

॥ 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 - III (Sem - V and VI)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020 (NEP – 1.0)

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)

Sr. No.	CONTENT	Page No
1	PREAMBLE	
2	PROGRAMME LEARNING OUTCOMES (PO)	
3	DURATION	
4	ELIGIBILITY FOR ADMISSION	
5	MEDIUM OF INSTRUCTION	
6	EXAMINATION PATTERN (Aannexure-I)	
7	SCHEME OF TEACHING AND EXAMINATION	
8	STRUCTURE OF PROGRAMME (Aannexure-II)	
9	COURSE CODE TABLE	
10	EQUIVALENCE OF THE PAPERS	
11	DETERMINATION OF CGPA, GRADING AND DECLARATION OF RESULTS	
12	NATURE OF QUESTION PAPER AND SCHEME OF MARKING	
13	SYLLABUS	

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 Semesters (Total Credits = 132)

3. ELIGIBILITY FOR ADMISSION:

The candidate who has qualified Second Year of graduation in Psychology 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. The BLENDED MODE for effective delivery may be used.

7. STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. III in Psychology (NEP – 1.0) with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION	Sem. V Credit	Sem. VI Credit
DSC (MAJOR - MAN)	DSC (MAJOR) (DSC-MAN)	Discipline Specific Course (Major Mandatory)	4x3=12	4x3=12
DSC (MAJOR-ELE)	DSC (MAJOR) (DSC-ELE)	Discipline Specific Course (Major Elective)	4x1=04	4x1=04
DSC (MINOR)	DSC(MINOR) (DS)	Discipline Specific Course (Minor)	4x1=04	4x1=04
SEC	SEC (SE)	Skill Enhancement Course	----	----
AEC/IKS/VEC	AEC (AE)	Ability Enhancement Course	----	----
	IKS (IK)	Indian Knowledge System	----	----
	VEC (VE)	Value Education Course	-----	----
OJT/FP/ CEP/CC/RP	FP (FP)	Field Project	2x1=02	----
	OJT(OJT)	On-the-Job-Training	----	2x1=02
			22	22
			Total = 44	

8. Third Year Bachelor of Arts (B.A. - III) (UG Degree in Psychology as Major) :

YEAR:	B.A. - III
SEMESTER:	V and VI
LEVEL:	5.5
TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG DEGREE IN <u>PSYCHOLOGY AS MAJOR</u> AND ONE SUBJECT AS MINOR (AFTER 132 CREDITS IN TOTAL)

A - I) B.A. – III: SEMESTER - V (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC MAJOR (MAN)	DSC I Major (Course VII)	INTRODUCTION TO COGNITIVE PSYCHOLOGY		4
DSC MAJOR (MAN)	DSC I Major (Course VIII)	INTRODUCTION TO PSYCHOPATHOLOGY		4
DSC MAJOR (MAN)	DSC I Major (Course IX)	PRACTICAL-EXPERIMENTS		4
DSC MAJOR (ELE)	DSC I Major (Ele-Course I)	CROSS-CULTURAL PSYCHOLOGY		4
DSC MAJOR (ELE)	DSC I Major (Ele-Course II)	CURRENT TRENDS IN PSYCHOLOGY		4
DSC MINOR	DSC I Minor (Course V)	(TO BE CHOSEN FROM OTHER MAJORS)		4
DSC MINOR	DSC I Minor (Course V)	PSYCHOLOGICAL SKILLS FOR SUCCESSFUL LIFE FOR STUDENTS OF OTHER MAJORS		4
OJT/FP/CEP/CC/RP	FP (DSC)	FIELD-PROJECT		2
CREDITS FOR B.A. - III, SEM – V:				22

A -2) B.A. – III: SEMESTER - VI (TOTAL CREDITS - 22):

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC MAJOR (MAN)	DSC I Major (Course X)	PSYCHOLOGICAL TESTING		4

DSC MAJOR (MAN)	DSC I Major (Course XI)	ORGANIZATIONAL BEHAVIOUR		4
DSC MAJOR (MAN)	DSC I Major (Course XII)	PRACTICAL: PSYCHOLOGICAL TESTS		4
DSC MAJOR (ELE)	DSC I Major (Ele-Course III)	FOUNDATIONS OF COUNSELLING		4
DSC MAJOR (ELE)	DSC I Major (Ele-Course IV)	LIFE SPAN APPROACH TO DEVELOPMENT		4
DSC MINOR	DSC I Minor (Course V)	(TO BE CHOSEN FROM OTHER MAJORS)		4
DSC MINOR	DSC I Minor (Course V)	YOGIC WAY OF LIFE FOR MENTAL HEALTH FOR STUDENTS OF OTHER MAJORS		4
OJT/FP/CEP/CC/RP	OJT (DSC)	ON-THE-JOB TRAINING		2
CREDITS FOR B.A. - III, SEM – VI:				22
TOTAL CREDITS FOR B.A. III (SEM V + SEM VI):				22 + 22 = 44

10. EQUIVALENCE OF THE PAPERS AND COURSES:

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 and Second year of B.A. psychology (combined) will be eligible for admission for Psychology-Major in B.A. III.

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:

The college has adopted 10 point Grading System which is 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 ≥ 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:

FOR 4 CREDITS THEORY PAPER: Total Marks - 50

A) End Semester Examination (ESE) (40 Marks)

The nature of Theory Paper for Term-End Examination is as follows.

- | | | |
|-----|--|------------|
| Q.1 | A) Multiple Choice Questions (5 Questions) | (5 Marks) |
| | B) Answer in One Sentence (5 Questions) (20 Words) | (5 Marks) |
| Q.2 | A) Answer the following (Any 3 out of 5) (50 Words) | (6 Marks) |
| | B) Define the Terms (Any 2 out of 4) (50 Words) | (4 Marks) |
| Q.3 | Write Short Notes (Any 2 out of 4) (150 Words) | (10 Marks) |
| Q.4 | Answer of Long Question (Any 1 out of 2) (400 Words) | (10 Marks) |

B) Continuous Internal Assessment (CIE) (10 Marks):

It will be carried out by concerned teachers. The attendance, classroom behaviour, participation in classroom activities (For Example, group discussion, poster presentation, field visit, project work, seminar etc.), classroom test performance and/or submission of assignment by student will be considered for internal assessment.

FOR 2 CREDITS: Total 25 Marks

- A) Field Project: Project Report submission**

B) On-The-Job-Training: Report submission

FOR PRACTICAL:

The scheme is provided under the syllabus.

13: SYLLABUS

**Mahavir Mahavidyalaya, Kolhapur (Autonomous)
Affiliated to Shivaji University, Kolhapur**

(New syllabus under Autonomy to be introduced from June, 2025 onwards) (NEP 1.0)

**DSC- MAJOR (MAN)
COURSE VII: INTRODUCTION TO COGNITIVE PSYCHOLOGY**

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-VII	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	INTRODUCTION TO COGNITIVE PSYCHOLOGY		

B) Course Outcomees:
This paper has four main learning objectives. <ol style="list-style-type: none">1. To gain an understanding of key concepts and research techniques in cognitive psychology.2. To gain knowledge of the basic processes of sensation attention and perception.3. To discuss the memory processes.4. To broaden the horizons of cognitive psychology.

