

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



FACULTY OF HUMANITIES

NEP 2020 Compliant Curriculum for B.A. II

Psychology

With effect from 2025-26



PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

BA. II Psychology

Program Preamble

The Bachelor of Arts (B.A.) in Psychology is a behavioral science. It is introduced as an elective subject for the B.A. course. As a discipline, Psychology specializes in the study of experiences, behaviors, mental and cognitive process of human beings within a social, cultural and historical context. This course includes the basic ideas, concepts, principles and research methods in Psychology so as to enable the learners to understand themselves better. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. Psychology program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in Psychology while allowing for specialization and interdisciplinary learning.

The curriculum is structured around several key components:

1. **Major Courses:** These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential Psychology concepts, theories, and methodologies. Students will engage with topics ranging from History of Psychology, Major subfields of Psychology, relativity, and modern Psychology, ensuring a robust and comprehensive education in the discipline.
2. **Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their Psychology education with insights from fields such as Clinical, counseling, Developmental, Social and Educational Psychology in career prospects.
3. **Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.
4. **Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as Stress Psychology, counseling Psychology, and Leadership development. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in various scientific and social fields.
5. **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.

6. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in Psychology and related fields.
7. **Research Methodology and Research Projects:** Research is a critical component of the B.A. Psychology program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. In research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.

Multiple Entry and Multiple Exit Options

In accordance with the NEP 2020, the B.A. Psychology program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year 1:**
Upon completion of the first year, students may exit with a **Certificate in Psychology**.
- **Year 2:**
After two years, students may choose to exit with a **Diploma in Psychology**.
- **Year 3:**
Completion of the third year qualifies students for a **B.A. Degree in Psychology**.
- **Year 4:**
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in Psychology**.
- **Eligibility for B.A. Psychology** For admission into Bachelors' degree of Arts one should pass higher secondary school certificate examination i.e. H.S.C. or 12th Arts, Commerce, Science or equivalent examination from a recognized board.



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NEP 2020 Compliant Curriculum For

B.A. Part II (Psychology)

Program Outcomes (PO)

Students graduating from the Bachelor of Arts in Psychology program will be able to:

Major Courses:

- **PO1:** Demonstrate in-depth knowledge and understanding of core concepts, theories, and methodologies in the chosen major discipline.
- **PO2:** Apply disciplinary knowledge to solve psychological problems, analyze data, and make informed decisions in professional and research contexts.

Minor Courses:

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

Open Electives/General Electives:

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

Vocational and Skill Enhancement Courses:

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.
- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:

- **PO8:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and on job Training for gaining practical experience and problem-solving skills.

Research Methodology and Research Project:

- **PO9:** Acquire research skills; including data collection, analysis, and interpretation, fostering a scientific approach to problem-solving to develop independent research projects handling capabilities.



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Faculty of Humanities

NEP 2020 Compliant Curriculum For

BA. Part II (Psychology)

Program Specific Outcomes (PSOs)

Students graduating from BA. (Psychology) will able to:

PSO1: Mastery of Core Psychology Concepts: Students can apply the psychological principles in their real-life situations and to learn more effectively about life span development.

PSO2: Experimental and Analytical Skills: Psychology helps students to develop better physical, social, and cognitive and personality perspectives

PSO3: Application of Psychology: Psychology graduates can serve in primary schools, high schools' special schools (M.R.) as teachers and after post-graduation can serve in colleges or universities as lecturers, professors.

PSO4: Psychology and Research Psychology post graduates can opt for research work in various fields

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR
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Syllabus

(According to NEP 2020)

B.A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2025-26

Semester – III

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
5.0	Subject	Major/Minor				
	DSC-III G03-DSC1-0301	Major DSC-III (4) Developmental Psychology (Adolescent and early adulthood)	60	40	100	4
	DSC-IV G03-DSC1-0302	Major DSC-IV (4) Psychology for Living	60	40	100	4
	Minor-III G03-DSC2-0301	Minor-III (4) Psychology For Induvial Difference	60	40	100	4
	GE/OE G03-GE-OE-301	GE/OE (2) Family and social Development in Childhood	30	20	50	2
		Vocational and Skill VSC, SEC (VSEC) and IKS				
	VSC-I G03-VSC-301	VSC-I (2) Psychological First Aid	30	20	50	2
	AEC	30	20	50	2
	FP	FP (2) Field Project	30	20	50	2
	CC	-----	30	20	50	2
		OJT, FP, CEP, CC, RP				
	Total Credits					22

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR.**

Syllabus

(According to NEP 2020)

B.A. Part – II (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2025-26

Semester – IV

LEVEL	SEMESTER IV	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
5.0	Subject	Major/Minor				
	DSC-V G03-DSC1-0401	Major DSC-V (4) Developmental Psychology (Middle Adulthood and Late adulthood)	60	40	100	4
	DSC-VI G03-DSC1-0402	Major DSC-VI (4) Psychology of Modern Life	60	40	100	4
	Minor-IV G03-DSC2-0401	Minor-IV (4) Positive Psychology	60	40	100	4
	GE/OE G03-GE-OE-401	GE/OE (2) Applied Psychology	30	20	50	2
		Vocational and Skill VSC, SEC, AEC CEP (VSEC)				
	VSC-II G03-VSC-401	VSC-II (2) Mindfulness	30	20	50	2
	SEC G03-SEC-401	SEC (2) Mental Health Awareness Program	30	20	50	2
	AEC	30	20	50	2
		OJT, FP, CEP, CC, RP				
	CEP G03-CEP-401	CEP (2)	30	20	50	2
	Total Credits					22



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B.A. II Psychology

Semester-III

Vertical: DSC-III

Course Code: G03-DSC1-0301

Course Name: Developmental Psychology (Adolescent and early Adulthood)

*Teaching Scheme

Lectures:04 Hours/week,

Total Hours-60

04 Credits

*Examination Scheme

UA:60 Marks

CA: 40 Marks

Preamble: Adolescence is the period of transition between childhood and adulthood. Children entering adolescence are going through many changes in their bodies and brains. These include physical, intellectual, psychological and social challenges, as well as development of their own moral compass. The changes are rapid and often take place at different rates. It can be an exciting yet challenging time in the life of a teenager. Adolescence is the time when your child becomes more independent and begins to explore their identity. These physical changes happen to everyone, but the timing and order can vary from person to person. Some adolescents mature early, while others mature later. Being on either end of this spectrum can cause the added stress of standing out amongst their peers. Adolescents are also developing socially during this time. The most important task of social development in adolescence is the search for identity. This is often a lifelong voyage that launches during adolescence. Along with the search for identity comes the struggle for independence

Course Objectives: During this course, the student is expected to:
1. To familiarize students with the basic developmental process of Adolescence to Early Adulthood.
2. To enable the students to acquaint with the knowledge of physical, Cognitive, Social and Personality development to the relating Adolescence and Early Adulthood stages of life.
3. Examine relationships in early adulthood
4. Discuss the developmental tasks of early adulthood
Course Outcomes: At the end of this course, students will be able to:
1. Apply Adolescence development in cognitive, emotional, social domains.
2. Students will be able to familiarize with the basic developmental process of adolescence to early adulthood.
3. Apply knowledge of the interrelationship of psychological, cognitive and psychosocial development will help inform understanding of the human experience
4. It is a time of focusing on the future and putting a lot of energy into making choices that will help one earn the status of a full adult in the eyes of others.

