

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**FACULTY OF HUMANITIES  
NEP- 2020 COMPLIANT CURRICULUM FOR  
B.A.-III PSYCHOLOGY**



**WITH EFFECT FROM- 2026-27**

NAAC Accredited-2022  
'B++' Grade (CGPA-2.96)



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**  
**Faculty of Humanities**  
**NEP- 2020 Compliant Curriculum for**  
**B.A.-III, 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 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**.

The Eligibility Criteria for Course as per Govt. / PAHSUS rules and norms.



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## Faculty of Humanities

### NEP- 2020 Compliant Curriculum for

### B.A. Psychology

### Program Outcomes (POs)

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

#### Major Courses:

- **PO1:** To apply reasoning informed by the contextual knowledge of the past to assess the current state of society, economy, environment, culture and related areas.
- **PO2:** Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- **PO3:** Ethics: Recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

#### 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 Social, scientific and Psychological approach to problem-solving to develop independent research projects handling capabilities.
- **PO10:** Students learn Psychological research methods to generate knowledge about the various events and phenomena from the past.

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Faculty of Humanities

NEP- 2020 Compliant Curriculum for

**B.A. 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



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**Structure Credit distribution Structure for Three/ Four-year Honours /**  
**Honours with Research**  
**B.A. Degree Programme with Multiple Entry and Exit option**  
**Faculty of Humanities**  
**Bachelor of Arts (B.A-III, Psychology)**

Level	Sem.	Major	Minor	Vocational and Skill VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/Cum. Cr.
5.5	V	DSC-VII (4) Experimental Psychology	DSE -A (4) Psychological Testing OR	Minor-V (4) Abnormal Psychology	VSC- III (2) Criminal Psychology and Forensic Skills	IKS(Sp ecific) (2) Indian Psychol ogy	FP (2)	22
		DSC-VIII (4) Psychology Practicals Experiments Practical Paper	DSE -B (4) Social Psychology					
	VI	DSC-IX (4) Cognitive Psychology	DSE -A (4) Psychological Assessment OR	Minor-VI (4) Counselling Psychology	VSC-IV (2) Cyber Psychology	----	OJT (4)	22
		DSC-X (4) Psychology Practicals –Test Practical Paper	DSE -B (4) Psychology of Well-Being					
	Cum. Cr.	16	08	08	04	02	06	44

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**Syllabus**  
(According to NEP 2020)  
**B.A. Part- III (Psychology)**  
**Choice Based Credit System**  
**W. e. f. Academic Year-2026-27**

**Semester – V**

Level	SEMESTER	TITLE OF THE PAPER	LECTURE PER WEEK	SEMESTER EXAM			TOTAL CREDIT
				UA	CA	TOTAL	
	Subject code	Major (DSC) and (DSE), Minor, GE/OE					
	G03-DSC1-0527	DSC-VII Experimental Psychology	04	60	40	100	04
	G03-DSC1-0528	DSC- VIII Psychology Practicals Experiments (Practical Paper)	08	60	40	100	04
	G03-DSE-0514	DSE (A) Psychological Testing  OR Social Psychology	04	60	40	100	04
	G03-DSC2-0514	Minor –V Abnormal Psychology	04	60	40	100	04
	<b>Vocational and Skill VSC, SEC (VSEC) and IKS</b>						
	G03-VSC-0514	VSC -III Criminal Psychology and Forensic Skills	02	30	20	50	02
	G03-IKS-0501	IKS (Specific) Indian Psychology	02	30	20	50	02
	<b>OJT, FP, CEP, CC, RP</b>						
	G03-FP-0501	FP Field Project	02	30	20	50	02

1credits of Theory =1Hours of Teaching per week

1credits of Practical =2 Hours per week

DSC- Discipline Specific Course

DSE- Discipline Specific Elective

VSC- Vocational Skill Course

**Syllabus**  
**(According to NEP 2020)**  
**B.A. Part- III (Psychology)**  
**Choice Based Credit System**  
**W. e. f. Academic Year-2026-27**

**Semester – VI**

Level	SEMESTER	TITLE OF THE PAPER	LECTURE PER WEEK	SEMESTER EXAM			TOTAL CREDIT
				UA	CA	TOTAL	
	Subject code	Major (DSC) and (DSE), Minor, GE/OE					
	<b>G03-DSC1-0627</b>	<b>DSC- IX</b> Cognitive Psychology	04	60	40	100	04
	<b>G03-DSC1-0628</b>	<b>DSC- X</b> Psychology Practicals -Test <b>(Practical Paper)</b>	08	60	40	100	04
	<b>G03-DSE-0614</b>	<b>DSE-A</b> Psychological Assessment <b>OR</b> Psychology of Well-Being	04	60	40	100	04
	<b>G03-DSC2-0614</b>	<b>Minor -VI</b> Counselling Psychology	04	60	40	100	04
	<b>Vocational and Skill VSC, SEC (VSEC) and IKS</b>						
	<b>G03-VSC-0614</b>	<b>VSC -IV</b> Cyber Psychology	02	30	20	50	02
	<b>OJT, FP, CEP, CC, RP</b>						
	OJT <b>G03-OJT-0601</b>	On Job Training	04	60	40	100	04

1credits of Theory =1Hours of Teaching per week

1credits of Practical =2 Hours per week

DSC- Discipline Specific Course

DSE- Discipline Specific Elective

VSC- Vocational Skill Course

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**B.A.-III Psychology  
Semester-V**

**Vertical: DSC- VII**

**Course Code: G03-DSC1-0527**

**Course Name: - Experimental Psychology**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Experimental Psychology is a fundamental branch of psychology that focuses on understanding human behaviours and mental processes done scientific methods and controlled experiments. This course is designed to provide students with a strong foundation in experimental design, research methodology, and data analysis techniques used in psychological investigations.

The course emphasizes the application of objective and systematic procedures to study various psychological processes such as perception, learning, memory, attention, emotion, and cognition. Students will gain practical experience in conducting experiments, formulating hypotheses, collecting and analysing data, and interpreting results in a scientific manner. Through laboratory work and hands-on training, learners will develop essential skills in the use of psychological instruments, experimental controls, and ethical considerations in research. The course also aims to enhance critical thinking, problem-solving abilities, and scientific reasoning among students. By the end of this course, students will be equipped to understand and apply experimental methods in psychology, preparing them for advanced studies, research careers, and professional roles in psychology and related fields.

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<b>Course Objectives:</b> During this course, the student is expected to:
1. To develop a clear understanding of the scientific approach used in psychology and the role of experimentation in studying behaviour and mental processes
2. To familiarize students with basic concepts, principles, and methods of experimental psychology.
3. To enable students to design, conduct, and report psychological experiments in a systematic manner
4. To provide practical knowledge of various psychological processes such as sensation, perception, learning, memory, attention, and cognition.
<b>Course Outcomes:</b> At the end of this course, students will be able to:
1. Understand and explain the fundamental concepts and principles of experimental psychology.
2. Apply scientific methods and experimental designs to study human behavior and mental processes
3. Formulate research problems and develop appropriate hypotheses for psychological investigations.
4. Conduct laboratory experiments using standardized procedures and psychological instruments.

<b>Unite-1: Introduction to Experimental Psychology</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Nature and Goals of Experimental Psychology B) History of Experimental Psychology C)Experimental Method		
<b>Unit- II Psychophysics and Reaction Time</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Basic Concepts of Psychophysics B) Methods of Psychophysics 1. Methods of Limit - Determination of RL and DL 2. Methods of Constant stimuli- Determination of RL and DL 3. Methods of Average Error- Determination of PSE and CE C) Reaction Time-1) Definition 2) Types 3) Determinant		

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<b>Unit- III Perceptual Process</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Attention- 1) Meaning and Nature 2) Issues of Attention (Kinds B) Theories of Attention- 1) Filter Theory (Bottleneck) 2) Attenuation Theory 3) Late Selection 4) Multimode. C) Perception- 1) Meaning and Nature 2) Principles (Laws) of Perception D) Perception of Object E) Perception of Depth- a) Monocular and Binocular Cues		
<b>Unit- IV Learning and Memory</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Learning- Meaning and Types. B) Transfer of training- Definition and Types C) Cross-Education- Bilateral Transfer D) Memory- Meaning, Models of Memory - 1) Waugh and Norman E) The Atkinson and Shiffirine Model D) Tulving Model Methods- 1) Methods of Practice 2) Methods of Retention		

**BOOKS FOR STUDY: -**

1. BanoSamina (2012) Experimental Psychology- (ICFAI) University Sens Pearson
2. Galotti (2014) Cognitive Psychology-New Delhi- Sage Publication 5thEdn. South Asia
3. Postman and Egan (2000) Experimental Psychology an Introduction- Reprint N.D. Kalyani Publication
4. Solso .C.V. (2009) Cognitive Psychology- 6hEdn. Pearson Edn.

**BOOKS FOR REFERENCE: -**

1. Borude R.R. (2002) Bodhnic Manasshastra -Aurangabad- Chaya Publication
2. DamaleKusum-PrayogicManasshastra
3. Dandekar-PrayogicManasshastra
4. Desai B. and Abhyankar S.C. (2001) Prayogic Manasshastra anis anshodhan Padhati-Pune Narendra Prakashan
5. Myres A. and Hansen (2002) Experimental Psychology U.S.-Thompson wars worth
6. Vanarase- Prayogic Manasshastra
7. Woodworth R.S. and Schlosberge (Reprint 2008) Experimental Psychology 6hEdn. N.B.IBN Publicati



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**B.A.-III Psychology  
Semester-V**

**Vertical: DSC- VIII**

**Course Code: G03-DSC1-0528**

**Course Name: - Psychology Practicals Experiments (Practical Paper)**

**\*Teaching Scheme**

**Lectures: 08 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Psychology Practicals form an essential component of psychological education, providing students with hands-on experience in understanding human behavior and mental processes through scientific experimentation. This practical course is designed to bridge the gap between theoretical knowledge and real-life application by engaging students in laboratory-based experiments. The course focuses on the systematic observation, measurement, and analysis of psychological phenomena such as sensation, perception, attention, learning, memory, and reaction time. Through carefully designed experiments, students will learn how to apply experimental methods, control variables, and ensure accuracy and objectivity in their work. Practical training enables students to develop essential skills in conducting experiments, recording observations, analysing data, and interpreting results. It also familiarizes them with the use of psychological apparatus and standardized testing procedures. Emphasis is placed on maintaining ethical standards, accuracy, and scientific rigor throughout the experimentation process. The course aims to cultivate critical thinking, problem-solving abilities, and a scientific attitude among students.