C) Course Syllabi: (CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
Module 1: Approaches to Human Cognition 1.1. Introduction 1.2. Cognitive Psychology and Cognitive Neuropsychology 1.3. The Cognitive Neuroscience: The Brain in Action 1.4. Computational Cognitive Science 1.5. Comparison of Major Approaches	01	15
Module II :		
Module 2: Visual Perception Process 2.1. Basic Process in Visual Perception a) Vision and the Brain b) Two Visual Systems: Perception and Actions c) Depth Perception 2.2. Object and Face Recognition	01	15

a) Pattern Recognition b) Perceptual Organization c) Approaches to Object Recognition 2.3. Perception Motion and Action a) Direct Perception b) Perception of Human Motion c) Change Blindness		
Module III:		
Module 3: Memory 3.1. Learning Memory a) Architecture of Memory b) Working Memory and Working Memory Capacity c) Levels of Processing and Learning through Retrieval 3.2. Long Term Memory System a) Declarative Memory and Non-declarative Memory b) Episodic Memory and Semantic Memory	01	15
Module IV:		
4. Everyday Memory 4.1 Autobiographical Memory: Introduction 4.2 Memories across the Lifetime 4.3 Theoretical Approaches to Autobiographical Memory 4.4 Eyewitness Testimony and Enhancing Eyewitness Memory	01	15

D) Reference Material	
D1) Text Books for Reading	
1.	Eysenck, M., & Keane, M. (2015). Cognitive Psychology A Student's Handbook (7th Ed.). New York: Psychology Press, (Taylor and Francis) b)
D2) Books for Reference	
1.	Galotti, Kathleen M. (1999). "Cognitive Psychology in and Out of the Laboratory", Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:	
After completion of this syllabus student will be able to:	
CO1	Understand the key concepts and research techniques in cognitive psychology.
CO2	Make use of research techniques in cognitive psychology.
CO3	Analyses the basic processes of sensation attention and perception.
CO4	Elaborates understanding of the memory processes.

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

DSC- MAJOR (MAN)

COURSE VIII: INTRODUCTION TO PSYCHOPATHOLOGY

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-VIII	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	INTRODUCTION TO PSYCHOPATHOLOGY		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 1. To make the students familiar with the field of Psychopathology. 2. To acquaint students with various perspectives of Psychopathology. 3. To make the students understand Anxiety and Obsessive-Compulsive Disorder. 4. To acquaint students with Mood Disorders and Suicide.

C) Course Syllabi:		
(CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
Module 1: Psychopathology: An Overview 1.1. Indicators of Abnormality A) Subjective Distress B) Maladaptiveness C) Statistical deviancy D) Violation of the Standards of Society E) Social Discomfort F) Irrationality and Unpredictability	01	15

<p>G) Dangerousness</p> <p>1.2. The DSM – 5 and the Definition of Mental Disorder</p> <p>1.3. Classification and Diagnosis</p> <p>A) Advantages and Disadvantages of Classification</p> <p>B) How can we reduce prejudicial attitudes toward people who are mentally ill</p> <p>1.4. How common are Mental Disorders</p> <p>A) Prevalence and Incidence</p> <p>B) Prevalence estimates for Mental Disorders</p> <p>C) The Global burden of disease</p> <p>D) Treatment</p> <p>E) Mental Health Professionals</p>		
Module II :		
<p>Module 2: Perspectives of Psychopathology</p> <p>2.1. The Biological Perspective</p> <p>A) Genetic Vulnerabilities</p> <p>B) Brain Dysfunction and Neural Plasticity</p> <p>C) Imbalances of Neurotransmitters and Hormones</p> <p>2.2. The Freud's Psychoanalytic Perspective</p> <p>A) Defense Mechanisms</p> <p>2.3. The Behavioural Perspective</p> <p>A) Classical Conditioning</p> <p>B) Operant Conditioning</p> <p>C) Observational Learning</p> <p>2.4. The Social Perspective</p> <p>A) Problems in Parenting Style</p> <p>B) Marital Discord and Divorce</p>	01	15
Module III:		
<p>Module 3: Anxiety and Obsessive-Compulsive Disorder</p> <p>3.1. Anxiety Disorders</p> <p>A) Social Phobia</p> <p>i) Prevalence, Age of Onset and Gender Differences</p> <p>ii) Causal Factors</p> <p>iii) Treatments</p> <p>B) Generalized Anxiety Disorder</p>	01	15

i) Prevalence, Age of Onset and Gender Differences ii) Causal Factors iii) Treatments 3.2. Obsessive-Compulsive Disorder i) Prevalence, Age of Onset and Gender Differences ii) Causal Factors iii) Treatments		
Module IV:		
Module 4: Mood Disorders and Suicide 4.1. Unipolar Depressive Disorders A) Major Depressive Disorder B) Persistent Depressive Disorder C) Causal Factors i) Biological Causal Factors ii) Psychological Causal Factors 4.2. Bipolar Disorders (I and II) A) Causal Factors i) Biological Causal Factors ii) Psychological Causal Factors 4.3. Treatments of Mood Disorders A) Pharmacotherapy B) Psychotherapy 4.4. Suicide A) Psychological Disorder B) Factors Associated with Suicide C) Theoretical Models of Suicidal Behaviour D) Suicide Prevention and Intervention	01	15

D) Reference Material	
D1) Text Books for Reading	
1.	Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 17th edition, Pearson Education Inc.
D2) Books for Reference	
1.	Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 16th edition, Pearson Education Inc.
2.	Carson, R. C., Butcher, J. N. and Mineka, S. (1996). Abnormal Psychology and Modern Life. 10th edition, New York: Harper Collins

3.	Comer, R. J. (2013). Abnormal Psychology. 8th edition, New York: worth Publishers.
	Sarason, I. G. And Sarason, B. R. (2009). Abnormal Psychology: The Problem of Maladaptive Behaviour. 11th edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:	
After completion of this syllabus student will be able to:	
CO1	Elaborate concepts related to Psychopathology.
CO2	Explain various perspectives of Psychopathology.
CO3	Analyse causes and symptoms of Anxiety and Obsessive-Compulsive Disorder.
CO4	Sensitize about Mood Disorders and Suicide and controlling them.

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3	Field visit/Project	
4	Classroom Test performance/Group Discussion	
5	Seminar/Workshop	

DSC- MAJOR (MAN) COURSE IX: PRACTICAL-EXPERIMENTS

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-IX	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	PRACTICAL-EXPERIMENTS		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 5. To make the students familiar with Psychological experiments. 6. To impart the knowledge and skills for conducting experiments and writing their reports. 7. To make the students familiar with some statistical methods. 8. To provide Practical experience through IT Soft ware's (e.g. Coglabb etc.)

C) COURSE SYLLABI: (CREDITS: 4)

SCHEME OF PRACTICAL EXAMINATION:-

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates experiments, and statistical problems.
- The evaluation of the performance of the students in practical shall be based on Semester Examination of 40 marks.
- Experiments and statistical problems should be set for semester – V
- In the semester practical examination, the candidate must conduct one experiment allotted to him / her and solve one statistical problem.
- The candidate must bring his / her own subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NOTE:

There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).

1. Six experiments should be conducted from the list given for Semester V.
2. The student must submit a journal duly signed by the course teacher and the head of the department before practical examination.

During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.

List of Experiments:

1. Span of Attention
2. Division of Attention
3. Reaction Time
4. Serial Position Effect in Learning
5. Recall and recognition
6. Effect of Meaningfulness on Learning
7. Transfer of Training
8. Habit Interference
9. Massed Vs. Distributed Method of Learning
10. Short Term Memory
11. Problem Solving
12. Maze Learning
13. Change Blindness
14. Depth Perception
15. Any Other

D) Reference Material	
D1) Text Books for Reading	
1.	Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition(2003), New Delhi: Prentice-Hall of India Pvt. Ltd.
2.	Kothurkar, and Vanarase (1986). Experimental Psychology: A Systematic Introduction, New Delhi: Wiley Eastern Ltd.
3.	Mangal, S.K. (2010). Statistics in Psychology and Education, 2nd edition, New Delhi: Prentice-Hall of India Pvt. Ltd.
4.	Postman, L. and Egan J. P. (1949). Experimental Psychology: An Introduction, New Delhi: Kalyani Publishers.
D2) Books for Reference	
1.	Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: Vidya Prakashan
2.	Desai, Bharat ani Abhyankar, Shobhana (2001): Manasashastriya Mapana, Pune: Narendra Prakashan.
3.	Narake, H.J. ani Barve, B. (1999). Manomapan va Sankhyashastra, Aurangabad: Prerana Agencies.
4.	Vanarase, S.; Gogate, S. ani Vanarase, Shyamala (1976). Manasashastriya Prayog Pune: Vinus Prakashan.