Unit-1: Adolescence: physical and Cognitive Development	No. of lectures-15	Weightage:15 Marks
1.1 Physical Development. A) Physical Maturation. B) Threats to Adolescents' Well – being 1.2 Cognitive Development A) Cognitive Development B) School Performance		
Unit-2: Adolescence: Social and Personality Development	No. of lectures-15	Weightage:15 Marks
2.1 Identity – Who Am I? 2.2 Relationships: Family and friends 2.3 Sexual Behavior and Teenage Pregnancy		
Unit-3: Early Adulthood: Physical and Cognitive Development	No. of lectures-15	Weightage:15 Marks
3.1 Physical Development 3.2 Physical Limitations and Challenges. 3.3 Cognitive Development. 3.4 Intelligence.		
Unit 4: Early Adulthood: Social and Personality Development	No. of lecture-15	Weightage:15Marks
4.1 Forging Relationships: Intimacy, Liking, Loving. 4.2 What makes marriage work, divorce, 4.3 Parenthood, Staying Single. 4.4 Work: Choosing and embarking on a		

Text Books:	
1.	Robert S.Feldman and Nandita Babu (2011) “Discovering the Life Span”, Pearson Education first Impression South Asia
2.	Rodert S.Feldman (2010), “Discovering the Life Span ”Dorling, Kinderson India .Pvt.Limited 1st Impression
3.	John. w.Santrock 2007“A typical approach to Life Span.Devlopment ” Third Edn.Tata McGraw Hill.
Reference Books	
1.	Dacey and Travers (1996) “Human Devlopment ‘Acroos the Life Span” Brown and Benchmark publisher 3rd Edition.
2.	Diane E Papalia and Sally olds (1985) “Human development,” Tata McGraw-Hill edition, 5th Edition.
3.	James W Vander Zanden: “Human Development” 3 Edition.
4.	Hurlock E.B (2001) “Development Psychology: A Life Span approach,” TMH Publishing Company,New Delhi.
5.	Hirave,Tadasare (1997) “Vaikasik Manasshastra” Fadake prakashan, Kolhapur.
6.	Borude,Kumthekar,Desai,Golvilkar(1995) “Vaikasik Manasshastra”
7.	Sontakke, Bhosale,Kulkarni,(2008)“VaikasikManasshastra”Solapur,Aksharlene Prakashan.

Reference Books:**a) Reading Book:**

- Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). *Psychology for Living- Adjustment, Growth, and Behavior Today*. (11th ed.). Noida (UP) :Pearson India Education Services Pvt. Ltd.

b) Reference Books:

- Atwater, E. (1994). *Psychology for Living* (5th ed.). New Delhi: Prentice-Hall of India Private Ltd.
 - Barve, B. N. (1998). *Jivanmanache Manasshastra. Jalana: Sankalp Pub.*
 - Weiten, W. & Margaret, A.L. (1994). *Psychology Applied to Modern Life*, (7th ed.).Singapore: Thomson Asia Pvt. Ltd.
 - Shirgave, Naik, Ghaste. (2014). Upyojit Manasshatra, Pune :Nirali Prakashan.
 - Patil, Anagha & Rajhans Manasi. (1998). Jivnopyogi Manasshastra , Pune : UnmeshPrakashan.
 - Shirgave, Naik, Ghaste. (2019). Upyojit Manasshatra, Pune :Nirali Prakashan.
 - Shirgave, Naik, Ghaste. (2019). Jivanopyogi Manasshatra, Pune :Nirali Prakashan.
 - Hirve, R. S.; Tadsare, V.D.; Tambake, K. B. (2019). Jivanopyogi Manasshatra, Kolhapur: Fadake Prakashan.
 - Hirve, R. S.; Tadsare, V.D.; Tambake, K. B. (2019). UpyojitManasshatra, Kolhapur :Fadake Prakashan.
- Y.C.M.O.U., Nashik: Vyktimatv Vikas (PSY273)

Journals:

1. Behavioral Disorders, Sage Publications Inc., 2455 Teller Rd, Thousand Oaks, USA.
2. Journal of Counseling Psychology, Amer Psychological Assoc, 750 First St Ne, Washington, USA.
3. Journal of Emotional and Behavioral Disorders, Sage Publications Inc, 2455 Teller Rd, Thousand Oaks, USA.
4. Applied Psychology-An International Review-Psychology Applique-Revue International, Wiley, 111 River St, Hoboken, USA.
5. Applied Psychology-Health and Well Being, Wiley, 111 River St, Hoboken, USA.
6. Behavioral Sciences & the Law, Wiley, 111 River St, Hoboken, USA.
7. British Journal of Guidance &Counselling, Rout ledge Journals, Taylor & Francis Ltd, 2-4 Park Square, Milton Park, Abingdon, England, Oxon.
8. Counseling Psychologist, Sage Publications Inc, 2455 Teller Rd, Thousand Oaks, USA.
European Review of Applied Psychology- Elsevier France-Editions Scientific Medicals Elsevier, 65 Rue Camille Desmoulins,.



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B.A. II Psychology

Semester-III

Vertical: DSC-IV

Course Code: G03-DSC1-0302

Course Name: Psychology for Living

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Preamble: This course is specially designed for the foundation building of the students by imparting knowledge and skills about psychology for living. The NEP and Grading System to be implemented through this curriculum will help students develop an interest in the field of Psychology. This course is intended for students' interest in applying psychological insights and principles to their own lives as a way of achieving a better understanding of themselves and of living more effectively. The objective of this course is to introduce the concepts such as health, stress, mental disorders, and psychotherapies. The board of studies briefly mentions the foundation, core, and applied components of this course.

