

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce, and Science College, Ahmednagar**  
**(Autonomous)**  
(Affiliated to Savitribai Phule Pune University, Pune)



**National Education Policy (NEP)**  
**Choice Based Credit System (CBCS)**

**Programme Framework**  
**B. A. Psychology (Major) - II Year**

Implemented from  
**Academic Year 2024-25**

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**

**Board of Studies in Psychology**

Sr. No.	Name	Designation
1.	Dr. Kiran D. Ahirrao	Chairman
2.	Prof. Rajratna D. Khillare	Member
3.	Dr. Umesh L. Bharte	Academic Council Nominee
4.	Dr. Shashikant H. Khalane	Academic Council Nominee
5.	Dr. Mahendra B. Patil	Vice-Chancellor Nominee
6.	Mr. Mahesh S. Kshirsagar	Alumni
7.	Mr. Shrikant Kulange	Industry Expert
8.	Dr. Yogita M. Khedkar	Invitee Co-Opted

**1. Prologue/ Introduction of the programme:**

In B.A. Honours in minor discipline Psychology is a 4-year degree course which is offered by the colleges. The basic eligibility for pursuing this course is 10+2 qualification. In B.A. Honours Psychology, students will particularly learn the process of the human behaviour. They will study how humans behave in different circumstances, and while dealing with different sets of people.

The study of Psychology at the undergraduate level facilitates explorations on the vast canvas of knowledge interested in understanding human beings – their nature, behavior and influences. The study material concerns itself with relevant developments in theory and practice of Psychology. The dynamic nature and rapid changes in the field need to be addressed as the student moves along the various courses. The current structure aims to impart basic knowledge in Psychology via the core papers, specialized area is introduced in the discipline centered course and the students are exposed to the application possibilities via the skill-based courses. The course also includes papers that have been designed to cater to interested students who are chosen other subjects as their primary area of study at the undergraduate level. The Other Electives offer a wide array of basic psychological information to the larger (non-psychology) student population. The study of Psychology at the collegiate level ought to be aimed at developing a basic understanding and equipping the student with knowledge to choose further advancement and specialization in the field.

The Psychology programme at the undergraduate level focuses on imparting knowledge of basic psychological concepts and models, and developing ability to apply this

knowledge in field settings. The programme also promoting and understanding of research skills so that students are able to design and conduct systematic and ethical psychological research studies. It will Develop psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and critically to social institutions. With this programm students will able to examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and po Developing sensibility towards varied socio-cultural contexts and appreciating diversity.

## **2. Programme Outcomes (POs)**

Students enrolled in the program complete a curriculum that exposes and trains students in a fullrange of essential skills and abilities. They will have the opportunity to master the following objectives.

1. To familiarize students with the various fields of psychology such as positive psychology, applied psychology, neuropsychology, community psychology and personality assessment and development.
2. To explore importance and recent trends in positive psychology.
3. To develop insight in applied field of psychology.
4. To explore the nature of personality and to find out the assessment measures of it.
5. The student will get knowledge of scientific processes involved in group testing.
6. The student will get acquired reasonable skills which would enhance the further learning in Psychology.

**Credit Distribution: B. A. Psychology (Major) including Minor and OE and other courses.**

	Type of Courses	III Yr	IV Yrs (Honours)	IV Yrs Research
<b>Major Psychology</b>	Discipline-Specific Courses (DSC)	46	74	<b>66</b>
	Discipline Specific Elective (DSE)	08	16	<b>16</b>
	Skill Enhancement Courses (SEC)	06	06	<b>06</b>
	Vocational Skill Courses (VSC)	08	08	<b>08</b>
	On-Job Training (OJT)	04	08	<b>04</b>
	Field Project (FP)	04	04	<b>04</b>
	Community Engagement and Service (CEP)	02	02	<b>02</b>
	Research project	00	00	<b>12</b>
	Research Methodology	00	04	<b>04</b>
	Indian Knowledge System	02	02	<b>02</b>
	<b>Total (I, II and III Year)</b>	<b>80</b>	<b>124</b>	<b>124</b>
<b>Minor</b>	Minor	20	20	<b>20</b>
<b>Other Courses</b>	Open Elective (OE)/ Multidisciplinary Courses	12	12	<b>12</b>
	Co-Curricular Courses	08	08	<b>08</b>
	Ability Enhancement Courses	08	08	<b>08</b>
	Value Education Courses	04	04	<b>04</b>
	<b>Total</b>	<b>132</b>	<b>176</b>	<b>176</b>

