

1.2 Neuroscience and brain plasticity.

1.3 The Value of Growth Mindset

1.4 When Does Growth Mindset Benefit You?

1.5 How Do You Get a Growth Mindset?

### **Module 2: Truth Behind Growth Mindset**

2.1 Introduction to True Growth Mindset

2.2 Misconceptions about growth mindset

2.3 Positivity VS. Optimism

2.4 The True Growth Mindset

## **BOOK FOR READING:**

Alerson, L. (2017). Growth mindset: The door to achieving more. Elsevier Publishers, 1<sup>st</sup> Edition

**Note: Activity Based Workbook will be prescribed and student has to submit the workbook.**

**B. A. II, SEMESTER – III****Course Category: IKS****Course Name: Indian Perspectives on Personality****Course Number:****Course Code: IKS (Major/Specific)****Course Credits: 2****Marks: For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50****Course Learning Objectives:** This course has following learning objectives:

- To introduce concept of Five *Koshas* (Five Levels of Mind-Body Complex – *Annamaya, Pranayama, Manomaya, Vigyanamaya* and *Anandamaya*) for a holistic development of personality.
- To help students for personality development based on the understanding of *Panchkosha*.
- To sensitize students about physical and mental wellbeing through the Triguna theory
- To develop a positive and healthy outlook among learners through Hathayoga practices.

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

CO 1: Explain the rich heritage of Indian approach towards holistic development of personality

CO 2: Manage day-to-day stress and pressure effectively through yoga practices

CO 3: Improve their academic performance through better concentration and self-regulation.

CO 4: Enhance their physical and mental well-being.

**SYLLABUS****Module I: Panchkosha theory of Personality****(15 Hrs, 1 Credit)****1.1. Introduction to PanchaKosha:**

- Annamaya Kosha (Physical body)
- Pranamaya Kosha (Vital life force energy)
- Manomaya Kosha (Psychological wellness)
- Vijnanamaya Kosha (Intellect)
- Anandamaya Kosha (Happiness and Blissfulness)

**1.2. Classification of Pancha Koshas****1.3. Disturbing States, Well-being States and Yoga Practices on Each Koshas****Module II: Truguna and Tridosha Theory of Personality****(15 Hrs, 1 Credit)****2.1. Tridosha Theory**

- Vata Dosha - Classification, location and Functions
- Unbalanced Vata – Causes and Symptoms

- c. Pitta Dosha - Unbalanced Pitta and its Causes and Symptoms
- d. Kapha Dosha – Unbalanced Kapha and its Causes and Symptoms

## 2.2. Characteristics of Doshas

## 2.3. Balancing Tridosha for Perfect Health

- a. Vata, Pitta, Kapha Balance and Benefits
- b. Balancing Doshas through Hathayoga practices

## 2.4 Trigunas

## 2.5 Recommendation of Yoga Vasishtha for Development of Satvaguna to Have Healthy Body and Mind

### LIST FOR READING:

#### Indian Perspectives on Personality: Booklets

*Note: Material prepared by Mahavir Mahavidyalaya by using IGNOU resources and E-Jnaykosha resources in English. The material is prepared in both languages - English and Marathi for the benefit of students.*

### LIST FOR REFERENCE:

1. Sartain Christopher (2015). The Sacred Science of Yoga & The Five Koshas; CreateSpace Independent Pub.
2. Iyengar B.K.S. (2021). Yoga - The Path to Holistic Health: The Definitive Step-by-step Guide; Dorling Kingsley, London, 2021
3. Swami Nishchalanand Saraswati: Pancha Kosha: The five sheaths of the human being, Mandala 4. Yoga Ashram
4. स्वामी योगानंद: पंचकोश विवेक,

### LIST OF VIDEOS REFERENCES:

#### English:

1. Panchakosha: 5 Layers of Existence (What is Panchkosh)

[https://www.youtube.com/watch?v=o\\_uqn2zipAY](https://www.youtube.com/watch?v=o_uqn2zipAY)

