



Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
(Empowered Autonomous)
(Affiliated to Savitribai Phule Pune University, Pune) CBCS Syllabus
(Faculty of Humanities)
For the
Bachelor of Arts Programme (B.A.)
Semester-IV
For Department of Psychology

Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati.
Choice Based Credits System Syllabus (2024 Pattern)

(As Per NEP2020)
To be Implemented from Academic Year 2025-2026

Preamble

Introduction

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at SYBA and TYBA levels. Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generates awareness of recent developments in the field of Psychology in India and the application of the theories. This course aims at enriching the minds of students and it has aims to develop a multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment. Students would be encouraged to develop an understanding of real-life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web-based sources is highly recommended to make the teaching learning Process interactive and interesting.

Programme Specific Outcomes (PSO)

PSO1. Students will learn the basic concepts of the field of psychology with an emphasis on application of psychology in everyday life.

PSO2. The students will be able to develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

PSO3.Students develop an understanding of the individual in relation to the social world; it also introduces students to the realm of social influence as to how individuals think feel and behave in social situations.

PSO4.Students develops a sound knowledge about the psychometric tools and assessment.

PSO5.To facilitate learner to pursue career in professional areas of psychology.

PSO6.To equips the learner with an understanding of the concept and process of human Development across the lifespan.

PSO7.To develops an awareness of the concepts related to organizational behavior and also helps the students to develop connectivity between the concepts and practices of organizations.

PSO8.To develops an awareness of psychological tools, techniques and tests.

PSO9.To learns the theoretical aspects of psychology as well as the skills, techniques and their applications.

PSO10.The students will be able to communicate efficiently psychological reports and Information to concerned parties.

Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati
(Empowered Autonomous)

Board of Studies (BOS) In Psychology and Yoga		
Sr.No.	Name of Member	Designation
1.	Dr. Shinde Vijaykumar Balbhim Head & Associate Professor, Department of Psychology, T. C. College, Baramati.	Chairperson
2.	Dr. Awate Jyotiram Namdeo Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
3.	Prof. Pol Swarali Bhalchanda Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
4.	Dr. Londhe Datta Vishwanath Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
5.	Prof. Khomane Dattatray Baban Assistant Professor, Department of Psychology, T. C. College, Baramati	Member
6.	Prof. Wable Pranit Papat Assistant Professor, Department of Yoga, T. C. College, Baramati	Member
7.	Dr. Kolekar Ramdas Bhagwan Assistant Professor, Department of Psychology, S.P.College, Pune	Vice-Chancellor Nominee Subject Expert from SPPU, Pune
8.	Dr. Bhupender Singh Assistant Professor, Department of Psychology, Vishwakarma University, Pune	Subject Expert from Outside the Parent University
9.	Dr. Pratibha Savarkar Assistant Professor, Department of Psychology, J.S.P.M. University, Pune	Subject Expert from Outside the Parent University
10.	Ms. Riya Bagade	Representative from industry/corporate sector/allied areas
11.	Ms. Rejasha Khan	Member of the College Alumni
12.	Ms. Pooja Pawar	UG Student
13.	Mrs. Poornima Jagtap	PG Student

Course Structure for S.Y.B.A. Psychology (2024 Pattern) as per NEP-2020

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
III (5.0)	Major Mandatory	PSY-201-MRM	Human Growth and Development	Theory	04
	Major Mandatory	PSY -202-MRM	Introduction of Abnormal Psychology	Theory	02
	Vocational Skill Course (VSC)	PSY -203-VSC	Psychology Practical-I	Practical	02
	Field Project (FP)	PSY -204-FP	Field Project	Practical	02
	Minor	PSY -205-MN	Social Psychology	Theory	04
	Open Elective (OE)	PSY -206-OE	Stress Management	Theory	02
	Subject Specific Indian Knowledge System (IKS)	PSY -207-IKS	Emergence of Indian Psychology	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC/ HIN-210-AEC		Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CUL /NSS/NCC-211- CC	To be continued from the Semester - II		02
	Total Credits Semester - III				22
IV (5.0)	Major Mandatory	PSY -251-MRM	Development Psychology	Theory	04
	Major Mandatory	PSY -252-MRM	Psychological Disorders	Theory	02
	Vocational Skill Course (VSC)	PSY -253-VSC	Psychology Practical-II	Theory	02
	Community Engagement Project (CEP)	PSY -254-CEP	Community Engagement Project	Practical	02
	Minor	PSY -255-MN	Psychology and Social Issues	Theory	04
	Open Elective (OE)	PSY -256-OE	Life Skills	Theory	02
	Skill Enhancement Course (SEC)	PSY - 257-SEC	Counseling Skills	Theory	02
	Ability Enhancement Course (AEC)	MAR-260-AEC/ HIN-260-AEC		Theory (Any One)	02
	Co-curricular Course (CC)	YOG/PES/CU L/NSS/NCC- 261-CC	To be continued from the Semester - III		02
	Total Credits Semester - IV				22
	Total Credits Semester – III + IV				44

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from November, 2025)

Name of the Programme: B.A.

