



Savitribai Phule Pune University
(Formerly University of Pune)

Revised Syllabus for FYBA Psychology
[Semester I & II]

Choice Based Credit System Syllabus
NEP-2020

To be implemented from Academic Year 2024-25

INTRODUCTION:

B.A in (Psychology) Program (Pattern 2024/CBCS/NEP2020) will be introduced in the following order:

- a) First Year BA from 2024-2025
- b) Second Year BA from 2025-2026
- c) Third Year BA from 2026-2027
- d) Fourth Year BA from 2027-2028

Assessment Pattern:

Examination (CIE & SEE) will be held for each semester. Continuous Internal Assessment will have 30% weightage and Semester End Assessment (University Exams) will carry 70% weightage.

Internal Assessment tools used for previous Semester should be avoided for the next Semester.

Programme Objectives:

The objectives of a Bachelor of Arts (B.A) programme in Psychology offered various behavioural skills as per the National Education Policy [2020] to provide complete knowledge and skills of psychology to the students, to develop theoretical base of the subject with the help of classical and advanced theories, to skill them to apply the knowledge in day-to-day life.

- 1) To develop a strong foundation of advanced psychological theories aligned with the graduation and honours program.
- 2) To help the students to gain the comprehensive understanding of behavioural skills.
- 3) To bridge the gap between Psychology and other social science subjects with interdisciplinary and multidisciplinary nature.
- 4) To create awareness among the students about interrelations between psychology and society.

Name of the Programme : B.A./ B.Sc. Psychology
Program Code :
Class : F.Y.B.A./ F.Y.B.Sc.
Semester : I
Course Type : MAJOR MANDATORY THEORY
Course Name : Foundations of Psychology
Course Code : PSY101 MJ
No. of hours : 30
No. of Credits : 02

Course Outcomes:

Upon successful completion of this course, students will be able to

1. Define and explain Psychology as a science along with its goals.
2. Understand basic concepts of Experimental Psychology.
3. Understand and explain basic concepts of cognitive psychology, i.e. sensation, perception, learning and memory.

Unit 1: Introduction to Psychology (10)

- 1.1 Psychology: Science and Goals, Perspectives of Psychology,
- 1.2 Fields of Psychology
- 1.3 Research methods in Psychology: Observation, Experimental, Survey and Case Study
- 1.4 History and characteristics of experimental psychology

Unit-2: The Experimental Method (10)

- 2.1: Importance of problem in experimentation
- 2.2: Concept of variables and types of variables.
- 2.3: Hypothesis in experimentation.
- 2.4: Experiments and experimental controls.

Unit 3: Basic Cognitive processes (10)

- 3.1 Sensation and Perception, nature of perception, laws of perceptual organization
- 3.2 Learning – Classical and Operant conditioning, observational learning
- 3.3 Memory – processes, information processing model(s)
- 3.4 Forgetting: Theories of forgetting.

Readings:

Baron, R. and Misra, G. (2016). Psychology: Indian Subcontinent Edition. Noida: Pearson
Ciccarelli, S. K.; White J. N. Adapted by Misra, G. (2018). Psychology (5th Edition). Noida:
Pearson.

Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson &
Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

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Name of the Programme: B.A./ B.Sc. Psychology

Program Code:

Class : F.Y.B.A./ F.Y.B.Sc.

Semester : I

Course Type : MAJOR MANDATORY THEORY

Course Name : Psychology Practical – 1

Course Code : PSY 102 MJ

No. of hours : 60

No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to

1. Understand the practical applications of psychology.
2. Acquaint how to conduct the experiments and relate their practical applications
3. Acquaint with several data collection methods of psychology.
4. Develop basic skills of report writing in psychology.
5. Evaluate practical implementation of the psychological experiments in real life.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So, at every level of the curriculum the students should be trained in a skills-oriented manner. The course consists of laboratory and non-laboratory practicals it will be helpful to the students to learn basic research based psychological skills.

Topic No.	Topic Name	Sub Topic	No. of Periods
Component - A			
1	Psychological Experiments	Perform Psychological Experiment & prepare and submit workbook of the same (Any Two) <ol style="list-style-type: none">1. Measurement of Reaction Time2. Manual/ Finger dexterity3. Problem Solving (Anagrams)4. Recall & Recognition (Photographs)5. Stroop effect (List of words)6. Knowledge of Result (Line Drawing Task)7. Goal Setting (Cards)8. Span of Attention (Self Prepared Task)9. Maze Learning	30

Components - B (Select any Two of the following)			
1	Interview	Interview of any 3 individuals in the campus example: Office bearers, Staff, Non-teaching staff, Shop keeper) to understand their behaviour at workplace. Prepare and submit the detailed report of the same.	15
2	Behavioural Observation & Analysis	Observe and analyse any three individuals' behaviour and prepare and submit the detailed behavioural analysis report of the same as directed by your subject teacher.	15
3	Field Visit	Identify any clinic/counselling centre/NGO etc., in nearby location which is providing mental health related services. Visit such place, prepare and submit the detailed report of the same.	15
4	Survey	Identify some mental health related key issues in surrounding and prepare and submit the survey-based report with possible solutions.	15

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be demonstration and conduction of practicals based on psychological experiments.
3. Under the guidance of subject teacher students will conduct the field visit/ experiments/ survey interview/ behavioural observation & analysis
4. Students will prepare the workbook of component A and reports for the component B.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

- Internal Exam (15 Marks) + University Practical Exam (35Marks) = 50 Marks.
 - a) For Internal Examination
 - i) Workbook - 10 Marks
 - ii) Viva - 05 Marks

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 35 Marks as follows.