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration

iv)	Question and Answer Session
-----	-----------------------------

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Conduct Psychological experiments successfully.	
CO2	Write reports in standard format regarding experiments.	
CO3	Do preliminary statistical calculations.	
CO4	Search software (e.g. Coglab etc.) related to psychological experiments.	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

I) NATURE OF QUESTION PAPER

a) Semester End Examination:

The candidate will be asked to conduct one experiment allotted to him / her and to write its full report.

SCHEME OF MARKING

1. Journal	: 10 Marks
2. Conduct	: 10 Marks
3. Report Writing	: 15 Marks
4. Oral (Experiment)	: 05 Marks

TOTAL : 40 Marks

b) Continuous Internal Assessment (CIE)

(10 Marks):

It will be carried out by concerned teachers. The attendance, classroom behaviour, participation in practical and classroom activities (For Example, group discussion, poster presentation, field visit, project work, seminar, statistical problem solving etc.), classroom test performance and/or submission of assignment by student will be considered for internal assessment.

DSC- MAJOR (ELE)

COURSE I: CROSS-CULTURAL PSYCHOLOGY

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-ELE-I	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	CROSS-CULTURAL PSYCHOLOGY		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 1. To acquaint students with emerging field of Cross-Cultural Psychology 2. To make students aware of global v/s relativistic approaches to study human behavior 3. To sensitize students, recognize cultural aspects of individual development and socialization 4. To understand socio-cultural influences in development of abnormality and its treatment 5. To introduce the importance of multiculturalism in globalized world 6. To enhance understanding of indigenous psychologies

C) Course Syllabi:		
(CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
MODULE 1: Introduction to Cross-cultural Psychology and key concepts 1.1. Charles Darwin and the age-old search for cultural universals Introducing cross-cultural psychology 1.2. Later trends: Cross-cultural psychology or cultural psychology? 1.3. What we talk about when we talk about culture? - Dual influence, 1.4. Limitations of eco-cultural model 1.5. The dynamic process of cultural transmission 1.6. Culture and individual levels of analysis and the reliability of culture-level analyses	01	15
Module II :		
MODULE 2: Ethics, Emics, Ethnocentrism and Indigenous Psychology 2.1. Where is psychology? a. Whereabouts of the written word in psychology b. Where about of psychology's practitioners a. Ethics, Emics and ethnocentrism in psychological research b. Limitations of Ethic-Emic Model a. Beyond ethnocentrism: Indigenous psychologies b. Indigenous psychology in the developing world 2.2. Indigenous methods a. Complimentary with mainstream	01	15

b.	Limitations of indigenous psychology movement		
Module III:			
MODULE 3: Culture and Intelligence, Prejudice and Parental Practices			
3.1.	Culture and intelligence		
a.	What is intelligence?		
b.	The ‘nature’ of intelligence: the heritability hypothesis		
c.	The ‘nurture’ of intelligence: the environmental–cultural hypothesis		
d.	Can intelligence tests be culture-fair?		
e.	Indigenous intelligence		
f.	Everyday intelligence and cognition	01	15
3.2.	Culture and prejudice		
a.	Social psychological theories on the origins of prejudice		
b.	Global support for theories of prejudice: Minimal groups, Contact, Social dominance, realistic conflict		
3.3.	Culture and parenting practices		
a.	Cultural variations in parenting: bedtime, playtime, doing as you’re told		
b.	Cultural commonalities in parenting		
c.	Culturally diverse parental styles and ethno theories		
d.	Parenting is a two-way street: the role of temperament		
Module IV:			
MODULE 4: Culture and Abnormality			
3.1.	Culture and Abnormality		
a.	Culture, abnormality and psychopathology		
b.	The debate between Universalists and relativists		
3.2.	Schizophrenia		
a.	Universalism, relativism and Schizophrenia		
b.	Universalism, relativism and culture-bound syndromes		
3.3.	Limitations of culture-bound syndrome research Culture, psychotherapy and healing	01	15
a.	Factors influencing the effectiveness of psychotherapy across cultures		
1.	Conceptual factors: ideas about health and illness		
2.	Interpersonal factors: at the client–therapist interface		
3.	Material factors: access to treatment		
b.	Possession trance: a religious psychotherapy; therapy or pathology?		
c.	Indigenous therapies from around world		
	Recent developments in culture and psychotherapy: Multiculturalism, globalization and healing		

D) Reference Material	
D1) Text Books for Reading	
1.	Stevenson, Andrew (2010): Cultural Issues in Psychology: A Student’s Handbook; Routledge Publication, Taylor and Francis Group (Psychology Press), USA; First edition; 2010 (ISBN: 978–0–415–42922–1; ISBN: 978–0–415–42923–8) b) References:
D2) Books for Reference	
1.	Breugelmans S. M., Fons A. C., Van De Vijver J. R. (2011). Fundamental Questions in Cross-Cultural Psychology; Cambridge University Press; 2011 (ISBN: 9780521757515, 0521757517)
2.	Shiraeve E. and Levy D. (2013). Cross-Cultural Psychology: Critical thinking and contemporary applications; Routledge Pub., USA; Fifth edition; 2013 (ISBN: 9780205253234)

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:	
After completion of this syllabus student will be able to:	
CO1	Elaborate on emerging field of Cross-Cultural Psychology
CO2	Compare and utilize global v/s relativistic approaches to study human behaviour
CO3	Recognize and value cultural aspects of individual development, socialization, treatment of abnormality
CO4	Explain importance of multiculturalism in globalized world and indigenous psychologies

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

DSC- MAJOR (ELE)

COURSE II: CURRENT TRENDS IN PSYCHOLOGY

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-ELE-II	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	CURRENT TRENDS IN PSYCHOLOGY		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 1. To acquaint students with emerging new trends in Psychology 2. To make students aware of health risk behaviour and their causes 3. To sensitize students recognize developmental factors related to criminal behaviour 4. To understand psychological, family and social influences in development of criminality 5. To introduce work carried out in the field of cyber psychology 6. To learn about psychological processes behind digital Usage, cyber bullying, gaming and gambling 7. To make students aware of online crimes such as scams, fraud, illegal downloads etc.