Subject: Psychology

Program Code: UAPSY

Class: S.Y.B.A.

Semester: IV

Course Type: Major Mandatory Theory

Course Name: Development Psychology

Course Code: PSY- 251-MRM

No. of Lectures: 60

No. of Credits: 4

Course Objectives:

1. Understand the physical development and maturity in adolescence.
2. Identify and analyze threats in adolescence, focusing on sexually transmitted diseases, teenage pregnancy, and substance abuse.
3. Explore identity and cognitive development in adolescence, incorporating Piaget's cognitive development theory, information processing approach, and Marcia's approach to identity development.
4. Analyze relationships in adolescence, including family and friends.
5. Navigate early adulthood challenges, including career and employment, stress management, and relationship choices.
6. Examine physical development, cognitive changes, relationships, and stress factors in middle adulthood.
7. Understand ageing, including physical changes, health and wellbeing, daily life adjustment, and the process of dying.

Course Outcomes:

- CO1.Students will demonstrate proficiency in understanding the physical and maturity aspects of adolescence.
- CO2.Students will critically analyze threats such as sexually transmitted diseases, teenage pregnancy, and substance abuse during adolescence.
- CO3.Students will understand and apply concepts from Piaget's cognitive development theory, information processing approach, and Marcia's approach to identity development in the context of adolescence.

CO4.Students will master the understanding of family and peer relationships during adolescence.

CO5. Students will demonstrate skills in navigating early adulthood challenges related to career, stress management, and relationship choices.

CO6.Students will exhibit competence in analyzing physical changes, cognitive development, relationships, and stress factors in middle adulthood.

CO7.Students will comprehend the various aspects of ageing, including physical changes, health considerations, daily life adjustments, and the process of dying.

Topics and Learning Points:

Unit-I Puberty and Adolescence

(15 Lectures)

1.1 Puberty: Meaning and Characteristics

1.2 Primary and Secondary Sex Characteristics in Puberty

1.3 Physical and Mental Health in Adolescence

i) Sexually Transmitted Diseases, ii) Substance Abuse iii) Social Media Addiction

1.4 Psycho Social Development

i) Marcia's Approach to Identity Development

ii) Relationship with Family, Peers and Society

Unit-II Early Adulthood

(15 Lectures)

2.1 Health and Physical Development

2.2 Career and Employment

2.3 Marriage and other relationship choices, Benefits of Marriage and Violence in Marriage.

2.4 Cognitive Development: Sternberg's theory

Unit-III Middle Adulthood

(15 Lectures)

3.1 Physical Development and Health

i) Sensory and Psychomotor Functioning

ii) Sexuality and Reproductively

3.2 Cognitive development

3.3 Health in Middle Adulthood

3.4 Relationships and Problems in Middle Adulthood

i) Isolation, ii) unemployment iii) Leisure time iv) Sexual Abuse

Unit-IV Ageing**(15 Lectures)****4.1 Physical Changes**

- a) Signs of Ageing
- b) Slowing Reactions
- c) The Senses

4.2 Health and Wellbeing

- a) Physical and Psychological Problems
- b) Importance of Nutrition, Yoga and Exercise

4.3 Daily life of adjustment in Ageing: Abuse**4.4 Process of Dying****References: -**

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7. Kumathekar, Borude, (2012). Vaikasik Manasshastra, Pune Vidyarthi Gruha Prakashan, Pune.
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12. Thambirajah M.S. and Lalitha Lakshmi Ramanujan Essential of learning Disabilities and other developmental disorders sage publications.

Mapping of Programme outcome with Course outcome

Class: SYBA

Subject: Psychology

Course: Development Psychology

Course Code: PSY-251- MRM

Weightage: 1= week or no relation 2 = moderate or partial relation 3= strong or direct relation

Course Outcome								
CO1	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO2	3	3	2	2	3	3	3	2
CO3	3	2	3	3	2	3	2	3
CO4	3	3	3	3	3	2	2	2
CO5	3	2	1	2	2	3	1	1
CO6	2	3	3	3	3	3	2	3
CO7	1	3	2	3	3	3	3	3

Mapping and justification of Program Outcomes (PO) with Course Outcomes (CO)

CO1: Students will demonstrate proficiency in understanding the physical and maturity aspects of adolescence.

PO1 (Critical Thinking): Understanding physical and maturity aspects requires analysis of developmental stages, contributing to the ability to evaluate complex ideas.

PO3 (Cultural Understanding): Comprehending adolescence involves recognizing how cultural contexts affect physical and psychological development.

PO5 (Research Skills): This CO demands the application of research skills to understand developmental milestones and changes in adolescence.

CO2: Students will critically analyze threats such as sexually transmitted diseases, teenage pregnancy, and substance abuse during adolescence.