2. Tridosha Theory

<https://www.youtube.com/watch?v=WfN1ZLNzP4A>

#### Hindi:

1. PANCHAKOSHA

<https://www.youtube.com/watch?v=vJzkB5uFxXg>

2. What are the Panchkoshas & how to develop them for alanced Personality ? Indian Theory of Education Panchkosh

<https://www.youtube.com/watch?v=2EZtcFe6jxo>

3. Trodosha Theory

[https://www.youtube.com/watch?v=167sC1\\_1SY8](https://www.youtube.com/watch?v=167sC1_1SY8)

#### Marathi:

1. Panchkosh  
<https://www.youtube.com/watch?v=QLDIFZdp4O8>
2. Trodosha Theory  
<https://www.youtube.com/watch?v=vYjD-VsmCCM>

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

1. *Asana*
2. *Pranayama*
3. Meditation
4. Visit to a Yog shivir or Meditation centres
5. Watching documentaries and films related to the subject.
6. Any other activity accepted by concerned teacher

**B. A. II, SEMESTER – IV**

Course Category: **MM**

Course Name: **Counselling Psychology**

Course Number: **MM - V**

Course Code: -- Course

Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100 **Course**

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

CO 1. Explain the fundamentals of counseling, including its definitions, current trends, and professional aspects like certification and licensing.

CO 2. Apply techniques to build effective counseling relationships by analyzing influencing factors and conducting initial interviews.

CO 3. Evaluate career counseling theories and implement strategies to address the needs of diverse populations.

CO 4. Design and adapt school counseling programs for various educational levels using the ASCA model and prevention strategies.

**MODULE I : Introduction and Professional Aspects of Counselling**

**(Hours- 15, Credit-01)**

**1.1 Introduction**

- a) Definition of Counselling
- b) Guidance
- c) Psychotherapy

**1.2 Current Trends in 21st Century**

- a) Dealing with Violence, Trauma and Crises
- b) The Challenge of Managed Care
- c) Promoting Wellness
- d) Concern for Social Justice and Advocacy
- e) Greater Emphasis on Technology

**1.3 Professional Aspects of Counselling**

- a) Inspection
- b) Registration
- c) Certification
- d) Licensing

**Module II : Building Counseling Relationships****(Hours- 15, Credit-01)****2.1 Factors that Influence the Counseling Process**

- a) Seriousness of the Presenting Problem
- b) Structure
- c) Initiative
- d) The Physical Setting
- e) Client Qualities
- f) Counselor Qualities

**2.2 Types of Initial Interviews**

- a) Client- versus Counselor-Initiated Interviews
- b) Information-Oriented First Interview
- c) Relationship-Oriented First Interview

**2.3 Conducting the Initial Interview**

- a) Empathy
- b) Verbal and Nonverbal Behavior
- c) Nonhelpful Interview Behavior

**2.4 Exploration and the Identification of Goals****Module III : Career Counseling****(Hours- 15, Credit-01)****3.1 The Importance and Scope of Career Counselling**

- a) Important Aspects of Career Counselling
- b) The Scope of Career Counseling and Careers

**3.2 Career Development Theories and Counselling**

- a) Trait-and –Factor Theory
- b) Developmental Theories
- c) Social-Cognitive Career Theory

**3.3 Career Counseling with Diverse Populations**

- a) Career Counselling with Children
- b) Career Counselling with Adolescents
- c) Career Counselling with College Students

**Module IV : Professional School Counselling****(Hours- 15, Credit-01)****4.1 The ASCA Model**

- a) The ASCA Model Areas
- b) School Counselors at Various Levels

## **4.2 Elementary School Counselling**

- a) Emphases and Roles
- b) Activities
- c) Prevention

## **4.3 Middle School Counselling**

- a) Emphases and Roles
- b) Activities
- c) Prevention

## **4.4 Secondary School Counselling**

- a) Emphases and Roles
- b) Activities
- c) Prevention

### **LIST FOR READING:**

Gladding S. T. (2018). Counselling: A Comprehensive Profession. The Merrill Counselling Series, 8<sup>th</sup> Edition, Wake Forest University.

### **LIST FOR REFERENCE:**

1. David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers.
2. Gladding, S.T.(2014). Counseling : A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.
3. Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.
4. Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.

### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Counseling Observation Report: Observe a counseling session (real or video-based) and write a report analyzing techniques used.
- Interview a Counselor: Conduct a brief interview with a professional counselor and present insights gained.
- Design a Career Counseling Plan: Create a customized career counseling plan for a hypothetical client.
- Mock Counseling Feedback: Perform a mock counseling session and receive peer or instructor feedback.
- ASCA Model Framework: Develop a basic framework for implementing the ASCA model at a chosen school level.
- Goal-Setting Exercise: Practice exploring client issues and collaboratively setting counseling goals in pairs or small groups.
- Counseling in Media Analysis: Analyze news articles or social media posts related to counseling practices, trends, or case studies, and reflect on their relevance to real-world counseling scenarios.



**OR****B. A. II, SEMESTER – IV**

Course Category: **MM - Online**

Course Name: **Counseling Psychology\_UG**

Course Number: --

Course Code: MM – V - ONLINE

Course Credits: 4

**Course Summary**

- Course Status: Upcoming
- Course Type: Elective
- Language for Course Content: English
- Duration: 12 weeks
- Category: Humanities and Social Sciences
- Credit Points: 4
- Level: Undergraduate
- NCrf Level: 6.0
- Industry Details: Health Education and Training Sector
- Exam Shift: II

**Course Layout**

- Week 01: Introduction to Counselling, Principles of Counselling, and Counselling Skills
- Week 02: Introduction to Counselling Process
- Week 03: Psychoanalysis Approach to Counselling
- Week 04: Client-Centered Approach to Counselling
- Week 05: Behavioral Approach to Counselling
- Week 06: Therapy for Interpersonal Relationships
- Week 07: Child Counselling
- Week 08: Family Counselling
- Week 09: Psychological Testing and Career Counselling
- Week 10: Suicide Prevention Approach to Counselling
- Week 11: Counselling for Senior Citizens and Psychology of Gender
- Week 12: Art-Based Therapy and Counselling

**Instructor Bio**

Dr. Pallavi Kasande, Savitribai Phule Pune University

Dr. Pallavi Kasande is the Head of the Counselling Department at MKSSS's Baya Karve Women's Study and Research Centre. With 25 years of experience in teaching, training, and counselling, she is a respected figure in her field. Dr. Kasande has authored various articles in Marathi newspapers and magazines.

Her areas of expertise include family counselling, grief counselling, and career counselling. She has conducted numerous training programs on life skills education. Additionally, she is a wildlife photographer and has a keen interest in Indian philosophy.

**Link for the course :** [https://onlinecourses.swayam2.ac.in/cec25\\_hs49/preview](https://onlinecourses.swayam2.ac.in/cec25_hs49/preview)

**Note :** "Students who do not wish to complete MM/MN-V: Counselling Psychology in the offline mode have the option to enroll in the online course *Counseling Psychology\_UG* (equivalent to MM/MN-V) offered by SWAYAM."

**B. A. II, SEMESTER – IV**

Course Category: **MM-VI**

Course Name: **Applied Psychology**

Course Number: --

Course Code: -- Course

Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100

**Course Objectives:** This course is aimed to:

- Describe the basic concepts of the Psychology of Adjustment.
- Analyse psychological factors influencing job satisfaction, motivation, workplace stress, and performance.
- Explore the physical, social, and personal self, including self-concept, self-esteem, and identity.
- Explain the concepts of prejudice, discrimination, persuasion, social pressure, and altruism.

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

CO 1. Explain the basic concepts of the Psychology of Adjustment.

CO 2. Evaluate the psychological factors influencing job satisfaction, motivation, workplace stress, and performance.

CO 3. Reflect on the physical, social, and personal self, including selfconcept, self-esteem, and identity.

CO 4. Identify and sensitize people about their prejudices and discriminative behaviour.

CO 5. Apply persuasion tactics and enhance altruism.

