



Date :- 01/08/2024

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Psychology (Sem. III & IV)

Ref. :- Decision of the Academic Council at its meeting held on 27/07/2024.

The Syllabi of B. A. in Psychology (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2023 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2024-25.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

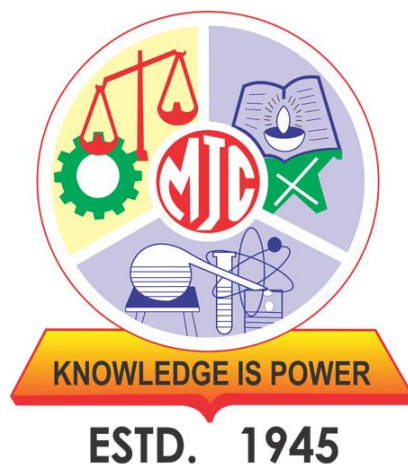
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

B.A Honors/ Honors with Research (S.Y.B.A. Psychology)

As per NEP-2020 Guidelines

(w.e.f.AcademicYear:2024-25)

Preface

Khandesh College Education Society's Moolji Jaitha College (Autonomous) believes in implementing several measures to bring equity, efficiency and excellence in higher education system in conformity to the guidelines laid down by the University Grants Commission (UGC) order to achieve these goals, all efforts are made to ensure high standards of education by implementing several steps to the teaching-learning process, examination and evaluation techniques and ensuring all round developments.

Human resources is a prerequisite in higher education, and it is to be acquired through knowledge of theoretical concepts and hands-on observation, case study, experiment methods of the subject. The Moolji Jaitha College (Autonomous) has adopted a department-specific model as per the guidelines of UGC, NEP-2020 and the Government of Maharashtra. Three year course in B.A. Psychology has been designed to have a progressive and innovative curriculum in order to equip our students to face the future challenges in the field of higher education. Students development are introduced to the Branch of Psychology in such as clinical psychology, development psychology, counselling psychology, experimental psychology, health psychology, social psychology etc. Further students also learn behaviour and mental process in human life.

The syllabus cultivates theoretical and applied fields of Psychology. The contents of the syllabus have been prepared to accommodate the fundamental aspects of various disciplines of Psychology and to build the foundation for various applied sectors of Psychology. Besides this, students will be mental process, soft skill, observation skill, which will enhance students' counseling in the different area in the interest.

Program Specific Outcome PSO (B.A. Psychology):

After completion of this course, students are expected to learn/ understand the:

PSO No.	PSO
1	Students have opportunities to work as counselor as well as a social worker.
2	Students have opportunities in the field of mental hygiene and field of public health is open for them.
3	Public Oriented Job: Personal Manager in industries, career counselor & can also work with NGO's in different fields.
4	Work as a rehabilitation teacher for mentally retarded, physically handicapped and for special children.
5	Students can work as assistance of psychiatrists and in health clinic.
6	Students will able to understand Psychological methodology, tools, techniques and analysis procedure.

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three- year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree-Honors Or Bachelor's Degree-Honours with Research	160	176	8	4

Class	Semester			Title of the Paper	Credits	
SYBA	Sem–III	Major	PSY.DSC.231	Human Developmental psychology-I (T)	4	22
		Major	PSY.DSC.232	Practical (Psychological Testing) (P)	2	
		Major	PSY.DSC.233	Psychoneurotic DisorderI (T)	2	
		Minor	PSY.MIN.231	Human Developmental psychology-I (T)	4	
		Minor	PSY.MIN.232	Practical (Psychological Testing) (P)	2	
		OE	PSY.OE.231	Emotional intelligence (T)'	2	
		AEC			2	
		CC			2	
		CEP	PSY.CEP.231	Community Engagement Programme	2	
	Sem–IV	Major	PSY.DSC.241	Human Developmental psychology-II (T)	4	22
		Major	PSY.DSC.242	(Practical) Psychological Testing (P)	2	
		Major	PSY.DSC.243	Psychoticdisorder (T)	2	
		Minor	PSY.MIN.241	Human Developmental psychology- II (T)	4	
		OE	PSY.OE.241	Essential Skills For personal Growth (T)	4	
		AEC			2	
		CC			2	
		FP	PSY.FP.241	Field Project	2	

