

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Syll. Sec./HF/ UG IInd Yr./Curriculum/ 2025.

It is hereby inform to all concerned that, on the recommendation of Board of Deans; **the Academic Council at it's Meeting held on 09th May, 2025 has been accepted the "Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms"** for implemented in the all affiliated colleges.

Sr. No.	Name of the UG Curriculum	Semester
01.	Marathi	IIIrd & IVth
02.	Hindi	IIIrd & IVth
03.	English	IIIrd & IVth
04.	Urdu	IIIrd & IVth
05.	Pali & Buddhism	IIIrd & IVth
06.	Arabic	IIIrd & IVth
07.	Sanskrit	IIIrd & IVth
08.	Political Sciecne	IIIrd & IVth
09.	Public Administration	IIIrd & IVth
10.	Economics	IIIrd & IVth
11.	History	IIIrd & IVth
12.	Sociology with First Year minor changes	IIIrd & IVth & IInd
13.	Geography with First Year minor changes	IIIrd & IVth & Ist & IInd
✓ 14.	Psychology with First Year minor changes	IIIrd & IVth & Ist & IInd
15.	Thoughts of Mahatma Phule & Dr. B. R. Ambedkar	IIIrd & IVth
16.	Islamic Studies	IIIrd & IVth
17.	Military Science	IIIrd & IVth
18.	Philosophy	IIIrd & IVth

This is effective from the Academic Year 2025-26 and Onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajinagar-431 004.
Ref. No. SU/ UG/Curriculum/NEP
Norms/2025/ 843

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**Deputy Registrar,
[Syllabus]**

Date: 29/ 05/ 2025.

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Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,** Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar.
- 2] **The Director,** University Network & Information Centre, UNIC, with **a request to upload this Circular on University Website.**
- 3] **The Director, Board of Examinations & Evaluation,**
Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajnagar.

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DrK*280525/-

DR. BABASAHEB AMBEDKAR MARATHWADA

UNIVERSITY, Chh.Sambhajinagar



3 Years B. A. & 4 Year B. A. (Hons with Research) Programme

B.A Second Year

Subject: - PSYCHOLOGY

(Effective from 2025-26)

AS PER NEP 2020


Head Department
Of Psychology

Dr. Babasaheb Ambedkar
Marathwada, University, Aurangabad

Illustrative Credit Distribution Structure for B.A. / B.Com/ B.Sc. (Three / Four Years Honours / Honours with Research) Degree Programme with Multiple Entry and Exit Options.

B. A. Second Year (3rd and 4th Semester) Psychology

Sr. No.	Course Type	Third Semester		Total Credits	Fourth Semester			Total Credits	
		Course Code	T		P	Course Code	T		P
1	Major 1 (Core) M1 Mandatory	DSC-7 Psychological testing and Statistics	2	-	08	DSC-9 Social Psychology	2	-	08
		DSC 7A Practical – Test Administration		2		DSC-9A Practical- Social Psychology		2	
	Major 2 (Core) M2 Mandatory	DSC-8 Child And Adolescent Development	2		DSC-10 Psychology Of Adulthood And Old Age	2		08	
		DSC 8A Practical – Psychometric test (Child & Adolescent)		2	DSC-10A Practical – Psychometric test (Adulthood & Old Age)		2		
2	Major Electives (Choose any one from Pool of Courses)	----	----	----	----	----	----	----	
3	Minor (Choose any one from Pool of Courses) It is from different discipline of the same faculty	M-1 Positive Psychology	02		04	M-3 Psychology of Adjustment	02		04
		M-2 Communication Psychology	02			M-4 Emotional Competency	02		
4	GE/OE (Generic / Open Elective) (Choose any one from Pool of Courses) It is should be chosen compulsorily from the faculty other than that of major	GE/OE – 3 Health Psychology	2		02	GE/OE – 4 Psychology of Relationship	02		02
5	VSC (Vocational Skill Courses) (Choose any one from Pool of Courses)	VSC-2 Development of psychometric tools	1T + 1P		02	----	----		
6	SEC (Skill Enhancement Course) (Choose any one from Pool of Courses)	----	---			SEC-2 Understanding Self	1T + 1P		02
7	AEC (Ability Enhancement Course) (Common for all Faculty)	AEC-3	2		04	AEC-4	2		04
8	VEC (Value Education Course) (Common for all Faculty)	----	----						
9	IKS (Indian Knowledge System) Courses	IKS - 1	2			----	----		
10	OJT (On Job Training)	----	----			----	----		
11	FP (Field Project)	----	----		2	FP	02		02
12	CEP (Community engagement Project) (Common for all Faculty)	----	----				----	----	
13	CC (Co-curricular Courses) (Common for all Faculty)	CC -3	2			CC -4	2		
14	RM (Research Methodology) Course	----	----						
15	RP (Research Project)	----	----						
				22					22