Overall, Psychology Practicals empower learners to gain deeper insights into psychological concepts and prepare them for advanced research and professional practice in the field of psychology. Conduct psychological experiments systematically using appropriate methods and procedures. Demonstrate proficiency in using psychological apparatus and standardized testing tools. Observe, measure, and record behavioral and mental processes accurately. Formulate hypotheses and design simple psychological experiments

**Course Objectives:**

During this course, the student is expected to:

1. To provide hands-on experience in conducting psychological experiments in a laboratory setting.
2. To develop an understanding of experimental methods and procedures used in psychology.
3. To train students in the use of psychological apparatus, tools, and standardized testing materials
4. To enable students to observe, measure, and record psychological phenomena accurately

**Course Outcomes:**

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

1. Conduct psychological experiments systematically using appropriate methods and procedures.
2. Demonstrate proficiency in using psychological apparatus and standardized testing tools.
3. Observe, measure, and record behavioral and mental processes accurately
4. Formulate hypotheses and design simple psychological experiments

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### **Group-A Psychophysical Methods**

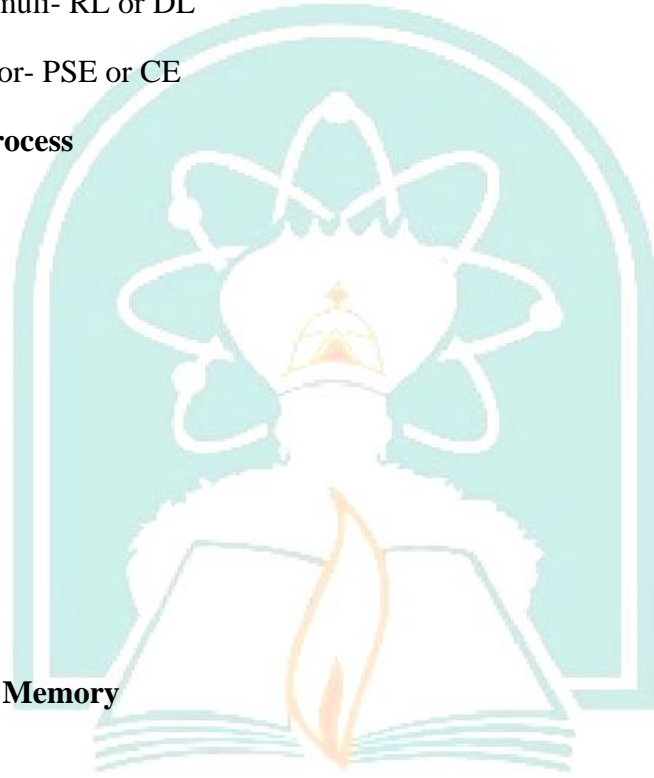
1. Method of Limit- RL or DL
2. Method of Constant stimuli- RL or DL
3. Method of Average Error- PSE or CE

### **Group- B: Perceptual Process**

1. Span of Attention
2. Division of Attention
3. Retinal Color Zone
4. Depth Perception
5. Localization of Sound
6. Reaction Time
7. Stroop Effect

### **Group-C: Learning and Memory**

1. Short-term Memory
2. Serial Learning
3. Recall and Recognition
4. Maze Learning
5. Habit Interference
6. Mirror- Drawing (Bilateral Transfer)
7. Retroactive and Proactive inhibition



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## **Statistical Problems-**

Statistic is a part of practical paper. Teacher should conduct one lecture per week through the academic year for statistics and topics to be covered in the psychology practical paper

1. Mean
- 2) Median
- 3) Mode

### **College Assessments (CA) practical examination- (40 Marks)**

### **University assessment (UA) - Practical examination (60 Marks).**

#### **1) Appendix**

. The student should arrange a study tour any Mental hospital, General hospital, Central jail, Remand home, Correctional institute, Disabled schools, Rehabilitation center in any month of the academic year and submit study tour report port before conducting practical examination of paper. The staff and non-teaching staff accompanying the students can claim TA/DA as per university rule.

#### **2.Guidelines for the conduct of practicals**

1. There shall be two practical of eight Lectures per week per batch. Each batch should be consists of 10 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Eight experiment should be conducted for the list of experiments given in practical paper.
4. The concerned in-charge teacher should verify the completion of statistics, practical journal as well as project and study tour report and issues a completion certificate signed by the head of the department.
5. Final practical examination the number of student in any given batch should not exceed 10.
6. The duration of practical examination will be 3 clock hours for per Batch, which incorporate one experiment or psychological test and one statistical problem. Prescribed in syllabus.
7. A different statistical problems and separate question paper will be set for each batch of practica
8. Instruction and conducting, journal, instructions and conduct, report writing, statistical problem and viva should be assessed by internal and external examiner. Average marks of two examiners should be taken in final assessment.
9. Scientific calculator will not be allowed in <sup>16</sup>laboratory. The student should-allowed simple arithmetic calculator for only solving statistical problems.

10. One external and one internal examiner must be appointed as per university rule.
11. Assessments of statistical problem and practical journal report should be done by external examiners.
12. Instruction and conducting, journal, instructions and conduct, report writing, statistical problem and viva should be assessed by internal and external examiner. Average marks of two examiners should be taken in final assessment.
13. Scientific calculator will not be allowed in laboratory. The student should-allowed simple arithmetic calculator for only solving statistical problems
14. The students should bring their subject for practical examinations (without subject of Psychology for spl.)
15. While appearing for the final examination students must produce the fair journal duly completed and signed by the concerned in charge teacher and head of the department. Project report for college assessment should be submitted.
16. External examiner should allow student to appear for final examination only on producing the completion certificate of practicals.
17. Before conducting the examination, the external examiner should confirm that the all guideline mention in the syllabus of practical was strictly followed while demonstrating and conducting the practicals. The examiner should also

**The structure of question paper will be as follows**

The students will ask Conduct/administered any one Expt./Test allotted by examine and write details reports on it.

The student will have to solve one statistical problem.

Draw neat diagram or graph if necessary.

Required Instruments/ Apparatus/ Material for Expt. / Test(1)

Name and Signature

Internal Examiner -----NAAC Accredited-2022

External Examiner -----'B++' Grade (CGPA-2.96)

**The scheme of Marking:-**

<b>Psychology Practical's-Experiments</b>			
<b>College Assessment (40 Marks)</b>	<b>Mark</b>	<b>University Assessment (60Marks)</b>	<b>Mark</b>
Seminar	20	Practical journal/Record book	15
Home Assignment	20	Statically problem	10
		Instruction and conducting	15
		Practical Report writing	10
		Practical Viva/oral	10
Total Mark	40		60

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2. Anastasi, A. & Urbina, S. (2009). Psychological testing. N.D.: Pearson Education.
3. BanoSamina (2012) Experimental Psychology- (ICFAI) University Sens Pearson
4. Barlow D. & Durand M. (2011) Text Book of Abnormal Psychology-Frist India Edn.2011 Cen gage Learning.
5. Baron, Branscomb, Byrne Bhardwaj (2010) Social Psychology 12th Edn. Pearson.
6. Barve B.N. (2011) Manasshastriya Chachnya - Nagpur - VidyaPrakashan
7. Barve B.N. and Narke H.J. (2008) Manomapani-Nagpur-Vidya Prakashan
8. Barve, B.N. (2007). Shaikshanik Manasashastriy Sankhyashastra, Nagpur: VidyaPrakashan
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10. Boumgardner S.R. and Crothers M.K. (2009) Positive Psychology-Pearson Education Frist Impression 2009
11. Chadha N.K.(2009), Applied Psychometry, Sage Publication Pvt Ltd. New Delhi.
12. D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.
13. Damale, Kusum (1981). PrayogikManashastra, Nagpur: Maharashtra VIDhyapithNirmiti MandalasathiSahitya Prasar Kendra.
14. Dandekar - Prayogic Manasshastra
15. Desai B. and Abhyankar S.C. (2001) Prayogic Manasshastraanisanshodhan Padhati-Pune Narendra Prakashan
16. Desai Bharat and AbhyankarShobhana (2007): Manasashastriya Mapana, Pune: Narendra Prakashan.
17. Deshapande, S.W. (1980). Manasashastriya Prayog, Pune; Continental Prakashan.

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**B.A.-III Psychology  
Semester-V**

**Vertical: DSE- A  
Course Code: G03-DSE-0514  
Course Name: - Psychological Testing**

**\*Teaching Scheme**

**Lectures: 04 Hours/week  
Total Lecture-60  
Credits-04**

**\*Examination Scheme**

**UA:60 Marks  
CA: 40 Marks**

**Course Preamble:**

Psychological Testing is a fundamental area within the field of Psychology that focuses on the systematic measurement of human behavior, abilities, personality traits, and mental processes. This course is designed to provide students with a comprehensive understanding of the principles, methods, and applications of psychological assessment in diverse settings such as education, clinical practice, industry, and research. The course introduces students to the concepts of standardized testing, reliability, validity, norms, and ethical considerations in testing. It emphasizes the scientific construction, administration, scoring, and interpretation of various psychological tests including intelligence, aptitude, personality, and achievement tests. Students will also develop practical skills in test administration and report writing. Furthermore, the course aims to build critical thinking by enabling learners to evaluate the strengths and limitations of different psychological tools. Special attention is given to cultural fairness, bias in testing, and ethical guidelines as prescribed by professional bodies like the American Psychological Association.