PO1 (Critical Thinking): Analyzing these threats involves evaluating and synthesizing information from various sources about their impact and implications.

PO6 (Ethical Awareness): Addressing these issues requires awareness of ethical considerations, including respecting individuals' rights and privacy.

PO7 (Problem-solving Abilities): Understanding and proposing solutions to these threats demonstrates problem-solving capabilities.

CO3: Students will understand and apply concepts from Piaget's cognitive development theory, information processing approach, and Marcia's approach to identity development in the context of adolescence.

PO1 (Critical Thinking): Applying these theories involves deep analysis and synthesis of developmental concepts.

PO5 (Research Skills): Understanding and applying these theories require evaluating scholarly sources and integrating theoretical concepts with practical observations.

CO4: Students will master the understanding of family and peer relationships during adolescence.

PO1 (Critical Thinking): This involves analyzing how family and peer relationships impact adolescent development.

PO3 (Cultural Understanding): Recognizing the diverse ways family and peer relationships can differ across cultures enhances cultural appreciation.

PO8 (Collaboration and Teamwork): Understanding and working with diverse family and peer dynamics can enhance collaboration skills.

CO5: Students will demonstrate skills in navigating early adulthood challenges related to career, stress management, and relationship choices.

PO7 (Problem-solving Abilities): Navigating these challenges requires innovative and interdisciplinary approaches to problem-solving.

PO9 (Adaptability and Lifelong Learning): Managing early adulthood challenges demonstrates adaptability and a commitment to personal growth and continuous learning.

CO6: Students will exhibit competence in analyzing physical changes, cognitive development, relationships, and stress factors in middle adulthood.

PO1 (Critical Thinking): Analyzing various aspects of middle adulthood involves evaluating complex, interrelated factors.

PO5 (Research Skills): Competence in this area requires gathering and interpreting research on middle adulthood.

PO7 (Problem-solving Abilities): Addressing challenges related to middle adulthood demonstrates the ability to approach complex problems innovatively.

CO7: Students will comprehend the various aspects of ageing, including physical changes, health considerations, daily life adjustments, and the process of dying.

PO1 (Critical Thinking): This CO involves a comprehensive understanding and analysis of the ageing process.

PO3 (Cultural Understanding): Aging and dying are experienced differently across cultures, and understanding these differences fosters cultural appreciation.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from November, 2025)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Major Mandatory Theory
Course Name	: Psychological Disorders
Course Code	: PSY- 252-MRM
No. of Lectures	:30
No. of Credits	:02

A) Course Objectives

To acquaint students with the recent classification of psychological disorders.

1. To create awareness about mental health problems in society.
2. To help students to acquire the knowledge about the causes, symptoms and treatment of various types of psychological disorders.
3. To understand the basic concepts and manifestations of sleep and eating disorders.
4. Identify the classification of the symptoms of mental disorder.
5. Understand the causes, criteria of abnormal behavior
6. To familiarize the students about different therapeutic techniques used in the management of major psychological disorders.
7. To develop awareness about Major Psychological disorders.

B) Course Outcomes

- CO1. Acquire the knowledge about the symptoms, diagnostic criteria and causes of various psychological disorders.
- CO2. Examine multiple probable causes and correlates of behavior.
- CO3. Practice early intervention for individuals experiencing sleep and eating disorders, leading to improved overall health outcomes and quality of life.
- CO4. Create awareness about mental health problems in society.
- CO5. Students will be able to relate approaches of the treatments of mental disorders.
- CO6. Students will be able to develop knowledge about professional and social agencies that can help in dealing with mental disorders.
- CO7. Students will be able to identify and screen individuals showing symptoms of mental disorders.

Topics & Learning Points**UNIT-I DISSOCIATIVE DISORDERS AND OTHERS****(15 Lectures)**

- 1.1 Definition and Types of dissociative disorders
- 1.2 Somatic symptoms and related disorders
- 1.3 Major types of Eating disorders, Causes and Treatment
- 1.4 Types of sleep-wake disorders

UNIT-II SEXUAL DISORDERS, CHILDHOOD DISORDERS AND PERSONALITY DISORDERS**(15 Lectures)**

- 2.1 Types of Sexual Dysfunctions
- 2.2 Intellectual disabilities: Types, causes and treatment.
- 2.3 Types of childhood disorder –Autism, Hyper activity disorder and Learning disorder, Child Abuse
- 2.4 Personality disorders- Cluster -A

References:

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2. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, DSM -5th, Fifth Edition.
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Mapping of Program Outcomes with Course Outcomes**Class:** SYBA (Sem. IV)**Subject:** Psychology**Course:** Psychological Disorders**Course Code:** PSY-252-MRM**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong direct relation

	Programme Outcomes (POs)							
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3				
CO 2	3							3
CO 3			3		3			
CO 4		3					3	3
CO 5				3	3			
CO 6			3			3		
CO 7	3			3			3	3

Justification for the mapping**PO1: Research Related Skills:**

CO2, CO7: Exploring multiple causes of behavior encourages research, investigation, and analysis of psychological theories and evidence. Screening individuals requires research skills, including understanding psychological assessment tools and analyzing screening data.

