



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

- a) First Year from 2024-2025
- b) Second Year from 2025-2026
- c) Third Year from 2026-2027
- d) Fourth Year B.A. from 2027-2028 / Fourth Year B.Sc. as per government approval.

## **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) / Bachelor of Science (B.Sc.) 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.

# **Savitribai Phule Pune University**

## **F.Y.B.A./ F.Y.B.Sc. Psychology Syllabus**

### **Semester 1**

1. PSY-101-T: Foundations of Psychology and Experiments (2T)
2. PSY-102-P: Psychology Practical – 1 (2P)
3. SEC-101-PSY: Art of Effective Communication (2T)
4. VEC-101-PSY: Environmental Psychology (2T)
5. OE-101-PSY: Psychology of Adjustment and Stress (2T)

### **Semester 2:**

1. PSY-151-T: Basics of Psychology and Psychological Testing (2T)
2. PSY-152-P: Psychology Practical – 2 (2P)
3. SEC-151-PSY: Managing Relationship, Conflicts and Stress (2T)
4. VEC-151-PSY: Health, Behaviour and Environment (2T)
5. OE-151-PSY: Psychology of Interpersonal Relationships (2T)

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

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

**Semester : I**

**Course Type : MAJOR MANDATORY THEORY**

**Course Name : Foundations of Psychology and Experiments**

**Course Code : PSY-101-T**

**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 (5<sup>th</sup> Edition). Noida: Pearson.  
Feldman R. S. (2015). Understanding Psychology (12<sup>th</sup> 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.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन, नाशिक.

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

**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-P**

**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
<b>Component - A</b>			
1	Psychological Experiments	Perform Psychological Experiment & prepare and submit workbook of the same (Any Two) 1. Measurement of Reaction Time 2. Manual/ Finger dexterity 3. 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 10. Method of Average Error	30

<b>Components - B (Select any Two of the following)</b>			
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.	<b>15</b>
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.	<b>15</b>
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.	<b>15</b>
4	Survey	Identify some mental health related key issues in surrounding and prepare and submit the survey-based report with possible solutions.	<b>15</b>

### **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
- Rajamanikam, 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**

## **Practical Knowledge of Result (Line Drawing Task)**

### **Introduction:**

Think back to the day you received your school examination results. The school administration announced the outcomes, and you learned your percentage or grade. Upon seeing your score, you likely set a goal for a higher percentage in the following year and worked towards it. This improvement in performance occurred because you received knowledge of your previous academic year's results. However, in many life experiences, we don't receive such clear Knowledge of Results (KoR), and consequently, no improvement in performance is observed.

The American Psychological Association defines Knowledge of Results as verbalized information about the outcome of a response in relation to a goal.

Edward L. Thorndike proposed the Law of Effect, which states that if a response produces a satisfying outcome (or a positive reinforcer), an association is formed between the response and the stimuli. Thorndike also suggested that the presentation of an aversive consequence serves to weaken the association between stimuli and response.

Building on the effects of success and failure is the influence that knowledge of results exerts on learning performance. If a subject is kept informed of their progress—for example, if they are given their score on successive trials—their learning is faster and more effective than if they are kept ignorant of the results throughout the practice period. Knowledge of results likely serves a dual purpose:

1. It acts as a 'reward' and 'punishment,' especially in relation to the goals the subject sets for them.
2. It guides the learner's efforts, enabling them to evaluate the efficiency of their approach to the problem based on the results they achieve.

### **Objective:**

To study the effect of knowledge of results on the performance of the subject.

### **Hypothesis:**

Knowledge of results improves performance of the subject on a given task.

### **Method:**

#### **Variables :**

Independent Variable : Conditions of knowledge of Result

Dependent Variable : Performance of drawing lines across the conditions

### **About Subject:**

The brief description of the subject is given below

<b>Name of the Subject</b>			
<b>Age</b>	_____ years	<b>Sex</b>	<b>Male/Female</b>
<b>Edu. Qualification</b>			

<b>Any Other</b>	
------------------	--

**Material:**

(i) Pre arranged data sheet on which two points 10 cm apart marked with help of scale (ii) 30 cm scale (iii) pencil (iv) blind fold etc.