## **MODULE I : Psychology and the Challenges of Life**

**(Hours - 15, Credit - 01)**

### **1.1 Psychology and Adjustment**

- a) Adjustment and Personal Growth
- b) Nature vs. Nurture
- c) The Clinical Approach vs. the Healthy Personality Approach

### **1.2 Human Diversity and Adjustment**

- a) Ethnic Diversity
- b) Gender
- c) Other Meanings of Diversity

### **1.3 Critical Thinking and Adjustment**

- a) Features of Critical Thinking
- b) Thinking Critically about Astrology and other Pseudosciences

### **1.4 How Psychologists do Research and Adjustment**

- a) Issue of Romantic Love and various Research methods

### **1.5 Adjustment in Modern Life**

- a) Do U Txt?
- B) Try This Out Testing Your Texting Skills

## **MODULE II: The Challenge of the Workplace**

**(Hours - 15, Credit - 01)**

### **2.1 Career Development**

- a) Motives for Working
- b) Stages of Career Development
- c) Getting a Job - Writing a Resume and The Cover Letter
- d) Common Mistakes People Make on Their Résumés

### **2.2 Job Satisfaction**

- a) What Determines Job Satisfaction?
- b) Enhancing Job Satisfaction: Training, Unbiased Appraisal, Financial Compensation
- c) Use of contractive criticism for improvement

### **2.3 Effect of Stress in the Workplace**

- a) Stressors and Sources
- b) Moderators
- c) Outcomes

### **2.4 Women in the Workplace**

- a) Why do Women Work
- b) The Earnings Gap and Reducing the Earnings Gap
- c) Sexual Harassment, Motives, Resisting

## **MODULE III : The Self in a Social World**

**(Hours - 15, Credit - 01)**

### **3.1 Self –perception: Parts of the self**

- a) Your Physical Self
- b) Your Social Self
- c) Your Personal Self

### **3.2 Self Perception: Self- concept, Self-esteem & self –identity**

- a) The Self-concept
- b) Self-esteem
- c) Self- Identity and Exploration

### **3.3 Social Perception: The Self with others**

- a) The Importance of First Impression
- b) Body Language
- c) Attribution Theory
- d) Cultural Differences in Attributional Biases

### **MODULE IV : Social Influence**

**(Hours - 15, Credit - 01)**

#### **4.1 Prejudice and Discrimination**

- a) Sources of Prejudice and Discrimination
  - i. Dissimilarity. ii. Social conflict. iii. Social learning. iv. Information processing.
  - v. Social categorization.

#### **4.2 Persuasion**

- a) Factors in Persuasion
- b) Sales Tactics

#### **4.3 Social Pressure**

- a) Obedience to authority
- b) Conformity
- c) Getting Mobbed

#### **4.4 Altruism & Helping**

- a) Altruism
- b) The Bystander Effect

#### **4.5 Becoming an Assertive Person**

- a) Assertive Behaviour

### **LIST FOR READING:**

Spencer A. Rathus, Jeffrey S. Nevid (2016). Psychology and the Challenges of Life Adjustment and Growth, Thirteen Edition, Wiley

### **LIST FOR REFERENCE:**

1. Atwater, E. (1994). Psychology for Living (5<sup>th</sup> ed.). New Delhi: Prentice-Hall of India Private Ltd
2. Weiten, W. & Margaret, A.L. (1994). *Psychology Applied to Modern Life*, (7<sup>th</sup> ed.), Singapore: Thomson Asia Pvt. Ltd.
3. Barve, B. N. (1998). Jivanmanache Manasshastra. Jalana: Sankalp Pub.

### ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- **Ethics Discussion:** Discuss real-life ethical dilemmas related to prejudice, discrimination, or workplace stress, and propose solutions.
- **"Day in My Shoes" Activity:** Students write or narrate an experience from someone else's perspective (e.g., a woman facing the earnings gap or someone experiencing discrimination).
- **Persuasion Challenge:** Groups create short advertisements or sales pitches using persuasion techniques and present them to the class.
- **Simulation Exercise:** Simulate a workplace meeting addressing job satisfaction, stress management, or gender issues in the workplace.
- **Body Language Game:** Practice decoding body language through a fun activity where students guess emotions or intentions based on nonverbal cues.
- **Scenario Analysis:** Analyze hypothetical situations involving the bystander effect, altruism, or assertive behavior and discuss possible actions.
- **Create a Comic Strip:** Develop a comic strip or storyboard illustrating one concept (e.g., self-perception, mob behavior, or cultural attributional biases).
- **Collaborative Poster:** Work in small groups to create posters about critical thinking strategies or cultural differences in social perception.