C) Course Syllabi:		
(CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
MODULE 1: Health Psychology: Health-Risk Behavior 1.1. What is Health Behaviour? 1.2. Smoking, Drinking and Illicit Drug Use 1.3. Unprotected Sexual Behavior 1.4. Obesity	01	15
Module II :		
MODULE 2: Criminal Psychology: Origins of Criminal Behavior and Developmental Risk Factors 2.1. Social Risk Factors: a. Peer Rejection and Association with Antisocial Peers 2.2. Parental and Family Risk Factors a. Parental Styles and Practices c. Parental Monitoring d. Parental Psychopathology 2.3. Psychological Risk Factors a. Lack of Attachment b. Lack of Empathy c. Attention Deficit Hyperactivity Disorder (ADHD) - Criminal Behaviour link d. Conduct Disorder e. Oppositional Defiant Disorder	01	15
Module III:	01	15

<p>MODULE 3: Cyber Psychology - I: Digital Usage, Cyber bullying, Gaming and Gambling</p> <p>3.1. Children's and teens' use of digital technologies</p> <p>a. Internet usage</p> <p>b. Digital technologies: Harmful or empowering for young people?</p> <p>c. Illegal content and illegal activities</p> <p>3.2. a. Cyber bullying and cyber-harassment</p> <p>b. Scams,</p> <p>3.3. Children and Teens</p> <p>a. Activism</p> <p>b. Radicalization</p> <p>3.4. Online Gaming and Gambling</p> <p>a. Internet addiction</p> <p>b. Internet Gaming addiction</p> <p>c. Aggressive video games</p> <p>d. Games for learning</p>		
Module IV:		
<p>MODULE 4: Cyber Psychology - II:</p> <p>4.1. Online Crimes (Scams, Fraud and Illegal Downloads)</p> <p>a. Phishing and Vishing</p> <p>b. Why are people tricked by phishing?</p> <p>4.2. Mass-Marketing Fraud</p> <p>a. Cognitive and Motivational Errors</p> <p>b. What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?</p> <p>4.3. Stages involved in the online dating romance scam</p> <p>4.4. Illegal downloads</p>	01	15

D) Reference Material	
D1) Text Books for Reading	
1.	Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1- 292-15771-9, ISBN-10: 1-292-15771-2) (For Module II)
2.	Morrison Val and Bennett Paul (2016): An Introduction to Health Psychology; Pearson Education Limited; Fourth edition, 2016 (ISBN: 978-1-292-00313-9; ISBN: 978- 1-292-00314-6; ISBN: 978-1-292-12944-0) (For Module I)
3.	Whitty, Monica Therese and Young, Garry (2017). Cyber Psychology: The Study of Individuals, Society and Digital Technologies; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017 (ISBN 9780470975626; ISBN 9781118321126) (For Module- III and IV)
D2) Books for Reference	
1.	Connolly Irene, Palmer Marion, Barton Hannah, Kirwan Grainne (Ed.) (2016). An Introduction to Cyber Psychology; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)
2.	Durrant, Russil (2018). An Introduction to Criminal Psychology; Routledge Taylor & Francis Pub., London; Second Edition, 2018 (ISBN: 978-1-138-65095-4; ISBN: 978-1-138-65096-1; ISBN: 978-1-315-62504-1)
3.	Ogden J. (2012): Health Psychology - A Textbook; McGraw Hill Open University Press; Fifth edition; 2012 (ISBN 13:978 0 335 243839; ISBN 10: 0 335 243835)

E) Suggested methods of Teaching:	
i)	Lecture

ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Elaborate emerging new trends in psychology and mental health risk behaviour and their causes	
CO2	Recognize developmental factors related to criminal behaviour	
CO3	Explain psychological, family and social influences in development of criminality	
CO4	Understand work carried out in the field of cyber psychology	
CO5	Discuss about psychological processes behind digital Usage, cyber bullying, gaming and gambling, online crimes such as scams, fraud, illegal downloads etc.	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3	Field visit/Project	
4	Classroom Test performance/Group Discussion	
5	Seminar/Workshop	

FP (DSC)

COURSE II: FIELD PROJECT IN PSYCHOLOGY

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	V
Course	Psychology	Course Code	
Paper No.	FP (DSC)	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	02	Contact Hours	04 / Week
Course Title:	FIELD-PROJECT		

B) Course Objectives:	
<ol style="list-style-type: none"> 1. To expose students to real-world psychological phenomena through systematic fieldwork and observation. 2. To enhance the understanding of psychological theories and concepts through experiential learning. 3. To encourage ethical and professional conduct in psychological research and interventions. 4. To foster critical thinking and reflective practice through regular supervision and reporting. 5. To develop the ability to communicate findings effectively, both orally and in written formats. 6. To develop skills in research design, data collection, and analysis in naturalistic settings. 	
C) Course Outcomes	
By the end of the field project, the student will be able to:	
<ol style="list-style-type: none"> 1. CO1: Identify and define a psychological problem or theme relevant to a real-world setting. 2. CO3: Demonstrate competence in qualitative and/or quantitative data collection tools (e.g., interview, observation, surveys). 3. CO4: Apply theoretical knowledge to interpret and analyse field data. 4. CO5: Reflect on personal learning, ethical issues, and challenges encountered during the field project. 5. CO6: Prepare a detailed field project report and present the findings effectively in front of peers and faculty. 6. CO2: Design and implement a basic field research or intervention project using appropriate psychological methods. 	

1. Survey-Based Field Projects

- **Objective:** Gather primary data on specific topics.
- **Examples:**
 - Public opinion surveys on mental health awareness.
 - Community attitudes toward gender roles.
 - Student stress levels before exams.

2. Case Study Projects

- **Objective:** In-depth investigation of a single case or small number of cases.
- **Examples:**
 - A psychological case study of a child with learning disabilities.
 - Journey of any person with his struggles in life and the learnings.
 - Study of a community-based rehabilitation centre.

3. Observational Studies

- **Objective:** Naturalistic or Structured observation and systematic record of behavior/events without interference.
- **Examples:**
 - Observing children's play behavior in a school playground.
 - Noting classroom dynamics in inclusive education settings.
 - Observations of people behaviour in public places/group settings

4. Experimental/Quasi-Experimental Projects

- **Objective:** Test cause-effect relationships using intervention/control.
- **Examples:**
 - Impact of a mindfulness intervention on stress reduction.
 - Role of music therapy in elderly homes.

5. Action Research Projects

- **Objective:** Solve a practical issue while researching the process.
- **Examples:**
 - Introducing peer-mentoring in college and studying its impact.
 - Developing stress management modules for students.

6. Community-Based Projects

- **Objective:** Engage with local communities for participatory research.
- **Examples:**
 - Mental health awareness drives in rural areas.
 - Gender sensitization workshops with feedback analysis.

8. Ethnographic or Cultural Studies

- **Objective:** Explore cultural patterns or behaviors in depth.
- **Examples:**
 - Study of traditional healing practices in tribal communities.
 - Ethnographic study of rituals in rural marriage customs.

9. Needs Assessment Projects

- **Objective:** Assess needs in a specific population.
- **Examples:**
 - Assessing career guidance needs of high school students.
 - Identifying barriers to education in girls from rural backgrounds.

10. Interview studies

Structured/Semi-structured or Open-ended

- **Examples:**

- Assessing career guidance needs of high school students.
- Identifying barriers to education in girls from rural backgrounds.

11. Online/Virtual Settings

- **Examples:**
 - Social media behavior studies.
 - Online mental health service usage patterns

12. Any other relevant project idea approved by concerned teacher

D. Assessment Criteria (Out of 25 marks):

Component	Marks
Field Participation	05
Report Content	10
Analysis	05
Presentation/Viva	05

B. A. III, SEMESTER – V

Course Category: MINOR (FOR STUDENTS FROM OTHER MAJORS)

Course Name: PSYCHOLOGICAL SKILLS FOR SUCCESSFUL LIFE

Course Number: MN - 5

Course Code:

Course Credits: 4

Written Exam: 40

Internal Assessment (Viva):10

Total Marks: 50

Course Learning Objectives: This course is aimed to:

- Discuss the concept of self-esteem and its development for happy life.
- Develop moral sensitivity and good mannerisms for effective functioning in day-to-day life
- Build socially competent personality through self-management skills
- Teach emotional intelligence skills in personal relationships, workplace scenarios, leadership roles, and community interactions.

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

CO 1. Understand the concept of self-esteem and its development for happy life.

CO 2. Develop moral sensitivity and good mannerisms for effective functioning in day-to-day life

CO 3. Build socially competent personality through self-management skills

CO 4. Identify and apply emotional intelligence skills in personal relationships, workplace scenarios, leadership roles, and community interactions.