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.

3. Students will prepare two reports based on component B
4. At the time of examination students have to write the introduction and application of any one of the experiment allotted by the examiners.

Sr. No	Seat No	Assessment of Report 1 Based on Component B 8 Marks				Assessment of Report 2 Based on Component B 7 Marks				Viva 10 Marks				Report Writing (Ext) 10 Marks	Total 35 Marks
		Int	Ext	Total	Average	Int	Ext	Total	Average	Int	Ext	Total	Average		
1															
2															
3															
4															
5															
6															
7															
8															

REFERENCE BOOKS

- D Amato (2004). Experimental Psychology: Methodology, Psychophysics and Learning
- Rajamanicam, M. (2005). Experimental Psychology: with Advanced Experiments. Vol 1 & 2. Concept Publishing Company, New Delhi.
- Myers, A. and Hansen. (2002). Experimental Psychology. Wadsworth.
- Postman, L. and Eagan, J. P. (1949). Experimental Psychology- An Introduction. Kalyani Publication.
- Tiwari Govind and Pal Roma (1985). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir, Agra

Format of the Report Writing

Name of the NGO/ Rehabilitation Centre etc.,

- **Brief information about the Centre**

- **Objectives of the visit**

- **Observations made**

- **Outcomes**

- **Photographs**

Name of the Programme : B.A./ B.Sc. Psychology
Program Code :
Class : F.Y.B.A./ F.Y.B.Sc.
Semester : II
Course Type : MAJOR MANDATORY THEORY
Course Name : Basics of Psychology and Psychological Testing
Course Code : PSY201 MJ
No. of hours : 30
No. of Credits : 02

Course Outcomes:

Upon successful completion of this course, students will be able to

1. Understand basic concepts of Psychological Testing.
2. Understand and explain basic concepts of cognitive psychology, i.e. sensation, perception, learning and memory.

Unit-1: Introduction to Psychological Testing (10)

- 1.1- Psychological Test: Meaning
- 1.2- Characteristics of a Good test: defining norms, reliability and validity.
- 1.3- Uses of Psychological Tests.
- 1.4- Ethical issues in psychological testing.

Unit 2: Motivation and Emotion (10)

- 2.1 Motivation: Definition and Maslow's Hierarchy
- 2.2 Types of Motivation: Physiological and Social
- 2.3 Emotion: Definition and Basic Emotions, Importance of Emotion
- 2.4 Emotional Intelligence: Definition and Components

Unit 3: Personality (10)

- 3.1 Personality: Definition, Nature and Misconceptions
- 3.2 Theories of Personality: Freud's Psychoanalytical Theory
- 3.3 Trait theory of Personality: Allport, Cattell Big-5 Model
- 3.4 Measurement of Personality: Interviews, Self-Report Questionnaires, Projective techniques

Readings:

Baron, R. and Misra, G. (2016). Psychology: Indian Subcontinent Edition. Noida: Pearson
Ciccarelli, S. K.; White J. N. Adapted by Misra, G. (2018). Psychology (5th Edition). Noida:
Pearson.
Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.
Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson
& Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

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Name of the Programme: B.A./ B.Sc. Psychology
Program Code:
Class : F.Y.B.A./ F.Y.B.Sc.
Semester : II
Course Type : MAJOR MANDATORY THEORY
Course Name : Psychology Practicals – 2
Course Code : PSY 202 MJ
No. of hours : 60
No. of Credits : 02

Course Outcomes:

After completing this course, students will be able to

1. Understand the practical applications of psychology.
2. Acquaint how to conduct the tests and relate their practical applications
3. Acquaint with several data collection methods of psychology.
4. Develop basic skills of report writing in psychology.
5. Evaluate practical implementation of the psychological testing in real life.

Introduction:

The structure of this course is based on three pillars. One, psychology as a science; two, core objectives of NEP and three, skills-based training to the students in the light of NEP objectives. So at every level of the curriculum the students should be trained in a skills oriented manner. The course consists of laboratory and non-laboratory practicals it will be helpful to the students to learn basic research based psychological skills.

Topic No.	Topic Name	Sub Topic	No. of Periods
Component - A			
1	Psychological Tests	Perform Psychological Tests & prepare and submit workbook of the same (Any Two) <ol style="list-style-type: none"> 1. Personality Test - Introversion Extroversion 2. Stress Assessment 3. Interest Test 4. Aptitude Test 5. Adjustment Test 6. Intelligence Scale 7. Emotional Intelligence 	30

Components - B (Select any Two of the following)			
1	Assessment of Memory Improvement techniques	Prepare and submit a detailed report on Use of Memory improvement techniques for 9 th to 12 th std students.	15
2	Behavioural Observation & Analysis	Interaction with any 3 senior citizens to understand their challenges in forgetting. Prepare and submit a detailed report of the same.	15
3	Field Visit	Field visit to Special school/Rehabilitation centre/old age homes etc., in nearby location which is providing mental health related services. Visit such place, prepare and submit the detailed report of the same.	15
4	Movie Analysis	Select any Psychological theme based movie (suggest by your mentor) critically analyze that movie and movie character in such a way so that student can relate the syllabus in a more interesting manner. prepare and submit a detailed psychological review report of the same.	15

Operationalization of the Course:

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. There will be demonstration and conduction of practicals based on psychological tests.
3. Under the guidance of subject teacher students will conduct the field visit/tests/movie analysis assessment of memory improvement techniques/behavioural observation & analysis
4. Students will prepare the workbook of component A and reports for the component B.