**B. A. II, SEMESTER – IV**

Course Category: **MN**

**Course Name: Applications of Psychology in Everyday Life**

Course Number: MN - IV

Course Code: -- Course

Credits: 4

Marks: For 4 Credits: Semester End: 80      Internal Assessment: 20      Total Marks: 100

**Course Objectives:** This course is aimed to:

- Describe the basic concepts of the Psychology of Adjustment.
- Analyse psychological factors influencing job satisfaction, motivation, workplace stress, and performance.
- Explore the physical, social, and personal self, including self-concept, self-esteem, and identity.
- Explain the concepts of prejudice, discrimination, persuasion, social pressure, and altruism.

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

CO 1. Explain the basic concepts of the Psychology of Adjustment.

CO 2. Evaluate the psychological factors influencing job satisfaction, motivation, workplace stress, and performance.

CO 3. Reflect on the physical, social, and personal self, including selfconcept, self-esteem, and identity.

CO 4. Identify and sensitize people about their prejudices and discriminative behavioure.

CO 5. Apply persuasion tactics and enhance altruism.

**MODULE I : Psychology and the Challenges of Life**

**(Hours - 15, Credit - 01)**

**1.1 Psychology and Adjustment**

- a. Adjustment and Personal Growth
- b. Nature vs. Nurture
- c. The Clinical Approach vs. the Healthy Personality Approach

**1.2 Human Diversity and Adjustment**

- a. Ethnic Diversity
- b. Gender
- c. Other Meanings of Diversity

**1.3 Critical Thinking and Adjustment**

- a. Features of Critical Thinking
- b. Thinking Critically about Astrology and other Pseudosciences

### **1.4 Adjustment in Modern Life**

- a) Do U Txt?
- b) Try This Out Testing Your Texting Skills

### **MODULE II: The Challenge of the Workplace**

**(Hours - 15, Credit - 01)**

#### **2.1 Career Development**

- a. Motives for Working
- b. Stages of Career Development
- c. Getting a Job - Writing a Resume and The Cover Letter
- d. Common Mistakes People Make on Their Résumés

#### **2.2 Job Satisfaction**

- a) What Determines Job Satisfaction?
- b) Enhancing Job Satisfaction: Training, Unbiased Appraisal, Financial Compensation
- c) Use of constructive criticism for improvement

#### **2.3 Effect of Stress in the Workplace**

- a. Stressors and Sources
- b. Moderators
- c. Outcomes

#### **2.4 Women in the Workplace**

- a. Why do Women Work
- b. The Earnings Gap and Reducing the Earnings Gap
  - c. Sexual Harassment, Motives, Resisting

### **MODULE III : The Self in a Social World**

**(Hours - 15, Credit - 01)**

#### **3.1 Self –perception: Parts of the self**

- a. Your Physical Self
- b. Your Social Self
- c. Your Personal Self

#### **3.2 Self Perception: Self- concept, Self-esteem & self –identity**

- a. The Self-concept
- b. Self-esteem
- c. Self- Identity and Exploration

#### **3.3 Social Perception: The Self with others**

- a. The Importance of First Impression
- b. Body Language



- c. Attribution Theory
- d. Cultural Differences in Attributional Biases

#### **MODULE IV : Social Influence**

**(Hours - 15, Credit - 01)**

##### **4.1 Persuasion**

- a) Factors in Persuasion
- b) Sales Tactics

##### **4.2 Social Pressure**

- a. Obedience to authority
- b. Conformity
- c. Getting Mobbed

##### **4.3 Altruism & Helping**

- a. Altruism
- b. The Bystander Effect

##### **4.4 Becoming an Assertive Person**

- a) Assertive Behaviour

#### **LIST FOR READING:**

Spencer A. Rathus, Jeffrey S. Nevid (2016). *Psychology and the Challenges of Life Adjustment and Growth*, Thirteen Edition, Wiley

#### **LIST FOR REFERENCE:**

4. Atwater, E. (1994). *Psychology for Living* (5<sup>th</sup> ed.). New Delhi: Prentice-Hall of India Private Ltd
5. Weiten, W. & Margaret, A.L. (1994). *Psychology Applied to Modern Life*, (7<sup>th</sup> ed.), Singapore: Thomson Asia Pvt. Ltd.
6. Barve, B. N. (1998). *Jivanmanache Manasshastra*. Jalana: Sankalp Pub.

#### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- **Ethics Discussion:** Discuss real-life ethical dilemmas related to prejudice, discrimination, or workplace stress, and propose solutions.
- **"Day in My Shoes" Activity:** Students write or narrate an experience from someone else's perspective (e.g., a woman facing the earnings gap or someone experiencing discrimination).
- **Persuasion Challenge:** Groups create short advertisements or sales pitches using persuasion techniques and present them to the class.
- **Simulation Exercise:** Simulate a workplace meeting addressing job satisfaction, stress management, or gender issues in the workplace.

- **Body Language Game:** Practice decoding body language through a fun activity where students guess emotions or intentions based on nonverbal cues.
- **Scenario Analysis:** Analyze hypothetical situations involving the bystander effect, altruism, or assertive behavior and discuss possible actions.
- **Create a Comic Strip:** Develop a comic strip or storyboard illustrating one concept (e.g., selfperception, mob behavior, or cultural attributional biases).
- **Collaborative Poster:** Work in small groups to create posters about critical thinking strategies or cultural differences in social perception.

**B. A. II, SEMESTER – IV****Course Category: VSC****Course Name: Psychology for Happiness & Well-being****Course Number: --****Course Code: -- VSC-II****Credits: 2**

<b>Marks: 2</b>	<b>Credits: Activity based Assignments: 40</b>	<b>Viva: 10</b>	<b>Total Marks: 50</b>
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**Course Objectives:** This course is aimed to:

- Understand the fundamental concepts of happiness and well-being.
- Develop and implement strategies to enhance happiness and well-being.

**Course Learning Outcomes:** After completion of this course, learners are able to:**CO1:** Explain the fundamental concepts of happiness and well-being.**CO2:** Apply strategies to enhance happiness and well-being.**Module I : Introduction to Happiness****(Total Hours- 15, Credit-01)****1.1 Introduction to Happiness and Well-Being**

- a) Concept of Happiness and Well-Being
  - i. Factors Influencing Well-Being
  - ii. Happiness, Well-Being and Need Satisfaction
  - iii. Characteristics of Happy People
- b) Developing Positive Emotions
  - i. Positive emotions
  - ii. Ways to Promote Positive Emotions

**1.2 Emotions, Mood and Affect****1.3 Managing Emotions Effectively**

- i. Emotion-focused coping
- ii. Emotional Intelligence
- iii. Emotional Storytelling
- iv. Developing Socioemotional Competencies

**1.4 Are Positive Emotions Always Better?****Module II : Enhancing Happiness & Well-being****(Total Hours- 15, Credit-01)****2.1 Models of Happiness**

- a) Three Types of Life by Martin Seligman
- b) Carol Ryff Six Factor Model
- c) Corey Keyes's Dual Continuum Model
- d) Seligman's PERMA Model

### **2.3 Indian Perspective on Happiness**

- a) Charvaka Philosophy
- b) Transcendent Perspective
- c) Collectivist Perspective

### **2.4 Factors Affecting on Happiness**

- a) Money
- b) Marriage
- c) Age
- d) Gender
- e) Culture

### **2.5 Enhancing Our Happiness & Well-being**

#### **LIST FOR READING:**

1. Patra, Swati (2022). Positive Emotional States and Processes. IGNOU, New Delhi
2. Happiness and Well-being: The National Institute of Open Schooling

#### **LIST FOR REFERENCES:**

- 1) Human Values and Transformative Learning, SCERT, Delhi
- 2) James, B. Allen (2017) The Psychology of Happiness in the Modern World. A social Psychological Approach.

#### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Happiness Collage: Create a visual collage showcasing factors that contribute to happiness, integrating cultural and personal perspectives.
- Short Film Creation: Develop a short video highlighting how practices like yoga, meditation, or maintaining friendships enhance happiness.
- Role Reversal Exercise: Students take on roles (e.g., different age groups, cultural backgrounds) to explore how happiness factors differ across demographics.
- Book or Article Review: Critically review a book or research article on happiness theories or wellbeing practices.
- Indian Philosophy Project: Create a comparative chart explaining Indian perspectives on happiness versus Western models.