PO2: Effective Citizenship and Ethics:

CO4: Promoting mental health awareness is part of being an ethical and responsible citizen who contributes to societal well-being.

PO3: Social Competence:

CO3, CO6: Early intervention emphasizes social responsibility and the capacity to help individuals in need, improving social functioning and health outcomes.

PO4: Disciplinary Knowledge:

CO1, CO5, CO7: Understanding the symptoms, diagnostic criteria, and causes of psychological disorders aligns with acquiring specialized knowledge in the discipline of psychology. Understanding various treatment approaches for mental disorders is foundational disciplinary knowledge in psychology.

PO5: Personal and Professional Competence:

CO3, CO5: Practicing early intervention equips students with professional competence in applying knowledge for real-life cases. Relating treatment approaches develops students' competence in applying theoretical knowledge to clinical practice.

PO6: Self-directed and Life-long learning:

CO6: This CO encourages students to seek continuous learning about agencies and resources, promoting lifelong learning and self-direction in professional growth.

PO7: Environment and Sustainability:

CO4, CO7: By addressing societal mental health issues, this outcome supports creating a healthier, sustainable community through awareness initiatives.

PO8: Critical Thinking and Problem Solving:

CO2, CO4, CO7: This CO requires the ability to critically evaluate symptoms and diagnostic criteria, fostering problem-solving skills for differential diagnoses. This outcome promotes critical evaluation and complex problem-solving, which is necessary for understanding multifaceted behavior.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from November, 2025)

Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Vocational Skill Course
Course Name	: Psychology Practical-II
Course Code	: PSY-253-VSC
No. of Lectures	: 60
No. of Credits	: 2

Semester IV : VSC: Practical

Introduction: In this subject the practical will be conducted into the two components. In component one, students will learn the characteristics of puberty and late adolescence. However, in component two, students will learn the application of selected micro skills required in counseling. Considering the students are in their undergraduate program and unknowingly some ethical issues may arise. The practical's will be conducted on video recording or by interviewing experts in this field.

(A) Course Objectives:

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

1. Understand the physical, emotional, and social changes that occur during puberty and late adolescence.
2. Analyze developmental milestones using observational methods such as video recordings.
3. Develop interviewing skills to interact with practitioners and gather insights on developmental phases.
4. Understand the structure and setup of a professional counseling environment.
5. Learn foundational counseling skills, such as rapport building and client interaction.
6. Gain exposure to practical applications of counseling through observations and interviews.
7. Recognize and understand ethical issues involved in counseling practice.

(B) Course Outcomes:

After completing these practical components, students will be able to:

1. Identify key developmental characteristics of puberty and late adolescence through real-life observations.
2. Interpret practitioner perspectives on developmental stages through structured interviews.

3. Evaluate physical and psychological transitions in adolescence using observational data.
4. Recognize essential elements of counseling room setup and their purpose in therapeutic settings.
5. Demonstrate understanding of rapport-building techniques in counseling interactions.
6. Describe the role and responsibilities of counselors based on interviews with professionals.
7. Apply principles of ethical practice within counseling contexts.

Topics and Learning Points

Component A : Puberty and Late adolescence (Any two)

(30 Lectures)

Practical 1 : Observe the video recording on Puberty

Practical 2 : Observe the video recording on Late Adolescence

Practical 3 : Interview a general practitioner on characteristics of developmental phases in Puberty

Practical 4: Interview a general practitioner on characteristics of developmental phases in late adolescence

Component B : Basic of Counselling (Any two)

(30 Lectures)

Practical 1 : Observe the video recording on set up in Counselling Room

Practical 2 : Observe the video recording on understanding Rapport Building

Practical 3 : Interview a field practitioner on understanding Counselling

Practical 4: Interview a field practitioner on understanding ethical issues in Counselling

Operationalization of the Course

The course will be operationalized in the following manner:

There will be a batch of 15 students.

- 1.The video will be observed under the guidance of the subject teacher.
- 2.The subject teacher will conduct a demonstration lecture explaining what is expected to be observed in the videos and also conduct a demonstration lecture giving a semi-structured interview guide for conducting the interview.
- 3.Under the guidance of the subject teacher, students will conduct the interview
- 4.Students will prepare the reports for both components

Outline of workbook/ Report:

Component A:

Introduction to Child Development.

Report: description of video and report on observations

Report: report of the interview conducted

Component B:

Introduction to Abnormal behaviour,

Report: description of video and report on observations

Report: report of interview conducted

Examination Pattern:

Practical Paper of 2 Credits - 60 clock hours

Internal Exam (25 Marks) + External Practical Exam (25 Marks) = 50 Marks.