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

- Internal Exam (15 Marks) + University Practical Exam (35 Marks) = 50 Marks.
 - a) For Internal Examination
 - iii) Workbook - 10 Marks
 - iv) Viva - 05 Marks

Assessment of the student:

The Assessment structure of Final Semester End University Examination of 70 Marks as follows.

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination
3. Students will prepare two reports based on component B
4. At the time of examination students have to write the introduction and application of any one of the test allotted by the examiners.

Sr. No	Seat No	Assessment of Report 1 Based on Component B 8 Marks				Assessment of Report 2 Based on Component B 7 Marks				Viva 10 Marks				Report Writing (Ext) 10 Marks	Total 35 Marks
		Int	Ext	Total	Average	Int	Ext	Total	Average	Int	Ext	Total	Average		
1															
2															
3															
4															
5															
6															
7															
8															

REFERENCE BOOKS

- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

Format of the Report Writing

- **Name of the NGO/ Rehabilitation Centre etc.,**

- **Brief information about the Centre**

- **Objectives of the visit**

- **Observations made**

- **Outcomes**

- **Photographs**

Name of the Programme : B.A./ B.Sc. Psychology

Program Code :

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : I

Course Type : VALUE EDUCATION COURSE (VEC)

Course Name : ENVIRONMENTAL PSYCHOLOGY

Course Code : VEC – 101 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the effects of noise on mental health and social behaviour.
2. Describe the impact of natural disasters and air pollution on psychological health.

Unit 1: ENVIRONMENT PSYCHOLOGY (15)

1.1 Definition, Nature and Characteristics of Environment Psychology

1.2. What is Noise? Source of Noise, Effects of Noise on Mental Health.

1.3 Noise and Social Behavior

Unit-II CLIMATE, DISASTER, POLLUTION AND BEHAVIOUR (15)

2.1 Climate Change and Behavior.

2.2. Natural Disaster and Its Psychological Effects

2.3. Air Pollution and its Effects on Health and Social Behavior

READINGS

Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology. 5th Edition. Routledge, Taylor & Francis Group.

Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.

Stokols, D., & Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.

Swain, S. (2010). Applied Psychology: India – specific and Cross – cultural approaches. New Vishal Publications.

Linda. S., & Judith I, M.de.Groot (2018) Environmental psychology: An introduction 2nd Edition Wiley-Blackwell

Name of the Programme : B.A./ B.Sc. Psychology

Program Code :

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : II

Course Type : VALUE EDUCATION COURSE (VEC)

Course Name : HEALTH, BEHAVIOUR AND ENVIRONMENT

Course Code : VEC – 151 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the effects of crowding on mental health and social behaviour.
2. Describe the impact of temperature and environmental stress on health.

Unit-I CROWDING AND HEALTH

(Lectures 15)

- 1.1 Crowding – Definition, Effects of Crowding,
- 1.2 Eliminating the Causes and Effects of Crowding.
- 1.3 Effects of Urban Life on the City Dweller.

Unit-II ENVIRONMENTAL IMPACT ON BEHAVIOUR

(Lectures 15)

- 2.1. Cold Temperature and Health
- 2.2. Heat and Behaviour
- 2.3. Effects of Environmental Stress in Life

References:

- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). *Environmental Psychology*. 5th Edition. Routledge, Taylor & Francis Group.
- Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
- Stokols, D., & Atmann, I. (Eds) (1987). *Handbook of Environmental Psychology*. New York: Wiley.
- Swain, S. (2010). *Applied Psychology: India – specific and Cross – cultural approaches*. New Vishal Publications.
- Bell, P A, J D Fisher, Loomis R J. 1978. *Environmental Psychology*. Philadelphia: W.E. Saunders Co.
- Fisher J D, P A Bell, Baum A. 1984. *Environmental Psychology, 2nd Edition*. NewYork: Holt Rinehart & Winston.
- Pajeons, J D. 1977. *Environment and Behaviour*. Massachusetts: Addison and Wesley Publishing.

Name of the Programme : B.A./ B.Sc. Psychology
Program Code :
Class : F.Y.B.A./ F.Y. B.Sc.
Semester : I
Course Type : OPEN ELECTIVE A (1)
Course Name : Psychology of Adjustment and Stress
Course Code : OE – 101 – PSY
No. of hours : 30
No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Describe determinants of adjustment and perception towards change.
2. Discuss the different types of stress and responses to it.
3. Differentiate ways of coping with stressor in modern life.

Unit 1: INTRODUCTION TO PSYCHOLOGY, ADJUSTMENT AND STRESS [15]

1.1 Psychology: Definition, Nature, Scope and Goals

1.2 Adjustment: Definition, Determining Adjustment in Individuals

1.3 Perception of Change: Positive and Negative Change Events, Planned and Unplanned Change,

1.4 Stress: Meaning and Nature; Types of stress (Frustration, Conflict, Change, Pressure); Responses to Stress: Emotional, Physiological, Behavioural Responses

Unit 2: COPING WITH STRESS

[15]

2.1 Common Coping Patterns: Giving Up, Striking Out at Others, Indulging Yourself, Blaming Yourself, Using Defensive Coping

2.2 Appraisal-Focused Constructive Coping: Ellis's Rational Thinking, Humor, and Positive Reinterpretation

2.3 Problem-Focused Constructive Coping: Using Systematic Problem Solving, Seeking Help, Using Time More Effectively, and Improving Self-Control

2.4 Emotion-Focused Constructive Coping: Enhancing Emotional Intelligence, Releasing Pent-Up Emotions, Managing Hostility and Forgiving Others, Meditating, and Using Relaxation Procedures

READINGS

- Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12th Ed.). Canada: Cengage Learning.
- Moritsugu, J., Vera, E.M., Jacobs, J.H. & Kennedy, M. (2017). Psychology of Adjustment: The Search for Meaningful Balance. New Delhi: Sage Publications, Inc.