**B. A. Programme Framework: Credit Distribution**

			DSC	DSE	SEC	VSC	FP/ OJT /IN/CEP	IKS	Minor	OE		CC	AEC	VEC	
I	I	4.5	06	-	02	-	-	02	03	03		02	02	02	22
I	II	4.5	06	-	02	02	-	-	03	03	-	02	02	02	22
Exit Option: Award of UG Certificate in Major with 44 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor															
II	III	5.0	08	-	02	-	FP-02	-	03	03	-	02	02	-	22
II	IV	5.0	08	-	00	02	CEP-02	-	03	03	-	02	02	-	22
Exit Option: Award of UG Diploma in Major with 88 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor															
III	V	5.5	10	04	-	02	FP-02	-	04	-	-	-	-	-	22
III	VI	5.5	08	04	-	02	OJT-04	-	04	-	-	-	-	-	22
Exit Option: Award of 3-Yr UG Degree in Major and Minor with 132 credits or continue with Major for a 4-year Degree															
IV	VII	6.0	14	04	RM:04	-	-	-	-	-	-	-	-	-	22
IV	VIII	6.0	14	04	-	-	OJT-04	-	-	-	-	-	-	-	22
4-Yr UG Degree (Honours) with Major and Minor with 176 credits															
IV	VII	6.0	10	04	RM:04	-	RP-04		-	-	-	-	-	-	22
IV	VIII	6.0	10	04	-	-	RP-08		-	-	-	-	-	-	22
4-Yr UG Degree (Honours with Research) with Major and Minor with 176 credits															

**B.A Programme Framework: Course Distribution**

Year	Semester	Level	Major						Minor	OE	CC	AEC	VEC	Total
			DSC	DSE	SEC	VSC	FP/OJT /IN/CEP	IKS						
I	I	4.5	02	-	01	-	-	01	01	01	01	01	09	
I	II	4.5	02	-	01	01	-	-	01	01	01	01	09	
Exit Option: Award of UG Certificate in Major with 44 credits and an additional 4 credit core NSQF Course /Internship or Continue with Major and Minor														
II	III	5.0	03	-	01	-	01	-	01	01	01	01	09	
II	IV	5.0	03	-	-	01	01	-	01	01	01	01	09	
Exit Option: Award of UG Diploma in Major with 88 credits and an additional 4 credit core NSQF Course /Internship or Continue with Major and Minor														
III	V	5.5	03	01	-	01	01	-	01	-	-	-	07	
III	VI	5.5	02	01	-	01	01	-	01	-	-	-	06	
Exit Option: Award of 3-Yr UG Degree in Major and Minor with 132 credits or continue with Major for a 4-year Degree														
IV	VII	6.0	04	01	RM:01	-	-	-	-	-	-	-	06	
IV	VIII	6.0	04	01	-	-	01	-	-	-	-	-	06	
4-Yr UG Degree (Honours) with Major with 176 credits														
IV	VII	6.0	03	01	RM:01	-	01	-	-	-	-	-	06	
IV	VIII	6.0	03	01	-	-	01	-	-	-	-	-	05	
4-Yr UG Degree (Honours with Research) with Major with 176 credits														

**Programme Framework (Course Distribution): B. A. Psychology (Major)**

Year	Semester	Level	Major		SEC	VSC	FP/OJT /IN/CEP	IKS
			DSC	DSE				
I	I	4.5	02	00	01	00	00	01
I	II	4.5	02	00	01	01	00	-
II	III	5.0	03	00	01	00	FP-01	-
II	IV	5.0	03	00	00	01	CEP-01	-
III	V	5.5	03	01	00	01	FP-01	-
III	VI	5.5	02	01	00	01	OJT-01	-
IV	VII	6.0	04	01	RM:01	00	-	-
IV	VIII	6.0	04	01	00	00	OJT-01	-
IV	VII	6.0	03	01	RM:01	00	RP-01	-
IV	VIII	6.0	03	01	00	00	RP-01	-

**Programme Framework (Credit Distribution): B. A. Psychology (Major)**

Year	Semester	Level	Major					
			DSC	DSE	SEC	VSC	FP/OJT /IN/CEP	IKS
I	I	4.5	06	00	02	00	00	02
I	II	4.5	06	00	02	02	00	-
Exit Option: Award of <b>UG Certificate</b> with 44 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor								
II	III	5.0	08	00	02	00	FP-02	-
II	IV	5.0	08	00	00	02	CEP-02	-
Exit Option: Award of <b>UG Diploma</b> with 88 credits and an additional 4 credit core NSQF course /Internship or Continue with Major and Minor								
III	V	5.5	10	04	00	02	FP-02	-
III	VI	5.5	08	04	00	02	OJT-04	-
Exit Option: Award of UG Degree in Major and Minor with 132 credits or continue with a Major for 4-year Degree with honours or honours with research								
IV	VII	6.0	14	04	RM:04	00	00	-
IV	VIII	6.0	14	04	00	00	OJT-04	-
4-year Degree (Honours)								
IV	VII	6.0	10	04	RM:04	00	RP-04	-
IV	VIII	6.0	10	04	00	00	RP-08	-
4-year Degree (Honours with Research)								