For Internal Examination (25 marks)

1. Reports of activities – 20 Marks (5 for each activity)
2. Viva – 05 Marks

Final Semester End University Examination (25 Marks)

1. University exam will be 3 hours
2. There will be a batch of 20 students for practical examination.
3. Division of assessment will be as follows Analysis of the case: External only: 10 marks
4. Reports: Internal + External combined = 10 marks
5. Viva: Internal + External combined = 05 marks

Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Semester-IV)

Subject: Psychology

Course: Psychology of Practical-II

Course Code: PSY-253-VSC

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcome - Program Outcome Correlation Matrix										
COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3		3		3	3				
CO2	3					3				3
CO3			3	3	2	3				
CO4		2			3		3		3	
CO5										
CO6	3	3					3			3
CO7	3		3		3	2	2	3		3

Justification for the Mapping

CO1 – Identify developmental characteristics of puberty and late adolescence

- PO1 (Critical Thinking): Understanding puberty and adolescence requires logical and scientific analysis.
- PO3 (Multicultural Competence): Development varies across cultural and social contexts.
- PO5 (Environmental Awareness): Developmental changes are influenced by ecology and lifestyle.
- PO6 (Problem Solving): Recognizing adolescent challenges aids in addressing them effectively.

CO2 – Interpret practitioner perspectives through structured interviews

- PO2 (Communication Skills): Interviews improve questioning, listening, and interpretation.
- PO6 (Problem Solving): Understanding practitioner insights strengthens practical application.
- PO7 (Teamwork): Collaboration and coordination with practitioners are required.
- PO10 (Community Engagement): Interaction with professionals connects academics to social realities.

CO3 – Evaluate transitions in adolescence using observational data

- PO1 (Critical Thinking): Observation and comparison enhance analytical ability.
- PO4 (Research Skills): Observation develops field-based data collection skills.
- PO5 (Environmental Awareness): Links biological growth with environmental factors.
- PO6 (Problem Solving): Helps in identifying and managing developmental challenges

CO4 – Recognize elements of counseling room setup

- PO2 (Communication Skills): Physical setup affects counselor–client interaction.
- PO5 (Environmental Awareness): Environment influences comfort and privacy.
- PO7 (Teamwork): Setup requires coordination among professionals.
- PO9 (Digital Skills): Understanding modern/virtual counseling setups enhances practice.

CO5 – Demonstrate rapport-building techniques in counseling

- PO2 (Communication Skills): Rapport depends on verbal and non-verbal communication.
- PO3 (Multicultural Competence): Respect for diversity builds trust.
- PO6 (Problem Solving): Empathy helps in identifying client issues.
- PO7 (Teamwork): Encourages cooperative therapeutic relations.
- PO8 (Value Inculcation): Promotes respect, dignity, and compassion.
- PO10 (Community Engagement): Supports community well-being through healthy relationships.

CO6 – Describe counselor roles and responsibilities

- PO1 (Critical Thinking): Involves understanding professional boundaries and roles.
- PO2 (Communication Skills): Role clarity enhances counselor–client interaction.
- PO3 (Multicultural Competence): Promotes sensitivity to diverse client backgrounds.
- PO7 (Teamwork): Encourages coordination with families and other professionals.
- PO8 (Values): Emphasizes ethics, responsibility, and confidentiality.
- PO10 (Community Engagement): Counselors contribute to community mental health.

CO7 – Apply ethical principles in counseling practice

- PO1 (Critical Thinking): Ethical judgment requires reflective reasoning.
- PO3 (Multicultural Competence): Respecting diverse identities is essential.
- PO5 (Environmental Awareness): Ethics include maintaining safe and confidential settings.
- PO6 (Problem Solving): Ethics guide sensitive and appropriate decisions.
- PO7 (Teamwork): Collaboration must follow ethical standards.
- PO8 (Values): Moral responsibility and integrity are central.
- PO10 (Community Engagement): Ethical practice enhances public trust and professional reputation.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from November, 2025)

Name of the Programme	: B.A.
Subject	: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Minor
Course Name	: Psychology and Social Issues
Course Code	: PSY-255-MN
No. of Lectures	:60
No. of Credits	:04

A) Course Objectives:

Upon successfully completion of this course, students will be able to:

1. To introduce students to research and empirical findings in social psychology.
2. To recognize and appreciate how basic theory and experimental findings apply to everyday situations.
3. To study the impact of social psychology in interpersonal relationships.
4. To introduce the nature of causes and prevention of aggression to students.
5. Acquaint students with basic concepts, theories and applications of Social Psychology.
6. Acquaint students with the knowledge of the influence of the society on behavior and mental processes.
7. Understand the importance of pro-social behavior.

B) Course Outcomes:

After the completion of this course students will gain.:

- CO1. Fostering ability to engage in lifelong learning, demonstrating empathetic social concern, contributing to the development of nation.
- CO2. Implication of social psychology in everyday living.
- CO3. Understand the importance of Close Relationships and Pro- social behavior.
- CO4. Students will be able to understand basic concepts, theories and applications of Social Psychology.
- CO5. Students will be sensitized factors that affect and regulate mental processes.
- CO6. Students will be able to improve understanding about human relationships.
- CO7. Students will be able to develop social skills.