Exit Option : Award of UG Certificate in 3 Majors with 44 Credits and an additional 4 Credits of Core NSQF Course/Internship OR Continue with Major and Minor

B. A. PSYCHOLOGY

Second Year: Third Semester

1. DSC-7: **Psychological testing and Statistics**
DSC 7A Practical – Test Administration
DSC-8: **Child and Adolescent Development**
DSC 8A Practical – Psychometric test (Child & Adolescent)

2. M1 :- **Positive Psychology**
M2:- **Communication Psychology**

3. GE/OE-3: **Health Psychology**

4. VSC-2: **Development of psychometric tools**
5. AEC-3:
6. VEC-2
7. IKS: : -----
8. OJT: --
9. FP:--
10. CEP:--
11. CC-3:
12. RP:--

B.A Second Year Fourth Semester:

1. DSC-9 : **Social Psychology**
DSC-9A – Practical- Social Psychology
DSC-10: **Psychology of Adulthood and Old Age**
DSC-10A - Practical – Psychometric test (Adulthood & Old Age)

2. M-3: **Psychology of Adjustment**
M-4 **Emotional Competency**

3. GE/OE-4: **Psychology at Relationship**
4. SEC-2: **Understanding Self**
5. AEC-4:
6. IKS: : -----
7. OJT:--
8. FP:-- Field Project
9. CEP:--
10. CC-4:
11. RP:--

B. A. Second Year: Third Semester

DSC-7 - Psychological Testing and Statistics

Credit: 2

Total Hours: 30

Course Objectives:

- To introduce students to the fundamental concepts of psychological testing and measurement.
- To familiarize students with the principles and methods of test construction and standardization.
- To gain knowledge of different types of psychological tests and their applications.

Course Outcomes: By the end of this course, students will be able to:

- Define and explain key concepts in psychological testing and statistics.
- Describe the process of developing and standardizing psychological tests.
- Identify and differentiate between various types of psychological tests.

Units	Content	Contact Hrs
1	Foundations of Psychological Testing- Definition and scope of psychological testing, Types of psychological tests (e.g., intelligence, aptitude, personality), Characteristics of a good psychological test (e.g., reliability, validity), Ethical considerations in psychological testing	10
2	Test Development and Standardization- Steps in test construction (e.g., planning, item writing, pilot testing), Standardization process (e.g., establishing norms, reliability, and validity), Types of reliability (e.g., test-retest, internal consistency), Types of validity (e.g., content, criterion-related, construct)	10
3	Basic Statistical Methods- Frequency Distribution, Measures of central tendency (mean, median, mode) and, Measure of variability (range, variance, standard deviation).	10

Recommended Textbooks:

- Singh, A. K. (2006). *Tests, measurements and research methods in behavioural sciences*. Patna: BharatiBhawan.
- डॉ. एच जे नरके आणि डॉ. बर्वे () मनोमापन आणि संख्याशास्त्र
- डॉ. युवराज गहेराव(2018) उपयोजित संख्याशास्त्र

Suggested Readings/References:

- Gregory, R. J. (2014). *Psychological testing: History, principles, and applications*. Pearson.
- Cohen, R. J., & Swerdlik, M. E. (2010). *Psychological testing and assessment: An introduction to tests and measurement*. McGraw-Hill Humanities/Social Sciences/Languages. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall.

B.A Second Year: Third Semester

DSC 7A Practical – Test Administration

Credit: 2

Total Hours: 60

Course Objectives:

- Gain hands-on experience in administering psychological tests
- Apply statistical methods
- Develop critical thinking and problem-solving abilities in psychological assessment.