REFERENCE BOOKS

- Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology (5th Ed. Indian Adaptation). Pearson India Education Services Pvt. Ltd.
- Feldman, S. R. (2021). Essentials of understanding psychology (14th Ed.) Mc Graw Hill.
- Ogden, J. (2017). Health psychology: A textbook (4th ed.).McGraw Hill Education.
- Taylor, S. E. (2018). Health Psychology (10th ed). McGraw Hill Higher Education. Indian Edition

Name of the Programme : B.A./ B.Sc. Psychology
Program Code :
Class : F.Y.B.A./ F.Y. B.Sc.
Semester : I
Course Type : OPEN ELECTIVE B (1)
Course Name : Consumer and Advertisement Psychology
Course Code : OE – 102 – PSY
No. of hours : 30
No. of Credits : 02

Course Outcomes:

At the end of this course, students will be able to:

1. Describe the role of psychology in understanding the consumer and advertisements.
2. Evaluate how the knowledge of attention and perception can be used to influence consumers behaviour.
3. Discuss the role of learning and memory in understanding consumer behaviour.
4. Evaluate how consumer's emotions and attitude can influence their behaviour.

Unit 1: CONSUMER AND ADVERTISEMENT PSYCHOLOGY [15]

- 1.1 Consumer Psychology and Advertising (Role of Attention, Elaborating on advertising messages)
- 1.2 Psychological factors in effective advertisements
- 1.3 Attention: Nature and what attracts consumers' attention?
- 1.4 Consumer's Perception: Definition, Gestalt Theory

Unit 2: CONSUMER'S COGNITION AND BEHAVIOUR [15]

- 2.1 Consumer's Learning: Behavioural, Cognitive Learning and Social Learning
- 2.2 Consumer Memory: Memory system, & how can marketers aid consumer memory?
- 2.3 Emotions: Impact of emotions upon decision-making
- 2.4 Attitude: How attitudes are generated? Theories of attitudinal change, do attitudes predict behaviour?

READINGS

- Fennis, B.M. & Stroebe, W. (2010). *The Psychology of Advertising*. East Sussex: Psychology Press.
- Foxall, G. (1997). *Marketing Psychology: The paradigm in the wing*. New York: Palgrave.
- Jansson-Boyd, C. V. & Zawisza, M.J. (2017). *Routledge International Handbook of Consumer Psychology*. New York: Routledge.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. New York: Open University Press.
- Kahle, L.R. & Kim, C. (2006). *Creating Images and the Psychology of Marketing Communication*. London: Lawrence Erlbaum Associates, Inc.
- Norton, M.I., Rucker, D.D., & Lambertson, C. (2015). *The Cambridge Handbook of Consumer Psychology*. New York: Cambridge University Press.
- Young, B.M. (2018). *Consumer Psychology: A Life Span Developmental Approach*. Exeter, UK: Palgrave.

Name of the Programme : B.A./ B.Sc. Psychology
Program Code :
Class : F.Y.B.A./ F.Y. B.Sc.
Semester : II
Course Type : OPEN ELECTIVE A (2)
Course Name : Psychology of Interpersonal Relationships
Course Code : OE – 151 – PSY
No. of hours : 30
No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Explain the determinants of attraction and relationship development.
2. Discuss psychological aspects of friendship and romantic love
3. Discuss the marital adjustment across the Family Life Cycle and vulnerable areas in marital adjustment
4. Describe the factors affecting decision for marriage and alternatives to marriage

Unit 1: FRIENDSHIP AND LOVE

[15]

- 1.1 Perspectives on Close Relationships, Initial Attraction and Relationship Development
- 1.2 Friendship: What Makes a Good Friend? Gender Differences in Friendship
- 1.3 Romantic Love: Sexual Orientation and Love, Gender Differences Regarding Love, Theories of Love
- 1.4 Loneliness & overcoming Loneliness

Unit 2: MARRIAGE AND INTIMATE RELATIONSHIPS

[15]

- 2.1 Marriage: The Motivation to Marry, Selecting a Mate, Predictors of Marital Success
- 2.2 Marital Adjustment across the Family Life Cycle
- 2.3 Vulnerable Areas in Marital Adjustment
- 2.4 Intimate Violence and Divorce

READINGS

- Weiten, W.; Dunn, D. S. and Hammer, E. Y. (2018). Psychology applied to modern life: Adjustment in the 21st century (12th Ed.). Cengage Learning, Canada.
- Baron, R. A., Branscombe, N. R., and Byrne, D. Bhardwaj, Gopa. (2008). Social Psychology. (12th Ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009.
- Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). Applied Social Psychology: Understand and Addressing Social and Practical Problems (3rd Ed.). New Delhi: Sage Publication, Inc.
- Steg, L., Buunk, A. P. & Rothegetter, T. (2008). Applied Social Psychology: Understanding and Managing Social Problems. New York: Cambridge University Press.

Name of the Programme : B.A./ B.Sc. Psychology

Program Code :

Class : F.Y.B.A./ F.Y. B.Sc.

Semester : II

Course Type : OPEN ELECTIVE B (2)

Course Name : Psychology and Social Issues

Course Code : OE – 152 – PSY

No. of hours : 30

No. of Credits : 02

Course outcomes:

At the end of this course, students will be able to:

1. Discuss the nature of Stereotyping, Prejudice and Discrimination and cure for it.
2. Describe the concept of cultural diversity and its consequences.
3. Explain psychology of political leadership and voting behaviour.
4. Explain the effect of environmental stressors on human behaviour and the role of value, social norms and emotions in promoting pro-environment behaviour.