Overall, this course prepares students to use psychological tests responsibly and effectively, fostering competence in assessment practices that contribute to individual well-being and societal development.

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**Course Objectives**

During this course, the student is expected to:

1. To introduce students to the basic concepts and principles of Psychology related to psychological assessment and testing.
2. To develop an understanding of standardized testing procedures, including test construction, administration, scoring, and interpretation.
3. To familiarize students with key concepts such as reliability, validity, norms, and standardization in psychological tests.
4. To provide knowledge of different types of psychological tests such as intelligence, aptitude, personality, and achievement tests.

**Course Outcomes:**

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

1. Demonstrate a clear understanding of fundamental concepts and principles of Psychology related to psychological testing and assessment
2. Explain key concepts such as reliability, validity, norms, and standardization in psychological tests
3. Identify and differentiate between various types of psychological tests, including intelligence, aptitude, personality, and achievement tests
4. Administer, score, and interpret basic psychological tests using standardized procedures.



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<b>Unit -I Test and Testing Process</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Definition and Types Uses of Testing B) Standardized procedure in test Administration C) Desirable Procedures of Test Administration D) Influence of the Examiner E) Background and motivational of the Examinee		
<b>Unit- II Norms</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Definition and types of norms B) Raw Score- Transformation- a) Percentile and Percentile rank b) Standard Score C) T Score and Normalized Standard score D) Stanine. E) Selecting a Norm Group- a) Age and Grade Norms b) Local and Subgroup Norms		
<b>Unit- III Reliability</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Concept of Reliability Co-relation Co-efficient B) Types of Reliability - a) Reliability as Temporal Stability- i) Test-Retest C) Reliability ii) Alternate form Reliability b) Reliability as Internal Consistency D) i) Split-Half Reliability ii) Co-efficient Alfa iii) Inters cover Reliability E) Which types of Reliability Appropriate		
<b>Unit- IV Validity</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>

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**Unit content:** A) Validity- A definition  
B) Types of Validity - a) Content Validity b) Criterion Related Validity  
1) Concurrent Validity 2) Predictive Validity  
C) Contract Validity 1) Convergent Validity 2) Discrimination Validity  
3) Factor analysis

**List of Reference Books:**

**1. BOOKS FOR STUDY: -**

1. Gregory R.L. (2014)-Psychological Testing -History Principle and Applications 6thEdn. New Delhi Pearson Pub.

**BOOKS FOR REFERENCE: -**

1. Aiken Lewin R. Growth Marmet G. (2016) Psychological Testing and Assessment- 12thEdn. Copyright
2. Anastasi Anne and Urbina Susan (2003) Psychological Testing- 7thEdn. New Delhi Prentice-hall
3. Barve B.N. and Narek H.J. (2008) ManomapanI- Nagpur-Vidya Prakashan
4. Barve B.N. (2011) Manasshastriya Chachnya - Nagpur – Vidya Prakashan
5. Desai B. Abhyankar (2007) Manasshastriya Mapan- Pune Narendra Prakashan
6. Freeman Frank (1998) Theory and Practice of Psychological Testing-3rdEdn. New Delhi Oxford and IBN Publication
7. Kale P. (1990) Manasshastriya Mapan Mumbai- Manovikas Prakashan
8. Kaplan R. and Saccuzza Denis P. (2005) Psychological Testing and Assesment-6hEdn. - Canada Words-Worth
9. Patil A. (2014) Manasshastriya Chachnya -Pune- Diamond Publication

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'B++' Grade (CGPA-2.96)



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology  
Semester-V**

**Vertical: DSE- B**

**Course Code: G03-DSE-0514**

**Course Name: - Social Psychology**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Social Psychology is a dynamic branch of Psychology that explores how individuals' thoughts, feelings, and behaviours are influenced by the presence of others, whether actual, imagined, or implied. This course is designed to provide students with a comprehensive understanding of the scientific study of social behaviours and interpersonal processes in everyday life. The course introduces key concepts such as social perception, attitudes, conformity, group dynamics, leadership, prejudice, aggression, and prosocial behaviour. It emphasizes how social and cultural contexts shape individual behaviours and how individuals, in turn, influence their social environment. Students will examine classic and contemporary theories and research that explain social interactions and relationships. In addition, the course focuses on the application of social psychological principles in real-world settings such as education, health, organizations, and community development. Ethical considerations and research methods in social psychology are also highlighted to develop scientific thinking and responsible practice.

Overall, this course aims to enhance students' understanding of human social behaviour, promote critical thinking, and equip them with the knowledge and skills to apply social psychological concepts in personal, professional, and societal contexts.

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'B++' Grade (CGPA-2.96)**

<p><b>Course Objectives:</b></p> <p>During this course, the student is expected to:</p>
1. To introduce students to the basic concepts and principles of Psychology with special reference to social behaviour
2. To develop an understanding of how individuals' thoughts, feelings, and behaviors are influenced by social situations and interactions.
3. To familiarize students with key topics such as social perception, attitudes, conformity, group behavior, leadership, and interpersonal relationships
4. To help students understand the formation and change of attitudes and their impact on behavior.
<p><b>Course Outcomes:</b></p> <p>At the end of this course, students will be able to:</p>
1. Demonstrate a clear understanding of key concepts and theories in Psychology related to social behavior
2. Explain how individuals' thoughts, feelings, and behaviors are influenced by social contexts and interactions.
3. Analyze social phenomena such as attitudes, conformity, group dynamics, and interpersonal relationships.
4. Identify the causes and consequences of social issues such as prejudice, discrimination, aggression, and prosocial behaviours.

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सोलापूर विद्यापीठ

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Unit -I Definition, History and Methods of Social Psychology	No. of lectures-15	Weightage:15 Marks
<p><b>Unit content:</b> A) Definition of Social Psychology- 1) Is Scientific in nature 2) Focus on the behavior of individual 3) Understand the causes of Social Psychology B) Brief History of Social Psychology- 1) Early Years-Emerge of social Psychology 2) Social Psychology Youth 3) A Maturing Field 4) Status of Social Psychology in Asia and India C) Research Methods in Social Psychology- 1) Systematic Observation 2) Correlation Methods</p>		

<b>Unit- II Social Cognition and Perception</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Social Cognition a) Heuristic- i) Presentiveness availability ii) Anchoring and Adjustment b) Automatic and Controlled Processing: - i) Influence of Affect on Cognition ii) Influence of Cognition on Affect iii) Indian perception B) Social Perception a) Attribution- Theories of Attribution - i) Jones and Davis theory of correspondent inference ii) Kelly's theory of casual Attribution Impression formation and Impression management		
<b>Unit- III Attitude, Prejudice and Discrimination</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Attitude- a) Attitude formation- i) Classical Conditioning ii) Instrumental Conditioning iii) Observational Conditioning b) The Persuasion (Attitude Change)- i) Communication, Message, Audience ii) Reactance iii) Forwarding Prejudice and Discrimination- a) Origins of Prejudice - i) Threat to the self-esteem ii) Competition for resource iii) Role of categorization B) Discrimination in India Techniques of countering affect of Prejudice- i) Learning not Benefic ii) Potential benefits of contact iii) Recategorization iv) Benefit of Guilt v) Social Influence		
<b>Unit- IV Human Aggression</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Perspectives of Aggression- a) The role of biological factor b) Drive theories c) Modern theories of aggression B) Causes of human aggression- a) Social determinants of aggression b) Exposure to Media violence c) Violent Pornography d) Cultural factor e) Personality and Aggression f) Situational determination of Aggression		

**List of Reference Books:**

**BOOKS FOR STUDY.**

Baron, Branscomb, Byrne Bhardwaj (2010) Social Psychology 12thEdn. Pearson.

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**BOOKS FOR REFERENCE: -**

1. Baron, Branscomb, Byrne (2003) Social Psychology 10thEdn.
2. Baron, Branscomb, Byrne Bhardwaj (2012) Marathi Translation- Samajik Manasshastra - Natu, vidya Rajhans-Pearson
3. Deshpande C. Roy. M. Vidya A. (2002) Samajik Manasshastra- Pune Uma Prakashan
4. Feldman (2003) Social Psychology - McDevide & Harari C.B.C. Publishers

5. Kloss B, Hill J. Thomas. E (2012) - Community Psychology Wads-Worth, cenqage
6. Myers D.G (2008) Social Psychology New Delhi Tata McGraw-Hill
7. Palsane M and Talwalkar V. (2000) Samajik Manasshastra-Pune Contentental Prakashan
8. Schneider, Gruman and CXoults L.M (2012) Applied Social Psychology-New Delhi- Sage Publication



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'B++' Grade (CGPA-2.96)



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology  
Semester-V**

**Vertical: Minor-V  
Course Code: G03-DSC2-0514  
Course Name: Abnormal Psychology**

**\*Teaching Scheme**

**Lectures: 04 Hours/week  
Total Lecture-60  
Credits-04**

**\*Examination Scheme**

**UA:60 Marks  
CA: 40 Marks**

**Course Preamble:**

Abnormal Psychology is a significant branch of Psychology that focuses on the study of unusual patterns of behavior, emotions, and thoughts that may indicate mental health disorders. This course is designed to provide students with a comprehensive understanding of the nature, causes, classification, and treatment of psychological disorders. The course introduces key concepts such as normality and abnormality, diagnostic criteria, and major models explaining abnormal behavior, including biological, psychological, and sociocultural perspectives. Students will gain knowledge about various mental disorders such as anxiety disorders, mood disorders, personality disorders, and psychotic disorders, along with their symptoms and causes.

In addition, the course emphasizes assessment techniques, diagnostic systems, and therapeutic approaches used in the treatment of mental disorders. Ethical considerations, stigma, and cultural influences on mental health are also discussed to promote sensitivity and responsible practice.

Overall, this course aims to develop a scientific and compassionate understanding of abnormal behavior, equipping students with the knowledge and skills necessary for further study, professional practice, and promoting mental health awareness in society.