Course Outcomes: By the end of this course, students will be able to:

- Experience in administering psychological tests (50 or more participants).
- Applied statistical methods (frequency distribution, central tendency, and variability) to psychological research and real-world contexts.
- Developed critical thinking and problem-solving abilities

Practical Activities: Administering Psychological Tests:

Students will administer various psychological tests to a group of 50 or more participants. This will involve:

1. Selecting appropriate tests based on research objectives.
2. Preparing test materials and ensuring a standardized testing environment.
3. Administering tests to individual participants or groups.
4. Scoring and interpreting test results.
5. Applying Statistical Methods: You will learn to apply statistical methods to analyze psychological data collected from the tests. This will involve:
6. Calculating frequency distributions to understand the distribution of scores.
7. Calculating measures of central tendency (mean, median, mode) to describe the typical performance of participants.
8. Calculating measures of variability (range, variance, standard deviation) to understand the spread of scores.
9. Interpreting statistical results and drawing meaningful conclusions.

Report Writing: You will prepare a comprehensive report summarizing your practical work, including:

1. A description of the tests administered.
2. A summary of the statistical methods used.
3. A presentation of the results and their interpretation.
4. A discussion of the implications of the findings.
- 5.

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

B.A Second Year: Third Semester

DSC-8 - Child and Adolescent Development

Credit: 2

Total Hours: 30

Course Objectives:

- To introduce students to the stages of development from infancy to adolescence.
- To understand biological, cognitive, emotional, and social aspects of child and adolescent development.
- To examine the influence of family, peers, and culture on development.

Course Outcomes:

- Demonstrate knowledge of major developmental milestones from birth to adolescence.
- Apply developmental theories to real-life scenarios.
- Analyze how various factors affect child and adolescent development.

Units	Content	Contact Hrs
1	Introduction to Development -Concept and principles of development, Stages of development: infancy, childhood, adolescence. Methods of studying development, Role of heredity and environment	10
2	Child Development -Physical and motor development, Cognitive development (Piaget's theory), Language and emotional development, Role of family and school	10
3	Adolescent Development -Physical and hormonal changes, Identity formation (Erikson's theory), Peer influence and risk behaviours, Emotional and moral development (Kohlberg's theory)	10

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Miller, P. H. (2011). *Theories of Developmental Psychology*. Worth Publishers.
- Berk, L. E. (Latest Edition). *Development Through the Lifespan*. Pearson.
- Papalia, D. E., & Feldman, R. D. *Human Development*. McGraw-Hill.

B.A Second Year: Third Semester

DSC 8A :Practical – Psychometric test (Child & Adolescent) Credit: 2 Total Hours: 60

Course Objectives:

- To enable students to understand developmental stages through empirical methods.
- To provide hands-on experience in administering psychological tools for children and adolescents.

Course Outcomes:

- Administer and interpret psychological tools for assessing developmental domains.
- Prepare psychological reports based on practical findings.
- Understand ethical considerations in testing children and adolescents.

Students Will Administer or Conduct any Six Practical's from the following

Sample Practical's:

1. Measurement of IQ in children
2. Assessment of emotional development
3. Piagetian tasks for cognitive development
4. Observation of peer group behaviour
5. Story completion for moral reasoning
6. Family environment scale
7. Case study of a child/adolescent
8. Drawing-a-person test
9. Socio-metric technique

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Anastasi, A., & Urbina, S. (Latest Ed.). *Psychological Testing*. Pearson.
- Singh, A. K. *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

B.A Second Year: Third Semester

M1 - Positive Psychology

Credits: 2 Total Hours: 30

Course Objectives:

1. Introduction to Positive Psychology
2. Understanding Well-Being and Happiness
3. Application of Positive Psychology Principles

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

1. Define and Explain Core Concepts
2. Analyze Well-Being Components
3. Implement Positive Interventions

Unit	Content	Contact Hrs
1	Introduction to Positive Psychology- Definition, nature, and scope of positive psychology, Historical evolution and its distinction from traditional psychology, Assumptions, goals, and definitions within the field	10
2	Theories of Well-Being- Hedonic and eudaimonic perspectives of well-being, Subjective well-being: components and measurement, Psychological well-being and self-determination theory.	10
3	Positive Emotions and Happiness- Role of positive emotions in mental health, The Broaden-and-Build Theory of positive emotions, Strategies to cultivate positive emotions.	10

Source Reading:

- Baumgardner, S., & Crothers, M. (2009). *Positive Psychology*. Pearson Education.
- डॉ (२०१६) विश्वनाथ शिंदे. *सकारात्मक मानसशास्त्राद्यमंड पब्लिकेशन्स* ,

B.A Second Year: Third Semester

M2 – Communication Psychology

Credits: 2 Total Hours: 30

Course Objectives:

- 1: Understand the psychology of communication
- 2: Effectively use of nonverbal communication
- 3: Know ways of effective communication

Course Outcome (CO): After completion of course students will be able to:

1. Knowledge of communication of psychology
2. Skilful use of non verbal communication
3. Use of effective ways of effective communication

Content	Contact Hrs
Unit I- Communication as a psychological phenomenon- Types of communication, Communication principles, Main characteristics of communication	10 hrs
Unit-II - Language of non-verbal communication- Characteristics of non-verbal communication, Types of non-verbal communication and body language, Guidelines for improving non-verbal communication	10 hrs
Unit-III Effective Communication Strategies of impression management, Self-Presentation techniques, Seven seconds to make a first impression	10 hrs

Books recommended-

Laroslava Lagniuk, Ponomaryav V.I, **Communication Psychology**, Publisher- V.N Karazin Kharkiv National University(2016)

B.A Second Year: Third Semester

GE/OE 3 : Health Psychology

Credits: 02

Contact Hours: 30 Hrs

Course Objectives:

1. Understanding the concepts of Health Psychology
2. Learning about the health behaviour
3. Knowing about healthy habits

Course Outcomes : After completion of the course students will be able to

1. Know the concept of Health Psychology
2. Aware of healthy behaviour
3. Understand the healthy habits

Unit	Topics	Contact Hours
I	What is health Psychology? Definition of Health Psychology, The Mind Body Relationship: A Brief History, The Rise of The Bio psychosocial Method, The need for Health Psychology, Health Psychology Research, What is health Psychology Training For?	10
II	Health Behaviours An Introduction to Health Behaviour, health Promotion: An overview, Changing Health Habits, Cognitive-Behavioural Approaches to Health Behavior Change, The Trans theoretical model of behavior change, Venues for health-habit Modification	10
III	Health Promoting Behaviour Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	10

Source Book

Taylor Shelley E (2015) Health Psychology 10th Ed. McGraw-Hill Education

Reference Books

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge University Press
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York

B.A Second Year: Third Semester

VSC-2 : Development of Psychometric tools

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) Contact hours(Theory-15, Practical-30)

Course Objectives:

1. Understand the steps of developing the psychometric tool
2. Preparing one psychometric tool
3. Learning the scaling types

Course outcomes : After completion of the course students will be able to-

1. Acquire the skill of constructing psychometric tool
2. Learn the method of developing the psychometric tool
3. Understand the scaling method.

Theory – 1 credit

Unit	Topic	Contact hours
I	Test construction- Defining the test, Selecting a scaling method, Representative Scaling Methods,	8
II	Ethical & Social Implications of testing- The rationale for professional testing standards, Responsibilities of test publishers, Responsibilities of test users,	7

Source Book-

Robert J. Gregory (2018) Psychological Testing, Pearson Publication, 7ed.

Practical- 1 credit

- Students have to develop the psychometric tool.
- Select a topic or a factor of behaviour that is to be measured.
- This selection should be with the concern of the teacher.
- Students have to prepare a test consisting minimum 30 statements.
- Group of 5 students can develop one tool

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assenment

Practical –

30 marks External Assessment- Presentation, Summary of the tool construction, Viva (10marks each)

20 marks Internal Assessment – Psychometric Tool, Presentation and attendance

B.A Second Year Fourth Semester:

Paper: DSC-9 - Social Psychology

Credits: 2 Total Hours: 30

Course Objectives:

- To introduce students to the fundamental concepts and principles of social psychology.
- To explore how individuals' thoughts, feelings, and behaviors are influenced by the presence of others.
- To examine various social phenomena such as attitudes, prejudice, aggression, and group dynamics.

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

- **CO1:** Define and explain the key concepts and theories in social psychology.
- **CO2:** Analyze how individuals' thoughts, feelings, and behaviors are shaped by social influences.
- **CO3:** Evaluate the causes and consequences of various social phenomena such as prejudice, aggression, and helping behavior.