Unit 1: Stereotyping, Prejudice and Discrimination

[15]

- 1.1 Nature and Origin of Stereotyping
- 1.2 Prejudice: Definition, Nature, and Causes
- 1.3 Discrimination: Prejudice in action
- 1.4 Overcoming Stereotyping, Prejudice and Discrimination

Unit 2: Applying Psychology to Political and Environmental Issue

[15]

- 2.1 Political Leadership: Big Five Personality Factors, Profiling political leaders, crisis decision making, group thinking
- 2.2 Voting Behaviour: To vote or Not to vote? Theory of Reasoned action, The Michigan Model of Voting, Online model of candidate evaluation
- 2.3 Environmental Stress & its Effects: Noise, Crowding, Poor housing quality, poor neighbourhood, Traffic Congestions
- 2.4 Pro-environment behaviour: Values, Social Norms, and Emotions

READINGS

Baron, R. A. & Branscombe N. R. (2012). *Social Psychology* (13th Ed.). New Jersey: Pearson Education, Inc.

Steg, L. & De Groot, J.I.M. (2018). *Environmental Psychology: An Introduction* (2nd Ed.). NJ: John Wiley & Sons Ltd.

REFERENCE BOOKS

Gruman, J.A., Schneider, F.W. & Coutts, L.M. (2017). *Applied Social Psychology: Understand and Addressing Social and Practical Problems* (3rd Ed.). New Delhi: Sage Publication, Inc.

Steg, L., Buunk, A. P. & Rothegetter, T. (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. New York: Cambridge University Press.

OPEN ELECTIVE (OE) - 2 Credit

TITLE OF COURSE: CONSUMER PSYCHOLOGY

LEARNING OUTCOMES:

1. To understand the concept and scope of consumer psychology.
2. To evaluate consumer modelling.
3. To examine the various psychological principles to understand consumer behaviour.
4. To evaluate factors affecting consumer decision making.
5. Understand the importance of consumer research.

Unit 1: Introduction 10

- 1.1 Concept and Need to understand consumer psychology.
- 1.2 Consumer diversity.
- 1.3 Consumer research: process and analysis.
- 1.4 Applications.

Unit 2: Psychological principles for consumer behaviour 10

- 2.1 Perceptual processes affecting consumer behaviour.
- 2.2 Learning theories used for behaviour modification.
- 2.3 Influence of consumer motivation, decision making and personality.
- 2.4 Factors affecting consumer behaviours.

Unit 3: Consumer rights, marketing and communication 10

- 3.1 Situational Influences.
- 3.2 Social media influence.
- 3.3 Marketing communication: process and types.
- 3.4 Consumer protection: laws, acts and prevention.

Readings

- Hawkins, Best and Coney, Consumer Behaviour, Tata McGraw Hill, New Delhi
- John A Howard, Consumer Behaviour in Marketing Strategy, Prentice Hall New Delhi
- Schiffman L G and Kanuk L L. Consumer Behaviour, Prentice Hall New Delhi
- Anita Ghatak, Consumer Behaviour in India, D K Agencies (P) Ltd New Delhi
- Sarkar A. Problems of Consumer Behaviour in India, Discovery Publishing House, New Delhi

OPEN ELECTIVE (OE)

TITLE OF COURSE: INDUSTRIAL PSYCHOLOGY

LEARNING OUTCOMES:

1. Describe the concept of industrial and organizational psychology.
2. Understanding motivation and psychological principles used at workplace.
3. Evaluate the job performance factors.
4. Understanding leadership and communication skills used at workplace

Unit 1: Introduction of Industrial Psychology **10**

- 1.1 Industrial and organization psychology – nature and scope
- 1.2 Emergence of I/O psychology as a field
- 1.3 Use of psychological tests at workplace
- 1.4 Applications of I/O psychology – for Self
- 1.5 Applications of I/O psychology – in commerce

Unit 2: Principles of Industrial Psychology **10**

- 2.1 Psychological principles used in recruitment, training,
- 2.2 Evaluating job performance.
- 2.3 Work motivation – theories and applications for managers
- 2.4 Leadership- styles, theories to build leadership skills
- 2.5 Communication: Concept, Process, and improvisation techniques

Readings

- Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth.
- Berry, L.M. (1998), reprint 2010. Psychology at work: An introduction to Industrial and Organizational Psychology. N.Y.: McGraw-Hill International Editions.
- Rasal (2013), Audyogik va Sanghatanatmak Manasshastra
- Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw-Hill, inc.
- Pandit, R., Kulkarni, AV. & Gore, C. (1999). Manasashastra: Audyogik aani vyavasayik upayojan. Nagpur: Pimpalapur & Co.
- Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
- Warren (2015). Occupational Psychology: An Applied Approach, 1/e, Pearson Education

OPEN ELECTIVE (OE)

TITLE OF COURSE: EDUCATIONAL PSYCHOLOGY

Course Objectives: -

- 1) To understand the application of psychology in the area of education.
- 2) To learn different theories and assessment of Educational Psychology
- 3) To overview understanding Classroom Management

- Outcome: -**
- 1) inform knowledge of Educational Psychology
 - 2) Understanding Human Diversity and Education
 - 3) Learned theories of Education

Unit 1. Introduction to Educational Psychology (10)

- 1.1 Nature, Scope and relevance of Educational Psychology
- 1.2 Conceptual and Theoretical Perspectives in Educational Psychology
- 1.3 Behaviouristic Perspectives
- 1.4 Gestalt Perspectives

Unit 2. Human Diversity and Education (10)

- 2.1 Differences in cognitive styles and learning strategies
- 2.2 Classroom achievement, Intelligence and Personality.
- 2.3 Socio-cultural Differences: Gender, Socio economic status, and linguistic diversity
- 2.4 Responsibilities of Teachers towards learners with special need

Unit 3. Effective Teaching and Classroom Management (10)

- 3.1 Characteristics of Effective Teachers
- 3.2 Classroom Management
- 3.3 Exceptionality and Special Education
- 3.4 Conceptualizing Exceptionality: Categorization, Labelling and its educational implication.