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'B++' Grade (CGPA-2.96)**

<b>Course Objectives:</b> During this course, the student is expected to:		
1.To introduce students to the fundamental concepts and approaches within Psychology related to abnormal behaviour		
2. To develop an understanding of the criteria used to define normality and abnormality		
3. To familiarize students with major theoretical perspectives (biological, psychological, and sociocultural) explaining mental disorders.		
4.To help students understand the symptoms, causes, and characteristics of major mental disorders such as anxiety, mood, personality, and psychotic disorders.		
<b>Course Outcomes:</b> At the end of this course, students will be able to:		
1. Demonstrate a clear understanding of key concepts and theoretical perspectives in Psychology related to abnormal behavior		
2. Differentiate between normal and abnormal behavior using established psychological criteria		
3 Understand the issues in application of history in various subjects.		
4. Identify the symptoms, causes, and characteristics of various mental disorders including anxiety, mood, personality, and psychotic disorders.		
<b>Unit-I Abnormal Psychology -Definition and Theoretical perspectives</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit contents:</b> A) Definition and criteria of psychological disorder (Abnormal Behavior) B) Historical Background of Abnormal Psychology- a) The ancient Western world b) Middle Ages c) The Renaissance d) The Age of Reasons and Enlightenment e) The reform movements C) Theoretical Perspectives (Approaches) to Psychopathology a) Psychodynamic Perspectives b) Behavioral Perspectives c) Cognitive Perspectives d) Humanistic Perspectives e) Integrative Perspectives- The Diathesis stress Model		
<b>Unit- II Anxiety and Somatoform Disorder</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Types of Anxiety Disorder- a) Generalized Anxiety Disorder b) Separation Anxiety Disorder c) Phobia- Specific and social Agoraphobia d) obsessive compulsive disorder (OCD) e) Post Traumatic Stress Disorder (PTSD) B) Somatoform Disorders - a) Hypochondriasis b) Somatization Disorder c) Conversion Disorder.		

<b>Unit- III Depressive Disorder and Bipolar Disorder</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<p><b>Unit content:</b> A) <b>Types</b> of Depressive Disorder- a) Dysthymic b) Major Depressive disorder  B) Causes and Treatment of Depression- a) Causes- i) Risk factor in Depression  ii) biological factor in Depression b) Treatment- i) Antidepressant Medication  ii) Electroconvulsive Therapy iii) Interpersonal Psychotherapy iv) Social skill training  v) Cognitive behavior Therapy  C) Bipolar Disorder- a) Bipolar 1 b) Bipolar 2 c) Cyclothymic disorder</p>		
<b>Unit- IV Schizophrenia</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<p><b>Unit content:</b> A) Definition and History of Schizophrenia Symptoms- a) Positive Symptoms b) Negative Symptoms c) Disorganized Symptoms. Subtypes and other types of Schizophrenia - a) Subtypes- i) Paranoid ii) Disorganized iii) catatonic iv) Undifferentiated  v) Residual  B) Other types- i) Schizophrenia form Disorder ii) Schizoaffective iii) Delusional  iv) Brief Psychotic v) Shared Psychotic  C) Causes of Schizophrenia- a) Genetic Influence- i) Family ii) Twin adoption.  C) Neurobiological Influence- i) Dopamine c) Psychological and social influence  Treatment of Schizophrenia- a) Biological Intervention b) Psychological.</p>		

**BOOKS FOR STUDY: -**

1. Barlow D. & Durand M. (2011) Text Book of Abnormal Psychology- Frist India Edn.2011 Cen gage Learning.
2. Sarason I & Sara-son B (2005) Abnormal Psychology- The problems of Maladaptive Behavior-11. Edn. Prentice hall (Pearson pub)

**BOOKS FOR REFERENCE: -**

1. Bennett P (2016) Abnormal and Clinical Psychology - Textbook New York open university press 2.
- Carson R.C. Butcher J.N. (2008) Abnormal Psychology-New Delhi
3. Deshpande S. (2014) Manovikruti Shastra- Nirali prakashan,Pune
4. Kearney C. and Trull T (2012) Abnormal Psychology and life-The dimensional Approach- New Delhi
5. Kring A and Johnson S.Devinson C & Neale J. (2010) Abnormal Psychology 11thEdn. N.Y. John Wiley
6. Planate T.G.(2004) Contemporary Clinical Psychology -John Wiley & Son



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology**

**Semester-V**

**Vertical: VSC-III**

**Course Code: G03-VSC-0514**

**Course Name: Criminal Psychology and Forensic Skills**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

Criminal Psychology and Forensic Skills is an interdisciplinary course that examines the psychological foundations of criminal behavior and the practical techniques used in forensic investigations. The course introduces students to the study of criminal motives, personality traits, behavioral patterns, and psychological theories that explain offending behavior. It also explores the role of psychology within the criminal justice system, including offender profiling, victimology, eyewitness testimony, interrogation, and risk assessment.

Alongside psychological concepts, the course develops essential forensic competencies related to crime scene investigation, evidence handling, forensic interviewing, and the interpretation of behavioral and physical evidence. Students will gain an understanding of how psychological knowledge and forensic methodologies are applied to support criminal investigations, legal proceedings, and offender rehabilitation.

Through case studies, practical exercises, and analysis of real-world criminal investigations, learners will develop critical thinking, analytical reasoning, and investigative skills. The course emphasizes ethical and professional standards in forensic practice while fostering an evidence-based approach to understanding crime and contributing to justice processes. By integrating theory with applied forensic techniques, the course prepares students for further study and professional engagement in criminology, forensic psychology, law enforcement, and related fields.

<b>Course Objectives:</b> During this course, the student is expected to:
1. Understand the basic concepts of criminal psychology and forensic psychology.
2. Analyze criminal behavior using psychological theories.
3. Learn forensic investigation techniques and evidence collection.
4. Understand offender profiling and criminal assessment methods
<b>Course Outcomes:</b> At the end of this course, students will be able to:
1. Explain the fundamental concepts, nature, and scope of Cyber Psychol Explain the nature and scope of criminal psychology.
2 Describe psychological causes of criminal behavior
3. Understand forensic psychology and its role in criminal investigations.
4. Apply basic forensic skills in crime scene analysis and offender profiling..

<b>Unit No.-I- Introduction to Criminal Psychology</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
:Meaning and Definition of Criminal Psychology, Nature and Scope of Criminal Psychology, Historical Development of Criminal Psychology, Crime, Criminal and Delinquency ,Types of Criminals, Criminal Responsibility		
<b>Unit No.-II- Introduction to Forensic Psychology</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
Meaning and Scope of Forensic Psychology, Role of Forensic Psychologist, Psychology and Legal System, Eyewitness Testimony, Interview and Interrogation Techniques		

### List of Reference Books:

1. Bartol, C. R., & Bartol, A. M. (2017). *Criminal Behavior: A Psychological Approach* (11th ed.). Open Library.
2. Gudjonsson, G. H. (2003). *The Psychology of Interrogations and Confessions: A Handbook*. Wiley. (Some chapters available online for free preview)
3. Canter, D. V. (2010). *Forensic psychology: A very short introduction*. Oxford University Press
4. Costanzo, M. (2012). *Forensic and legal psychology: Psychological science applied to law*. Worth Publishers..
5. Gross, H. (1911/2009). *Criminal psychology: A manual for judges, practitioners, and students*. Open Library.
6. Godwin, G. M. (2000). *Criminal psychology and forensic technology: A collaborative approach to effective profiling*. CRC Press



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology  
Semester-V**

**Vertical: IKS Specific  
Course Code: G03-IKS-0501  
Course Name: Indian Psychology**

**\*Teaching Scheme**

**Lectures: 02 Hours/week  
Total Lecture-30  
Credits-02**

**\*Examination Scheme**

**UA:30 Marks  
CA: 20 Marks**

**Course Preamble:**

Indian Psychology is a rich and holistic discipline rooted in the philosophical and spiritual traditions of India. Drawing from ancient texts such as the Indian Psychology, it emphasizes the exploration of consciousness, self-realization, and the integration of mind, body, and spirit. Unlike Western psychology, which largely focuses on observable behavior and mental processes, Indian Psychology adopts an experiential and introspective approach to understanding human nature.

This course aims to bridge traditional wisdom with modern psychological perspectives, encouraging students to apply indigenous knowledge systems to contemporary issues such as stress management, emotional regulation, and personal growth. It fosters a deeper understanding of the self and promotes a balanced, ethical, and meaningful life.

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<b>Course Objectives:</b>
During this course, the student is expected to:
1.To introduce students to the fundamental concepts and principles of Indian Psychology.
2. To develop an understanding of key psychological constructs in the Indian context.
3.To familiarize students with major schools of Indian thought psychological implications.
4. To explore the concept of consciousness and higher states of awareness as understood in Indian traditions
<b>Course Outcomes:</b>
At the end of this course, students will be able to:
1. Explain the fundamental concepts of Indian Psychology with reference to classical texts
2. Describe key psychological constructs including an Indian perspective
3. Analyse the contributions of major philosophical traditions understanding human behaviour and consciousness.
4. Interpret the concept of consciousness and higher states of awareness in Indian thought.