**Report :** The subject is called in the psychology laboratory. Brief introduction of the subject i.e. name, age, sex, education etc. is asked. Some information discussed with the subject to make comfortable with the situation. The subject is also introduced with the concept of motivation, reward, punishment etc.

Once the subject is observed to be comfortable, the consent has been taken from him/her.

**Consent :** This is simple experiment, are you ready to appear for this ?.

After taking consent the following instructions have been given to the subject.

**Instruction:** ‘This is simple experiment. I am sure you will enjoy this. In this experiment you have to do the simple tasks i.e. to draw a 10 cm length line. In this experiment, one blank page will kept on table before you. A pencil will be given in your hand. For every trial I will keep your hand at specific point and you will be asked to draw a 10 cm length line from left to right direction. While drawing straight line you have to take a support of the scale. This experiment will be conducted into three phases. Phase wise separate instructions will be given to you.

Phase One – In this section you have to draw a 10 cm length line each for 10 trials. In this phase I cannot give you any type of knowledge about your performance.

Phase II – In this section you have to draw a 10 cm length line each for 10 trials. In this phase I will give you partial knowledge about your work, whether the drawn line is shorter or longer than the expected.

Phase III- In this section you have to draw a 10 cm length line each for 10 trials. In this phase I will give you knowledge of exact length of the line.

**Precautions:**

(i) The eyes should be closed with the blind folds for entire trials.

(ii) It is seen to be that the subject does not use any clue.

(iii) Phase wise specific knowledge of result will be given.

**Observation Sheet:**

The length of the line drawn for each trial will be measured and reported on pre-arranged data sheet.

Without KoR		Partial KoR		Exact KoR	
Trial	Length in cm	Trial	Length in cm	Trial	Length in cm
01		01		01	
02		02		02	
03		03		03	
04		04		04	
05		05		05	
06		06		06	

07		07		07	
08		08		08	
09		09		09	
10		10		10	
Average (sum observations/ no of observations)		Average (sum observations/ no of observations)		Average (sum observations/ no of observations)	
Error (Average- Expected)		Error (Average- Expected)		Error (Average- Expected)	

**Treatment of Result:**

- (i) Measure the length of line for each trial.
- (ii) Phase wise average of length of line will be calculated.
- (iii) The average error will be calculated. The difference between average length and expected length will be calculated.

**Introspective Report :**

---



---



---



---

**Discussion:**

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

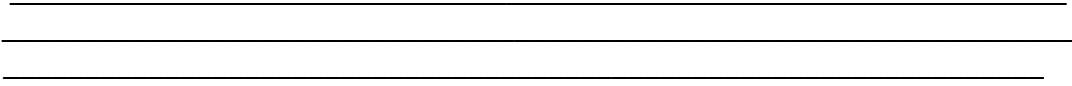


---



---

**Conclusion:**



## प्रात्यक्षिक परिणामांचे ज्ञान

### प्रस्तावना:

शाळेत असताना निकालाचा दिवस आठवून पहा. शाळा प्रशासनाने निकाल जाहीर केला आणि तुम्हाला तुमचे गुण (टक्केवारी किंवा श्रेणी) कळले. गुण पाहून, तुम्ही पुढील वर्षासाठी जास्त टक्के मिळविण्याचे लक्ष्य ठेवले असेल आणि त्यासाठी प्रयत्न देखील केले असतील. पुढील वर्षी कामगिरीत झालेली सुधारणा हा सुधार मागील शैक्षणिक वर्षाच्या निकालांची माहिती मिळाल्यामुळे झाला. तथापि, जीवनातील अनेक अनुभवांमध्ये, आपल्याला अशी स्पष्ट निकालांची माहिती मिळत नाही, आणि परिणामी, कामगिरीत कोणताही सुधार दिसून येत नाही.