Readings

Chauhan, S.S (2001) *Advanced Educational Psychology* (6th Ed.). New Delhi: Vikas Publishing House.

Mangal, S.K (2002) *Advanced Educational Psychology* (2nd Ed.). Delhi: PHI Learning Private Limited.

Chatterjee, S. (2012) *Principles and Practice of Modern Education*. Kolkata: Books and Allied Private Limited.

Mangal, S.K (2009) *Essentials of Educational Psychology*. New Delhi. PHI Learning Private Limited.

OPEN ELECTIVE (OE)

TITLE OF COURSE: CHILD DEVELOPMENT

Course Objectives: -

- 1) Evaluate the reciprocal relationship among individuals, the family and society.
- 2) Analyze roles and responsibilities of parenting.
- 3) To overview understanding child development.

- Outcome: -**
- 1) Inform knowledge of growth and Development.
 - 2) Understanding Importance of Development of infancy.
 - 3) Learned Childhood Stages and Developmental tasks of Early Childhood.

Unit 1 Introduction to growth and Development (10)

- 1.1 Scope of child development
- 1.2 Meaning and Importance of different stages of growth and Development
- 1.3 Heredity and Environment – Salient features of different stages in life
- 1.4 Factors influencing Growth and Development - principles of child development.

Unit 2. Infancy (10)

- 1.1 Characteristics of Infancy
- 1.2 Care of new-born infant – Child rearing practices Development of infancy
- 1.3 Developmental Tasks
- 1.4 Sensory Development, Language Development, Physical and Motor Development and Cognitive growth

Unit 3. Childhood Stage (10)

- 1.1 Characteristics and Developmental tasks of Early Childhood
- 1.2 Physical, Emotional and Language Development
- 1.3 Socialization – Habits and Habit formation
- 1.4 Behaviour problems

Readings

Berk, L.E., (2000), Childhood to Adolescence, Mc.Graw Hill Company, London

Berk, L.E., (2007), Development through the life span, Pearson Educational, New Delhi

Briyastava, K.K, (2003), Principles of Guidance and Counseling, Kanishka Publishers and distributors, New Delhi

Dash, D.N., (2003), Guidance and Services in Schools, Dominant Publishers and distributors, New Delhi

OPEN ELECTIVE (OE)

TITLE OF COURSE: PERSONALITY

- Course Objectives:** - 1) to Know various personality theories.
2) To learn different theories and assessment of Personality.
3) To overview understanding personality factors.

- Outcome:** - 1) inform knowledge of personality strategies.
2) Understanding various personality assessment methods.
3) Learned theories of personality evolution.

Unit 1: Introduction to Personality (10)

1.1 Definitions and nature of personality

1.2 History of Psychology

1.3 Concept and Principles

1.4 Factors affecting personality.

Unit 2: Theories of Personality (10)

2.1 Type theory

a) Kretschmer theory of personality

b) Sheldon's Theory of personality

c) Carl Jung's Theory of personality

2.2 Trait Theory

Unit 3: Measurement of Personality (10)

3.1 Interview

3.2 Questionnaire

3.3 The Rorschach test

3.4 The Thematic Apperception Test

Readings

Richard M. Ryckman (2014) Theories of Personality. 10th Edition Cengage India Publication

Hall, C.S. Lindzey, G. & Campbell, J.B.(2004) Theories of Personality(4th edition, New York. John

Wiley & Sons Inc.

Irwin G. Sarason Personality An Objective Approach.2th edition, John Wiley & Sons, Inc.

OPEN ELECTIVE (OE)

TITLE OF COURSE: PRE AND POST MARITAL COUNSELLING

- Course Objectives: -**
- 1) To help them to express their feelings and attitude
 - 2) To help the couple to relive their fear, worries and anxieties about marriage.
 - 3) To improve general & specific information, Education & guidance about the problems, responsibilities of marriage
 - 4) To develop the positive attitude towards marriage

- Outcome: -**
1. In-depth understanding about therapies used in group counselling
 2. Updated knowledge on Family Therapy Practices
 3. Practical work knowledge about assessment and consultation
 4. Conflict Management Expertise

Unit 1: Pre marital counselling: Needs and Importance (10)

- 1.1 Marriage Definition : Needs And Stages of premarital counseling
- 1.2 Premarital counselling benefits
- 1.3 The relationship between premarital counseling and happy life
- 1.4 Important factors in life partner selection

Unit 2: Marital maturity (10)

- 2.1 marital maturity Definition: Attributes of marital maturity
- 2.2 marital maturity: Aspects
- 2.3 life partner and trust
- 2.4 Marital conflict and remedies

Unit 3. The seven secrets of a successful marriage (10)

- 3.1 I will be daughter in law
- 3.2 Mother in law – daughter in law relationship
- 3.3 Commitment Understanding
- 3.4 Caring, loving, openness in relationships