Course Objectives: During this course, the student is expected to:		
1. To acquaint the students with the Psychology of living.		
2. To acquaint the students with better health.		
3. To introduce the students to body image, mind-body relationships, and promoting wellness.		
4. To introduce students to the concept of Stress, causes of stress, and management of stress.		
Course Outcomes: At the end of this course, students will be able to:		
1. Understand the psychology of living.		
2. Understanding the concept of better health.		
3. Discuss body image, mind-body relationship and promoting wellness.		
4. Identify stress and its effects on day today life.		
Unit-1: Toward Better Health	No. of lectures-15	Weightage:15 Marks
1.1 Body Image A) How We Feel About Our Bodies? B) Media and Body Image C) Our Ideal Body 1.2 Health and the Mind-Body Relationship A) The Immune System B) Personality C) Life Style Choices D) Environmental Issues 1.3. Coping with Illness Noticing and Interpreting Symptoms Seeking Help Adhering to Treatment 1.4 Promoting Wellness A) Taking Charge of Your Own Health B) Eating Sensibly C) Keeping physically fit D) Finding Social Support		
Unit-2: Stress	No. of lectures-15	Weightage:15 Marks
2.1 Understanding Stress A. Conceptualizing Stress B. Major Causes of Stress C. Stress in College 2.2 Reactions to Stress A. Physiological Stress Reactions B. Psychological Stress Reactions 2.3 How Do You React to Stress? 2.4 Managing Stress A. Modifying Your Environment B. Altering Your Lifestyle C. Using Stress for Personal Growth		
Unit-3: Understanding Mental Disorders	No. of lectures-15	Weightage:15 Marks

3.1. Psychological Disorders a) What are psychological Disorders? b) How Common are Psychological Disorders? c) Putting Mental Health in Perspectives 3.2. Anxiety Disorders a) Generalized Anxiety Disorders (GAD) b) Panic Disorders c) Phobias d) Obsessive-Compulsive Disorders (OCD) E) Post-Traumatic Stress Disorders (PTSD) 3.3. Mood Disorders a) Depressive Disorders b) Bipolar Disorders c) Suicide 3.4. Eating Disorders		
Unit 4: If You Go for Help	No. of lectures-15	Weightage:15Marks
4.1. Psychotherapy a) Gender Differences in Adulthood b) Cultural Issues c) Applying it to Yourself 4.2. Insight Therapies a) Psychoanalysis b) Person-Centered Approach 4.3. Cognitive and Behavioural Therapies a) Behavioural Therapies b) Cognitive Therapies c) Cognitive and Behavioural Therapy 4.4. Family, Couples and Relationship Therapy		

Reference Books: c) Reading Book: • Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). <i>Psychology for Living- Adjustment, Growth, and Behavior Today</i> . (11th ed.). Noida (UP): Pearson India Education Services Pvt. Ltd. d) Reference Books: • Atwater, E. (1994). <i>Psychology for Living</i> (5th ed.). New Delhi: Prentice-Hall of India Private Ltd. • Barve, B. N. (1998). <i>Jivanmanache Manasshastra</i> . Jalana: Sankalp Pub. • Weiten, W. & Margaret, A.L. (1994). <i>Psychology Applied to Modern Life</i> , (7th ed.). Singapore: Thomson Asia Pvt. Ltd. • Shirgave, Naik, Ghaste. (2014). Upyojit Manasshatra, Pune :Nirali Prakashan. • Patil, Anagha & Rajhans Manasi. (1998). Jivnopyogi Manasshastra , Pune : UnmeshPrakashan. • Shirgave, Naik, Ghaste. (2019). Upyojit Manasshatra, Pune :Nirali Prakashan. • Shirgave, Naik, Ghaste. (2019). Jivanopyogi Manasshatra, Pune :Nirali Prakashan. • Hirve, R. S.; Tadsare, V.D.; Tambake, K. B. (2019). Jivanopyogi Manasshatra, Kolhapur: Fadake Prakashan.

- Hirve, R. S.; Tadsare, V.D.; Tambake, K. B. (2019). UpyojitManasshatra, Kolhapur :Fadake Prakashan.
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Journals:

9. Behavioral Disorders, Sage Publications Inc., 2455 Teller Rd, Thousand Oaks, USA.
10. Journal of Counseling Psychology, Amer Psychological Assoc, 750 First St Ne, Washington, USA.
11. Journal of Emotional and Behavioral Disorders, Sage Publications Inc, 2455 Teller Rd, Thousand Oaks, USA.
12. Applied Psychology-An International Review-Psychology Applique-Revue International, Wiley, 111 River St, Hoboken, USA.
13. Applied Psychology-Health and Well Being, Wiley, 111 River St, Hoboken, USA.
14. Behavioral Sciences & the Law, Wiley, 111 River St, Hoboken, USA.
15. British Journal of Guidance & Counselling, Rout ledge Journals, Taylor & Francis Ltd, 2-4 Park Square, Milton Park, Abingdon, England, Oxon.
16. Counseling Psychologist, Sage Publications Inc, 2455 Teller Rd, Thousand Oaks, USA.
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B.A. II Psychology

Semester-III

Vertical: Minor-III

Course Code: G03-DSC2-0301

Course Name: Psychology of Individual Differences

*Teaching Scheme	*Examination Scheme
Lectures:04 Hours/week, Total Hours-60 04 Credits	UA:60 Marks CA: 40 Marks

Preamble: This course is specially designed for the building of the students by imparting knowledge about psychological differences in individual. The students pursuing this course will understand the impact of genes and environment on behaviour, personality and intelligence. The objective of this course is to introduce the concepts such as the genes, environment and behaviour, differences in intelligence, differences in personality as well as psychopathology and treatment. The board of studies briefly mentions the foundation, core, and applied components of this course. The student should get into the prime objectives and expected level of study with the required outcome in terms of basic and advanced knowledge at the examination level.

Course Objectives: During this course, the student is expected to:
1. To acquaint the students with genes, environment and behaviour.
2. To introduce students the differences in intelligence.
3. To acquaint the students with differences in personality.
4. To introduce students the psychopathology and treatment.
Course Outcomes: At the end of this course, students will be able to:
1. Understand the genes, environment and behavior.
2. Understand the differences in intelligence.
3. Understand the differences in personality.
4. Understand the psychopathology and treatment.

Unit-1: Genes, Environment and Behaviour	No. of lectures-15	Weightage:15 Marks
1.1. Genetic Influences on Behaviour <ul style="list-style-type: none"> a) Chromosomes and genes b) Epigenetics c) Behaviour genetics 1.2. The Role of Learning in Adapting to the Environment 1.3. Behaviour Genetics, Intelligence and Personality 1.4. Gene–Environment Interactions		
Unit-2: Differences in Intelligence	No. of lectures-15	Weightage:15 Marks
2.1. Definition and Theories of Intelligence 2.2. Intelligence Testing 2.3. Explaining Individual Differences: Heredity and Environment 2.4. Group Differences in Intelligence		
Unit-3: Differences in Personality	No. of lectures-15	Weightage:15 Marks
3.1. The Psychodynamic Perspective <ul style="list-style-type: none"> a) Freud’s psychoanalytic theory b) Neo-analytic and object relations approaches 3.2. The Phenomenological-Humanistic Perspective <ul style="list-style-type: none"> a) George Kelly’s personal construct theory b) Carl Rogers’s theory of the self 3.3. The Trait Perspective: Factor analytic approaches 3.4. Biological Foundations of Personality <ul style="list-style-type: none"> a) Genetics and personality b) Personality and the nervous system 3.5. The Social-Cognitive Perspective <ul style="list-style-type: none"> a) Julian Rotter: expectancy, reinforcement value and locus of control b) Albert Bandura: social learning and self-efficacy 		
Unit 4: Psychopathology and Treatment	No. of lecture-15	Weightage:15Marks
a. Concept of Abnormality, Anxiety disorders, Obsessive–compulsive disorders, Trauma- and stressor-related disorders b. Depressive and bipolar disorders, Schizophrenia disorders c. Feeding and eating disorders d. Classifying treatments and therapies <ul style="list-style-type: none"> a) Biological (somatic) therapies b) Behavioural approaches c) Cognitive behavioural therapy 		

Reference Books:**Reading Book:**

1. Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). Psychology for Living- Adjustment, Growth, and Behavior Today. (11th ed.). Noida (UP): Pearson India Education Services Pvt. Ltd.