**Programme Framework (Courses and Credits): B. A. Psychology (Major)**

Sr. No.	Year	Semester	Level	Course Type	Course Code	Title	Credits
1.	I	I	4.5	DSC-1	BA-PY 111T	Foundation of Psychology-I	03
2.	I	I	4.5	DSC-2	BA-PY 112T	Psychology of Relationships	03
3.	I	I	4.5	SEC-1	BA-PY 113T	Psychology for Mental Health Management	02
4.	I	I	4.5	IKS-1	BA-PY 114T	Indian Psychology	02
5.	I	II	4.5	DSC-3	BA-PY 121T	Foundation of psychology-II	03
6.	I	II	4.5	DSC-4	BA-PY 122T	Personal and Individual Development	03
7.	I	II	4.5	SEC-2	BA-PY 123T	Social Skills	02
8.	I	II	4.5	VSC-1	BA-PY 124P	Personality Screening	02
9.	II	III	5.0	DSC-5	BA-PY 231T	Positive Psychology - I	03
10.	II	III	5.0	DSC-6	BA-PY 232T	Applied Psychology -I	03
11.	II	III	5.0	DSC-7	BA-PY 233T	Neuro-psychology	02
12.	II	III	5.0	SEC-3	BA-PY 234T	Personality Development	02
13.	II	III	5.0	FP-01	BA-PY 235P	Group Testing (30 samples)	02
14.	II	IV	5.0	DSC-8	BA-PY 241T	Positive Psychology - II	03
15.	II	IV	5.0	DSC-9	BA-PY 242T	Applied psychology -II	03
16.	II	IV	5.0	DSC-10	BA-PY 243T	Community Psychology	02
17.	II	IV	5.0	VSC-2	BA-PY 244P	Personality Assessment	02
18.	II	IV	5.0	CEP-01	BA-PY 245T	Community Engagement Project	02
19.	III	V	5.5	DSC-11	BA-PY 351T	Psychological Testing and Scientific Research	04
20.	III	V	5.5	DSC-12	BA-PY 352T	Psychology of Abnormal Behaviour -I	04
21.	III	V	5.5	DSC-13	BA-PY 353T	Forensic Psychology	02
22.	III	V	5.5	DSE-01	BA-PY 354T	A) Child Psychology B) Educational Psychology-I	04
23.	III	V	5.5	VSC-3	BA-PY 355P	Psychological Practical: Tests	02
24.	III	V	5.5	FP-02	BA-PY 356P	Psychological Group Testing	02
25.	III	VI	5.5	DSC-14	BA-PY 361T	Experimental Psychology-Theory	04
26.	III	VI	5.5	DSC-15	BA-PY 362T	Psychology of Abnormal Behaviour -II	04
27.	III	VI	5.5	DSE-2	BA-PY 363T	A) Youth Psychology B) Educational Psychology-II	04
28.	III	VI	5.5	VSC-4	BA-PY 364P	Psychological Practical: Experiments	02
29.	III	VI	5.5	OJT-01	BA-PY 365T	On Job Training	04

**B. A. Psychology (Honours)**

30.	IV	VII	6.0	DSC-16	BA-PY 471T	Cognitive Psychology	04
31.	IV	VII	6.0	DSC-17	BA-PY 472T	Psychometrics: Theory	04
32.	IV	VII	6.0	DSC-18	BA-PY 473T	Communication & Social Skill	04
33.	IV	VII	6.0	DSC-19	BA-PY 474P	Psychological Practical's: Tests	02
34.	IV	VII	6.0	DSE-03	BA-PY 475T	A) Social Psychology B) Consumer Psychology	04
35.	IV	VII	6.0	RM-01	BA-PY 476T	Research Methods	04
36.	IV	VIII	6.0	DSC-20	BA-PY 481T	Learning & Memory	04
37.	IV	VIII	6.0	DSC-21	BA-PY 482T	Psychometrics: Application	04
38.	IV	VIII	6.0	DSC-22	BA-PY 483T	Leadership	04
39.	IV	VIII	6.0	DSC-23	BA-PY 484P	Psychological Practical's: Experiments	02
40.	IV	VIII	6.0	DSE-04	BA-PY 485T	A) Statical Method B) Bio-Psychology	04
41.	IV	VIII	6.0	OJT-02	BA-PY 486T	On job Training	04



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**Syllabus**  
**B. A. Psychology (Major)-II**

Title of the Course: Positive Psychology -I								
Year: II				Semester: III				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-5	BA-PY231T	03	00	03	45	30	70	100

**Learning Objectives:**

1. To bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology.
2. To Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology.
2. Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

**Detailed Syllabus:****Unit 1: INTRODUCTION TO POSITIVE PSYCHOLOGY (12)**

- 1.1 Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology
- 1.2 Positive Emotions and wellbeing: Hope & Optimism, Love
- 1.3 The Positive Psychology of Emotional Intelligence
- 1.4 Influence of Positive Emotions