Readings

Sundararajan, Radhika (2021). Counseling: Theory, Skill and practice. Tata Mcgraw Hill Education Private Limited

Singh, k (2007) Counselling skills for managers. New Delhi:Prentice Hall of India

Kail. V.R Cavanugh. C.J (2000). Human Development : A Span View,Woodwort- Thomas Learning : 2ndEdn

Lynn. M. Shelly (2014). Development psychology,Volume-5 Viva Books New Delhi

प्रा. डॉ. चंद्रशेखर देशपांडे, प्रा. डॉ. मेधा कुमठेकर, डॉ. सविता देशपांडे, वसंत देसले (2017).विवाहपूर्व समुपदेशन, उन्मेष प्रकाशन, सिंहगड पुणे-३०

OPEN ELECTIVE (OE)

TITLE OF COURSE: PSYCHOLOGY OF ADVERTISEMENT

Course Objectives: -

- 1) to understand the history of advertising psychology
- 2) provide a comprehensive understanding of the psychological principles underlying advertising
- 3) to explore the origins and functions of modern advertising

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

- 1) Understand the historical context of modern advertisement
- 2) Comprehend the functions and effects of advertising
- 3) Evaluate consumer response mechanisms
- 4) Apply the principles of persuasion to advertising
- 5) Analyze advertising in the context of social media

Unit 1. Introduction to Advertising: (10)

- 1.1 The origin of modern of advertisement
- 1.2 Functions of Advertisement
- 1.3 Effects of advertisements
- 1.4 Consumer response, source and message variable in advertising

Unit 2. Attitude change: Principles and models of persuasion (10)

- 2.1 The Yale reinforcement approach
- 2.2 The cognitive response model
- 2.3 Dual process theories of Persuasion
- 2.4 Lowering resistance to advertising

Unit 3. Advertising in the era of social media (10)

- 3.1 Principles of social influence: reciprocity, commitment and social validation
- 3.2 Features and effects of online advertising
- 3.3 Supplementing regular online advertisement

3.4 Beyond online advertising: Persuasion via online interpersonal communication

Books for Reference

Fennis, B. M., & Stroebe, W. (2020). *The psychology of advertising*. Routledge.

Vargas, P. T., & Yoon, S. (2004). Advertising psychology. *Encyclopaedia of Applied Psychology*, 53-65.

Heath, R. (2012). *Seducing the subconscious: The psychology of emotional influence in advertising*. John Wiley & Sons.

Eighmey, J., & Sar, S. (2007). Harlow Gale and the origins of the psychology of advertising. *Journal of Advertising*, 36(4), 147-158.

OPEN ELECTIVE (OE)

TITLE OF COURSE: SCHOOL COUNSELLING

Course Objectives: -

- 1 Explain the school as a system and the relationship of the school counselor within the system
2. Demonstrate the design, implementation and evaluation of a comprehensive.
3. Developmental school counseling program exhibit effective consultation and collaboration practices
4. identify knowledge and skills required for crisis preparation, management.

Outcome: -

- 1) Inform knowledge of school counselor within the system
- 2) Understanding and evaluation of a comprehensive School counseling goals and strategies
- 3) Understanding Skills of school counselor

Unit 1. Introduction School Counselling (10)

- 1.1 School Counseling - meaning and concept need and scope
- 1.2 developmental tasks of school children and high school children
- 1.3 Goals and objectives of developmental model of counseling
- 1.4 Theoretical foundations and counseling approaches

Unit 2. School counselling goals and strategies (10)

- 2.1 Objectives and principles of school counseling
- 2.2 Counseling and goals strategies - Primary, high and high secondary school level
- 2.3 Concept of task and concerns of school counseling and counselor
- 2.4 Role and function of school counselor

Unit 3. Skills of school counselor (10)

- 3.1 Communication skills
- 3.2 Evaluating skills
- 3.3 Leadership and Coordinating skills
- 3.4 Being good listener and friend.

Books for Reference

American School Counselor Association (ASCA). (2003). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author

American School Counselor Association.(2012). American School Counsellor Association. Retrieved from American School Counsellor Association Web site:
<http://www.schoolcounselor.org/files/appropriate.pdf>

Gibson, R. L. & Mitchell, M .H. (1995). *Introduction to Counselling and Guidance*. Prentice –Hall, New Jersey.

Green, A. G., Conley, J. A., & Barnett, K. (2005). Urban school counselling: Implications for practice and training. *Professional School Counselling*, 8(3), 189–195.

OPEN ELECTIVE (OE)

TITLE OF COURSE: STRESS MANAGEMENT

Course Objectives:

As a result of taking this class, students are expected to be able to

1. Understand the nature of stress
2. Comprehend the psychological and physiological effects of stress;
3. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing your reaction to stress;

Outcome -.

1. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals
2. Assess individual risk factors as related to stress (behavioral, emotional, physical, spiritual)
3. Accept the responsibility of taking charge of your own levels of stress.

Module I UNDERSTANDING THE NATURE OF STRESS (10)

- A. The Meaning of Stress
- B. The Body's Reactions to Stress
- C. Sources of Stress Across the Lifespan
- D. Adaptive and Maladaptive Behavior

Module -II STRATEGIES OF STRESS MANAGEMENT AND PREVENTION (10)

- A. Challenging Stressful Thinking
- B. Problem Solving and Time Management
- C. Psychological and Spiritual Relaxation Methods
- D. Physical Methods of Stress Reduction

Module- III STRATEGIES OF SYNTHESIS AND PREVENTION (10)

- A. Resilience and Stress
- B. Optimal Functioning
- C. Making Changes Last
- D. Care of the Self: Nutrition and Other Lifestyle Issues

BOOKS FOR REFERENCE-

1. Kottler, J. A. & Chen, D. D. (2011). Stress management and prevention: Applications to daily life (2nd Ed.). London and New York: Routledge.
2. Prof.Dr.Angha patil (2018)Manage Your Stress(2nd Ed.).vidya books publisher Aurangabad
3. Boyes, A. (2015). The anxiety toolkit: Strategies for fine-tuning your mind and moving past your stuck points. Tarcher Perigee.
4. Carlson, R. (1997). Don't sweat the small stuff... and it's all small stuff: Simple ways to keep little things from taking over your life. Hyperion.