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1. Atwater, E. (1994). Psychology for Living (5th ed.). New Delhi: Prentice-Hall of India Private Ltd.
2. Barve, B. N. (1998). Jivanmanache Manasshasstra. Jalana: Sankalp Pub.
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4. Shirgave, Naik, Ghaste. (2014). Upyojit Manasshatra, Pune: Nirali Prakashan.
5. Patil, Anagha & Rajhans Manasi. (1998). Jivnopyogi Manas shastra , Pune : UnmeshPrakashan.
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6. Behavioral Sciences & the Law, Wiley, 111 River St, Hoboken, USA.
7. British Journal of Guidance & Counselling, Rout ledge Journals, Taylor & Francis Ltd, 2-4 Park Square, Milton Park, Abingdon, England, Oxon.
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B.A. II Psychology

Semester-III

Vertical: GE/OE (2)

Course Code: G03-GE-OE-301

Course Name: Family and Social Development in Childhood

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Preamble: This course is designed to offer undergraduate students a comprehensive understanding of how family structures, social environments, and cultural contexts shape the developmental processes of children. It explores the critical role that families play in early childhood development, emphasizing the interactions between parenting styles, caregiving practices, and socio-economic factors. Students will also examine the broader social systems that influence children's growth, including education, peer relationships, media, and community dynamics. The course will explore theories and frameworks that explain childhood development in relation to familial and social contexts, drawing from disciplines such as psychology, sociology, and anthropology. Key topics will include attachment theory, parenting styles, sibling relationships, the impact of socio-cultural differences, and the effects of external stressors like poverty or migration. By the end of the course, students will be equipped with the knowledge to critically analyze the ways in which familial and social environments contribute to a child's emotional, cognitive, and social development.

Course Objectives:

During this course, the student is expected to:

1. To study the foundational knowledge of key developmental theories related to childhood and their application in understanding the role of family and social contexts.
2. To study the fundamental role of the family in shaping a child's social, emotional, and cognitive development.
3. To study the impact of family dynamics i.e how different family structures, parenting styles, and caregiving practices influence a child's emotional, social, and cognitive development.
4. To study the how socio-cultural factors (such as ethnicity, socio-economic status, and cultural norms) shape family dynamics and children's development in diverse settings

Course Outcomes:

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

1. Students will be able to explain key theories related to childhood development and apply them to understand the role of family and society in shaping a child's growth.
2. Students will be able to assess how different family environments, parenting styles, and caregiving practices contribute to a child's emotional, cognitive, and social development
3. Students will be able to critically analyze how external factors, including education systems, peer groups, media, and community networks, influence children's development.
4. Students will be able to evaluate the impact of socio-cultural variables, such as cultural norms, ethnicity, and socio-economic status, on the development of children within diverse family structures.

Unit-1: Introduction family and social development in Early Childhood	No. of lectures-15	Weightage:15 Marks
1.1 Introduction to early childhood- meaning and nature 1.2 Family life of Early Childhood- Parenting Styles, Family structures and their Impact on Children (Nuclear family, extended family and single-parent families.) 1.3 Friend's and Social life of early childhood- Development of friendship and social aspect of game. 1.4 Gender Socialization and Identity Formation-How families and societies shape gender roles and expectations		
Unit-2: Introduction family and social development in Middle Childhood	No. of lectures-15	Weightage:15 Marks
2.1. Introduction to middle childhood- meaning and nature 2.2 Family life in middle childhood- home and belong alone-what do children do? Divorce, single-parent families, Multigenerational families and blended families. 2.3 Friendship in middle childhood- Stages of friendship and gender differences in friendship 2.4 Socialization and Identity Development- The role of peers and school in shaping self-concept, social identity and interpersonal skills in middle childhood.		

Reference Books:
a) Basic Reading: <ul style="list-style-type: none"> डॉ. रा. र. बोरुडे, डॉ.मेघा कुमठेकर, डॉ. शीला गोळविलकर .(२०१३).वैकासिक मानसशास्त्र , पुणे विद्यार्थी गृह प्रकाशन.
b) References: <ul style="list-style-type: none"> Berk, L. E. (2013). <i>Child Development</i>. Pearson Education. Santrock, J. W. (2020). <i>Children</i>. McGraw-Hill Education.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. II Psychology

Semester-III

Vertical: VSC-I (2)

Course Code: G03-VSC-301

Course Name: Psychological First Aid

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Preamble: This paper is specially designed to cater to the foundation building of the students by imparting knowledge about Psychological first aid. The NEP and Grading System to be implemented through this curriculum will help students develop an interest in psychological first aid. The students pursuing this course will help them understand psychological first aid and mental trauma. They will also have help with the understanding diagnosis and healing of mental injuries. The objective of this course is to introduce the concepts such as the need, definition of psychological first aid, criteria of mental trauma, the Causes, Symptoms, and effects of mental Trauma and treatment, and psychological first aid on mental trauma. Another, objective of this course is to introduce rapport building, fields of diagnosis, and healing of mental injuries.

Course Objectives:
During this course, the student is expected to:
1. To make the students familiar with the skills of psychological first aid.
2. To understand the scope of psychological first aid and its development.
Course Outcomes:
At the end of this course, students will be able to:
1. To introduce students to the diagnosis and healing of Mental Injuries.
2. Understanding the scope of psychological first aid and its development.

Unit-1: Understanding the Psychological First Aid and Mental Trauma	No. of lectures-15	Weightage:15 Marks
1.1. Need for Psychological First Aid 1.2. Definition and Criteria of Mental Trauma 1.3. Causes, Symptoms and Effect of Mental Trauma 1.4. Treatment and Psychological First Aid on Mental Trauma		
Unit-2: Diagnosis and Healing /Treatment of Mental Injuries	No. of lectures-15	Weightage:15 Marks
2.1. Rapport Building 2.2. Fields of Diagnosis 2.3. Healing /Treatment of mental injuries 2.4. Eight Tasks		

Reference Books:
b) Basic Reading:
<ul style="list-style-type: none"> देशपांडे, प्रतिभा.(२०२२).सर्वासाठी मानसिक प्रथमोपचार, सकाळ प्रकाशन.
b) References:
<ul style="list-style-type: none"> Everly, George S., Jr.& Lating, Jeffrey M. (2017). <i>The Johns Hopkins guide to psychological first aid</i>. Maryland, Johns Hopkins University Press. Gerard, A. Jacobs. (2016). <i>Community-Based Psychological First Aid</i>. Elsevier Inc.



Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. II Psychology

Semester-III

Vertical: FP

Course Code: Nil

Course Name: Field Project In Psychology

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Preamble: Field studies allow researchers to observe and collect data in real-world settings.