- Field Interview: Conduct interviews with individuals to understand their views on happiness and factors that influence it.
- Guided Imagery Exercise: Lead a session on guided imagery to promote self-awareness about happiness and reflect on its effectiveness.
- Podcast Episode Creation: Record a group podcast discussing models of happiness and their relevance in daily life.
- Happiness Tree: Design a symbolic “happiness tree” where each branch represents a factor enhancing happiness, using examples.
- Interactive Quiz Design: Develop an engaging quiz based on theories and models of happiness for peers to participate in during class.

**B. A. II, SEMESTER – IV****Course Category: OE****Course Name: Communication & Interview Skills****Course Number: --****Course Code: -- OE-IV****Course Credits: 2****Marks: 2 Credits: Semester End: 40      Internal Assessment: 10      Total Marks: 50****Course Objective:** This course is aimed to:

- Understand and explain the nature and importance of communication in various contexts.
- Develop and demonstrate effective interview skills through practice and application.

**Course Learning Outcomes:** After completion of this course, learners are able to:**CO 1.** Explain the nature and importance of communication in various contexts.**CO 2.** Develop and demonstrate effective interview skills through practice and application.**Module I : Fundamentals of Communication Skills****(Total Hours- 15, Credit-01)****1.1 What is Communication?**

- a) Meaning & Definition of Communication
- b) Different Forms of Communication
  - i. Verbal Communication ii. Non-verbal Communication iii. Intrapersonal Communication iv. Interpersonal Communication
- c) Remedies for Effective Communication

**1.2 Specific Communication Skills**

- a) Developing Effective Listening Skills
  - i. Listening Is an Art
  - ii. Poor Listening vs Effective Listening iii. Types of Listening iv. Enhancing Listening Skills
- b) Developing Speaking Skills
  - i. Verbal Communication ii. Non-verbal Communication iii. Spelling & Pronunciation
  - iv. Guidelines for Effective Presentation
- c) Developing Reading Skills
  - i. Process of Reading ii. Methods of Reading iii. Types of Reading iv. Tips for Improving Reading Skills

**Module II : Interview Skills****(Total Hours- 10, Credit-01)****2.1 What is Interview?****a) Concept of Interview**

i. 2.1.2 Purpose of Interview ii.

2.1.3 Types of Interview

**2.2 Guidelines for Effective Interview****2.3 Preparation for Interview: Before, During & After****2.4 Do's & Don'ts in an Interview****2.5 Personality Traits: The Secret of Success in Interview****LIST FOR READING:**Kumar S., Lata P. (2023). Communication Skills. Oxford University Press, 2<sup>nd</sup> Edition.**LIST FOR REFERENCES:**

Communication Skills-II (2024): Centre for Distance and Online Education Maulana Azad National Urdu University, Hyderabad-32, Telangana- India, First Edition

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Mock Interview
- Presentation and Oral Examination

**B. A. II, SEMESTER – IV****Course Category: SEC****Course Name: Transforming Mindset for Effective Living****Course Number: --****Course Code: -- SEC - IV****Course Credits: 2**

<b>Marks: 2</b>	<b>Credits: Activity based Assignments: 40</b>	<b>Viva: 10</b>	<b>Total Marks: 50</b>
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**Course Objectives:**

This course is aimed

- To teach students to apply growth mindset principles to their learning processes.
- To create strategies for fostering a growth-oriented educational environment.
- To groom students to apply growth mindset principles to personal and professional development.
- To guide students to navigate and overcome challenges using growth mindset strategies.
- To sensitise students to understand and sustain the long-term benefits of a growth mindset.

**Course Learning Outcomes:**

- After completion of this course, the learner will
- Apply growth mindset principles to their learning processes.
- Create strategies for fostering a growth-oriented educational environment.
- Utilize growth mindset principles to personal and professional development.
- Navigate and overcome challenges using growth mindset strategies.
- Understand and sustain the long-term benefits of a growth mindset.