अमेरिकन सायकॉलॉजिकल असोसिएशनने निकालांची माहिती (Knowledge of Results) ची व्याख्या अशी केली आहे की ते एखाद्या लक्ष्याच्या संदर्भात प्रतिसादाच्या परिणामांबद्दलची शब्दांत व्यक्त केलेली माहिती आहे.

एडवर्ड एल. थॉर्नडाइक यांनी प्रभावाचा नियम (Law of Effect) मांडला, यात त्यांनी असे म्हटले आहे की, उद्दिपकाला अनुलक्षून समाधानकारक प्रतिक्रिया निर्माण झाल्यास ती प्रतिक्रिया 'उद्दीपक आणि प्रतिक्रिया' यांमधील संबंध घनिष्टता आणते. याउलट उद्दिपकाला अनुलक्षून असमाधानकारक प्रतिक्रिया निर्माण झाल्यास ती प्रतिक्रिया उद्दीपक आणि प्रतिक्रिया यांमधील संबंध कमकुवत करते.

यश आणि अपयशाच्या परिणामांवर आधारित, निकालांच्या माहितीचा शिक्षण कामगिरीवर प्रभाव पडतो. जर एखाद्या व्यक्तीला त्यांच्या प्रगतीची माहिती दिली जात असेल - उदाहरणार्थ, जर त्यांना सलग प्रयत्नांमधील गुण दिले जात असतील - तर त्यांचे शिक्षण संपूर्ण सराव कालावधीत निकालांपासून अज्ञात ठेवण्यापेक्षा जलद आणि अधिक प्रभावी होते. निकालांची माहिती कदाचित दुहेरी उद्देश साधते:

१. ते व्यक्तीने स्वतःसाठी ठरवलेल्या लक्ष्यांच्या संदर्भात विशेषतः 'बक्षीस' आणि 'शिक्षा' म्हणून कार्य करते.

२. ते शिकणाऱ्याच्या प्रयत्नांना मार्गदर्शन करते, त्यांना मिळालेल्या निकालांच्या आधारे समस्येवरील त्यांच्या दृष्टिकोनाची कार्यक्षमता मूल्यांकन करण्यास सक्षम करते.

### उद्दिष्ट्यः

परिणामांच्या ज्ञानाचा प्रयुक्ताच्या निर्वर्तनावर होणारा परिणाम अभ्यासणे.

### अभ्युपगमः

प्रयुक्ताने केलेल्या कार्यावरील परिणामांचे ज्ञान त्याला दिल्यास निर्वर्तनात सुधार दिसून येतो.

### पद्धती :

### परिवर्तक :

स्वतंत्र परिवर्तक : परिणामांचे ज्ञान विषयीच्या स्थिती

परतंत्र परिवर्तक : विविध स्थितींमध्ये रेषा ओढणे

**प्रयुक्त बदल:**

प्रयुक्त बदल थोडक्यात माहिती

प्रयुक्ताचे नाव		
वय	_____ वर्षे	लिंग : पुरुष/ स्त्री
शैक्षणिक पात्रता		
इतर माहिती		

**साहित्य:**

(i) स्केलच्या मदतीने 10 सेंटीमीटर अंतरावर दोन बिंदू चिन्हांकित केलेला आधीच तयार केलेला डेटा शीट (ii) 30 सेंटीमीटर स्केल (iii) पेन्सिल (iv) डोळ्यांवर बांधायचे कापड इत्यादी

**सहसंबंध विकसित करणे :** प्रयुक्ताला मानसशास्त्र प्रयोगशाळेत बोलावले गेले .प्रयुक्ताचा संक्षिप्त परिचय म्हणजे नाव, वय, लिंग, शिक्षण इत्यादी विचारले गेले .प्रयुक्ताला प्राप्त परिस्थितीशी जुळवून घेण्याकरिता त्याच्याशी काही जुजबी गोष्टींशी चर्चा करण्यात आली. यासोबतच प्रयुक्ताला प्रेरणा, बक्षीस, शिक्षा इत्यादी मानसशास्त्रीय संकल्पनांची देखील ओळख करून देण्यात आली.