S.Y.B.A. Psychology Course Structure

DSC	:	Department-Specific Core course	IKS	:	Indian Knowledge System
DSE	:	Department-Specific elective	CC	:	Co-curricular course
GE/OE	:	Generic/Open elective	TH	:	Theory
SEC	:	Skill Enhancement Course	PR	:	Practical
MIN	:	Minor course	ES	:	Environmental studies
AEC	:	Ability Enhancement Course	CI	:	Constitution of India
VEC	:	Value Education Courses	MIL	:	Modern Indian Languages

SYBA
SEMESTER–III
Credit: 04

Total Hours: 60

PSY- DSC –231 Human Developmental psychology- I

Course Objectives	To equip the learner with an understanding of the concept and process of development across the life span. 2. To impart an understanding of the various Domains of development. 3.To give opportunities for self expression which encourage them to be independent and creative.	
Course Outcomes	1.To demonstrate a broad working a broad working knowledge of developmental psychology by providing an overview of basic principles related biosocial cognitive and psychosocial changes throughout the entire lifespan. 2 . To demonstrate an understanding of different stages of development through the lifespan. 3.Creating environments that are healthy, , supportive and challenging for each child	
Unit	Contents	Hours
I	Development and Beginning of life 1.1Development psychology : Definition, meaning, Nature and Scope 1.2 The Life Span Perspective : Development as Lifelong, Development as Multidimensional &Multidirectional,Development as Plastic, Development as Embedded in Multiple Contexts. 1.3 How life begins? a)Genes and Chromosomes b) Genetic inheritance, Genetic Counseling. 1.4Theories on Development: Freud Psychoanalytical, Erikson-Psychosocial, Piaget Cognitive Development. 1.5 Design for Studying Development : Longitudinal, Cross-Sectional, Sequential.	15
II	Prenatal Development and Toddlerhood 2.1 Prenatal Development: Conception, Period of the Embryo, Period of the Fetus. 2.2 Childbirth: The Stages of Childbirth, Types of births, Complications of Childbirth. 2.3 Physical Development in Infancy and Toddlerhood: Body Growth, Influences on Early Physical Growth, Motor Development. 2.4. Physical and Mental Hazards in Infancy and Toddlerhood. 2.5. Cognitive, Social & Emotional Development in Infancy and Toddlerhood : Piaget's Theory, Erikson's Theory, Emotional Development of Attachment.	15

III	Early Childhood 3.1Physical Development: Body Growth, Common Health Problems, Motor Development and Play 3.2Piaget’s approach to cognitive Development-pre operational thinking. 3.3Social and Personality Development in Early Childhood: Sense of Self, Development of Friendship. 3.4Family Development and Effective Parenting. 3.5Moral Development in Early Childhood.	15
IV	Middle Childhood 4.1 Cognitive & Language Development: Piaget’s Theory, Vocabulary, Grammar, Pragmatics. 4.2 Emotional Development: Understanding Emotion, Emotional Self- Regulation, self Conscious 4.3 Social Development : Erikson’s Theory, Self understanding, Peer relations, Family influences 4.4 Parenting Style, Children with Disabilities. 4.5 Physical and mental Hazards in Middle Childhood	15
Study Resources	Reference Book 1. Baye, M., Jansen, D. (2006). Money, banking and financial markets. AITBS. 2. Bhole, L., Mahukud, J. (2017). Financial institutions and markets, 6th ed. Tata McGraw-Hill. 3. Fabozzi, F., Modigliani, F., Jones, F., Ferri, M. (2010). Foundations of financial markets and institutions, 4th ed. Pearson Education. 4. Jadhav, N. (2009). Monetary policy, financial stability and central banking in India. Macmillan. 5. Khan, M. (2015). Indian financial system, 9th ed. Tata McGraw-Hill. 6. Mishkin, F., Eakins, S. (2017). Financial markets and institutions, 8th ed. Pearson. 7. Mohan, R. (2011). Growth with financial stability: Central banking in an emerging market. Oxford University Press. 8. Various latest issues of RBI Bulletins, Annual Reports, Reports on Currency and Finance, and Reports of the Working Group, IMF Staff Papers.	