C) Course Syllabi: (CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
Self-Esteem Enhancement 1.1. Concept and Outline of Self Understanding of our Behaviour Comparison Johari Window 1.2. Self-Esteem Concept of self-esteem Unconditional positive regard and fully functioning person Negative self-esteem and its effects 1.3. Positive self-esteem Positive self-esteem cycle Benefits of positive self-esteem Development of positive self-esteem 1.4. Self-development and Happiness	01	15
Module II :		
Development of Values and Ethics 2.1. Concept of Values Nature of values Determinants of values 2.2. Ethical life Nature of ethics/morality Moral/Ethical sensitivity Theories of Moral/Ethical development 2.3. Work ethics and Development 2.4. Development of good behaviour and mannerisms	01	15
Module III:		
Self-management 3.1. Concept of Self-management Nature and importance Dimensions of self-management 3.2. Process of self-management 3.3. Socially competent behaviour 3.4. Life goals Important life-goals for success and satisfaction Management of emotions for achieving life goals	01	15
Module IV:		
Types of Emotional Intelligence 4.1. Nature and importance of Emotional Intelligence 4.2. Scope and Types of Emotional Intelligence 4.3. Emotional Intelligence related factors 4.4. Techniques and strategies for development of Emotional Intelligence	01	15

Basic Readings

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

Books for Reference:

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

Few 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	भावनिक बुद्धिमत्ता	https://www.youtube.com/watch?v=DyPCauhE8ZU

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.
6. Any other relevant activity assigned by teachers

DSC- MAJOR (MAN) COURSE X: PSYCHOLOGICAL TESTING

XA) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-X	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	PSYCHOLOGICAL TESTING		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> To make the students familiar with the field of psychological testing in general. To acquaint the students with the nature, types, applications, reliability and To make the students to understand the nature and other description of personality tests.

C) Course Syllabi: (CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
Module 1: The nature and uses of psychological testing 1.1. Definition of a test 1.2. Types of tests 1.3. Uses of testing 1.4. Influence of the Examiner	01	15
Module II :		
Module 2: Reliability and Validity: Basic concepts 2.1. Reliability a) Meaning of Reliability b) Types of Reliability i. Test -Retest Reliability ii. Alternate- Form Reliability iii. Split-Half Reliability iv. Scorer Reliability 2.2. Reliability of speed test 2.3. Validity a) Meaning of validity b) Content-description Procedures c) Criterion- Prediction Procedures d) Construct- Identification Procedures	01	15
Module III:		
Module 3: Individual tests of Intelligence and Achievement 3.1. The Wechsler scales of Intelligence 3.2. The Wechsler subtests: Description and analysis 3.3. Stanford-Binet intelligence scales (SBIT): Fifth edition 3.4. Individual tests of Achievement	01	15
Module IV:	01	15

Module 4: Psychological Assessment: Personality and Emotional Intelligence		
4.1. Personality tests-Expression Techniques		
i) The draw- A - person test		
ii) The house- tree - person test (H-T-P)		
4.2. Projective Techniques		
i) Rorchach Ink Blot Test		
ii)Thematic Apperception Test		
4.3. Assessment of normality		
i) Sixteen Personality Factor Questionnaire (16 PF)		
ii) NEO personality inventory - revised (NEO-PI-R)		

D) Reference Material	
D1) Text Books for Reading	
1.	Aiken, Lewis, R. (2009). Psychological Tests and Assessment. 12th Ed. Pearson Education.
2.	Anastasi, Anne & Urbina, Susana (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice- Hall of India Pvt. Ltd., (2003)
D2) Books for Reference	
1.	Gregory, Robert, J. (2014). Psychological Testing: History, Principals and Applications. Sixth Ed., Pearson Education.
2.	Kaplan, Robert, M. & Saccuzzo, Dennis, P. (2005). Psychological Testing: Principles, Applications and Issues. 6th Ed., Canada: Wordsworth Cengage Learning.
3.	Ronald, J. & Swerdik, Mark, E. (2010). Psychological Assessment: An Introduction to Tests and Measurement. 7th Ed., Special Indian Edition, New Delhi: McGraw Hill Education Pvt. Ltd.
4.	Barve, B.N. & Narake, H.J. (2008). Manomapan, Nagpur: Vidya Prakashana.
5.	Desai, B. & Abhyankar, Shobhana (2007). Manasashatriya Mapan, Pune: Narendra Prakashana.

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Elaborate on psychological testing standards.	
CO2	Judge the nature, types, applications, reliability and validity measures of tests for their applications.	
CO3	To choose appropriate test for diagnosis and guidance.	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

COURSE XI: ORGANIZATIONAL BEHAVIOUR

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-XI	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	ORGANIZATIONAL BEHAVIOUR		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 1. To gain an understanding of key concepts in organizational behaviour. 2. To gain an understanding of the idea of personality, job satisfaction and leadership. 3. To gain an understanding of the group processes. 4. To be able to understand the fundamental change processes of organization.

C) Course Syllabi:		
(CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
Module 1: Organizational Behavior (OB) 1.1. Importance of Interpersonal Skills 1.2. What managers do? A) Management functions and roles B) Management skills C) Effective versus successful managerial activities 1.3. Challenges and opportunities for OB A) Responding to Globalization B) Improving people skills C) Stimulating innovation and change D) Helping employees balance work-life conflicts E) Creating a positive work environment		
Module II :	01	15
Module 2: The Individual		

<p>2.1. Personality</p> <p>A) What is personality?</p> <p>B) The Myer-Briggs Type indicator</p> <p>C) The Big Five Personality Model</p> <p>2.2. Measuring Job Satisfaction, How Satisfied are people in their Jobs? A) What Causes Job Satisfaction?</p> <p>B) The Impact of Satisfied and Dissatisfied Employees on the Workplace?: The exit–voice–loyalty–neglect framework</p> <p>2.3. Leadership</p> <p>A) What is Leadership:</p> <p>B) Trait Theories</p> <p>B) Behavioural Theories</p> <p>C) Contingency Theories: Fiedler Model.</p> <p>D) Characteristics of Transformational Leader</p>		
Module III:		
<p>Module 3: Foundations of Group Behaviour</p> <p>3.1. Defining and classifying groups</p> <p>3.2. Stages of Group Development: Five-Stage model</p> <p>3.3. Group properties</p> <p>A) Roles and Norms</p> <p>B) Cohesiveness and Diversity</p> <p>3.4. Group Decision Making</p> <p>A) Group versus Individual</p> <p>B) Group Decision Making Techniques</p>	01	15
Module IV:		
<p>Module 4: Organizational Change</p> <p>4.1. Forces for Change and planned change</p> <p>4.2. Resistance to change</p> <p>4.3. Approaches to manage organizational change</p> <p>A) Lewin’s three-step model</p> <p>B) Kotter’s Eight-step plan for implementing change</p> <p>4.4. Creating a culture for change</p> <p>A) Stimulating a culture of innovation</p> <p>B) Creating a learning organization</p>	01	15

D) Reference Material	
D1) Text Books for Reading	
1.	Robbins, S., Timothy A., Vohra, N. (2013). Organizational Behavior (15th Edition). Delhi: Pearson Education, Inc.
D2) Books for Reference	
1.	Uhl-Bien M, Schermerhorn Jr J, Osborn R (2021). Organizational Behaviour (13 th Edition), Wiley India Pvt. Ltd.
2.	Luthans F. (2010). Organizational Behaviour (12 th Edition), McGraw Hill Education, Asia

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Elaborate the key concepts in organizational behaviour.	
CO2	Explain the idea of personality-job fit, job satisfaction and leadership.	
CO3	Use group dynamics for better organizational processes.	
CO4	Manage fundamental change processes in organization.	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

COURSE XII: PRACTICAL: PSYCHOLOGICAL TESTS

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-MAN-XII	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	PRACTICAL: PSYCHOLOGICAL TESTS		

B) Course Objectives:	
This syllabus is framed by keeping following objectives:	
<ol style="list-style-type: none">1. To make the students familiar with psychological tests.2. To impart the knowledge and skills for administering psychological tests and writing their reports.3. To make the students familiar with some statistical methods.4. To provide psychological experience Testing through IT Software (e.g. Coglab etc.)	