प्रयुक्त प्रयोग शाळेतील वातावरणात स्वस्थ असल्याचे लक्षात आल्यावर त्याची प्रयोग करण्याविषयी सहमती घेण्यात आली.

**प्रयुक्ताची सहमती :** हा एक साधा प्रयोग आहे, तुम्ही यासाठी तयार आहात का? संमती घेतल्यानंतर विषयाला खालील सूचना देण्यात आल्या.

**सूचना :** 'हा एक साधा प्रयोग आहे. मला खात्री आहे की तुम्हाला हा आवडेल. या प्रयोगात तुम्हाला साधी कामे करावी लागतील म्हणजे १० सेंमी लांबीची रेषा काढणे. या प्रयोगात, तुमच्यासमोर टेबलावर एक कोरा कागद ठेवला जाईल. तुमच्या हातात एक पेन्सिल दिली जाईल. प्रत्येक प्रयत्नासाठी मी तुमचा हात एका विशिष्ट बिंदूवर ठेवेन आणि तुम्हाला डावीकडून उजवीकडे १० सेंमी लांबीची रेषा काढायला सांगितले जाईल. सरळ रेषा काढताना तुम्हाला स्केलचा आधार घ्यावा लागेल. हा प्रयोग तीन टप्प्यांमध्ये केला जाईल. टप्प्यानुसार तुम्हाला वेगळ्या सूचना दिल्या जातील.

टप्पा एक - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला तुमच्या कामगिरीबद्दल कोणतीही माहिती देऊ शकणार नाही.

टप्पा दोन - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला तुमच्या कामाबद्दल अंशतः माहिती देईन, काढलेली रेषा अपेक्षित लांबीपेक्षा लहान आहे की मोठी आहे.

टप्पा तीन - या विभागात तुम्हाला १० प्रयत्नांसाठी प्रत्येकी १० सेंमी लांबीची रेषा काढावी लागेल. या टप्प्यात मी तुम्हाला रेषेच्या नेमक्या लांबीची माहिती देईन.

## दक्षता :

- (i) संपूर्ण चाचण्यांदरम्यान डोळे डोळ्यांवरील पट्टीने बंद ठेवले पाहिजेत.
- (ii) असे दिसून येते की विषय कोणताही संकेत वापरत नाही.
- (iii) टप्प्याटप्प्याने विशिष्ट निकालाची माहिती दिली जाईल.

## निरीक्षण तक्ता :

प्रत्येक प्रयत्नासाठी काढलेल्या रेषेची लांबी मोजली जाईल आणि पूर्व निर्धारित डेटा शीटवर-  
नोंदवली जाईल

परिणामांचे ज्ञान नाही		अंशतः परिणामांचे ज्ञान		नेमके परिणामांचे ज्ञान	
प्रयत्न	रेषेची लांबी	प्रयत्न	रेषेची लांबी	प्रयत्न	रेषेची लांबी
०१		०१		०१	
०२		०२		०२	
०३		०३		०३	
०४		०४		०४	
०५		०५		०५	
०६		०६		०६	
०७		०७		०७	
०८		०८		०८	
०९		०९		०९	
१०		१०		१०	
सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)		सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)		सरासरी (निरीक्षणांची बेरीज भागिले प्रयत्नांची संख्या)	
प्रमाद (सरासरी- अपेक्षित)		प्रमाद (सरासरी- अपेक्षित)		प्रमाद (सरासरी- अपेक्षित)	

## निकालांचे विश्लेषण:

- (i) प्रत्येक प्रयोगासाठी रेषेची लांबी मोजली जाईल.
- (ii) प्रत्येक टप्प्यातील रेषेच्या लांबींची सरासरी काढली जाईल.
- (iii) सरासरी काढण्यातील प्रमाद मोजण्यात येईल (सरासरी लांबी आणि अपेक्षित लांबी यांच्यातील फरक काढला जाईल).