SYBA
SEMESTER – III
PSY.DSC.232 Practical (Psychological Testing)

Total Hours: 60

Credit: 02

Course Objectives	This course aims at enabling students to – 1. To understand the psychological test 2. Applying the psychological test 3. To learn advanced techniques and tools											
Course Outcomes	1.To develop the applied approach to counseling 2. To learn the practical knowledge. 3. To develop the psychological											
Practical	Contents			Hours								
I	Any Seven Tests of The Following : 1) Mental Health Check List 2) Comprehensive Anxiety Test 3) Beck Depression Inventory 4) British Battery Of Stress Scales			20								
II	5) Stress Management Scale 6) NEO Personality Inventory 7) Aggression Scale 8) PGI Battery of Brain Dysfunction			20								
III	9) Intelligence test (SPM) 10) Emotional Maturity Scale 11) Emotional Intelligence 12) Moral Values Scale			20								
	For practical six periods in a week, and one period is sixty minutes. Internal Examination Marks Distribution <table><tr><td>Any Two Psychological Test</td><td>Attendance & Performance</td><td>Viva-voce</td><td>Total</td></tr><tr><td>10</td><td>5</td><td>5</td><td>20</td></tr></table>			Any Two Psychological Test	Attendance & Performance	Viva-voce	Total	10	5	5	20	
Any Two Psychological Test	Attendance & Performance	Viva-voce	Total									
10	5	5	20									
	*Evaluation of marks in external examination *Practical Examination duration will be of 03 hours Marks Distribution <table><tr><td>Conducting & Report Writing</td><td>Journal</td><td>Viva-voce</td><td>Total</td></tr><tr><td>10</td><td>10</td><td>10</td><td>30</td></tr></table>			Conducting & Report Writing	Journal	Viva-voce	Total	10	10	10	30	
Conducting & Report Writing	Journal	Viva-voce	Total									
10	10	10	30									

SYBA
SEMESTER–III
PSY.DSC.233 Psychoneurotic Disorder I (T)

Total Hours: 30

Credit:02

Course Objectives	1.To develop an understanding of the various psychological disorders and their treatment 2.To acquaint students with various manifestations of Psychoneurotic disorder 3.To understand the symptoms, and causes of various disorders defined as per DSM and ICD.	
Course Outcomes	1.Students will gain a broad understanding of different types of Psychoneurotic disorder 2. Students will delve into the specific symptoms associated with each disorder outlined 3.Students will be informed about the revisions in the DSM	
Unit	Contents	Hours
I	Abnormal Psychology: An Overview : 1.1 Definition and Nature of Normal Mental Health and Concept of Normality (According to WHO) 1.2 Definition and Criteria of Abnormal Behaviour (Psychological, Social, and Biological Criteria) 1.3 Brief History of DSM and ICD for Diagnosis Purpose 1.4 Various Perspectives of Psychopathology: (Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Socio-Culture and Diathesis Stress Model)	8
II	Anxiety and Stress Related Disorders : 2.1 Definition and nature of Neurosis and Psychosis. 2.2 Anxiety Disorders- Generalized Anxiety Disorder, Panic Disorder, Phobia (Agoraphobia, Social Phobia and Specific Phobia). 2.3 Obsessive-Compulsive Disorders- Types of OCD, Etiology, and Treatment. 2.4 Stress Related Disorders- Acute Stress Disorder, Post Traumatic Disorder	8
III	Somatoform, Factitious Disorders and Dissociative Disorders : 3.1 Somatoform Disorder (Definition, Nature, Types, Etiology and Treatment) 3.2 Factitious Disorders (Definition, Nature, Types, Etiology and Treatment) 3.3 Dissociative Disorder (Definition, Nature and Types) 3.4 Dissociative Disorder -: Etiology and Treatment	7
IV	Clinical Interviewing : 4.1 Definition and nature of clinical interviewing 4.2 Types of Clinical Interview – (MSE) mental status examination, case history, diagnostic 4.3 Importance of Rapport in mental illness 4.4 communication strategies- Listening skills, verbal and non-verbal strategies	7