C) COURSE SYLLABUS: (CREDITS: 4)

SCHEME OF PRACTICAL EXAMINATION:

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates psychological tests, and statistical problems.
- The evaluation of the performance of the students in practical shall be based on Semester Examination of 40 marks.
- Psychological tests and statistical problems should be set for semester -VI
- In the semester practical examination, the candidate must administer one psychological test allotted to him / her and solve one statistical problem for Semester-VI
- The candidate must bring his / her own testee/subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NOTE:

1. There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
2. Six psychological tests should be conducted from the list given for Semester –VI.

3. The student must submit a journal duly signed by the course teacher and the head of the department before practical examination.
4. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.

TESTS:

1. Interest Inventory
2. Attitude Scale
3. Anxiety Scale
4. Personality Inventory
5. Adjustment Inventory
6. Self-concept Test
7. Test of Intelligence
8. Achievement Test
9. Leadership Scale
10. Secularism Scale
11. Locus of Control Scale
12. Stress Scale
13. Aggression Scale
14. Superstition Scale
15. Women Freedom Scale
16. Attitude toward Sex
17. Social Change Scale
18. Stress Management Scale
19. Any Other

D) Reference Material	
D1) Text Books for Reading	
1.	Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice-Hall of India Pvt. Ltd.
2.	Garrette, H. E and Woodworth, R. S., (1981). Statistics in Psychology and Education, Tenth Edition Reprint, Bombay: Vakils and Siman Ltd., b)
D2) Books for Reference	
1.	Barlinge ani Latkar (2000). Upayojit Manasashatra, Nagpur: Shri Sainath Prakashan
2.	Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: Vidya Prakashan
3.	Desai, B. and Abhyankar, S.C. (2001). Prarayogik Manasashastra ani Samshodhan Paddhati. Pune: Narendra Prakashan.
4.	Desai, Bharat ani Abhyankar, Shobhana (2001). Manasashastriya Mapana, Pune: Narendra Prakashan.

5.	Narake, Himmat ani Barve, Bapurao (1999). Manomapan va Sankhyashastra, Aurangabad: Prerana Agencies.
----	--

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Describe the key concepts and standardization processes related to psychological tests.	
CO2	Administer psychological tests, calculate results and writing their reports in standard formats.	
CO3	Carry basic statistical procedures. .	
CO4	Find out Online Software (e.g. Coglab etc.) for psychological testing	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

I) NATURE OF QUESTION PAPER

a) Semester End Examination:

The candidate will be asked to administer one psychological test allotted to him / her and to write its full report.

The candidate in a practical batch will have to solve one statistical problem. Separate question paper will be set for each batch of each practical.

SCHEME OF MARKING

1.	Journal	:	10 Marks
2.	Conduct	:	10 Marks
3.	Report Writing	:	15 Marks
4.	Oral (Tests)	:	05 Marks

TOTAL : 40 Marks

b) Continuous Internal Assessment (CIE):**(10 Marks):**

It will be carried out by concerned teachers. The attendance, classroom behaviour, participation in testing and classroom activities (For Example, group discussion, poster presentation, field visit, project work, seminar, solving statistical problems etc.), classroom test performance and/or submission of assignment by student will be considered for internal assessment.

DSC- MAJOR (ELE)**COURSE III: COUNSELLING PSYCHOLOGY**

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-ELE-III	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	FONDATIONS COUNSELLING		

B) Course Objectives:
This syllabus is framed by keeping following objectives: <ol style="list-style-type: none"> 1. To make the students familiar with the field of Counselling Psychology. 2. To acquaint students with the applications of Counselling Psychology in the fields of Career, School, College Counselling and student-life services.

C) Course Syllabi: (CR = Credits / IH: Instructional Hours)		
Modules	CR	IH
Module I :		
MODULE 1. Introduction and Professional Aspects of Counselling 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 2.3. Professional Aspects of Counselling A. Inspection B. Registration C. Certification D. Licensing	01	15
Module II :		
MODULE 2. Career Counselling 2.1. The Importance and Scope of Career Counselling A. Important Aspects of Career Counselling B. The Scope of Career Counseling and Careers 2.2. Career Development Theories and Counselling A. Trait-and –Factor Theory	01	15

B. Developmental Theories C. Social-Cognitive Career Theory 2.3. Career Counselling with Diverse Populations A. Career Counselling with Children B. Career Counselling with Adolescents C. Career Counselling with College Students			
Module III:			
MODULE 3. Professional School Counselling 3.1. The ASCA Model A. The ASCA Model Areas B. School Counsellors at Various Levels 3.2. Elementary School Counselling A. Emphases and Roles B. Activities C. Prevention 3.3. Middle School Counselling A. Emphases and Roles B. Activities C. Prevention 3.4. Secondary School Counselling A. Emphases and Roles B. Activities C. Prevention		01	15
Module IV:			
MODULE: 4 College Counselling and Student-Life Services 4.1. The Beginning of Student-Life-Services and College Counselling 4.2. The Theoretical Bases and Professional Preparation for Working with College Students A. Theoretical Bases B. Professional Preparation 4.3. College Counseling A. Emphases and Roles B. Activities 4.4. Counselling and Student-Life Services A. First-Year Students B. Graduate Students C. Older Students D. First-Generation Students E. Student Athletes		01	15
D) Reference Material			
D1) Text Books for Reading			
1.	Gladding. S.T.,and Batra Promila (2018). Counselling : A Comprehensive Profession. Eighth Edition. Third Impression, Pearson Education Inc.		
D2) Books 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.	Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited.		

5.	Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.
----	--

E) Suggested methods of Teaching:	
i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Elaborate on different aspects in Counselling	
CO2	Apply primary techniques in counselling for Career development, and student-life services.	

G) Scheme of Course Evaluation		
1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)		
1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

DSC- MAJOR (ELE)

COURSE IV: DEVELOPMENTAL PSYCHOLOGY

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	DSC-MAJOR-ELE-IV	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	LIFE SPAN APPROCH TO DEVELOPMENT		

B) Course Objectives:
<p>This syllabus is framed by keeping following objectives:</p> <ol style="list-style-type: none"> 1. To acquaint the students with processes of change and stability through about the life span development. 2. To introduce students the process of birth.

3. To acquaint the students with emotions, self - development of Infancy and intellectual development of childhood.
4. To recognize students with identity, relationship and problems of Adolescents.
5. To introduce students with career, health and personality development of Adulthood.