Unlike laboratory-based or traditional research methods, field studies enable researchers to investigate complex phenomena within their environment, providing a deeper understanding of the research context. Researchers can use field studies to investigate a wide range of subjects, from the behaviour of animals to the practices of businesses or the experiences of individuals in a particular setting.

This research method has become increasingly popular in recent years as researchers recognize the limitations of traditional research methods and seek to gain a more holistic and authentic understanding of their research topics.

Course Objectives:
During this course, the student is expected to:
1. To provide hands-on experience in applying psychological principles to real-world settings.
2. To develop research and observational skills in field-based environments.
Course Outcomes:
At the end of this course, students will be able to:
1. Demonstrate the ability to design and conduct a field-based psychological study.
2. Apply psychological theories to interpret real-world behaviors and phenomena.

<p>PREREQUISITES:</p> <p>Before starting the actual work of the project, students should be well versed with the following concepts;</p> <ul style="list-style-type: none"> • Introduction to field projects in psychology. • Identifying topics and field sites. • Data collection tools (e.g., surveys, interviews, questionnaire, observation checklists). • Observing and interacting with participants. • Analyse and interpretation of data. • Ethical issues in research. • Report Writing. <p>FORMAT OF FIELD PROJECT:</p> <p>Field project should be based on survey or qualitative research</p> <p>Survey of any psychological/ psychosocial issues currently faced in society</p> <p>Survey of psychological dynamics of any event</p> <p>Survey of prevalence of attitudes in society</p> <p>Sample size should be minimum 30 in each group, eg.: Normal and maladapted.</p> <p>Project report should be written in APA format.</p> <p>Eligibility for the Project Examination is subject to Certification of Project by the teacher- in-charge and HoD</p>
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<p>SUGGESTED TOPICS FOR FIELD PROJECTS:</p> <p>Observational study of group behaviour in public settings.</p>
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Attitudes toward mental health in different demographic groups.

Impact of social media on adolescent behaviour.

Stress and coping mechanisms among college students.

Role of parenting styles in child development.

Student may select any other relevant topic to Field Project.

OPERATIONALIZATION OF THE COURSE:

The course will be operationalized in the following manner;

1. Each batch of project should consist of maximum 8 students and a separate batch will be formed if this number exceeds even by one.
2. Workload for each batch will be equivalent to 8 lecture periods.
3. Students should select a problem pertinent to their specialization area in consultation with concerned faculty.
4. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
5. Project report should be written in APA format.
6. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HOD.

FIELD PROJECT ASSESSMENT: (50 MARKS)

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 15 marks for continuous (internal) assessment and 35 marks for End of Semester Examination (ESE).

a) Continuous (Internal) Assessment of project- 15 marks

The course will be operationalized in the following manner:

1. There will be a batch of 15 students.
2. Under the guidance of subject teacher students will conduct the field project on psychological issues.
3. Students will prepare the project book

Assessment of project: 15 marks

1. Writing of Introduction,
2. Data Collection,
3. Report Writing

b) Semester-End Examination (SEE)- 35 marks

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 08 students for project examination.

Assessment of Project:

1. Evaluation of Project Report-15 marks
2. Presentation-10 marks
3. Viva-voce-10 marks

Books for Reference:

1. American Psychological Association (APA). Publication Manual of the American Psychological Association.
2. Creswell, J. W. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
3. Patton, M. Q. (2015). Qualitative Research & Evaluation Methods.



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B.A. II Psychology

Semester-IV

Vertical: DSC-V (4)

Course Code: G03-DSC1-0401

Course Name: Developmental Psychology (Middle and late adulthood)

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Preamble middle adulthood refers to the period of the lifespan between young adulthood and old age. there are simple physiological changes that accompany middle adulthood. These are somewhat inevitable, but the importance of physical activity at this age range would be difficult to overstate looking at the evidence. Exercise does not necessarily mean running marathons, it may simply mean a commitment to using your legs in a brisk fashion for thirty minutes. There are a few primary biological physical changes in midlife. Late adulthood spans the time when we reach our mid-sixties until death. This is the longest developmental stage across the lifespan theories of human aging, the physical, cognitive, and socioemotional changes that occur with this population, and the vast diversity among those in this developmental stage.

<p>Course Objectives:</p> <p>During this course, the student is expected to:</p>
1. To familiarize students with the basic developmental process of Middle and late adulthood
2. To enable the students to acquaint with the knowledge of physical, Cognitive, Social and Personality development to the relating Middle and late adulthood
3. Examine relationships in Middle and late adulthood
4. Discuss the developmental tasks of Middle and late adulthood
<p>Course Outcomes:</p> <p>At the end of this course, students will be able to:</p>
1. Apply typical and atypical Middle and late adulthood development in cognitive, emotional, social domains.
2. Students will be able to familiarize with the basic developmental process of Middle and late adulthood
3. Apply knowledge of the interrelationship of psychological, cognitive and psychosocial development will help inform understanding of the human experience
4. It is a time of focusing on the future and putting a lot of energy into making choices that will help one earn the status of a full adult in the eyes of others.

Unit-1: Middle adulthood: Physical and cognitive Development	No. of lectures-15	Weightage:15 Marks
1.1 Physical development 1.2 Sexuality in Middle Adulthood 1.3 Health 1.4 Cognitive Development 1.5 Does intelligence decline in adulthood. Memory		
Unit-2: Middle Adulthood: Social and Personality Development	No. of lectures-15	Weightage:15 Marks
2.1 Personality development 2.2 Relationships: Family in middle age 2.3 Work and Leisure		
Unit-3: Late Adulthood: Physical and Cognitive Development	No. of lectures-15	Weightage:15 Marks
3.1 Physical development 3.2 Health and wellness 3.3 Cognitive development A) IntelligenceMemory		
Unit 4: Late Adulthood: Social and personality development	No. of lectures-15	Weightage:15Mars
4.1 Personality development and successful ageing 4.2 Daily life of late adulthood 4.3 Relationship: Old and new		

Books for Reference:

1. Robert S. Feldman and Nandita Babu (2011) “Discovering the life span”, Pearson Education first Impression South Asia.
2. Robert S.Feldman (2010), “Discovering the life span “Dorling , Kinderson India pvt ltd 1st Impression.
3. John.W.Santrock 2007 “A typical approach to life span development” third edition Tata McGraw Hill
4. Dacey and Travers (1996) “Human development across the lifespan”, Brown and Benchmark publisher, third edition
5. Diane E. Papalia and Sally olds (1985) “ Human development” Tata McGraw Hill 5th edition
6. James W. vander Zanden : “ Human development” 3rd edition
7. Hurlock E.B. (2001) “Development Psychology : A life span approach, TMH Publishing Company, New Delhi
8. Hirave, Tadasare (1997) “vaikasik manas shastra” Fadake prakashan, Kolhapur
9. Borude, Kumthekar, Desai, Golvilkar (1995) “ Vaikasik manas shastra” Pune vidyarthi griha prakashan, Pune
10. Sontakke, Bhosale, Kulkarni, (2008) “Vaikasik manas shastra” , Aksharlene prakashan, Solapur
11. Sontakke, Jadhav, Bhosale, Kulkarni, (2014) “ Vaikasik Manasshastra : kishoravastha te prarambhik prardhavastha” Sunrise Publications, Solapur
12. Sontakke, Jadhav, Bhosale, Kulkarni, (2015), “Vaikasik manasshastra : Madhyavastha te vrudhavastha, Sunrise Publications, Solapur