Unit	Topic	Contact Hrs
1	Introduction to Social Psychology- Defining Social Psychology: Scope and Nature , Definition and historical development of social psychology, Social Cognition -How people perceive, interpret, and remember social information. Schemas, heuristics, and attribution processes. Social perception and impression formation.	6
2	Attitudes, Prejudice, and Aggression- Attitudes -Definition and components of attitudes, Attitude formation and change, Relationship between attitudes and behavior. Prejudice and Discrimination -Nature and components of prejudice, Sources of prejudice: social, emotional, and cognitive, Reducing prejudice and discrimination.	12
3	Aggression, Social Influence and Group Dynamics - Aggression - Definition and types of aggression, Factors influencing aggression: situational and individual, Reducing aggression. Conformity and Obedience- Classic studies on conformity (e.g., Asch) and obedience (e.g., Milgram), Factors influencing conformity and obedience, Resisting social influence.	13

Source book-

- Baron, R. A., & Branscombe, N. R. (2017). *Social psychology*. Pearson Education.
- Myers, D. G., & Twenge, J. M. (2018). *Social psychology*. McGraw-Hill Education.

Suggested Readings/References:

- Hogg, M. A., & Vaughan, G. M. (2017). *Social psychology*. Pearson Education.
- Kassin, S. M., Fein, S., & Markus, H. R. (2016). *Social psychology*. Cengage Learning.
- Franzoi, S. L. (2017). *Social psychology*. BVT Publishing.

B.A Second Year Fourth Semester:

Paper: DSC-9A – Practical- Social Psychology

Credits: 2 Total Hours: 60

Course Objectives:

- To provide students with hands-on experience in applying social psychology concepts.
- To develop students' skills in conducting psychological assessments and interpreting data related to social behavior.
- To enhance students' understanding of research methods in social psychology through practical application.

Course Outcomes (COs): Upon successful completion of this course, students will be able to:

- **CO1:** Administer and score psychological tests related to social psychology.
- **CO2:** Interpret and analyze data obtained from psychological assessments.
- **CO3:** Apply social psychology concepts to understand and explain individual and group behavior.

Syllabus Structure:

List of Psychological Tests (Choose any 6):

1. Attitude towards Religion
2. Social Problem Scale
3. Social Perception Inventory
4. Attitude towards education
5. Prejudice Scale
6. Aggression Scale
7. Sociometric test
8. Attitude Scale

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

B.A Second Year Fourth Semester:

Paper: DSC10 - Psychology of Adulthood and Old Age Credits: 2 Total Hours: 30

Course Objectives:

- To explore developmental changes and challenges in adulthood and old age.
- To understand physical, cognitive, emotional and social aspects of aging.
- To study adjustment and psychological well-being in later stages of life.

Course Outcomes:

- Identify and describe key developmental tasks in adulthood and old age.
- Evaluate psychological theories of adult development and aging.
- Examine psychosocial issues related to aging.
- Develop sensitivity to issues affecting the elderly.

Unit	Topic	Contact Hrs
1	Early and Middle Adulthood -Physical and cognitive changes, Career and family life, Stress and coping, Erikson's stages: Intimacy vs. Isolation, Generativity vs. Stagnation	10
2	Late Adulthood -Physical decline and health issues, Memory and cognitive changes, Retirement and leisure, Social roles and relationships	10
3	Psychological Well-being and Adjustment in Old Age - Erikson's stage: Ego Integrity vs. Despair, Mental health in aging: Depression, dementia, and Alzheimer's, Death, dying, and bereavement, Successful aging and quality of life	10

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Miller, P. H. (2011). *Theories of Developmental Psychology*. Worth Publishers.
- Hurlock, E. B. *Developmental Psychology*. McGraw-Hill.
- Santrock, J. W. *Life-Span Development*. McGraw-Hill.

B.A Second Year Fourth Semester:

Paper: DSC10A - Practical – Psychometric test (Adulthood And Old Age)

Credits: 2 Total Hours: 60

Course Objectives:

- To provide practical exposure to psychological assessment in adult and elderly populations.
- To develop competence in administering relevant tests and tools.

Course Outcomes:

- Gain skills in assessment of cognitive, emotional, and social domains in adults and elderly.
- Conduct case studies and interpret psychological findings.
- Develop understanding of ethical and contextual issues in working with aging individuals.