C) Course Syllabi:

(CR = Credits / IH: Instructional Hours)

Modules	CR	IH
Module I :		
Module 1: An Introduction to Lifespan Development 1.1. An orientation of life span development A. Defining Lifespan Development B. The scope of the field of lifespan development 1.2. Research Methods A. Experiments: Determining Cause and Effect B. Measuring Developmental Change 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 Child 1.4. Prenatal Growth and Change A. Fertilization: The moment of Conception B. The Stages of the Prenatal Period: The Onset of Development C. Pregnancy Problems	01	15
Module II :		
Module 2: Infancy and Childhood 2.1. Developing the Roots of Sociability 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 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 Development	01	15

B. Self-esteem: Developing a Positive – or Negative – View of the Self		
Module III:		
Module 3: Adolescence 3.1. Identity: Asking “Who Am I?” A. Self –Concept and Self- Esteem B. Identity Formation: Changes or Crisis? 3.2. Depression and Suicide 3.3. Psychological Difficulties in Adolescence Relationships A. Family Ties: Changing Relations with Relations B. Relationship with Peers: The Importance of Belonging 3.4. Dating and Sexual Behaviour A. Dating and sexual relationships in the twenty- first century. B. Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Transsexualism	01	15
Module IV:		
Module 4: Adulthood - Choosing a Career 4.1. Career Choices, Skill Development and Government Policies in India 4.2. Gender and Career Choices 4.3. Why Do People Work? More Than Earning a Living Health 4.4. Wellness and Illness: The Ups and Downs of Middle Adulthood 4.5. Individual Variations in Health: Socioeconomic Status and Gender Difference 4.6. Personality Development A. Two Perspectives on Adult Personality Development: Normative Crisis versus Life events B. Erikson’s Stage of Generatively versus Stagnation	01	15

D) Reference Material	
D1) Text Books for Reading	
1.	Feldman Robert S. & Babu Nandita (2018). Development Across the Lifespan (8th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93-528-6576-5
D2) Books for Reference	
1.	Hurlock E. B. (2001). Developmental Psychology: A Life Span Approach, New Delhi: TMH Publishing Company Ltd.

2.	Papalia, Diane E., and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
3.	Santrock, J. W. (2011). Life Span Development, Thirteenth edition, New Delhi: McGraw – Hill Education (India) Pvt. Ltd.
	Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusariaavrutti, Pune: Vidyarthi GruhaPrakashan.

E) Suggested methods of Teaching:

i)	Lecture
ii)	Group Discussion
iii)	Video Demonstration
iv)	Question and Answer Session

F) Course Outcomes:

F) Course Outcomes:		Blooms Taxonomy
After completion of this syllabus student will be able to:		
CO1	Elaborate the processes of change and stability throughout the life span development.	
CO2	Explain the process of birth, emotions-intellectual development during infancy and childhood.	
CO3	Identify identity relationship and identity problems of adolescents.	
CO4	Help adults about career, health and personality issues.	

G) Scheme of Course Evaluation

1.	End Semester Examination (ESE)	40
2.	Continuous Internal Evaluation (CIE)	10
	Total Marks	50

H) Suggested techniques for Continuous Internal Evaluation (10 Marks)

1.	Poster presentation/Research Presentation	10
2.	Home assignment/Public Talk	
3.	Field visit/Project	
4.	Classroom Test performance/Group Discussion	
5.	Seminar/Workshop	

OJT (DSC)

COURSE IV: On-Job-Training

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	OJT (DSC)	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	02	Contact Hours	04 / Week
Course Title:	ON-THE-JOB TRAINING (60 Hours per student during Semester period)		

Course Learning Outcomes:

- CO 1.** Enrich their skills and knowledge through Learning-by-Doing.
- CO2.** Understand the real-life complexities and contextual underpinnings of psychological concerns.
- CO3.** Apply their theoretical understanding to practical world
- CO4.** Critically understand the professional challenges and hazards
- CO5.** Introspect and start overcoming their weaknesses and build their strengths to become a professional.
- CO6.** Learn to practice professional ethics in serving people.

INSTRUCTIONS:

The college has prepared detailed guidelines to carry B.A. III, SEM VI (NEP 1.0) SOCIAL SCIENCES (HUMANITIES) (2025-2026) OJT/INTERNSHIP.

The Guidelines have given vast array of choices for Social Science students to make the OJT meaningful and interesting.

Duration: 60 hours (Throughout Semester Period)

Credits: 2

Few recommended Areas:

1. Industry/Professional Organization/Local NGOs / Community-Based Organizations (Examples: Women's self-help group (SHG) Federations, Education NGOs, Rural development, Social Justice, Environment, Disabled, Old Age, Orphans, Mental Health, Entrepreneurship, Gender Inequality, Social Reforms, Sports and Fitness etc.)

Few Examples of Tasks to be carried out:

- o Community survey on education, health, or gender issues
- o Preparing own or using standardized tools for screening, selecting, training, appraising the personnel working in organizations

- o Customer/Client or Stakeholders’ feedback tools preparation and application
- o Assist in organizing awareness programs (health, rights, sanitation)
- o Data collection/documentation for ongoing projects e.g. socio-economic status, health indicators
- o Participating in field visits with NGO staff
- o Engaging in supportive roles for vulnerable populations etc.

2. Panchayat Offices / Local Government Bodies

Few Examples of Tasks to be carried out:

- o Assist in documentation of schemes (e.g., MGNREGA, PMAY)
- o Observe Gram Sabha meetings
- o Support in community mobilization activities
- o Work on socio-economic profile surveys

3. Government/Private Schools / Zilla Parishad Institutions

Few Examples of Tasks to be carried out:

- o Assist with educational or remedial sessions
- o Assisting staff for holistic development of students
- o Observe classroom dynamics for psychology/sociology
- o Design low-cost teaching aids
- o Collect feedback from students/teachers for improvement

4. Primary Health Centers (PHC) / Anganwadi Centers/ Hospitals/ Health and Fitness Institutes

Few Examples of Tasks to be carried out:

- o Support with health awareness campaigns (Physical, Emotional, Social, Mental Health)
- o Observe and document service delivery (maternal care, immunization)
- o Shadowing fitness and health experts, doctors, clinical psychologists, psychiatric social workers, or psychiatrists (non-therapeutic roles) etc.
- o Carrying supportive role in Rehabilitation Centers for recovery of various patients/clients.
- o Carrying Mental and Other Health Status Examinations with standardized or self-developed tools
- o Working on mental health awareness, disability support, youth counselling, socio-economic, education, cultural, sports, art etc.
- o Survey mothers on nutrition and health practices
- o Assist with record keeping

5. Cooperatives / SHGs / Microfinance Institutions

Few Examples of Tasks to be carried out:

- o Observe lending and group meeting processes
- o Assist in documentation or member training
- o Conduct simple economic impact surveys
- o Prepare case studies of successful members

6. Fieldwork with Domain Experts/Practitioners/Researchers/College Projects

Few Examples of Tasks to be carried out:

- o Observing and assisting in Domain Expert/Practitioner in their work.
- o Assist expert or faculty or NGOs in data collection
- o Learning and Assisting with Artist/Literature Person/Commercial Art Designer/Photographer/Drawing Expert/Dancer/Cultural Expert or any other related area
- o Learning and Assisting with Sport/Fitness/Nutritionist/Healer/Yoga/Meditation/Physiotherapist/Movement Therapist or any other profession accepted by International Labor Organization (ILO) and consented by Indian government
- o Interview residents about a social or political topic
- o Map local resources or issues using participatory tools
- o Help in transcription or basic report writing

7. On-Campus College level organized Community Projects

Few Examples of Tasks to be carried out:

- o Sanitation awareness drives
- o Local governance audits
- o Youth or women's engagement initiatives

8. Virtual / Hybrid Work

Few Examples of Tasks to be carried out:

- o NGOs (Examples: Youth Ki Awaaz, CRY, Teach For India and many others) offering remote internships/OJT (Examples: Counselling, Interviews, Presentations, Workshops, Organizing committee responsibilities etc.)
- o Participation in digital campaigns, content creation, or data analysis

9. Any other Relevant, Emerging, Novel and Out-of-box idea coming from student or concerned Teacher can be included and executed.