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B.A. II Psychology

Semester-III

Vertical: DSC-VI (4)

Course Code: G03-DSC1-0402

Course Name: Psychology of Modern Life

*Teaching Scheme	*Examination Scheme
Lectures:04 Hours/week, Total Hours-60 04 Credits	UA:60 Marks CA: 40 Marks

Course Objectives: During this course, the student is expected to:
1. To familiarize students with psychological applications in modern life.
2. The student is acquainted with the process of interpersonal intimate, relationship with health and work.
3. Examine Psychology and Health
4. Discuss the Changing world of work
Course Outcomes: At the end of this course, students will be able to:
1. Students learn about psychological applications in modern life
2. Students will know the process of Psychological interpersonal, intimate relationship with health and work
3. Apply knowledge of the perspectives on health and illness.
4. It is a time of focusing on the Bio-Psychological perspective

Unit-1: Interpersonal Communication	No. of lectures-15	Weightage:15 Marks
1.1The process of interpersonal communication 1.2Nonverbal Communication 1.3General Principles 1.4Elements of Nonverbal Communication 1.5Effective Communication 1.6Application developing and assertive communication style.		
Unit-2: Intimate Relationship	No. of lectures-15	Weightage:15 Marks
2.1 Friendship A) What makes a good friend? B) Gender differences in friendships 2.2 Marriage A) Moving towards marriage B) Marital adjustment across the family life cycle C)Vulnerable areas in Marital Adjustment D)Divorce 2.3 Application – Understanding intimate Violence		
Unit-3: Psychology and Health	No. of lectures-15	Weightage:15 Marks
3.1 What is health? 3.2 Current perspectives on health and illness A) The Bio-Psychological perspective 3.3 Habits, Life style and health 3.4 Reactions to health 3.5 Application – Methods for promoting health		
Unit 4: Career and Work	No. of lectures-15	Weightage:15Mars
4.1Choosing a career 4.2Models of career choice and development Hollands mode, Womens career development 4.3Changing world of work 4.4Application – Putting together a resume		

Books for study

1. Weiten and Lioyd (2007) "Psychology Applied to Modern Life" Thomson-Wadsworth, Indian edition
2. Sarafino and Smith (2012) "Health Psychology" Wiley

Books for Reference

1. Atwater Eastwood & Duffy Karen Grover (1999) "Psychology for living adjustment, growth and behaviour today" 6th edition, Prentice Hall, upper Saddle river, New Jersey
2. Anastasi Anne (1976) "Field of Applied Psychology" 2nd edition. McGraw-Hill book Company New York
3. Palasane M.N. Naware Savita (Ed) (1993) "Upyojit Manas shastra, "Wiley Extern ltd. Publishers, Delhi
4. Tadasare and Tamke (2004) "Upyojit manas Shastra" Phadke prakashan, Kolhapur
5. Pandit, Kulkarni & Gore (2000) "Upyojit manas shstra" Pimpla Pune and com.
6. Sonatakke, Bhosale & Kulkarni (2008), "Upyojit Manas shastra" Aksharlene Prakashan, Solapur
7. Sonatakke, Jadhav, Bhosale & Kulkarni (2014) "Adhunik Upyojit manas shastra" Sunrise Publications, Solapur
8. Sonatakke, Jadhav, Bhosale & Kulkarni (2015) "Adhunik Upyojit manas shastra" Sunrise Publications, Solapur



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B.A. II Psychology

Semester-III

Vertical: Minor-IV

Course Code: G03-DSC2-0401

Course Name: Positive Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Preamble: Positive Psychology is the scientific study of what makes life worth living, focusing on human strengths, well-being, and the conditions that contribute to a fulfilling and meaningful life. Unlike traditional psychological approaches that often emphasize the treatment of mental illness, Positive Psychology shifts the focus to the enhancement of positive aspects of human experience, such as happiness, resilience, self-esteem, gratitude, and personal growth. This course is designed to introduce students to the key concepts, theories, and research findings in the field of positive psychology. Students will explore the various dimensions of human flourishing, including emotional well-being, social connections, character strengths, and life satisfaction. The course will also provide practical tools and strategies for applying positive psychology principles in everyday life to promote mental health and well-being.

Course Objectives:

During this course, the student is expected to:

1. To introduce students to the foundational concepts, theories, and research in the field of Positive Psychology.
2. To explore the key components of well-being, including happiness, self-esteem, resilience, and emotional intelligence.
3. To teach students the importance of cultivating positive emotions and how they contribute to overall mental health and life satisfaction.
4. To encourage students to develop strategies for fostering positive emotions, mindfulness, and resilience.

Course Outcomes:

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

1. Understanding of the key principles of Positive Psychology, including happiness, well-being, character strengths, and emotional resilience.
2. Students will assess the role of positive emotions (joy, hope, gratitude, etc.) in promoting mental health and resilience, and apply these insights to enhance everyday life.
3. Students will learn how to identify and utilize their own strengths.
4. Students will be able to understand and implement strategies to build psychological resilience, enhance coping skills, and promote post-traumatic growth.

Unit-1 Introduction to Positive Psychology	No. of lectures-15	Weightage:15 Marks
1.1Definitions and Nature of Positive Psychology 1.2Traditional Psychology- Why focus on negative facts 1.3Fields of Positive Psychology- Health Psychology, Clinical Psychology, Developmental Psychology and Social Psychology		
Unit-2: Happiness and Positive Emotions	No. of lectures-15	Weightage:15 Marks
2.1 Psychology of well-being, 2.2 Subjective Well-being: Hedonic basis of happiness. 2.3 What is Positive emotions, Fredrickson's Broaden-and-Build Theory 2.4 Development of Positive emotions- Flow experience, savoring		
Unit-3 Resilience	No. of lectures-15	Weightage:15 Marks
3.1 What is resilience? 3.2 Perspectives of resilience- Developmental, clinical 3.3 Growth through Trauma- 3.4 Positive and negative effects of Trauma.		
Unit-4 Applications of Positive Psychology	No. of lectures-15	Weightage:15 Marks
4.1Positive Psychology in education: Enhancing student well-being and motivation 4.2 The workplace: Employee engagement, and job satisfaction 4.3 Relationships: Cultivating positive relationships, empathy, and social support 4.4 Developing a personal plan for flourishing and well-being		

Reference Books:

1. डॉ. ज्ञानेश्वर पवार (२०१८) सकारात्मक मानसशास्त्र, प्रवर्तन पब्लिकेशन्स, लातूर.

c) References

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*: Pearson Education.
2. Carr, Alan (2007). *Positive Psychology: The science of human happiness and human strengths*. Routledge, Taylor and Francis Group-London.
3. Seligman, M. E. P. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Pearson.
4. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Pearson.