Topics & Learning Points**UNIT 1: INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS (15 Lectures)**

- 1.1 Internal and external Determinants of attraction.
- 1.2 Close Relationships –family, friendship, love and Romance.
- 1.3 Theories of love.
- 1.4 Application- Marriage – preparedness and problems -need for premarital and marital counseling.

UNIT 2: PREJUDICE AND AGGRESSION (15 Lectures)

- 2.1 Prejudice: Definition and Nature
- 2.2 Aggression: Definition, Nature and Causes of aggression
- 2.3 Types of aggression
- 2.4 Application-Prevention and Control of Aggression.

UNIT 3: PRO-SOCIAL BEHAVIOR (15 Lectures)

- 3.1 Prosocial Behavior-Definition and Nature, Motives for Pro-social behavior.
- 3.2 Internal and external factors influencing Pro-social behavior.
- 3.3 Commitment to Socially responsible behavior.
- 3.4 Application-How to increase pro – social behavior.

UNIT 4: APPLIED SOCIAL PSYCHOLOGY AND SOCIAL ISSUES (15 Lectures)

- 4.1 Social Psychology and Health
- 4.2 Issues of Poverty
- 4.3 Cultural bias and discrimination Issues
- 4.4 Application-Evaluation Research, Interventions and Social Psychology.

References:

- 1) Baron, R., Byrne, D., Branscombe, N. (2014). *Social Psychology, 13th edition*, Pearson Publications, New Delhi.
- 2) Baron, R., Byrne, D., Branscombe, N., Bharadwaj, G. (2009). *Social Psychology*, Indian adaptation, Pearson, New Delhi.
- 3) Deshpande, Sinharay, Vaidya, (2002). *Samajik Manasshastra Part 1 and 2*, Uma Prakashan, Pune.
- 4) Gadekar., (2013). *Pragatik Samajik Manasshastra*.Diamond Publications, Pune.
- 5) Golwilkar, S, Abhyankar, S, Kher, T. (2012). *Samajik Manasshastra*. Narendra Prakashan, Pune.
- 6) Natu, S. A., Vaidya, A. Rajhans, M. (2012). *Samajik Manasshastra*. Pearson Publications, New Delhi.
- 7) Tadsare, Tambake, Patil, Darekar (2008). *Samajik Manasshastra*, Phadke Prakashan, Pune.
- 8) Taylor, Pepleau and Sears (2005). *Social Psychology, 12th edition*, Pearson, New Delhi.
- 9) Weiten, W. and Lloyd, M. (2007). *Psychology applied to modern life: Adjustment in the 21st century*. Indian Edition 8th, Thomson.
- 10) Kool, V. and Agarwal, R. (2006). *Applied Social Psychology: A Global Perspective*. Atlantic Publishers and Distributors Pvt. Ltd. Delhi.
- 11) Mujumdar, M. and Bansal, G. (2024). *Psychology Paper-2* Arihant Publications. Pune.

Mapping of Program Outcomes with Course Outcomes**Class:** SYBA (Sem. IV)**Subject:** Psychology**Course:** Psychology and Social Issues**Course Code:** PSY-255-MN**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1		3				3		
CO 2			3					3
CO 3			3					
CO 4	3			3				3
CO 5					3			
CO 6					3		3	
CO 7								

Justification for the mapping**PO1: Research Related Skills**

CO4: Research-related skills are essential for understanding and applying the basic concepts and theories in social psychology, as it involves critical examination and interpretation of psychological research.

PO2: Effective Citizenship and Ethics

CO1: Effective citizenship requires a commitment to lifelong learning and social concern, aligning with the broader goal of contributing to national development.

PO3: Social Competence

CO2, CO3: Social competence is enhanced by understanding the practical implications of social psychology in everyday situations, facilitating effective social interactions. Social competence involves recognizing the significance of close relationships and pro-social behavior, which are integral components of social psychology.

PO4: Disciplinary Knowledge

CO4: Disciplinary knowledge is acquired through the study of fundamental concepts and theories in social psychology, forming the basis for understanding the discipline.

PO5: Personal and Professional Competence

CO5, CO6: Personal and professional competence is developed by gaining insights into factors that influence mental processes, contributing to self-awareness and effective decision-making. Human relationships are a crucial aspect of personal and professional competence, and social psychology aids in understanding and enhancing these relationships.

PO6: Self-directed and Life-long learning

CO1: Self-directed and lifelong learning are fostered by the commitment to continuous learning, aligning with the goal of contributing to national development.

PO7: Environment and Sustainability

CO6: social psychology contributes to sustainability by understanding and shaping human behavior in ways that promote environmentally friendly actions, social cohesion, and fairness, all of which are essential for a sustainable future.