**Unit 2 RESILIENCE IN THE PHASE OF CHALLENGE & LOSS (12)**

- 2.1 Meaning, Nature and Approaches
- 2.2 Theories of Resilience
- 2.3 Promoting Resilience
- 2.4 Positive Response to loss, Resilience & Grief

**Unit 3: HAPPINESS (12)**

- 3.1 Introduction to Psychology of happiness, wellbeing and scope, Types of happiness- Eudaimonia and Hedonic
- 3.2 History of Happiness, Theories, Measures and Positive correlates of happiness
- 3.3 Traits associated with Happiness
- 3.4 Setting Goals for Life and Happiness

**Unit 4: FORGIVENESS AND GRATITUDE****(12)**

- 4.1 Forgiveness and Gratitude
- 4.2 Personal transformation
- 4.3 Role of suffering
- 4.4 Trust and Compassion

**Suggested Readings/Material:**

1. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
2. Doskoch, P. (2005). The Winning Edge. *Psychology Today*.
3. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology*, 88, 377-389.
4. Wiseman, R. (2003). The Luck Factor. *The Skeptical Inquirer*, 27 (3), 1-5.
5. Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Chapters 1 – 3.
6. Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford University Press.
7. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
8. Blum, D. (1998). Finding Strength: How to Overcome Anything. *Psychology Today*, Document.
9. Aspinwall, L. G., & Brunhart, S. N. (1996). Distinguishing optimism from denial: Optimistic beliefs predict attention to health threats. *Personality and Social Psychology Bulletin*, 22, 993–1003.
10. Carver, C. S., & Gaines, J. G. (1987). Optimism, pessimism, and postpartum depression. *Cognitive Therapy and Research*, 11, 449–462.
11. Carver, C. S., Pozo, C., Harris, S. D., Noriega, V., Scheier, M. F., Robinson, D. S., Ketcham, A. S., Moffat, F. L., & Clark, K. C. (1993). How coping mediates the effect of optimism on distress: A study of women with early stage breast cancer. *Journal of Personality and Social Psychology*, 65, 375–390.
12. Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior*. New York: Cambridge University Press. Seligman, M. E. P. (1991). *Learned optimism*. New York: Knopf
13. Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: Free Press.
14. Scheier, M. F., & Carver, C. S. (2001). Adapting to cancer: The importance of hope and purpose. In A. Baum & B. L. Andersen (Eds.), *Psychosocial interventions for cancer* (pp. 15–36). Washington, DC: American Psychological Association.
15. Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67, 1063–1078.

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**Syllabus**  
**B. A. Psychology (Major) -II**

Title of the Course: Applied Psychology -I								
Year: II				Semester: III				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-6	BA-PY232T	03	00	03	45	30	70	100

**Learning Objectives:**

1. Help students to understand the relationship between theoretical and applied aspects of Psychology
2. Acquaint students with various applications of Psychology
3. Familiarize students with problems and solutions in various applied fields
4. Apprise students of the role of Psychologists in various applied fields

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Describe concept of applied psychology, educational psychology, family structure and developmental patterns.
2. Know the clinical psychology related mechanisms, social issues and criminal behavior.
3. Classify the intellectual ability, abnormality, criminal behavior.
4. Identify the problems and solutions in the field of education,
5. Evaluate the interpersonal relations

**Detailed Syllabus:****Unit 1: INTRODUCTION AND CLINICAL APPLICATIONS (12)**

- 1.1 Definition, Nature and Scope of applied Psychology
- 1.2 Nature of clinical psychology- classification of mental disorders DSM-5, ICD-10, therapies – CBT, Client centered therapy, REBT
- 1.3 Health Psychology- community mental health – bio- psycho- social model of health
- 1.4 Cognitive Neuro Science -nature and major applications – PNI, EEG, MRI, CT, PET

**Unit 2: APPLICATIONS IN INDUSTRIES AND ORGANIZATIONS (12)**

- 2.1 Definition, Nature and Fields of I/O Psychology
- 2.2 Applications in IT and other Industries a- cultural adjustment, b- performance pressure, c- recruitment, d- training and employees' professional problems in other industries
- 2.3 Advertising and Consumer Psychology- psychological impact of advertisements, methods used by consumer psychologist- survey, observation
- 2.4 Engineering Psychology and Ergonomics

**Unit 3: APPLICATIONS IN EDUCATION (12)**

- 3.1 Definition, Nature and Scope of Educational Psychology
- 3.2 Effective Teaching – Learning Methodologies a- group discussions, b- projects, c- presentations, d- interactive methods
- 3.3 Evaluation – Types, uses, limitations, Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, LD-learning disabilities
- 3.4 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education.