Students Will Administer or Conduct Six Practical's Out Of Nine Practical's

Sample Practical's:

1. Measurement of stress and coping
2. Assessment of memory in adults
3. Depression scale for elderly
4. Life satisfaction scale
5. Adjustment inventory
6. Case study of an elderly individual
7. Attitude towards aging scale
8. MMSE (Mini Mental State Examination)
9. Social support scale

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Anastasi, A., & Urbina, S. *Psychological Testing*. Pearson.
- Singh, A. K. *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

B.A Second Year Fourth Semester:

Paper: M3 – Psychology of Adjustment

Credits: 2 Total Hours: 30

Course Objectives:

1. To learn key psychological theories related to adjustment.
2. Knowing social and interpersonal adjustment skill
3. Acquiring coping strategies

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

1. Understand key psychological theories related to adjustment.
2. Develop social and interpersonal adjustment skill,
3. Learn practical coping strategies for stress and life challenges.

Unit	Content	Contact Hrs
1	Introduction to Psychology of Adjustment -Definition of adjustment and maladjustment Importance of psychological adjustment in daily life Theories of adjustment (Biological, Behavioural, Humanistic, Cognitive, and Social perspectives) Psychological well-being and life satisfaction	10
2	Social and Interpersonal Adjustment -The role of socialization in psychological adjustment Importance of communication skills in maintaining relationships Conflict resolution and negotiation strategies Family, friendship, and romantic relationship dynamics Adjusting to breakups, divorce, and loss	10
3	Stress and Coping Mechanisms -- Definition and types of stress - Causes of stress: Work, relationships, academic pressure, financial stress, and life transitions - Psychological and physiological effects of stress Stress management strategies: - Cognitive-behavioural techniques Relaxation methods (meditation, mindfulness, deep breathing) - Time management and problem-solving skills Social support systems and their role in stress reduction	10

Source Textbooks:

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage Learning.
- Lazarus, R. S. (1999). Stress and Emotion: A New Synthesis. Springer Snyder, C. R., & Lopez, S. J. (2009), Oxford Handbook of Positive Psychology. Oxford University Press.
- डॉ. युवराज गहेराव (२०२२) व्याक्तीभिन्नतेचे मानसशास्त्र , कैलाश पब्लिकेशन्स
- संतोष सावदेकर, शिकि पठाण, शेलेश बनसोडे , परमेश्वर पुरी 'सामायोजानाचे मानसशास्त्र' (२०२३) प्रशांत पब्लिकेशन्स

B.A Second Year Fourth Semester:

Paper: M4 – Emotional Competency

Credits: 2 Total Hours: 30

Course Objectives:

1. Introduce the concept of emotional intelligence, its models and components.
2. Understand the significance of emotional intelligence in self-growth and building effective relationships
3. Identify the measures of emotional intelligence.

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

1. To understand the theoretical concept of emotional intelligence and its various models
2. To foster the ability to identify and manage one's own emotions, as well as the emotions of others
3. Help students deal with negative emotional states and promote more positive emotions in its place

Unit	Content	Contact Hrs
1	Fundamentals Of Emotional Intelligence- Emotional Intelligence; Nature and Significance, Models of Emotional Intelligence: Ability, Trait and Mixed, EQ Competencies: Self-Awareness, Self-Management, Empathy, and Interpersonal Skills, Importance of Emotional Intelligence	10
2	Personal Competence- Levels of emotional awareness; Self Awareness: Observing and recognizing one's own feelings, Perceiving emotions accurately in others, Knowing one's strengths and areas of development. Self-Management: Managing emotions, anxiety, fear, and anger.	10
3	Emotional Intelligence- Measures of emotional intelligence, Strategies to develop and enhance emotional intelligence, Practical component Students will practice self-management techniques to regulate emotions such as Mindfulness, Conditioned relaxation response, Boundary setting. Practical component Students will practice various techniques of relationship management such as engaging with: Display of empathy, Effective communication, Teamwork, Conflict resolution.	10

Suggested Readings:

1. Anand, P. (2017). Emotional Intelligence: Journey to Self-Positive. New Delhi: The Readers Paradise.
2. Bar-On, R., & Parker, J.D.A. (Eds.) (2000). The Handbook of Emotional Intelligence. San Francisco, California: Jossey Bros.
3. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
4. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. 5. ADDITIONAL RESOURCES
6. Singh, D. (2003). Emotional Intelligence at Work (2nd ed.). New Delhi: Response Books
7. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education Pvt. Ltd.
8. Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5th

B.A Second Year Fourth Semester:

Paper: M4 – Emotional Competency

Credits: 2 Total Hours: 30

Course Objectives:

1. Introduce the concept of emotional intelligence, its models and components.
2. Understand the significance of emotional intelligence in self-growth and building effective relationships
3. Identify the measures of emotional intelligence.