<b>Unit No.-I- Introduction to Ancient Indian Psychology</b>	<b>No. of lectures-</b>	<b>Weightage:15</b>
	<b>15</b>	<b>Marks</b>
A) Introduction B) Definition of Indian Psychology) Nature of Indian Psychology D)Scope of Indian Psychology E) History of Indian Psychology i) Ancient Period ii) Medieval Period iii) Post-Independence Period iv) Modern Period F) Perspectives to Indian Psychology G) Indian Psychology vs Psychology in India H) A Comparative Study of Eastern and Western Approach to Personality)		

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Unit No.-II- Psychology in India During Ancient Indian	No. of lectures- 15	Weightage:15 Marks
A) Introduction B) Explanation of Cognitive Process in Ancient Indian Psychology C) Perception D) Attention Distraction E) Memory Imagination F) Thought Language G) Explanation of Personality in Ancient Indian Psychology H) Explanation of Personality in Upanishads I) The Sankhya Theory of Personality J) Yoga Theory of Personality K) Abhidhamma: An Eastern Personality Theory M) Personality Types		

### List of Reference Books:

1. Braj Bhushan (2017). Eminent Indian Psychologists: 100 Years of Psychology in India. Sage Publication. <https://www.careershodh.com/indian-psychology/>
2. Choudhury, A. (2008). Psychology in India: Current trends and perspectives. Sage Publications.
3. Dholakia, R. (2002). Indian psychology: The current scenario. Indian Journal of Psychology.
4. Dube, R. C., & Bhatia, P. S. (1989). Psychology in India: A historical overview. Indian Journal of Psychology.
5. Misra, G. (2009). The evolution of psychology in India. Journal of Indian Psychology.
6. Safaya, R. (1998). Psychology in the Indian context: Theories and practices. Indian Psychological Association
7. Sharma, R. (1999). History of psychology in India. Indian Journal of Psychology.
8. Sinha, D. (1999). Research in Indian psychology: A review. Indian Journal of Psychology.
9. Verma, K. K. & Verma, R. M. (2003). Psychology: A historical perspective. Indian Psychological Association.
10. <https://www.careershodh.com/indian-psychology/>
11. चौधरी, ए. (२००८). भारतातील मानसशास्त्र सध्याचे ट्रेंड आणि दृष्टिकोन. सेज पब्लिकेशन्स.
12. ढोलकिया, आर. (२००२). भारतीय मानसशास्त्र सध्याची परिस्थिती. इंडियन जर्नल ऑफ सायकॉलॉजी.
13. दुबे, आर. सी., आणि भाटिया, पी. एस. (१९८९). भारतातील मानसशास्त्र : एक ऐतिहासिक आढावा. इंडियन जर्नल ऑफ सायकॉलॉजी.
14. मिश्रा, जी. (२००९). भारतातील मानसशास्त्राची उल्लांती. जर्नल ऑफ इंडियन सायकॉलॉजी.
15. सफया, आर. (१९९८). भारतीय संदर्भात मानसशास्त्र सिद्धांत आणि पद्धती. भारतीय मानसशास्त्रीय संघटना.
16. शर्मा, आर. (१९९९). भारतातील मानसशास्त्राचा इतिहास. इंडियन जर्नल ऑफ सायकॉलॉजी
17. सिन्हा, डी. (१९९९). भारतीय मानसशास्त्रातील संशोधन : एक आढावा. इंडियन जर्नल ऑफ सायकॉलॉजी.
18. वर्मा, के. के., आणि वर्मा, आर. एम. (२००३). मानसशास्त्र एक ऐतिहासिक दृष्टिकोन. भारतीय मानसशास्त्रीय संघटना.

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 'B++' Grade (CGPA-2.96)



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-II Psychology  
Semester-V**

**Vertical: FP  
Course Code: G03-FP-0501  
Course Name: - Field Project**

**\*Teaching Scheme**

**Field Work: 02 Hours/week  
Field work Guidance Total - 02  
Credits-02**

**\*Examination Scheme**

**UA:30 Marks (Project Report)  
CA:20Marks(Attendance and oral)**

**Nature of Field Work**

Students are required to undertake a field project in any one of the following settings:

- Schools / Colleges
- Hospitals / Mental Health Centers
- NGOs / Rehabilitation Centers
- Industrial / Organizational Settings
- Community-Based Programs

**Project Report Format**

1. Title Page
2. Certificate
3. Acknowledgement
4. Introduction
5. Objectives of the Study
6. Methodology
7. Data Analysis
8. Findings and Discussion
9. Conclusion
10. References (APA Style)
11. Appendice \* Subject teacher should guidance our students time to time



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR  
B.A.-III Psychology  
Semester-VI**

**Vertical: DSC-IX  
Course Code: G03-DSC1-0627  
Course Name: Cognitive Psychology**

**\*Teaching Scheme**

**Lectures: 04 Hours/week  
Total Lecture- 60  
Credits- 04**

**\*Examination Scheme**

**UA: 60 Marks  
CA: 40 Marks**

**Course Preamble:** Cognitive Psychology, the scientific study of how people perceive, think, remember, learn, solve problems, make decisions, and use language. This course explores the mental processes that shape human behavior and experience, drawing from psychology, neuroscience, computer science, linguistics, and philosophy. Throughout this course, students will examine how the mind processes information, how attention and memory function, how knowledge is represented, and how cognitive processes influence emotions, judgment, and behavior in everyday life. The course also introduces contemporary research methods used to investigate cognition, including experimental techniques and cognitive neuroscience approaches.

By engaging with classic theories and current developments in the field, students will develop critical thinking skills and gain insight into the mechanisms underlying human thought and behavior. Emphasis will be placed on applying cognitive principles to real-world contexts such as education, communication, mental health, technology, decision-making, and artificial intelligence.

**Course Objectives:**

During this course, the student is expected to:

1. Explain the fundamental concepts and theories of cognitive psychology and their role in understanding human thought and behavior.
2. Describe major cognitive processes including perception, attention, and memory, language, learning, reasoning, and problem-solving.
3. Apply scientific methods and research findings to analyze cognitive behavior and mental processes.
4. Evaluate the relationship between brain function and cognition using principles from cognitive neuroscience

<b>Course Outcomes:</b>
At the end of this course, students will be able to:
1 Demonstrate understanding of major concepts, theories, and approaches in cognitive psychology.
2. Analyze cognitive processes such as perception, attention, memory, language, and problem-solving in human behavior.
3. Cognitive psychology principles and research methods to interpret everyday experiences and psychological phenomena.
4. Evaluate the relationship between cognition and brain functioning using evidence from cognitive neuroscience.

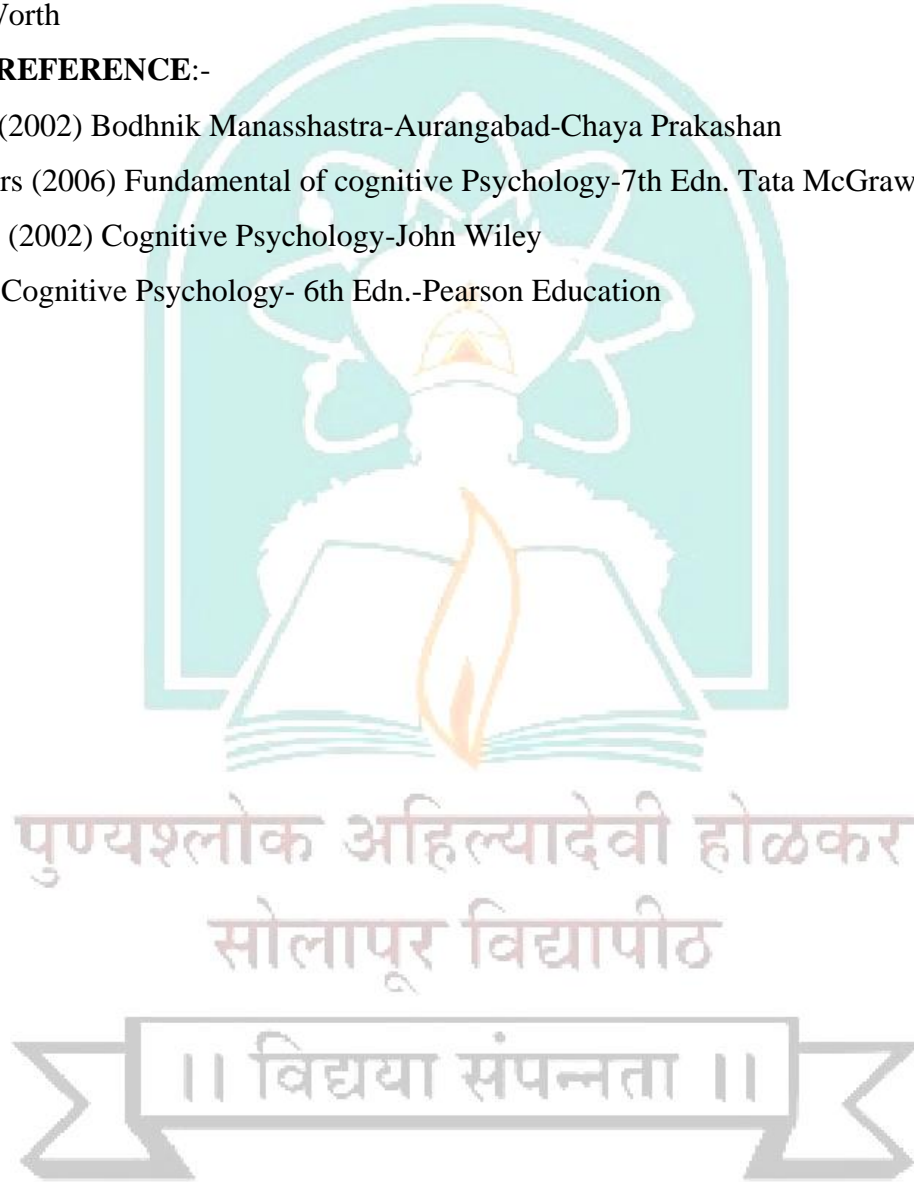
<b>Unite-1: Cognitive Psychology- History and Paradigms</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
History of the Study of Cognition- a) Structuralism b) Functionalism c) Behaviorism d) Gestalt Psychology e) Study of Individual Differences f) Cognitive Revolution and Brief History of Cognitive Paradigms of Cognitive Psychology- a) Information Processing Approach b) Connectionist Approach c) Evolutionary approach d) Ecological Approach		
<b>Unite-2: Pattern Recognition</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
Bottom up process- a) Template matching b) Feature Analysis c) Prototype Matching Top-Down Process- a) Perceptual Learning b) Change blindness c) Word-Superiority effect d) Model of Word Perception 2.3 Direct Perception		
<b>Unite-3: Memory</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
Short-term Memory- a) Capacity b) Coding c) Retention Duration and Forgetting d) Retrieval of Information Working Memory Long-term Memory-a) Capacity b) Coding c) Retention Duration and Forgetting d) Retrieval of Information		
<b>Unite-4: Reasoning</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
Types of Reasoning- a) Deductive Reasoning b) Inductive Reasoning c) Everyday Reasoning Patterns of Reasoning Performance-a) Effects of Premise Phrasing b) Attraction of Premise Meaning c) Failure to consider all Possibilities d) Content and Believability effect a) Componential Approach Approaches to study of Reasoning-b) Rule/ Heuristic Approaches c) Mental Model Approach		