**Unit 4: FORENSIC PSYCHOLOGY (12)**

- 4.1 Definition, Nature and Fields -correctional, investigative
- 4.2 Criminal Psychology, Cyber Crimes, Violence: meaning and types
- 4.3 Investigative Procedures and role of the psychologist
- 4.4 Law – contribution of psychology to law, Current challenges- reliability of investigative procedures – polygraph, eye witness testimony, identikit, Narco - analysis

**Suggested Readings/Material:**

1. Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan Bayne Rowan; Horton Ian (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd; annotated edition.
2. David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.
3. Higher Education Schultz (2014). Psychology and work today.
4. Palsane, Navare. Upyojit Manasshastra
5. Pearson Sharma, R (2009). Applied Psychology. Atlantic Publications
6. Richard H. Cox (2002). Sport Psychology, McGraw –Hill
7. Snyder, C. R.; Shane J. Lopez et al (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publications
8. Taylor Shelley (2011). Health Psychology: Tata McGraw-Hill
9. Warren G. S. (2014). Occupational Psychology: An Applied Approach. Pearson Education
10. Weiten, W.; Lloyd M.; (2004). Psychology applied to Modern Life: Adjustment in 21st Century. Thomas Wadsworth Publications

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
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**Syllabus**  
**B. A. Psychology (Major) -II**

Title of the Course: Neuropsychology								
Year: II				Semester: III				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-7	BA-PY233T	02	00	02	30	15	35	50

**Learning Objectives:**

To acquaint the students with:

1. The basics of Neuropsychology
2. The methods of study & research in Neuropsychology.
3. The structure and functions of Neurons, Brain and Brain Plasticity
4. The Neurological Basis of Behaviour and Applications of Neuropsychology

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Understand the Basics of Neuropsychology, Brain, Its Structure and Functions.
2. Cognize the Importance of Synaptic Plasticity and Functioning of Brain Lobes.
3. Develop in depth understanding of Neurological Basis of Behaviour
4. Perform Neuropsychological Assessment and apply the gained knowledge in
5. Neuropsychological Rehabilitation

**Detailed Syllabus:**

**Unit 1: FOUNDATION OF NEUROPSYCHOLOGY (10)**

- 1.1 Definition; History and Scope.
- 1.2 Mind brain relationship.
- 1.3 Structure and Functions Neurons, Types of Neurons.
- 1.4 Neural conduction and potentials of neurons, Neurotransmitters and behaviour.

**Unit 2: BRAIN STRUCTURES & FUNCTIONS (10)**

- 2.1 Structure & function of CNS.
- 2.2 Structure and function of PNS.
- 2.3 Brain hemispheres & specialization.
- 2.4 Brain lobes: structure, function & disorders., Brain Plasticity

**Unit 3: NEUROLOGICAL BASIS OF BEHAVIOUR & APPLICATIONS (10)**

- 3.1 Physiology of Sensory and Perceptual Processes (Vision, Audition, Chemical & somatosensory).
- 3.2 Mechanism of Hormone Action, Endocrine glands and their Hormones.
- 3.3 Neuropsychological Assessment.

**3.4 Neuropsychological Rehabilitation (Nature, Goals & Approaches).**

**Suggested Readings/Material:**

1. Best, J.B. (1995). *Cognitive Psychology*. MN: West Publishing Co.
2. Carlson, N. R., & Birkett, M. A. (2017). *Physiology of behavior* (12th edition). Pearson.
3. Crossman, A. R., Neary, D., & Crossman, B. (2015). *Neuroanatomy: An illustrated colour text*. Elsevier
4. Kalat, J. W. (2019). *Biological psychology*. Cengage.
5. Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., & Hudspeth, A.J. (2012). *Principles of Neural Science, Fifth Edition*. McGraw-Hill Publishing.
6. Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An introduction to brain and behavior*.
7. Pinel, J. (2023). *Biopsychology 10th Edition*. Pearson.
8. Schneider M Alles. (1990). *An introduction to Physiological Psychology* (3rd Edition) USA:Random House.

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**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Personality Development								
Year: II				Semester: III				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
SEC-3	BA-PY234T	02	00	02	30	15	35	50

**Learning Objectives:**

1. To Familiarize students with nature of personality
2. To make student aware of importance of personality development
3. To acquaint students with various techniques of personality development

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Understand nature of personality
2. Understand importance of positive personality.
3. Use various strategies to develop personality.

**Detailed Syllabus:****Unit 1: Introduction to personality development (10)**

- 1.1 Personality: Nature, Definition, concept, role, determinant, types
- 1.2 Introduction to personality theories
- 1.3 Hereditary vs Environment
- 1.4 Personality Traits

**Unit 2: Determinants of personality development (10)**

- 2.1 Psychological factors: Attitude, motivation etc.
- 2.2 Hereditary / Biological factors
- 2.3 Social / Environment factors
- 2.4 Other factors affecting personality: habits, situational factors etc.