OPEN ELECTIVE (OE)

TITLE OF COURSE: SCIENCE OF COGNITION

Course outcomes:

After the completion of this course, the students

1. Will learn theories of learning and memory and their application.
2. Will understand problem-solving, decision-making, and intelligence concepts and apply it in their daily life,

Unit 1: LEARNING AND MEMORY 15

- 1.1. Learning: Concept of Classical and Operant Conditioning, Theories of Learning
- 1.2. Memory: Concept, Types, Stages of memory and Memory models
- 1.3. Retrieval & Forgetting or Decaying of memory
- 1.4. Issues in memory: Eyewitness Testimony and Memory related disorders

Unit 2: THINKING AND INTELLIGENCE 15

- 2.1. Thinking: Concept, types
- 2.2. Problem-solving and Decision-making, Problem-solving strategies,
- 2.3. Barriers to problem-solving
- 2.4. Intelligence: Concept, Definition, Types, and Theories of Intelligence

Readings

Ciccarelli , Sandra, White J. N. & Mishra, G. (2017). Psychology (5th edition), New Delhi: Pearson India Education Services Pvt. Ltd.

Baron, R. A. & Mishra, G. (2016). Psychology. New Delhi: Pearson India Education Services Pvt. Ltd

Abhyankar, S., Oke, A., & Golwilkar, S., (2014). Manasshastra (General Psychology): Vartanache Shastra (The science of behaviour). Pearson Education India.

Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

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OPEN ELECTIVE (OE)

TITLE OF COURSE: BIOLOGY OF HUMAN BEHAVIOUR

Course outcomes:

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

1. Gain knowledge about the biological basis of human behavior.
2. Identify and understand biological basis of psychological processes like sensation, attention, and perception.

Unit 1: Biological Bases of Behaviour (15)

1.1 Neurons: Structure and Function

1.2 Neurotransmitters: Acetylcholine, Serotonin, Dopamine, Endorphin

1.3 The Nervous System:

a) Central Nervous System: Brain and Spinal Cord

b) Peripheral Nervous System: Somatic and Autonomic

1.4 The Endocrine Glands: Pituitary, Thyroid, Parathyroid, Adrenal, Gonads

Unit 2: Sensation, Attention and Perception 15

2.1 Sensation: definition, basic concepts, visual, auditory, smell, taste, somaesthetic senses

2.2 Attention: Definition, Types, and Determinants

2.3 Perception: Definition, perceptual constancies, laws of perceptual organization

2.4 Perceptual Illusions: Definition and types – Hermann Grid, Muller-Lyer, Moon illusion, illusions of motion

Readings

Ciccarelli, Sandra, White J. N. & Mishra, G. (2017). Psychology (5th edition), New Delhi: Pearson India Education Services Pvt. Ltd.

Baron, R. A. & Mishra, G. (2016). Psychology. New Delhi: Pearson India Education Services Pvt. Ltd

Abhyankar, S., Oke, A., & Golwilkar, S., (2014). Manasshastra (General Psychology): Vartanache Shastra (The science of behaviour). Pearson Education India.

Feldman R. S. (2015). Understanding Psychology (12th Ed.) New Delhi : Tata McGraw Hill.

Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). Atkinson & Hilgard's Introduction to psychology. Cengage Learning: New Delhi.

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OPEN ELECTIVE (OE)

TITLE OF COURSE: PSYCHOLOGICAL FIRST AID

Course Outcomes: After completing this course, students will be able to

- Recognize vulnerable individuals in need.
- Understand the ethical principles of psychological first aid.
- Develop the psychological first aid skills and importance of self care.
- Employ basic Psychological first aid skills.

UNIT 1: Mental Health And Psychological First Aid 10

1.1 Mental Health: Meaning and Importance

1.2 Common mental health disorders

1.3 Psychological First Aid (PFA): Meaning, goals and components, Four basic standards of Psychological First Aid

1.4 What makes a PFA Practitioner effective

UNIT 2: Taking Care Of Yourself And Helping Others 10

2.1 Importance of self-care & Practising good self-care, Consequences of poor self-care & vicarious trauma

2.2 Helping yourself during a mental health crisis

2.3 Rapport, reflective listening and distress and dysfunction

2.4 Handling emergency situations related to mental health

UNIT 3: Psychological First Aid Skills 10

3.1 Prepare, look, listen and link

3.2 RAPID model

3.3 Psychological first aid (PFA) for children

3.4 Practicing psychological first aid skills (PFA); Dos and Don'ts of Psychological First Aid

Readings

- World Health Organization, War Trauma Foundation and World Vision International (2013). *Psychological first aid: Facilitator's manual for orienting field workers*, Geneva: WHO
- UNICEF (2021). *Psychological First Aid Workbook, Jamaica: UNICEF Fight for Peace*

- Everly, G.S., & Lating, J.M. (2017). *The Johns Hopkins guide to psychological first aid*, Johns Hopkins University Press.