### **BOOKS FOR STUDY:-**

1. Gallotti Kathleen (2015) Cognitive Psychology In an Out the Laboratory - Sage Test Publication 5th Edn. South Asia Edn.
2. Gallotti Kathleen (2007) Cognitive Psychology In an Out the Laboratory- 3rd Edn.-New York Books Icole. Wards- Worth

### **BOOKS FOR REFERENCE:-**

1. Borude R.R. (2002) Bodhnik Manasshastra-Aurangabad-Chaya Prakashan
2. Hunt R. Others (2006) Fundamental of cognitive Psychology-7th Edn. Tata McGraw hill Publication
3. Matline Koss (2002) Cognitive Psychology-John Wiley
4. Solso (2009) Cognitive Psychology- 6th Edn.-Pearson Education



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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology**

**Semester-VI**

**Vertical: DSC-X**

**Course Code: G03-DSC1-0628**

**Course Name: Psychology Practical- Tests (Practical Paper)**

**\*Teaching Scheme**

**Lectures: 08 Hours/week**

**Total Lecture- 60**

**Credits- 04**

**\*Examination Scheme**

**UA: 60 Marks**

**CA: 40 Marks**

**Course Preamble:** The course introduces learners to various standardized psychological tests related to intelligence, personality, aptitude, attitude, memory, adjustment, mental health, and other behavioral dimensions. Through practical sessions, students will develop essential competencies in test administration, ethical considerations, data recording, interpretation of results, and preparation of psychological reports.

The practical component encourages scientific thinking, objectivity, observational skills, and professional ethics while working with individuals and groups. Students will also gain exposure to the principles of psychometrics, including reliability, validity, standardization, and norms, thereby strengthening their understanding of psychological measurement.

By integrating theoretical knowledge with practical application, the course prepares students for advanced studies, research, counselling, clinical practice, organizational settings, and other professional areas within psychology. The course aims to foster analytical skills, empathy, ethical sensitivity, and evidence-based psychological practice among learners.

**Course Objectives:**

During this course, the student is expected to:

1. Understand the principles, purpose, and applications of psychological testing and assessment in various settings.
2. Develop practical skills in administering, scoring, interpreting, and reporting standardized psychological tests
3. Apply ethical guidelines and professional standards while conducting psychological assessments and handling test data.
4. Analyse and interpret psychological test results using basic psychometric concepts such as reliability, validity, norms, and standardization

**Course Outcomes:**

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

- 1 Explain the basic concepts, principles, and significance of psychological testing and assessment.
2. Administer, score, and interpret standardized psychological tests accurately and systematically
3. Demonstrate competency in preparing psychological assessment reports based on test findings and observations.
4. Apply ethical practices and maintain confidentiality during psychological assessment procedures.

**Statistics:**

1. Statistic is a part of practical paper. Teacher should conduct one lecture per week through the academe year for statistics and topics to be covered in the psychology practical.

**Statistical Problems-**

Statistic is a part of practical paper. Teacher should conduct one lecture per week through the academic year for statistics and topics to be covered in the psychology practical paper

1. Standard Deviation

2) Pearson Product Movement Correlation

3)Independent 't' Test Statistics:

**College Assessments (CA) practical examination- (40 Marks)**

**University assessment (UA) - Practical examination (60 Marks).**

**1) Appendix**

. The student should arrange a study tour any Mental hospital, General hospital, Central jail, Remand home, Correctional institute, Disabled schools, Rehabilitation center in any month of the academic year and submit study tour report port before conducting practical examination of paper. The staff and non-teaching staff accompanying the students can claim TA/DA as per university rule.

**2.Guidelines for the conduct of practicals**

1. There shall be two practical of eight Lectures per week per batch. Each batch should be consists of 10 students.

2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Eight test or scales should be administered from the list given of the test in practical paper.
4. The concerned in-charge teacher should verify the completion of statistics, practical journal as well as project and study tour report and issues a completion certificate signed by the head of the department.
5. Final practical examination the number of student in any given batch should not exceed 10.
6. The duration of practical examination will be 3 clock hours for per Batch, which incorporate one experiment or psychological test and one statistical problem. Prescribed in syllabus.
7. A different statistical problems and separate question paper will be set for each batch of practical.
8. One external and one internal examiner must be appointed as per university rule.
9. Assessments of statistical problem and practical journal report should be done by external examiners.
10. Instruction and conducting, journal, instructions and conduct, report writing, statistical problem and viva should be assessed by internal and external examiner. Average marks of two examiners should be taken in final assessment.
11. Scientific calculator will not be allowed in laboratory. The student should-allowed simple arithmetic calculator for only solving statistical problems
12. The students should bring their subject for practical examinations (without subject of Psychology for spl.)
13. While appearing for the final examination students must produce the fair journal duly completed and signed by the concerned in charge teacher and head of the department. Project report for college assessment should be submitted.
14. External examiner should allow student to appear for final examination only on producing the completion certificate of practicals.
15. Before conducting the examination, the external examiner should confirm that the all guideline mention in the syllabus of practical was strictly followed while demonstrating and conducting the practicals. The examiner should also

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**The structure of question paper will be as follows**

The students will ask Conduct/administered any one Expt./Test allotted by examine and write details reports on it.

The student will have to solve one statistical problem.

Draw neat diagram or graph if necessary.

Required Instruments/ Apparatus/ Material for Expt. / Test(1)

Name and Signature

Internal Examiner -----

External Examiner -----

### The scheme of Marking:-

<b>Psychology Practical's-Experiments</b>			
<b>College Assessment (40 Marks)</b>	<b>Mark</b>	<b>University Assessment (60Marks)</b>	<b>Mark</b>
Seminar	20	Practical journal/Record book	15
Home Assignment	20	Statically problem	10
		Instruction and conducting	15
		Practical Report writing	10
		Practical Viva/oral	10
<b>Total Mark</b>	<b>40</b>		<b>60</b>

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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology**

**Semester-VI**

**Vertical: DSE-A**

**Course Code: G03-DSE-0614**

**Course Name: Psychological Assessment**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture- 60**

**Credits- 04**

**\*Examination Scheme**

**UA: 60 Marks**

**CA: 40 Marks**

**Course Preamble:** Psychological Assessment is a foundational area of psychology that involves the systematic collection, evaluation, and interpretation of information about an individual's cognitive abilities, personality characteristics, emotional functioning, and behavioral patterns. This course introduces students to the principles, methods, and ethical considerations involved in psychological assessment across diverse settings, including clinical, educational, organizational, and counseling contexts.

The course emphasizes the scientific basis of assessment, covering standardized testing, interviewing techniques, behavioral observations, and psychometric principles such as reliability, validity, and test construction. Students will gain knowledge of major assessment tools and develop skills in test administration, scoring, interpretation, and report writing. Attention is also given to cultural sensitivity, ethical practice, and the responsible use of assessment results in decision-making and intervention planning.

By integrating theoretical understanding with practical application, the course prepares learners to critically evaluate assessment instruments and utilize assessment data effectively in professional psychological practice and research.

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**Course Objectives:**

During this course, the student is expected to:

1. Explain the fundamental concepts, principles, and purposes of psychological assessment and its applications in clinical, educational, counselling, and organizational settings.

2. Demonstrate knowledge of psychometric principles, including reliability, validity, standardization, and test norms used in the development and evaluation of psychological tests.

3. Administer, score, and interpret selected psychological assessment tools while adhering to professional and ethical standards.

4. Analyze and integrate assessment data obtained from tests, interviews, observations, and other assessment methods to formulate meaningful psychological conclusions..

**Course Outcomes:**

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

1. Describe the concepts, objectives, methods, and applications of psychological assessment in various professional settings.

2. Explain and evaluate psychometric properties of psychological tests, including reliability, validity, standardization, and norms.

3. Administer, score, and interpret psychological assessment instruments using appropriate procedures and ethical guidelines.

4. Integrate information from multiple assessment sources, such as tests, interviews, and observations, to make informed psychological evaluations.