## प्रयुक्ताचे आत्मनिवेदन :





**Name of the Programme : B.A. Psychology**  
**Program Code :**  
**Class : F.Y.B.A.**  
**Semester : I**  
**Course Type : SKILL ENHANCEMENT COURSE (SEC)**  
**Course Name : **Art of Effective Communication****  
**Course Code : SEC – 101 – PSY**  
**No. of hours : 30**  
**No. of Credits : 02**

---

**Course objectives:**

The course will cover knowledge about:

1. Principles of verbal, non-verbal and emotional communications
2. Uses of different channels of nonverbal communication
3. Process and barriers in listening and styles of effective listening
4. Goals and strategies for impression formation and impression management

**Course outcomes:**

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

1. Describe and use principles of verbal, non-verbal and emotional communications
2. Demonstrate the uses of different channels of nonverbal communication
3. Demonstrate use of effective verbal message and emotional competence
4. Apply the strategies for impression formation and impression management

**UNIT 1: FOUNDATION OF INTERPERSONAL COMMUNICATION [15]**

- 1.1 The Nature and Elements of Interpersonal Communication
- 1.2 Principles of Communication: Verbal message and Non-verbal message, Emotional Messages
- 1.3 Channels of Nonverbal Communication
- 1.4 Barriers of Communication

**UNIT 2: ART OF EFFECTIVE COMMUNICATION [15]**

- 2.1 Perception in Interpersonal Communication
- 2.2 Listening: Process, Barriers and Styles of Effective Listening
- 2.3 Guidelines for Using Verbal Messages Effectively & Emotional Competence
- 2.4 Impression Formation & Impression Management: Goals and Strategies

**Book for References:**

1. DeVito, J. A. (2016). The Interpersonal Communication Book (14th Ed). New York: Pearson Education Limited.

2. Barker, A. (2010). Improve your Communication Skills. New Delhi: Kogan Page Limited.
3. Hayes, J. (2002). INTERPERSONAL SKILLS AT WORK, USA, Routledge.
4. Mitra, B.K. (2016). Personality Development and Soft Skills (2nd Ed). New Delhi: Oxford University Press.
5. तडसरे, तंबाके, पाटील, आणि दरेकर (2003). सामाजिक मानसशास्त्र. कोल्हापूर: फडके प्रकाशन.

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

**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 Behaviour

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

- 2.1 Climate Change and Behaviour.
- 2.2 Natural Disaster and Its Psychological Effects
- 2.3 Air Pollution and its Effects on Health and Social Behaviour

**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 2<sup>nd</sup> Edition Wiley-Blackwell

**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 (OE)**

**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:

5. Describe determinants of adjustment and perception towards change.
6. Discuss the different types of stress and responses to it.
7. Differentiate ways of coping with stressors 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 (12<sup>th</sup> 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.

Ciccarelli, S. K., White, J. N., & Mishra, G. (2018). Psychology (5<sup>th</sup> Ed. Indian Adaptation). Pearson India Education Services Pvt. Ltd.

Feldman, S. R. (2021). Essentials of understanding psychology (14<sup>th</sup> Ed.) Mc Graw Hill.

Ogden, J. (2017). Health psychology: A textbook (4<sup>th</sup> ed.). McGraw Hill Education.