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

B.A. II Psychology

Semester-III

Vertical: GE/OE (2)

Course Code: G03-GE-OE-401

Course Name: Applied Psychology

*Teaching Scheme	*Examination Scheme
Lectures:02 Hours/week, Total Hours-30 02 Credits	UA:30 Marks CA: 20 Marks

Course Objectives: During this course, the student is expected to:
1. To acquaint the students with psychological adjustments to modern life.
2. To Prepare the Students to adjust in various life situations in 21st Century.
Course Outcomes: At the end of this course, students will be able to:
1. Students will be able to understand psychological adjustment to modern life.
2. Students will learn adjustment in various life situations in 21st Century

Unit-1 Self.	No. of lectures-15	Weightage:15 Marks
1.1 Self – concept 1.2 Self – esteem 1.3 Self-Regulation 1.4 Application- Building self-esteem.		
Unit-2: Gender and Behavior	No. of lectures-15	Weightage:15 Marks
2.1 Gender Stereotype 2.2 Gender Similarities and Differences. 2.3 Biological Origins of Gender Differences. 2.4 Environmental Origins of Gender Differences. 2.5 Application – Bridging Gender Gap in Discrimination		

Books for Study

1. Weiten and Lloyd (2007) “Psychology Applied to Modern Life” Thomson - Wadsworth, Indian Edition.
2. Sarafino and Smith (2012) “Heath Psychology” Wiely Indian Edition.
3. Altwater Eastwood & Duffy Karen Grover (1999) “Psychology for Living Adjustment, Growth and behaviour today” 6 th Edition. Mc Graw-Hill book Company New York.
4. Anastasi Anne (1976) “Field of Applied Psychology” 2nd Edition. McGraw-Hill book Company New York.
5. Palasane M.N, Naware Savita (Ed) (1993) “Upyojit Manasshastra, ” Wiely Extern Ltd. Publishers, Delhi
6. Patil Angha & Rajhans Manasi (1998) Jivanopyogi Manasshastra. Unmesh Prakashan, Pune
7. Tadasare & Tamke (2004) “Upyojit Manasshastra” Phadke Prakashan, Kolhapur.
8. Pandit, Kulkarni & Gore (2000) “Upyojit Manasshastra” Pimplapune and com.
9. Sontakke, Bhosale & Kulkarni (2008), “Upjojit Manasshastra” Aksharlene Prakashan Solapur
10. Sontakke, Jadhav, Bhosale, Kulkarni, (2014) “Adhunik Upyogit Manasshastra” Sunrise Publication Solapur
11. Sontakke, Jadhav, Bhosale, Kulkarni, (2015) “Adhunik Upyogit Manasshastra” Sunrise Publication Solapur



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B.A. II Psychology

Semester-IV

Vertical: VSC-II (2)

Course Code: G03-VSC-401

Course Name: MINDFULNESS

***Teaching Scheme**

Lectures:02 Hours/week,

Total Hours-30

02 Credits

***Examination Scheme**

UA:30 Marks

CA: 20 Marks

Preamble: This paper is specially designed to cater to the foundation building of the students by imparting knowledge about mindfulness skills. The NEP and Grading System to be implemented through this curriculum will help students develop an interest in mindfulness. The students pursuing this course will help them understand the mindfulness process and mindfulness therapies. They will also have help with understanding mental health and mindfulness. The objective of this course is to introduce the concepts such as the definition, characteristics, and foundations of mindfulness, mindfulness-based cognitive therapy, mindfulness-based stress reduction and acceptance, and commitment therapy. Another, objective of this course is to understand the flow and mental health, Maslow and self-actualization, mental health and well-being, mindfulness and the spectrum of health and health, self-knowledge, and suffering.

Course Objectives: During this course, the student is expected to:
1. To make the students familiar with the skills of mindfulness.
2. To understand the scope of mindfulness and its process.
Course Outcomes: At the end of this course, students will be able to:
1. Understanding of skills of mindfulness.
2. Understanding the scope of mindfulness and its process.

Unit-1: Understanding Mindfulness and Mindfulness Therapies	No. of lectures-15	Weightage:15 Marks
1.1 Definition, Characteristics and foundations of mindfulness 1.2 Mindfulness-based cognitive therapy (MBCT) 1.3 Mindfulness-based stress reduction (MBSR) 1.4 Acceptance and commitment therapy (ACT)		
Unit-2: Mental health and Mindfulness	No. of lectures-15	Weightage:15 Marks
2.1 Flow and mental health, Maslow and self-actualization 2.2 Mental health and well-being 2.3 Mindfulness and the spectrum of health 2.4 Health, self-knowledge and suffering		

Reference Books: a) Basic Reading: <ul style="list-style-type: none"> Chris, Mace. (2008). <i>Mindfulness and Mental Health: Therapy, theory and science (First Impression)</i>, Canada, Routledge. b) References: <ul style="list-style-type: none"> Martin, Heidegger. (2008). <i>Mindfulness</i>. London, Continuum International Publishing Group. Brian D. Ostafin, Michael D. Robinson & Brian P. Meier. (2000). <i>Handbook of Mindfulness and Self-Regulation</i>. New York, Springer Science. Fabrizio, Didonna. (2009). <i>Clinical Handbook of Mindfulness</i>. New York, Springer Science. Steven C. Hayes, Victoria M. Follette, Marsha M. Linehan. (2004). <i>Mindfulness and Acceptance</i>. New York, A Division of Guilford Publications, Inc.
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Punyashlok Ahilyadevi Holkar Solapur University, Solapur

B.A. II Psychology

Semester-IV

Vertical: SEC

Course Code: G03-SEC-401

Course Name: Mental Health Awareness Program

*Teaching Scheme	*Examination Scheme
Lectures:02 Hours/week,	UA:30 Marks
Total Hours-30	CA: 20 Marks
02 Credits	

Preamble: National Education Policy 2020 is made applicable to all higher education institutions in India. The aim of the policy is to develop good, thoughtful, well rounded and creative individuals. Credit Framework for undergraduate programmes incorporates a flexible choice-based Credit System, multi-disciplinary approach and multiple entry and exit options. As per NEP guidelines co-curricular activities are mandatory to earn two credits in a semester. They promote co-curricular activities since the activities play a significant role in development of students. These activities will enhance learning process, personal growth, academic success and involvement of all stakeholders. They will help the students to go beyond the knowledge of courses. They will also fuel students learning and build important life skills.

Course Objectives: During this course, the student is expected to:
1. To explore strength and talent outside of Academics.
2. To help to learn beyond courses.
Course Outcomes: At the end of this course, students will be able to:
1. Understand the concept of Co-curricular Activities.
2. Learn strength and talents outside the classrooms.