**Unit 3: Techniques in personality development (10)**

- 3.1 Verbal and non -verbal communication skills
- 3.2 Stress & Conflict management
- 3.3 Problem solving and decision making
- 3.4 Emotional intelligence and relationship

**Suggested Readings/Material:**

1. Ahirrao k., Khedkar, Y.(2023) Communication and social skills, Amani Publication, Pune.
2. Baron R, Byrne D, Branscombe N (2014), Social Psychology, 13<sup>th</sup> edition, Pearson Publications, New Delhi
3. Baron R, Byrne D, Branscombe N, BharadwajG (2009), Social Psychology, Indian adaptation, Pearson, New Delhi
4. Craig R. (1996) Training and development handbook, McGaw hill book company. New York, 1996
5. Khedkar Y.,Ahirrao K.(2023) Leadership, Amani Publication, Pune.
6. Natu S. (2022) Personality development, Nirali Publication.
7. Robert, Feldman (2004) understanding Psychology, TMH, New Delhi,Stephan R.C. (1989) the 7habits of highly effective people. Schuter Ltd., London.
8. Taylor, Pepleau and Sears (2005), Social Psychology, 12<sup>th</sup> edition, Pearson, New Delhi



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**  
**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Group Testing (30 samples)								
Year: II				Semester: III				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
FP-1	BA-PY235P	00	02	02	50	15	35	50

**Learning Objectives:**

1. Help students to understand the nature of group testing.
2. Acquaint students with various methods of data collection, sampling method.
3. Acquaint students with various methods of statistical analysis.

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Administer group testing.
2. Use various method of sampling method and data collection.
3. Make inferences based on the group testing.

**Detail Guidelines for Field Project (GROUP TESTING)**

1. For group testing, a small sample (n=30 at least) should be taken.
2. Any one or two standardized psychological test should be administered to the sample.
3. Responses should be scored as per the instructions given in the manual.
4. Report for group testing should be structured as follows:
  - a. Purpose of the group testing
  - b. Description of the test, e.g. author, psychometric properties, uses of test.
  - c. Tabular presentation of scores and results
  - d. Qualitative analysis, if applicable
  - e. Interpretation at group level
  - f. Any other relevant finding
  - g. Conclusion
  - h. References

**Suggested Readings/Material:**

1. Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
2. Christensen, L. B.; Johnson, R. B.; Turner, L. A. (2014). *Research Methods, Design and Analysis*. Pearson
3. D'Amato, M.R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. N.D.: Tata McGraw-Hill.
4. Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
5. Kaplan R.M. & Saccuzzo D.P. (2005) *Psychological Testing, Principles, Applications and Issues*. Sixth Ed. Cengage Learning India, Pvt Ltd.
6. Kerlinger, F.N. (1995). *Foundations of behavioral research*. New York: Rinehart Winston. Inc. Surjeet Publications.
7. Kothari, C.R. (reprint 2009). *Research methodology: Methods and techniques*. New Delhi: Wiley Easton Ltd.
8. Matlin, M (1995). *Cognition*. Bangalore: Prism Books Pvt. Ltd.
9. McBurney, D.H. and White, T.L. (2007). *Research methods*. US: Cengage
10. Myers, A. and Hansen, C. (2002). *Experimental Psychology*. U.S.: Thomson Wadsworth.
11. Postman, L. & Egan, J.P. (1949), reprint 2009. *Experimental psychology: An introduction*. ND: Kalyani Publication.
12. Singh, A.K. (2006). *Tests, Measurements and research methods in behavioural sciences*. Patna: Bharati Bhavan.
13. Solso, R.L., MacLin, M.K. (2008). *Experimental psychology: A case approach*. N.D.: Dorling Kindersley Pvt. Ltd.
14. Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), *Experimental Psychology*. ND: Oxford & IBH Publishing Co. Pvt. Ltd.
15. Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). *Essentials of research methods in psychology*. N.D.: Tata McGraw-Hill.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**  
**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Positive Psychology -II								
Year: II				Semester: IV				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-8	BA-PY241T	03	00	03	45	30	70	100

**Learning Objectives:**

1. To understand the positive traits.
2. To Facilitation and enhancement of personal well-being and facts of life.
3. To learn the essential principles of positive traits.
4. To learn about essential techniques to enhance positivity.

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Understanding the positive traits.
2. Facilitating and enhancement of skills required for personal wellbeing.
3. Learning the essential principles positive traits
4. Learning about essential techniques to enhance positivity.