Taylor, S. E. (2018). Health Psychology (10<sup>th</sup> ed). McGraw Hill Higher Education. Indian Edition

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

**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 : PSY 151 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: Motivation and Emotion**

**(10)**

- 1.1 Motivation: Definition and Maslow's Hierarchy
- 1.2 Types of Motivation: Physiological and Social
- 1.3 Emotion: Definition and Basic Emotions, Importance of Emotion
- 1.4 Emotional Intelligence: Definition and Components

**Unit 2: Personality**

**(10)**

- 2.1 Personality: Definition, Nature and Misconceptions
- 2.2 Theories of Personality: Freud's Psychoanalytical Theory
- 2.3 Trait theory of Personality: Allport, Cattell Big-5 Model
- 2.4 Measurement of Personality: Interviews, Self-Report Questionnaires, Projective techniques

**Unit 3: Introduction to Psychological Testing**

**(10)**

- 3.1 Psychological Test: Meaning
- 3.2 Characteristics of a Good test: defining norms, reliability and validity.
- 3.3 Uses of Psychological Tests.
- 3.4 Ethical issues in psychological testing.

**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 (5<sup>th</sup> Edition). Noida:  
Pearson.

Feldman R. S. (2015). Understanding Psychology (12<sup>th</sup> 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.

अभ्यंकर, ओक आणि गोलविलकर (२०१४). मानसशास्त्र वर्तनाचे शास्त्र, पिअरसन प्रकाशन.

बच्छाव, बडगुजर आणि शिंदे (२००१). सामान्य मानसशास्त्र स्वयंभू प्रकाशन, नाशिक.



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

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

**Semester : II**

**Course Type : MAJOR MANDATORY THEORY**

**Course Name : Psychology Practicals – 2**

**Course Code : PSY 252 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
<b>Component - A</b>			
1	Psychological Tests	Perform Psychological Tests & prepare and submit workbook of the same (Any Two) 1. Personality Test 2. Stress Assessment 3. Interest Test 4. Adjustment Test 5. Motivation Scale 6. Emotional Intelligence 7. Self-efficacy Scale	30

<b>Components - B (Select any Two of the following)</b>			
1	Assessment of Memory Improvement techniques	Prepare and submit a detailed report on Use of Memory improvement techniques for 9 <sup>th</sup> to 12 <sup>th</sup> 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
- i) Workbook - 10 Marks
  - ii) 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. Psychology**

**Program Code :**

**Class : F.Y.B.A.**

**Semester : II**

**Course Type : SKILL ENHANCEMENT COURSE (SEC)**

**Course Name : **Managing Relationship, Conflicts and Stress****

**Course Code : SEC – 151 – PSY**

**No. of hours : 30**

**No. of Credits : 02**

---

**Course objectives:**

The course will cover knowledge about:

1. The stages of relationship and relationship communication
2. Characteristics, types, needs and communications in friendship, love and family relationships
3. Principles and strategies for conflict management
4. Nature, types and consequences of stress

**Course outcomes:**

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

- 1) Describe the characteristics, types, needs and communications in friendship and love relationship
- 2) Explain characteristics, types, needs and communications in family relationship
- 3) Demonstrate use of conflict management strategies
- 4) Apply healthy coping strategies for effective management of stress and its consequences

**UNIT 1: MANAGEMENT OF INTERPERSONAL RELATIONSHIP**

- 1.1 Relationship Stages and Relationship Communication
- 1.2 Interpersonal Relationship Types: Friendship
- 1.3 Interpersonal Relationship Types: Love
- 1.4 Interpersonal Relationship Types: Family

**UNIT 2: CONFLICT AND STRESS MANAGEMENT**

- 2.1 Interpersonal Conflict: Preliminaries and Principles
- 2.2 Conflict Management Strategies
- 2.3 Stress: Nature and Types
- 2.4 Effect of Stress and Management of Stress

**Book for References:**

- 1) DeVito, J. A. (2016). *The Interpersonal Communication Book* (14th Ed). New York: Pearson Education Limited.
- 2) Weiten, W.; Dunn, D. S. & Hammer, E. Y. (2018). *Psychology applied to modern life: Adjustment in the 21st century* (12<sup>th</sup> Ed.). Canada: Cengage Learning.

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

**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.

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

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

**Semester : II**

**Course Type : OPEN ELECTIVE (OE)**

**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
  1. 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.