**BOOK FOR READING:**

Alerson, L. (2017). Growth mindset: The door to achieving more. Elsevier Publishers, 1<sup>st</sup> Edition

**Note: Workbook will be prescribed by Mahavir Mahavidyalaya, Kolhapur.**

**SYLLABUS:****Module 1: Benefits of Growth Mindset**

- 1.1 Enjoy Life More
- 1.2 Improved Self-Esteem and Self-Confidence
- 1.3 Ability to Forgive and Realistic Perception of Reality
- 1.4 Increased Resilience and Regard Setbacks as Useful Lessons
- 1.5 Finding Joy in Processes

**Module 2: Transforming Your Mindset**

- 2.1 Your Fixed Mindset Has a “Voice,” Listen to It
- 2.2 Make the Conscious Choice
- 2.3 Listen to Your Growth Mindset “Voice”
- 2.4 Begin the Development Phase



**Suggested Activities for skill enhancement**

1. Study Plan Creation: Design a study plan incorporating growth mindset strategy.
2. SMART Goals Workshop: Interactive session on setting and reviewing SMART goals.
3. Peer Review Sessions: Practice giving and receiving constructive feedback on assignments.
4. Group Projects: Collaborate on a project, reflecting on the process and growth experienced.
5. Mindset Reflections: Regular reflection exercises to assess and adjust mindset.
6. Resilience Training: Workshops on building resilience and coping with challenges.
7. Growth Mindset Ambassador Program: Initiatives to promote growth mindset in the campus community.
8. Future Planning Session: Setting long-term personal and professional growth goals and strategies.

Refence Book:

9. Any other relevant activity recommended by Teacher

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical (PR)</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>	<b>---</b>	<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM –III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - IV	4	4	4		3	80	28		20	7
3.	MN –III	4	4	4		3	80	28		20	7
4.	VSC - I	2	2	2		2	40	14		10	04
5.	OE - III	2	2	2		2	40	14		10	04
6.	SEC - III	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
<b>Sr. No.</b>	<b>Theory (TH)</b>				<b>Practical</b>	<b>Semester-end Examination (SEE)</b>			<b>Internal Assessment (IA)</b>		
	<b>Course Type</b>	<b>No. of Lectures</b>	<b>Hours</b>	<b>Credits</b>	<b>---</b>	<b>Paper Hours</b>	<b>Max</b>	<b>Min</b>	<b>Internal</b>	<b>Max</b>	<b>Min</b>
1.	MM –V	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VI	4	4	4		3	80	28		20	7
3.	MN –IV	4	4	4		3	80	28		20	7
4.	VSC - II	2	2	2		2	40	14		10	04
5.	OE – IV	2	2	2		2	40	14		10	04
6.	SEC – IV (Major)	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VEC	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>		<b>---</b>	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>
										<b>SEE + IA = 440+110= 550</b>	

(Annexure-II)									
SHIVAJI UNIVERSITY, KOLHAPUR									
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES									
SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP/ CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC - ENG - II (2) VEC - DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Internship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP - (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR-EL-1I (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	

<b>Total Credits</b>	<b>8+16+20+8+8</b>		<b>8+8+8</b>	<b>4+4+2</b>	<b>4+8</b>	<b>8+8</b>	<b>4+6</b>		
	60		24	10	12	16	10	132	

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<b>SEM VII (6.0)</b>	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	-	22	<b>Four Year UG Honours Degree 176</b>
<b>SEM VIII (6.0)</b>	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR-El-4 (4)	-	-	-	-	OJT (04)	22	
<b>Credits</b>	<b>14+14=28</b>	<b>4+4=08</b>	<b>4+0=4</b>	-	-	-	<b>0+4=4</b>	<b>44</b>	
<b>Total Credits</b>	<b>60+28+8</b>								
	96		28	10	12	16	14	176	
<b>SEM VII (6.0)</b>	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	<b>Four Year UG Honours With Research Degree 176</b>
<b>SEM VIII (6.0)</b>	MAJOR -XXIV (4) MAJOR -XXV (4) MAJOR -XXVI (2)	MAJOR-El-4 (4)	-	-	-	-	RP- (8)	22	
<b>Credits</b>	<b>10+10=20</b>	<b>4+4=08</b>	<b>4+0=04</b>	-	-	-	<b>4+8=12</b>	<b>44</b>	
	<b>60+20+8</b>								
<b>Total Credits</b>	88		28	10	12	16	22	176	