Unit-1: Conducting Co-Curricular Programme and Report Writing on Mental Health Awareness	No. of lectures-30	Weightage: 50 Marks
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I. General policy guidelines for co-curricular activities: -

1. Students have to earn two credits towards completing mandatory co-curricular requirement.
2. 60 hours of participation is mandatory for two credits.
3. Students can participate in one or more (up to 6 activities) activities.
4. Minimum 10 hours of participation is necessary in one activity.
5. Students are expected to report the activities to the respective faculty in charge of that activity.
6. Maximum 30 marks will be given to students representing events at different levels and participating in different activities and report writing.
7. There will be discussion/ seminar/ paper presentation/ group discussion/ report submission etc. for 20 marks.
8. If a student fails to secure minimum required marks, his result will be declared as fail in co-curricular courses. S h e / h e will not be awarded any credits in the course.

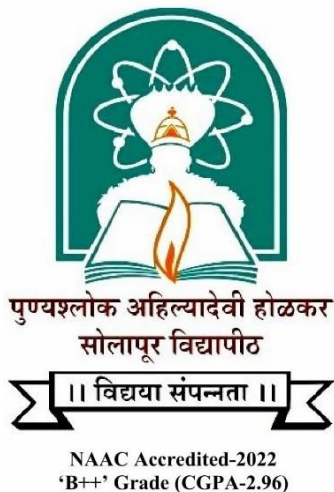
REPORT WRITING OF CC

- Title of the Co-curricular Course.
- Objectives of the Co-curricular Course.
- Target group or Beneficiary of the Co-curricular Course.
- Benefits/ Importance of the Co-curricular Course.
- Tools or Apparatuses for Co-curricular Course.
- Report of Action Plan about Co-curricular Course.
- Conclusion of about Co-curricular Course.

TENTATIVE LIST OF PROGRAMMES

- Awareness Programme on Health Literacy
- Awareness Programme on Mental and Social health
- Awareness Programme on Any Pandemic
- Awareness Programme on any Mental Disorder
- Awareness Programme on Pro-Social Behavior
- Awareness Programme on Promote Community Health And Well-Being
- Awareness Programme on Psychological Testing and Counseling
- Awareness Programme on Psychological Interventions
- Awareness Programme on Healthy Relationship
- Awareness Programme on Positive Emotion, Thoughts and Behavior
- Awareness Programme on any Disease
- Awareness Programme on Psychological Counseling
- Awareness Programme on any Psychological issues
- Awareness Programme on Mental Health Act

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**



**Syllabus for
Community Engagement Programme (CEP) According to
NEP-2020**

**For
Bachelor Degree Programmes
Faculty of Humanities**

With Effect From

2025-26

Community Engagement Programme (CEP)

Paper Codes [B.A. S.Y.]: GO3-CEP-401(Practical Paper and all Major Subject)

Credits: 02; Semester- IV; Evaluation: 20 + 30=50 Marks

1. INTRODUCTION:

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been under taken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner.

2. OBJECTIVES:

- To promote a respect for rural culture, life style, and wisdom among students.
- To learn about the present status of agricultural and development initiatives.
- Identify and address the root causes of distress and poverty among vulnerable households.
- Improve learning outcomes by applying classroom knowledge to real-world situations.

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SD Goal requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

3. LEARNING OUTCOMES:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socio-economic improvement.

4. Credits: Two Credit Course; Students are expected to complete 60 hours of participation.

5. COURSE STRUCTURE:

Sr.	ModuleTitle	ModuleContent	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural life style, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,	Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA
2.	Understanding rural and local Economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural , Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].	Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti-Bachao, Beti-Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries(SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA

Note: Faculty can make addition in the list of activities as per domain content.

(*Community Engagment Programme (CEP) Related to All Major Subject.)

Recommended field-based activities (Tentative):

- ☐ Participate in Gram Sabha meetings, and study community participation;
- ☐ Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- ☐ Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- ☐ Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- ☐ Surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- ☐ Visit Rural Schools/mid-day meal centers, study academic and infrastructural resources, digital divide and gaps;
- ☐ Associate with Social and it exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- ☐ Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- ☐ Attend Parent Teacher Association meetings, and interview school dropouts;
- ☐ Visit local Anganwadi and observe the services being provided;
- ☐ Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;
- ☐ Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- ☐ Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building

solar powered village;

Understanding of peoples impacts of climate change, building up community's disaster preparedness;

- ☐ Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- ☐ Formation of committees for common property resource management, village pond maintenance and fishing;
- ☐ Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- ☐ Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- ☐ Financial Literacy Awareness Programme
- ☐ Digital Literacy Awareness Programme
- ☐ Education Loan Awareness Programme
- ☐ Entrepreneurship Awareness Programme
- ☐ Awareness Programmes on Government Schemes
- ☐ Products Market Awareness
- ☐ Services Market Awareness
- ☐ Consumer Awareness Programme
- ☐ Accounting Awareness Programme for Farmers
- ☐ Accounting Awareness Programme for Street Vendors etc.

6. IMPORTANT RULES AND REGULATIONS FOR CEP:

Concurrent Field work: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their field work experiences i.e. reading, e-contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The field work conference is part of the time table and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Field work is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student; supplementary field work must be arranged and accomplished with the approval of the faculty supervisor.

EVALUATION/ASSESSMENT SCHEME:

Community Engagement

Programme [CEP]

Evaluation Pattern: Total

Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning. The assessment pattern is Internal and External i.e.

20+30=50

CA-Internal Evaluation: 20Marks [P] Conducted by Internal Examiner	
Participation in the Community Engagement Programme Initiation	10Marks
Proposal for Community Engagement Programme with all the necessary components	10Marks
Total	20 Marks
UA- End Semester Practical Examination:30 Marks [P] Conducted by Internal Examiner and External Examiner	
Oral Presentation of CEP Activity	10Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20Marks
Total	30 Marks

EQUIVALENT SUBJECTS FOR OLD SYLLABUS

**Name of the Course: - B.A. Part-II Psychology
w.e.f. -2025-26.**

Sr. No.	Paper No. & Name of the Old Paper	Paper No. & Name of the New Paper

Evaluation Patter - 04 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

Evaluation Pattern- 02 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

***Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report / Case Study etc. Choice of Subject Teacher.**

Nature of Question Paper Pattern: - 04 Credits Paper
As per NEP-2020 Structure for UG Course w.e.f.-2025-26

Time-2.30 hours

Marks-60

Question No. 1 Choose the correct alternative. **12**

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)

Question No. 2 Write short answers (Any four) **12**

- 1)
- 2)
- 3)

4)

5)

6)

Question No.3 Write short answers (Any Two)

12

1)

2)

3)

4)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

1)

2)

Question No. 5 Write the details answer (Broad answer type question)

12

Nature of Question Paper Pattern: - 02 Credits Paper
As per NEP-2020 Structure for UG Course w.e.f.-2025-26.

Time-1.30 hours
30

Marks-

Question No. 1 Choose the correct alternative.

06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question No. 2 Write short answers (Any Two)

06

- 1)
- 2)
- 3)
- 4)

Question No. 3 Write short answers / Short note.

06

- 1)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)