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

1. To understand the theoretical concept of emotional intelligence and its various models
2. To foster the ability to identify and manage one's own emotions, as well as the emotions of others
3. Help students deal with negative emotional states and promote more positive emotions in its place

Unit	Content	Contact Hrs
1	Fundamentals Of Emotional Intelligence- Emotional Intelligence; Nature and Significance, Models of Emotional Intelligence: Ability, Trait and Mixed, EQ Competencies: Self-Awareness, Self-Management, Empathy, and Interpersonal Skills, Importance of Emotional Intelligence	10
2	Personal Competence- Levels of emotional awareness; Self Awareness: Observing and recognizing one's own feelings, Perceiving emotions accurately in others, Knowing one's strengths and areas of development. Self-Management: Managing emotions, anxiety, fear, and anger.	10
3	Emotional Intelligence- Measures of emotional intelligence, Strategies to develop and enhance emotional intelligence, Practical component Students will practice self-management techniques to regulate emotions such as Mindfulness, Conditioned relaxation response, Boundary setting. Practical component Students will practice various techniques of relationship management such as engaging with: Display of empathy, Effective communication, Teamwork, Conflict resolution.	10

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2. Bar-On, R., & Parker, J.D.A. (Eds.) (2000). The Handbook of Emotional Intelligence. San Francisco, California: Jossey Bros.
3. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
4. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. 5.

ADDITIONAL RESOURCES

6. Singh, D. (2003). Emotional Intelligence at Work (2nd ed.). New Delhi: Response Books
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8. Ciccarelli, S. K.; White J. N. Adapted by Girishwar Misra (2018). Psychology (5th

B.A Second Year Fourth Semester:

GE/OE-4 : Psychology of Relationship

Credit- 02 Contact Hours- 30

Course Objectives:

1. Develop an understanding of the theoretical foundations of interpersonal
2. Identify and analyze the key elements of friendship, love, marriage, and intimate relationships.
3. Apply practical communication strategies to enhance interpersonal connections and build strong, healthy relationships.

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

1. Demonstrate effective interpersonal communication skills by applying active listening, empathy, and feedback techniques in personal relationships.
2. Critically evaluate the different types of love and intimacy and how they evolve over time, including romantic, familial, and platonic bonds.
3. Propose solutions for improving communication and resolving misunderstandings in intimate relationships, focusing on mutual respect and understanding.

Units	Content	Contact Hrs
1	Interpersonal Communication- the process of interpersonal communication, communication and adjustment, towards more effective communication	10
2	Friendship and Love- perspective on close relationship, initial attraction and relationship development, friendship, overcoming loneliness	10
3	Marriage and Intimate Relationship- challenge to the traditional model of marriage, marital adjustment across the family lifecycle, vulnerable areas in marital adjustment, divorce, application understanding intimate violence	10

Source Textbooks:

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage Learning.
- Lazarus, R. S. (1999). Stress and Emotion: A New Synthesis. Springer Snyder, C. R., & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology. Oxford University Press.
- संतोष सावदेकर, शफिक पठाण, शैलेश बनसोडे , परमेश्वर पुरी (२०२३) प्रशांत पब्लिकेशन्स

B.A Second Year Fourth Semester:

SEC-2 : Understanding Self

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) **Contact hours** (Theory-15, Practical-30)

Course Objectives:

1. Understand the theoretical foundations of self-concept and self-esteem
2. Examine the factors that shape self-concept and self-esteem
3. Develop strategies for improving self-esteem and promoting a healthy self-concept.