PO8: Critical Thinking and Problem Solving

CO4, CO2: Critical thinking is inherent in the study of basic concepts and theories, requiring students to analyze and evaluate the principles of social psychology. Problem-solving skills are developed by applying social psychology in everyday situations, requiring students to critically assess and address social challenges.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B. A. (w. e. from November, 2025)**Name of the Programme: B.A.****Program Code : UAPSY****Class : S.Y.B.A.****Semester : IV****Course Type : Open Elective****Course Name : Life Skills****Course Code : PSY- 256- OE****No. of Lectures : 30****No. of Credits : 02****A) Course Objectives**

Upon successful completion of the course, students will be able to:

1. Understand the concept, evolution, and determinants of life skills in the 21st century.
2. Analyze personal strengths through self-analysis, self-concept, and self-esteem.
3. Develop emotional competence and emotional intelligence for effective interpersonal functioning.
4. Apply strategies for goal setting, assertiveness, creativity, and confidence building.
5. Recognize the importance of time and health management for personal and academic success.
6. Strengthen written communication, note-taking, and report-writing skills for academic effectiveness.
7. Cultivate effective study habits, learning strategies, and memory techniques for lifelong learning.

B) Course Outcomes

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

- CO1. Explain the nature, importance, and determinants of life skills in personal and professional life.
- CO2. Conduct self-analysis to identify strengths, weaknesses, attitudes, and aptitudes.
- CO3. Demonstrate emotional competence and manage emotions effectively through emotional intelligence.
- CO4. Set realistic goals using the SMART framework and enhance creativity in problem solving.
- CO5. Apply principles of time and health management to improve productivity and well-being.
- CO6. Develop effective written communication, note-taking, and report-writing skills for academic success.
- CO7. Apply efficient study habits, learning methods, and memory enhancement techniques for continuous improvement.

Topics & Learning Points**Unit 1: Foundations of Personal Effectiveness****(15 Lectures)**

- 1.1 Introduction to Life Skills: Meaning and Determinants of Life Skills
- 1.2 Self-Analysis and Emotional Competence: Concept, Types, and Emotional Intelligence
- 1.3 Goal Orientation and Creativity: Concept, Setting SMART Goals and Factors Enhancing Creativity
- 1.4 Time and Health Management: Importance and Dietary Considerations

Unit 2: Academic and Communication Skills for Success (15 Lectures)

- 2.1** Information Search and Organization: Meaning and Information Sources
- 2.2** Written Communication and Report Writing: Meaning, Types and Format
- 2.3** Study Habits: Definition and Enhancing Memory and Concentration
- 2.4** Learning Skills: Concept, Methods, and Techniques

Reference Books (APA 7th Edition Style)

1. Butterworth, M., & Thwaites, G. (2013). *Life skills education for youth: A practical guide*. SAGE Publications India.
2. Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
3. Hurlock, E. B. (2016). *Personality development*. McGraw Hill Education (India).
4. Mishra, R. C. (2012). *Psychology of learning and human development*. Atlantic Publishers & Distributors.
5. UNESCO. (2003). *Life skills: Education for children and adolescents in schools*. United Nations Educational, Scientific and Cultural Organization.
6. Weiten, W., & Lloyd, M. A. (2018). *Psychology applied to modern life: Adjustment in the 21st century* (12th ed.). Cengage Learning India.
7. Covey, S. R. (2020). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster, India.
8. Verma Shalini (2014). *Development of Life skills and professional practice*. Vikas publishing House Pvt. Ltd. Noida, India.
9. Patil, A. P. (2022). *Mastering life skills and life values*. Academic Book Publication. Jalgaon.
10. Wadkar Alka (2019). *Life skills for success*. Sage Publication, India.

Mapping of Program Outcomes with Course Outcomes**Class:** SYBA (Sem. IV)**Subject:** Psychology**Course Code:** PSY- 256- OE**Course:** Life Skills**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	3	3			2				
CO2	3	3	2			3	2			
CO3	2	3	3			3				
CO4	3	2		3		3	2			
CO5	3				3	3				
CO6	2	3		3		3			3	
CO7	2	2		3		3	3			3

Justification for the mapping**PO1: Research Related Skills**

CO1 enhances self-awareness and emotional management, essential for research ethics; CO2 promotes effective communication in research settings; CO7 provides knowledge of career planning, including research roles.

PO2: Effective Citizenship and Ethics

CO1 improves emotional regulation necessary for ethical behavior; CO4 focuses on healthy relationship management, and CO5 emphasizes responsible digital behavior and citizenship.

PO3: Social Competence

CO2 focuses on communication skills crucial for social competence; CO4 deals with relationship management, and CO5 encourages respectful online behavior.

PO4: Disciplinary Knowledge

CO2 promotes effective communication in disciplinary contexts, while CO7 covers essential knowledge for health, well-being, and career planning.