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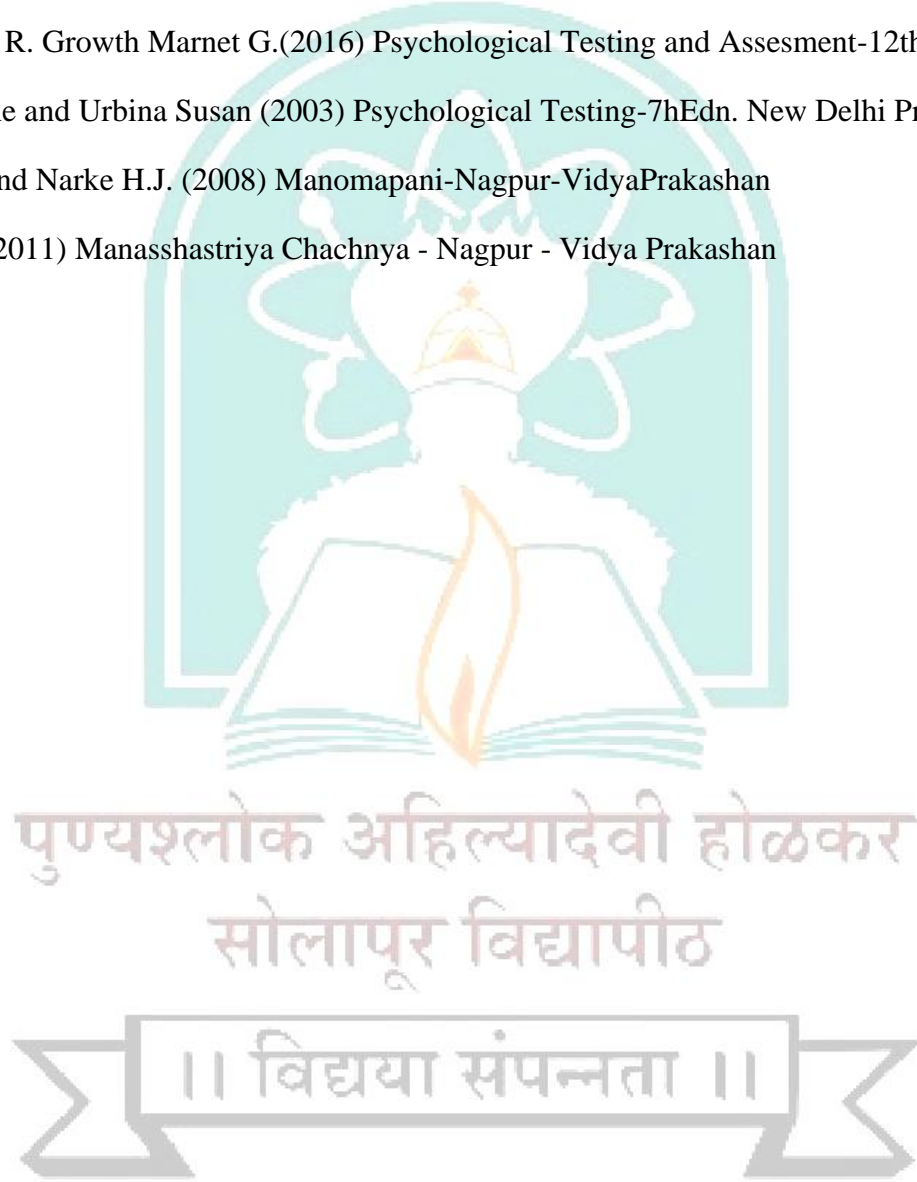
<b>Unite-1: Intelligence Assessment</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Individual Test of Intelligence- a) Wechsler Scales of Intelligence b) Description and Analysis c) Stand ford- Binets Intelligence Scales-Fifth Edition</p> <p>Group test for Intelligence-a) Multidimensional Aptitude Battery (MAB) b) Multilevel Battery- The cognitive ability test (Cog AT) (RPM) c) Raven's Progressive Matrices</p>		
<b>Unite-2: Aptitude and Achievement Assessment</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Aptitude Test- a) Multitude Aptitude Test Batteries- i) The Differential Aptitude Test ii) The General Aptitude Test Batteries (GATB) b) College Performance-i) The Scholastic Assessment Test ii) Medical college Admission Test</p> <p>Achievement Test- a) Education Achievement Test-i) Lowa Test of Educational Development (LTED) iii) Test of Achievement and Proficiency (TAP)</p>		
<b>Unite-3: Attitude, Interest and Values Assessment</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Attitude, Moral and Spiritual Tests- a) Gratitude Questionnaire 6 Form (GQ6) b) Moral Judgment Scale c) The Spiritual Well-Being Scale</p> <p>Interest and Value Test- a) Study of Values b) Rokeach Value Survey c) Strong Interest Inventory (SII) d) Kuder General Interest Survey e) Vocational Preference Inventory (VPI)</p>		
<b>Unite-4: Personality Assessment</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<p>Projective techniques- a) The Rorschach ink. Blot Test b) Rotters Incomplete Sentence Blank c) The Thematic Apperception Test (TAT) d) A Draw-A-Person Test</p> <p>Personality Inventories- a) Myers Brigg Type Indicator (MBTI) b) Sixteen Personality Factor Questionnaire (16PF) c) NEO Personality Inventory-Revised d) Minnesota Multiphasic Personality Inventory-2(MMPI-2)- i) Interpretation ii) Technical Properties</p>		

### **BOOKS FOR STUDY:-**

1. Gregory R.L. (2014)-Psychological Testing -History Principle and Applications 6<sup>th</sup>Edn. New delhi Pearson Pub.

### **BOOKS FOR REFERENCE:-**

1. Aiken Lewin R. Growth Marnet G.(2016) Psychological Testing and Assesment-12th Edn. Copyright
2. Anastasi Anne and Urbina Susan (2003) Psychological Testing-7hEdn. New Delhi Prentice-hall
3. Barve B.N. and Narke H.J. (2008) Manomapani-Nagpur-VidyaPrakashan
4. Barve B.N. (2011) Manasshastriya Chachnya - Nagpur - Vidya Prakashan



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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology**

**Semester-VI**

**Vertical: DSE-B**

**Course Code: G03-DSE-0614**

**Course Name: Psychology of Well-Being**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture- 60**

**Credits- 04**

**\*Examination Scheme**

**UA: 60 Marks**

**CA: 40 Marks**

**Course Preamble**

The Psychology of Well-Being is a dynamic field that explores the factors contributing to a fulfilling, meaningful, and healthy life. Drawing from positive psychology, health psychology, and related disciplines, this course examines the psychological, social, emotional, and cultural determinants of well-being across the lifespan. It focuses on understanding human strengths, resilience, happiness, life satisfaction, and optimal functioning rather than solely addressing psychological disorders and deficits.

The course introduces key theories and empirical research on well-being, including concepts such as positive emotions, mindfulness, self-compassion, emotional intelligence, resilience, social connectedness, and purpose in life. Students will explore evidence-based strategies for enhancing personal and collective well-being in educational, workplace, community, and clinical settings.

Through theoretical learning and practical applications, the course encourages students to develop self-awareness and critical thinking regarding factors that influence well-being. It also equips them with the knowledge and skills to promote psychological wellness, resilience, and quality of life for individuals and communities in diverse contexts.

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**Course Objectives:**

During this course, the student is expected to:

1. Explain the major theories, concepts, and dimensions of psychological well-being, including happiness, life satisfaction, resilience, and flourishing.

2. Examine the psychological, social, and cultural factors that influence well-being across different stages of life.

3. Analyze the role of positive psychological constructs such as optimism, mindfulness, emotional intelligence, gratitude, and self-compassion in promoting well-being.

4 Apply evidence-based strategies and interventions derived from positive psychology to enhance individual and community well-being.

**Course Outcomes:**

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

1 Describe the key concepts, theories, and dimensions of psychological well-being, including happiness, resilience, flourishing, and life satisfaction.

2. Analyze the psychological, social, cultural, and environmental factors that influence well-being across the lifespan

3. Evaluate the role of positive psychological constructs such as optimism, mindfulness, gratitude, emotional intelligence, and self-compassion in enhancing well-being.

4. Apply evidence-based positive psychology interventions and well-being practices to promote mental health and quality of life in diverse settings.

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<b>Unite-1: Psychology of Well-Being and Happiness</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Goals and Definition of Positive Psychology Areas of Positive Psychology - a) Health b) Clinical c) Developmental d) Social e) Personality f) Religion Psychology of Well-Being-a) Objective vs. Subjective Measures b) Negative vs. Positive Functioning What is Happiness-a)Two traditions- i) Hedonic Happiness ii) Eudaimonic Happiness Subjective Well-Being- a) The Hedonic basis Happiness Measures b) Life Satisfactionc) Positive affect and Happiness d) Negative affect and Happiness Self-Realization- The Eudaimonic basis of Happiness- a) Psychological Well- Being and Positive Functioning b) Need-Fulfillment and Self Determination Theory</p>		
<b>Unite-2: Positive Emotions, Personal Goals and Well-Being Definition of Positive Emotion- Broden and Build Theory</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Positive Emotions and Health Resources- a) Physical b) Psychological c) Social Positive Emotions and Well-Being- a) Happiness and Positive Behavior b) Positive Emotions and Success c) Positive Emotions and Flourishing Personal Goals-a) Defining personal goals, Measures of personal goals b) Goals and Fulfillment of Basic Needs, Methods of Assessing Universal Needs What goals contribute most to Well-Being a) Goals progress b) Achievement and Importance c) Matching Hypothesis d) Explain the Matching Hypothesis e) Happiness and Success in college</p>		
<b>Unite-3: Happiness and Facts of Life</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
<p>Happiness Across the Lifespan- a) Stability in Well-Being despite life change Gender and Happiness- a) Gender Difference b) Explaining the Paradox Marriages and Happiness-a) Benefits b) Selection effect c) Gender Difference Happiness and Other Facts of Life-a) Physical and Mental Health b) Work and Unemployment c) Intelligence and Education d) Religion e) Race, Ethnicity and stigma</p>		
<b>Unite-4: Positive Life Mindfulness and Well-Being</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<p>Positive Psychology Revisited Interconnection of the Good and Bad Positive Life- Meanings and Mean-a) Meanings- i) A Pleasant Life ii) A Engaged Life iii) Meaningful Life b) Means- i) Intentional activities and Self-concordant Goalsii) Developing and Expressing virtues iii) Using Positive Psychology to treat Depression iv) Increasing Psychological Well-Being v) Minding close relationshipMindfulness and Well-Being- What is mindfulness, Mindfulness Meditation, Mindfulness and Positive Psychology, Mindfulness and Psychotherapy</p>		

**BOOKS FOR STUDY:-**

1. Boumgardner S.R. and Crothers M.K. (2009) Positive Psychology-Pearson Education Frist Impression 2009

**BOOKS FOR REFERENCE:-**

1. Car A. (2004) Positive Psychology The sance of Happiness and Hinnan Strength-Rout



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'B++' Grade (CGPA-2.96)



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology Semester-VI**

**Vertical: Minor-VI (4)**

**Course Code: G03-DSC2-0614**

**Course Name :Counselling Psychology**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture- 60**

**Credits- 04**

**\*Examination Scheme**

**UA: 60 Marks**

**CA: 40 Marks**

**Course Preamble**

Counselling Psychology is a specialized field of psychology that focuses on promoting mental health, personal growth, well-being, and effective coping across the lifespan. This course provides students with a comprehensive understanding of the theoretical foundations, principles, and practices of counselling psychology, emphasizing the development of helping relationships and evidence-based interventions for individuals experiencing personal, social, emotional, educational, and vocational challenges.