**Detailed Syllabus:****Unit 1: Positive Traits (12)**

- 1.1 What makes a trait positive?
- 1.2 Personality, emotions and biology
- 1.3 Positive beliefs.
- 1.4 Virtue and strength of character

**Unit 2: Personal Goals and Windows to Well-being (12)**

- 2.1 What are personal goals?
- 2.2 The search for universal human motives
- 2.3 What goals contribute most to well-being
- 2.4 Materialism and its discontents

**Unit 3: Positive Emotion and Well-being (12)**

- 3.1 What are positive e emotions?
- 3.2 Positive emotions and health resources
- 3.3 Positive emotions and well-being
- 3.4 Modifying and cultivating positive emotions

**Unit 4: Life above Zero****(12)**

- 4.1 Revisiting positive psychology
- 4.2 Interconnection of 'good' and 'bad'
- 4.3 Contours of positive life: Meaning and means
- 4.4 Mindfulness and well-being

**Suggested Readings/Material:**

1. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
2. Doskoch, P. (2005). The Winning Edge. *Psychology Today*.
3. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology*, 88, 377-389.
4. Wiseman, R. (2003). The Luck Factor. *The Skeptical Inquirer*, 27 (3), 1-5.
5. Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Chapters 1 – 3.
6. Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford University Press.
7. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
8. Blum, D. (1998). Finding Strength: How to Overcome Anything. *Psychology Today*, Document.
9. Aspinwall, L. G., & Brunhart, S. N. (1996). Distinguishing optimism from denial: Optimistic beliefs predict attention to health threats. *Personality and Social Psychology Bulletin*, 22, 993–1003.
10. Carver, C. S., & Gaines, J. G. (1987). Optimism, pessimism, and postpartum depression. *Cognitive Therapy and Research*, 11, 449–462.
11. Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior*. New York: Cambridge University Press. Seligman, M. E. P. (1991). *Learned optimism*. New York: Knopf
12. Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: Free Press.
13. Scheier, M. F., & Carver, C. S. (2001). Adapting to cancer: The importance of hope and purpose. In A. Baum & B. L. Andersen (Eds.), *Psychosocial interventions for cancer* (pp. 15–36). Washington, DC: American Psychological Association.

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**  
**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Applied psychology -II								
Year: II				Semester: IV				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-9	BA-PY242T	03	00	03	45	30	70	100

**Learning Objectives:**

1. Help students to understand the relationship between theoretical and applied aspects of Psychology
2. Acquaint students with various applications of Psychology
3. Familiarize students with problems and solutions in various applied fields
4. Apprise students of the role of Psychologists in various applied fields

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Describe concept of applied psychology, family structure and developmental patterns.
2. Know the sport psychology related mechanisms.
3. Understand the role of psychologist in disaster management
4. Identify the problems and solutions in social issues

**Detailed Syllabus:**

**Unit 1: FAMILY AND DEVELOPMENTAL APPLICATIONS (12)**

- 1.1 Definition, Nature and Scope of Developmental Psychology
- 1.2 Issues of Adolescents: stress and strain, identity crisis, adjustment to physiological and psychological changes
- 1.3 Family and Marital Problems and Solutions, Love, Relationships-dating, live in and Break Ups
- 1.4 Psychology of Gender - gender roles, gender, lesbian, gay, bisexual, transgender, intersex and queer

**Unit 2: SPORTS AND MILITARY PSYCHOLOGY (12)**

- 2.1 Definition, Nature and Scope of Sports Psychology
- 2.2 Motivating sportspersons and Building team morale-Biorhythms, Training, Factors affecting performance of sportspersons - Audience Expectations, environmental conditions, media
- 2.3 Use of psychological tests in selection in the Defense Services
- 2.4 Adjustment to Military Life and Role of Defense Institute of Psychological Research

**Unit 3: DISASTER, REHABILITATION AND COMMUNITY ISSUES (12)**

- 3.1 Understanding the role of Psychologists in Disaster Management and Rehabilitation
- 3.2 Use of Psychological techniques in Disaster Management
- 3.3 Community issues – Urban Slums – role of psychologists, Use of Psychology in Rehabilitation Work
- 3.4 Trauma and Post Traumatic Stress Disorder -PTSD

**Unit 4: APPLICATION IN SOCIAL ISSUES (12)**

- 4.1 Role of Psychologists in tackling Social Issues- interventions, research, policy level work
- 4.2 Psychology of terror, Psychology of corruption
- 4.3 Contribution of psychology in developmental issues: Health and rural development
- 4.4 Use of psychology in dealing with superstitions.

**Suggested Readings/Material:**

1. Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan
2. Bayne Rowan; Horton Ian (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd; annotated edition.
3. David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.
4. Palsane, Navare. Upyojit Manasshastra
5. Richard H. Cox (2002). Sport Psychology, McGraw –Hill
6. Higher Education Schultz (2014). Psychology and work today.
7. Pearson Sharma, R (2009). Applied Psychology. Atlantic Publications
8. Snyder, C. R.; Shane J. Lopez et al (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publications
9. Taylor Shelley (2011). Health Psychology: Tata McGraw-Hill
10. Warren G. S. (2014). Occupational Psychology: An Applied Approach. Pearson Education
11. Weiten, W.; Lloyd M.; (2004). Psychology applied to Modern Life: Adjustment in 21st Century. Thomas Wadsworth Publications

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**

**Syllabus**

**B. A. Psychology (Major) --II**

Title of the Course: Community Psychology								
Year: II				Semester: IV				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
DSC-10	BA-PY243T	02	00	02	30	15	35	50

**Learning Objectives:**

1. To understanding the role of Psychology in community development.
2. To developing an appreciation of the core values that guide community psychology and facilitate community functions.
3. To understand the link between individuals and communities and deal with social issues more effectively.
4. To developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

**Course Outcomes (Cos)** after completion of this course students will be able to:

1. Understanding the role of Psychology in community development.
2. Developing an appreciation of the core values that guide community psychology and facilitate community functions.
3. To understand the link between individuals and communities and deal with social issues more effectively.
4. Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.