Assessment methodology:

Component	Description	Weightage
Logbook	Task Entries and time tracking,	10%
Supervisor Evaluation	Attendance, performance, professionalism	30%
Reflection Report	Learning summary, tasks done, insights gained (With Google Tagged Photos/Images/Videos etc.)	60%

(** Note: Presentation before faculty or peers about OJT experience may be given 20 % weightage in Reflection. It is OPTIONAL and may be decided by concerned faculty)

B. A. III, SEMESTER – VI

A) Primary Information:			
Programme	Bachelor of Arts (NEP 1.0)		
Part	III	Semester	VI
Course	Psychology	Course Code	
Paper No.	MINOR- MN-6 (For Students from Other Majors)	Course Type	Semester
Total Marks	50	Implementation	2025 - 26
Total Credits	04	Contact Hours	04 / Week
Course Title:	YOGIC WAY OF LIFE FOR MENTAL HEALTH		

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Objectives:

This course is aimed to:

- Understand importance of Yoga Asanas in daily life
- Describe the benefits of Yognidra, Meditation and Pranayamas for better mental well-being.
- Explain the bio-psycho-social factors related to mental problems and disorders.
- Discuss various aspects of Ashtang Marg and Yogic Way of Life

Course Learning Outcomes:

After completion of this course, student will be able to:

CO1. Exercise Yoga Asanas in daily life

CO 2. Practice Yognidra, Meditation and Pranayamas for better mental well-being.

CO 3. Develop characteristics leading to emotionally regulated and sthitpradnya life.

CO 4. Cultivate healthy habits through understanding the body-mind-nutrition link

MODULE 1: Mind and its importance in health and disease prevention (Hrs -15, Cre - 01)

1.1. Health: Meaning and Importance

1.2. History of Mental Health

1.3. Carol Ryff's model of 'Psychological Well-being'

1.4. Concept of Mind in Ancient Indian Knowledge

a. Vedas

b. Upanishads

c. The Bhagavad Gita

d. Yoga Philosophy

e. Charak Samhita

MODULE 2: Role of Mind in Physical and Psychological Problems (Hours - 15, Credit - 01)

2.1. Role of Mind in Physical Problems

a. Effect of Poor Mental Health on the Structure and Functions of Brain

b. Effect on Immune System

c. Effect on Cardiovascular System

d. Effect on Hormones

2.2. Role of mind in psychological issues

a. Four stages in the development of a disease according to Pancha Kosha

b. The Bhagavad Gita and Two main reasons for mental diseases and illnesses

c. Maharshi Charak's 'Triguna' theory

2.3. Role of Neurotransmitters

MODULE 3: Factors of Mental Health

(Hours - 15, Credit - 01)

3.1. Models defining Normality and Abnormality

a. Health Belief Model:

b. Diathesis–stress model:

c. Bio-psychosocial Model:

3.2. Factors promoting mental health

a. Biological

b. Psychological

c. Social

d. Environmental

3.3. Diet and Nutrition for Mental Health

a. Effect of food on the mind and body according to Ayurveda /Yoga

b. Fats and proteins, Carbohydrates, Vitamins, and minerals

c. Essential nutrition, effect of deficiency, and food sources

MODULE 4: Yogic Way of Life and Mental Well-being

(Hours - 15, Credit - 01)

4.1. Types of Yoga

a. Three types of Yoga in Bhagvad Gita: Jnana Yoga, Bhakti Yoga, Karma Yoga

b. Path of Ashtang Yoga (Eight Stages)

4.2. Five components of Yogic Way of life:

Ahara (Food), Vihara (Activity), Achara (Conduct), Vichara (Thinking), Vyavahara (Behavior or actions)

4.3. Yogic Techniques for wellbeing

Chanting, Yoga Nidra, Yogasanas, Pranayama, Meditation

LIST FOR READING:

1. Basavaraddi I.V., Deshpande C.G., Rai Priyanka and Elanchezhiyan D. (2023): Yoga for Mental

Health; WHO-CC, TM (Yoga)-IND 118, Morarji Desai National Institute of Yoga
Ministry of Ayush, Government of India, New Delhi (ISBN: 978-81-947026-6-5)

LIST FOR REFERENCES:

1. Lamb Trisha (Compiled) (2006): Yoga and Psychology and Psychotherapy; International Association of Yoga Therapists (IAYT)
2. Kulkarni Ashwini (2019): Yoga and Psychology; Paripoorna Yoga Kendra Yelahanka, Bangalore
3. Swami Rama, Rudolph Ballentine, Swami Ajaya (2007): Yoga and Psychotherapy - The Evolution of Consciousness; Himalayan International Institute of Yoga Science and Philosophy, USA

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT (10 Marks)

- Exercising Yogasanas and narrating experiences
- Exercising Meditation, Pranayamaa, Chanting, Yognidra and narrating benefits
- Videos viewing and reporting
- Interviews listening and self-reflective writing
- Any other relevant activity approved by concerned teacher

MMK CREDIT FRAMEWORK NEP 1.0 (2024-25)

SEM/ Level	DSC (Major) 1	DSE (Minor)	IDC/MDC/ GEC (OE)	AEC (Language)	VSC/ SEC	Value Added Course	IKS/CC /Performing Arts	Research Project/ Dissertation	Total Credits
SEM I 4.5	Economics P-I (4)	History P I (4)	Marathi/ Hindi/ STD/ EDU / MUSIC etc.(4)	ENG P- I (2)	VSC- I (2) SEC-I (2)	Democr acy (2)	IKS (2) Major	-	22
	W-L/W=4	W-L/W=4	W-L/W=4	W- L/W=2	W- L/W=4	W- L/W=2	W- L/W=2		W-L/W=22
SEM II 4.5	Economics P-II (4)	History P II (4)	Marathi/ Hindi/ STD/ EDU/ MUSIC etc (4)	ENG P- II (2)	VSC- I (2) SEC-II (2)		CC-(2) CEP (2)		22
	W-L/W=4	W-L/W=4	W-L/W=4	W- L/W=2	W- L/W=4		W- L/W=4		W-L/W=22
Credits	4+4=8	4+4=8	4+4=8	2+2=4	4+4=8	2+0=2	2+4=6	-	22+22=44
Level 5 -Students exiting the programme after securing 44 credits will be awarded UG Certificate in Economics as Major & History as Minor									
SEM III 5.0	Economics P-III (4) Economics P-IV (4)	History P III (4)	IDS (2) Logic/ Cop./ HSRM/ Tour	ENG P- III (2)	SEC-III (2) SEC IV (02)	Env. (2)		-	22
	W-L/W=8	W-L/W=4	W-L/W=4	W- L/W=2	W- L/W=2	W- L/W=2			W-L/W=22
SEM IV 5.0	Economics P-V (4) Economics P-VI (4)	History P IV (4)	IDS (2) Logic/ Cop./ HSRM/ Tour	ENG P- IV (2)	SEC-V (2) SEC VI (02)	Env. (2)		-	22
	W-L/W=8	W-L/W=4	W-L/W=4	W- L/W=2	W- L/W=2	W- L/W=2			W-L/W=22
Credits	8+8=16	4+4=8	2+2=4	2+2=4	04	4		-	44
Level 6- Students exiting the programme after securing 88 credits will be awarded UG Diploma in Economics as Major & History as Minor									
SEM V 5.5	Economics P-VII (4) Economics P-VIII (4) Economics P-IX (4) Economics P-X (4) (ELEC)	History V (4)	-	-		-		FP- (02)	22
	W-L/W=4*4=16	W-L/W=4						02	W-L/W=22
SEM VI 5.5	Economics P-XI (4) Economics P-XII (4) Economics P-XIII (4) Economics P-XIV (4) (Elec.)	History VI (4)	-	-	-	-		OJT (02)	22
	W-L/W=4*4=16	W-L/W=4						02	W-L/W=22
Credits	24+32=56	4*6=24						04	132
Level 7 Option 3 : Students who want to undertake 3-year UG programme will be awarded UG Degree in Economics as Major & History as Minor upon securing 132 credits) or continue studies for Bachelor with History with (Honours/Research) Degree i.e to Level 8									
Total Credits	56/60	24/24	12/12	8/8	10/9	6/6	6/6	4/4	132/ (120-140)