The course introduces major counselling theories, approaches, and techniques, including person-centered, cognitive-behavioral, psychodynamic, and multicultural perspectives. Students will explore the counselling process, communication skills, assessment in counselling, ethical and professional issues, and the role of cultural diversity in counselling practice. Emphasis is placed on developing core counselling competencies such as active listening, empathy, rapport building, problem-solving, and reflective practice.

By integrating theoretical knowledge with practical applications, the course prepares students to understand the counselling profession and apply basic counselling skills in educational, community, healthcare, and organizational settings. It also fosters ethical awareness, cultural sensitivity, and a commitment to promoting psychological well-being and human development.

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<b>Unite-1: Introduction of Counselling</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
Definitions of Counselling Term, History of Counselling, Current trends in 21st Century		
<b>Unite-2: Personality and Professional Aspects of Counselling</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
The personality and Professional Aspects of Counselling Personality and Background of the counselor-a) Personal qualities of effective counselor b) Maintaining effectiveness as Counselling Professional Aspects of Counselling-a) Levels of helping b) Professional Helping specialists Attribution and systematic framework of Counselling		
<b>Unite-3: Counselling Relationship</b>	<b>No. of lectures-15</b>	<b>Weightage: 15 Marks</b>
Building Counselling Relationship a) Factor affects the Counselling process b) Types of interview c) Counselling skills Closing Counselling Relationship- a) Function and Timing of closing b) Types of closing- i) Resistance to closing ii) Primitive closing iii) Counselor initiated closing Issues Related Closing		
<b>Unite-4: Application of Counselling</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
Career Counselling- a) Importance and Scope b) Career Counselling for Adolescent c) Career Counselling with college students d) Career Counselling with Adults e) College Counsellin Marriage, Couple and Family Counselling- a) Family life and family life Counselling b) Marriage, Couple and Family life Counselling c) The process of Marriage, Family life Counselling		



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'B++' Grade (CGPA-2.96)

BOOKS FOR STUDY:-

1, Gladding S. (2016)-Counselling- A Comprehensive Profession-7 Edn.-Pearson Education

BOOKS FOR REFERENCE:-

1. Bhangale S. & Mahajan S. (2015)-Samupdeshan Manasshastra-Jalgaon- Prashant Publication
2. Burnard P. (2009)-Counselling Skills Training-Viva Book- New Delhi
3. Deshpande C. (2014)-Sukshma Kaushalya- Masasshastriya Samupadeshan-Pune-UmeshPrakashan
4. Deshpande C. (2010) Samupdeshan Shastriya Prakriya Ani Upyojna-Pune-UnmeshPrakashan
5. Friedler M. and Dimond G. (2012) -Couple and Family Therapy In F.M.
6. Gelso C.L., and Fretz C.R. (1995) Conselling Psychology Prism Books Pvt. Ltd. Banglore
7. Narayan Rao S. (2002) Cottwelling Psychology Taul McGraw-Hill Publication-New Delhi
8. Patri V, R. (2001)-Conselling Psychology Fodn. Authors press-New Delhi
9. Pawar and Choudhari (2004) Senrupdeshan Manas shastras Jalgaon- Prashant Publication



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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-III Psychology  
Semester-VI**

**Vertical: VSC-IV**

**Course Code: G03-VSC-0614**

**Course Name: Cyber Psychology**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

Cyber Psychology is an emerging interdisciplinary field that explores the interaction between human behavior and digital technologies. With the rapid expansion of the internet, social media, virtual environments, and artificial intelligence, understanding psychological processes in cyberspace has become increasingly important. This course introduces students to the fundamental concepts, theories, and research methods used to study behavior in online contexts. The course focuses on how individuals think, feel, and behave in digital environments, including topics such as online identity formation, social media behavior, cyber relationships, digital addiction, cyberbullying, and the psychological impact of virtual interactions. It also examines ethical issues, privacy concerns, and the influence of technology on mental health and well-being.

Through theoretical understanding and practical examples, students will develop critical insights into the opportunities and challenges posed by digital technologies. The course aims to equip learners with the knowledge and skills necessary to analyze and address psychological issues arising in cyberspace, making it highly relevant in today's technology-driven world

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<b>Course Objectives:</b>
During this course, the student is expected to:
1) To introduce students to the basic concepts, scope, and significance of Cyber Psychology.
2) To understand human behavior in digital and virtual environments.
3) To examine the psychological impact of internet use, social media, and emerging technologies on individuals.
4). To analyze online identity formation, self-presentation, and interpersonal relationships in cyberspace.
<b>Course Outcomes:</b>
At the end of this course, students will be able to:
1. Explain the fundamental concepts, nature, and scope of Cyber Psychology.
2. Analyze human behavior in online and virtual environments using psychological theories..
3. Evaluate the impact of social media, internet use, and digital technologies on mental health and well-being..
4. Understand and interpret online identity formation, self-presentation, and cyber relationships.

<b>Unit No.-I- Introduction to Cyber Psychology</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
A) Definition, nature, and scope of cyber psychology B) History and development of cyber psychology C)Key concepts in digital behavior D) Digital identity and virtual self E) Self-presentation theory in online contexts F) Role of avatars and anonymity		
<b>Unit No.-II- Social Media and Human Behaviour</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
A) Psychological impact of social media B) Social comparison and self-esteem C) Online engagement: likes, shares, comments D)Computer-mediated communication (CMC) E) Online relationships and intimacy F) Trust and deception in cyberspace		

## List of Reference Books:

1. Young, K. S. (2017). *Internet addiction: A handbook and guide to evaluation and treatment*. John Wiley & Sons.
2. Wallace, P. (2016). *The psychology of the Internet* (2nd ed.). Cambridge University Press.
3. Joinson, A. N. (2003). *Understanding the psychology of Internet behaviour*. Palgrave Macmillan.
4. Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.
5. Griffiths, M. D. (2015). *Psychology of the Internet and cyber behaviour*. Routledge.
6. Subrahmanyam, K., & Šmahel, D. (2011). *Digital youth: The role of media in development*. Springer.
7. Rosen, L. D. (2012). *iDisorder: Understanding our obsession with technology and overcoming its hold on us*. Palgrave Macmillan.
8. Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psychologist*, 53(9), 1017–1031



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**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**B.A.-II Psychology  
Semester-VI**

**Vertical: OJT**

**Course Code: G03-OJT-0601**

**Course Name: - On Job Training**

**\*Teaching Scheme**

**Total - 120 Hours**

**Credits- 04**

**\*Examination Scheme**

**OJT Completed**

**100 Marks**

**As per Guidelines Faculty of Humanities PAHSUS**

**पुण्यश्लोक अहिल्यादेवी होळकर  
सोलापूर विद्यापीठ**

**॥ विद्यया संपन्नता ॥**

**NAAC Accredited-2022  
'B++' Grade (CGPA-2.96)**

## EQUIVALENT SUBJECTS FOR OLD SYLLABUS

**Name of the Course: - B.A. Part-III Psychology (Semester-V & VI)**  
**W.e.f.- 2026-27**

Sr. No.	Paper No. & Name of the Old Paper	Paper No. & Name of the New Paper
1		
2		

### Evaluation Pattern - 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

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise Weightage distribution.

College Level Assessment (CA) Activities:

\*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.-2026-27**

**Time-2.30**

**Marks-60**

**Instruction:**

1)

2)

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**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)

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- 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**

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**Nature of Question Paper Pattern: - 02 Credits Paper**  
**As per NEP-2020 Structure for UG Course**  
**W.e.f.-2026-27**

**Time-1.30**

**Marks-30**

**Instruction:**

- 1)
- 2)

**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) (CGPA-2.96) **06**

- 1)
- 2)

3)

4)

**Question No. 3** Write short answers / Short note.

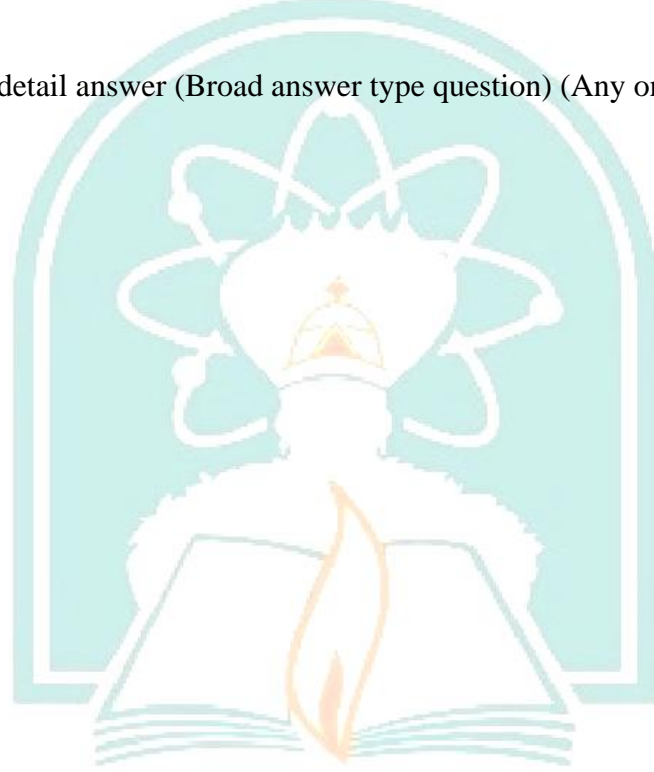
**06**

1)

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

1)

2)



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