**Detailed Syllabus:**

**Unit 1: Introduction: Definition of Community Psychology (12)**

- 1.1 Introduction: Definition of Community Psychology
- 1.2 Types of Communities
- 1.3 Models; Methods of Community Psychology Research
- 1.4 Ecological levels of analysis in community psychology

**Unit 2: Core Values (12)**

- 2.1 Core Values: Individual and Family Wellness
- 2.2 Sense of Community; Respect for Human Diversity; Social Justice
- 2.3 Empowerment and Citizen Participation
- 2.4 Collaboration and Community Strengths.

**Unit 3: Health Promotion and intervention programs****(12)**

- 3.1 Communities as Setting for Health Promotion
- 3.2 Process of Community Organization for Health Promotion
- 3.3 Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.
- 3.4 Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children's Education, Citizen Right, Self- Help Group, Substance Abuse.

**Suggested Readings/Material:**

1. Ahirrao k., Khedkar, Y.(2023) Communication and social skills, Amani Publication, Pune.
2. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. (Eds.) (1996). *Empowerment Evaluation*. New Delhi: Sage Publication.
3. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.
4. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). *An Introduction to Community Health*. Burlington, MA, United States: Jones and Bartlett Publishers.
5. Misra, G. (Ed.) (2010). *Psychology in India*, Vol. 2: Vth ICSSR Survey of Psychology. New Delhi: Pearson.
6. Poland, B. D., Green, L.W. & Rootman, I. (2000). *Setting for Health Promotion: Linking Theory and Practice*. New Delhi: Sage Publication.
7. Shanmugam, T.E. (1988). *Community Psychology*. Utsavshanmugam pub.
8. Khedkar Y.,Ahirrao K.(2023) Leadership, Amani Publication, Pune.
9. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012).
10. *Community psychology: Linking individuals and communities*, Wadsworth, Cengage Learning: Belmont, CA, USA.
11. Sinha,D., Misra, G., &Dalal A.K. (2015). *Psychology in india*. New Delhi
12. Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.
13. Mohanty, A. K., &Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept Pub. Co
14. Zax, M. & Spector, G. A. (1974). *An introduction to community psychology*. New York: John Wiley & Sons. Henry, N., & Powell, A. (2014). *Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture*. New York: Palgrave Macmillan.



Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
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**(Autonomous)**  
**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Personality Assessment								
Year: II				Semester: IV				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
VSC-2	BA-PY244T	02	00	02	30	15	35	50

**Learning Objectives:**

1. To Familiarize students with nature of personality
2. To acquaint students with various assessment techniques
3. To expose the students to various types of assessment strategies

**Course Outcomes (Cos)**

1. students will familiarize with nature of personality
2. students will acquaint with various assessment techniques
3. Students will expose to the various types of assessment strategies

**Detailed Syllabus:****Unit 1: Introduction to Personality (10)**

- 1.1 Definition and nature of the personality
- 1.2 Factor influencing personality
- 1.3 Five Pillers of Personality: Introspection, Self-assessment, Self-Appraisal, Self-Development, Self-Introduction
- 1.4 Personality assessment; Importance and tools

**Unit 2: Non-standardized Assessment Techniques (10)**

- 2.1 Naturalistic Observation
- 2.2 Rating Scales, Projective techniques
- 2.3 Anecdotal Reports, Case history
- 2.4 Auto-biography, Interviews; Structural, intake

**Unit 3: Standardize Assessment Techniques (10)**

- 3.1 Psychometrics Tools; Standardized tests
- 3.2 Knowledge-based tests, Person-based tests
- 3.3 Questionnaires, Inventories
- 3.4 Personality test, Diagnostic tests

**Suggested Readings/Material:**

1. Gibspn, R.L. Mitchell, M.H. (2003). *Introduction to counselling and guidance (6<sup>th</sup> ed.)* Delhi: Pearson Education.
2. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education
3. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
4. Natu, S. (2022). *Personality Development*, Nirali Prakashan, Pune, M.S.
5. Pawar, B.U. (2021). *Vyaktimatvache Siddhant*, Atharv publications, Jalgaon, M.S.
6. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar**  
**(Autonomous)**  
**Syllabus**  
**B. A. Psychology (Major) --II**

Title of the Course: Community Engagement Project								
Year: II				Semester: IV				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
CEP-1	BA-PY245T	02	00	02	50	15	35	50

*Detailed guidelines for this course will be given centrally.*