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

1. Define self-concept and self-esteem and explain the key theories and models that underpin these concepts, including their formation and evolution.
2. Identify the factors that influence the development of self-concept and self-esteem, such as family dynamics, peer interactions, and media exposure.
3. Apply practical strategies for improving self-esteem

Theory- 1 credit

Unit	Content	Contact Hrs
1	Self Concept- definition, nature and history- William James and Carl Rogers, Factors affecting self, evaluating self	7
2	Self Esteem- definition, the development of self esteem, building self esteem, basic principle of self perception	8

Source Textbooks:

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage Learning.
- डॉ. युवराज गहिर (२०२२) व्याक्तीभिन्नतेचे मानसशास्त्र , कैलाश पब्लिकेशन्स

Practical- 1 credit

List of Psychological Tests (Choose any 4):

1. Self Concept
2. Self Esteem
3. Self Confidence
4. Self Disclosure
5. Self Actualization

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assignment

Practical –

External assessment-30 marks – Procedure , Report,Viva-voce examination.

Internal Assessment-20 marks - Practical record/journal, attendance, practical performance.

B.A Second Year Fourth Semester:

FP-1: Field Project

Total Credit: 2 Credit Contact hours: 60

Course Objectives:

1. Learning the application of the theory
2. Improving the planning , organizing and executing skills
3. Developing the innovative problem solving skills

Course outcomes (Cos) After completion of the course students will be able to-

1. Apply the theory to practical world
2. Improved project management skills
3. Developed problem solving skills

The students have to do **any one of the following activity**. After discussion with the teacher the student can select one activity.

They will have to prepare a work plan of the field project.

Present it in the class before the teacher and get approval of the teacher.

Then need to do implement it. Have all the document evidences of the work that they are caring out. Then need to submit the project report. The student will have to give presentation of the work. And also face the viva voce examination.

The field project (Any one)

1. Mental health survey in community
2. Mental health awareness program(street play, poster exhibition, individual awareness, ect)
3. Project on psychological health of college students
4. Project on social media and mental health
5. Interview elderly individuals on loneliness, memory and happiness. (at least 10)
6. Conducting simple memory or problem solving test for children(at least 10)

**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR**



Minor Changes in Curriculum of

B. A. First Year

Psychology

Semester-I & II

‘under National Education Policy [NEP]-2020’

For

“All Affiliated College level”

[effective from the Academic Year 2025-26 & Onwards]

B.A First Year, First Semester

SEC-1 Memory Enhancement: Mnemonics

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) **Contact hours** (Theory-15, Practical-30)

Learning Objectives of the Course:

- i) Learn the techniques of memory improvement
- ii) Use the memory improvement technique
- iii) Understanding the memory technique activity

Course Outcome (CO): After completion of course students will be able to:

- i) Understand the techniques of memory improvement
- ii) Apply the memory improvement technique
- iii) Conduct the memory technique activity

Theory- 1 credit

Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Mnemonic Systems - Method of Loci, Peg Word System	10
II	Key Word Method, Organizational Schemes	10
III	Recall of Name, Recall of Words	10

Source Books:

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi:

Practical- 1 credit

List of Practical Conduct (Any Four)

1. Recall & Recognition
2. Memory for Meaningful and Nonsense syllabi
3. Short term Memory
4. Memory for Paired Association
5. Span of Memory
6. Free Association

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assignment

Practical –

External assessment -30 marks – Procedure , Report, Viva-voce examination.

Internal Assessment- 20 marks - Practical record/journal, attendance, practical performance.

B.A First Year, Second Semester

VSC-1:- Identifying Traits

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) **Contact hours** (Theory-15, Practical-30)

Learning Objectives of the Course:

- i) Learn personality traits
- ii) Learn analytical skill
- iii) Understand how personality profiling is done

Course Outcome (CO): After completion of course students will be able to:

- i) Apply the knowledge of personality traits
- ii) Develop analytical skill
- iii) Do personality profiling

Theory- 1 credit

Unit	Content	Contact Hrs
1	What is personality- definition, factors affecting personality, type approach of personality- Sheldon, hypocrites, type A & B personality	7
2	Trait Theories of Personality- Cattle, Eysenck, Big Five Factors	8

Source Textbooks:

- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi:
- Vilas Padhe: Psychology – An Introduction to Psychology

Practical- 1 credit

Identify different traits among the individuals. These individuals can be from movies, T.V serials, novels or can be a known individual. Student has to do the traits identification of 5 individuals from above any area. Then they have to submit the report of these five personality profile / traits that they have identified.

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assignment

Practical –

External assessment -30 marks – Procedure , Report, Viva-voce examination.

Internal Assessment- 20 marks - Practical record/journal, attendance, practical performance.