PO5: Personal and Professional Competence

CO1 involves self-management, CO3 teaches time management and goal setting, CO4 addresses conflict resolution, and CO6 covers financial literacy for professional competence.

PO6: Self-directed and Life-long learning

CO1 supports self-awareness necessary for lifelong learning; CO3 involves setting personal and academic goals; CO6 includes managing finances, promoting continuous learning.

PO7: Environment and Sustainability

CO5 relates to responsible digital behavior, including awareness of environmental impacts of technology use.

PO8: Critical Thinking and Problem Solving

CO1 fosters self-awareness that aids in critical thinking; CO4 helps in resolving conflicts and problem-solving in personal and social context

SYLLABUS (CBCS as per NEP 2020) FOR S.Y.B.A. (w. e. from November., 2025)

Name of the Programme	: B.A. Subject: Psychology
Program Code	: UAPSY
Class	: S.Y.B.A.
Semester	: IV
Course Type	: Skill Enhancement Course (SEC)
Course Name	: Basic Counseling Skills
Course Code	: PSY-257-SEC
No. of Lectures	: 30
No. of Credits	: 02

A) Course Objectives:

- 1) Grasp the fundamental definitions, meaning, and needs of counseling
- 2) Learn about the various objectives and the step-by-step process involved in conducting counseling.
- 3) Identify the characteristics of a good counselor.
- 4) To identify ethical issues in counseling.
- 5) Understand the importance of the client's right to informed consent and its implications for counseling practice.
- 6) Learn essential counseling skills including relationship building, empathy and effective communication.
- 7) Analyze the ethical aspects of assessment:

B) Course Outcome:

- CO1. Students will be able to define counseling, explain its importance and describe its various needs in different contexts.
- CO2. Students will understand the objectives and processes of counseling.
- CO3. Students will be able to identify and embody key characteristics of a good counselor
- CO4. Students will be equipped to prioritize client needs and make informed ethical decisions during the counseling process.
- CO5. Students will demonstrate an understanding of informed consent and its importance in respecting client autonomy and legal rights.
- CO6. Students will develop practical skills in relationship building, empathy and communication.
- CO7. Students will critically evaluate ethical issues related to client assessment.

Topics & Learning Points**UNIT-I INTRODUCTION OF COUNSELING****(10 lectures)**

- 1.1 Definitions, meaning and needs of counseling
- 1.2 Objectives and process of counseling
- 1.3 Characteristics of good counselor

UNIT-II ETHICAL ISSUES IN COUNSELING**(10 lectures)**

- 2.1 Putting clients needs before your own counseling & Decision making
- 2.2 Right to informed consent
- 2.3 Ethical issues in the assessment process

UNIT-III COUNSELING SKILLS**(10 lectures)**

- 3.1 Rapport Skill
- 3.2 Empathy skill
- 3.3 Communication skill

References:

1. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy: theories and interventions* 4thEdn. Pearson Education: India.
2. Corey, G. (2008). *Theory and practice of group counseling*. Thomson Brooks/Cole: Belmont CA.
3. Deshpande, C. G. and colleagues (2014). Micro-skills are the core of psychological counselling process. Unmesh Publication, Pune.
4. Deshpande, C. G. and colleagues (2016). *Counselling: Scientific Process and Application*. Unmesh, Publication, Pune.
5. Bhangale Shailaja and Mahajan Sangita (2023). *Counselling Psychology*. Prashant Publication, Jalgaon.

Mapping of Program Outcomes with Course Outcomes**Class:** SYBA (SEM-IV)**Course:** Basic Counseling Skills**Subject:** Psychology**Course Code:** PSY-257-SEC**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Program Outcomes								
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3						
CO 2		3		3	3		3	
CO 3			3					
CO 4				3			3	
CO 5		3	3		2			
CO 6								3
CO 7				3				

Justification for the mapping**PO1: Research Related Skills**

CO1 deals with defining counseling and explaining its importance. Understanding the goals and process of counseling links to CO2 because it calls for knowledge acquisition and research.

PO2: Effective Citizenship and Ethics

Ethical decision making aligns with CO2 and CO5 (Professional Competence). A client maps to priority CO3 while involves the critical thinking needed to make ethical decisions.

PO3: Social Competence

CO3 while CO5 involves the critical thinking required to make ethical decisions.

PO4: Disciplinary Knowledge

CO4 is central to understanding the fundamentals of counseling is relevant as it covers disciplinary knowledge.CO2 CO4 and PO7 should be considered in a broader context as ethical evaluation.

PO5: Personal and Professional Competence

CO5 Maps are essential for prioritizing clients and dealing with legal issues is part of professional ethics.

PO6: Self-directed and Life-long learning**PO7: Environment and Sustainability**

As an ethical assessment, CO2 (Ethics), CO4 (Knowledge), and CO7 should consider the broader context when evaluating ethical issues in client assessments.

PO8: Critical Thinking and Problem Solving

CO6Applies to critically understanding processes and objectives. Involves the critical thinking required to make ethical decisions.