Study Resources	Suggested Reading : □ Corson. R. C Butcher J. N., Mineka. S. & Hooley, J.M.(3008).Abnormal Psychology. New Delhi: Pearson. □ Barlow D.H. and Durand V.M (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York. □ Manovikrutee Manasshasra, Pro. Chudaman O. Badgujar, Mahalaxmi Pustakalay, College Road Nasik. □ Niraj Ahuja., A Short Textbook Of Psychiatry, Seventh Year Edition, Jaypee Brothers Medical Publishers(P) Ltd. □ Apsamanyache Manasshasra (Abnormal Psychology), Dr. Manasi Rajhans, Dr, Sushil Surve, Prof. Anagha Patil, Unmesh Publication, Pune.	
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SEMESTER– III
PSY.OE.231 Emotional intelligence

Total Hours: 30

Credit:02

Course Objectives	1) Introduce the concept of emotional intelligence, its models and components. 2) Understand the significance of emotional intelligence in self-growth and building effective relationships. 3) Identify the measures of emotional intelligence.	
Course Outcomes	1) Self-Awareness, Self-Management, Social Awareness & Relationship Management. 2) Discover personal competence and techniques of building emotional intelligence. 3) Gain insights into establishing positive relationships.	
Unit	Contents	Hours
I	Concept of Emotional Intelligence 1.1 Emotion- Meaning, characteristics of emotion, components of emotion-cognitive component, physiological component, Behavioral component. 1.2 Types of emotions, exposing the myths about emotion, physiological or bodily changes accompanying emotions, 1.3 Development of emotions and emotional maturity, Emotional Intelligence – concept, history, measurement of EI 1.4 Models of emotional intelligence: Ability, Trait and Mixed	8
II	Intrapersonal Awareness 2.1 Emotional Self Awareness – Introduction, Meaning and Definition, Emotional Self-awareness and Success, development of emotional self-awareness 2.2 Accurate self-assessment-meaning and definition, Introduction, accurate self-assessment and success 2.3 Self-confidence –Introduction, need and importance of self-confidence in one's life. 2.4 Self Management: Managing emotions, anxiety, fear, and anger	8
III	Social Competence 3.1 Social Awareness: Others' Perspectives, Empathy and Compassion 3.2 Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management 3.3 Assertiveness, Self –actualization and Optimism- concept, meaning and importance 3.4 Stress Tolerance: Stress - Meaning and definition, Factors responsible for inducing stress, Development of stress Tolerance	7
IV	Interpersonal and Intrapersonal Awareness 4.1 Interpersonal Awareness Introduction, awareness about others-meaning and definition, awareness about others and success, 4.2 Personal life, professional life, development of awareness about others, empathy and reality testing. 4.3 Interpersonal Management - Managing Interpersonal Relationships, Flexibility, Flexibility and success 4.4 Problem Solving – meaning, scientific method of problem solving, development of problem solving ability	7

Study Resources	1) Emotional Intelligence Dileep Chowdhary 2) Daniel Goleman (1996) Emotional Intelligence. Why it can matter more than• IQ. Bantam Doubleday Dell Publishing Group. 3) Daniel Goleman (2000) Working with Emotional Intelligence. Bantam• Doubleday Dell Publishing Group 4) Liz Wilson, Stephen Neale• & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. Kogan Page India Private Limited.	
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S. Y. B. A.**Semester – III****PSY- CEP- 231: Community Engagement Programme****Total Hours: 30****Credits: 2**

Course Objectives	• To impart the knowledge about Community Engagement Programme. • To understand the Application of Community Engagement Programme. • To impart the process of Collection of data. • To Impart Knowledge about make a Project Report.	
Course Outcomes	After successful completion of this course, students are expected to: • Prepared to do the Community Engagement Programme. • Know various methods of Community Engagement Programme. • Acquired the skill of data collection. • Gain the skill of making Project Reports and Presentation	
Unit	Contents	Hours
I	• Orientation Programme • Group discussion in classroom • Preparation for Community Engagement Programme	7
II	• Define the target community • To select the counselling programme, mental health awareness programme According to need of community • Apply Community Engagement Programme on Target community	8
III	• Maintain daily diary • Data Collection • Data Analysis and make Conclusion (if Applicable)	8
IV	• Submit Written Assignments. • Make a Report And Presentation of Community Engagement Programme • Submission of Report to department for the Examination	7

SYBA
SEMESTER-IV
PSY.DSC.241 Human Developmental psychology- II

Total Hours: 60

Credit:04

Course Objectives	1. Introduce students to the concepts, theories, and research which define the discipline of psychology. 2. Develop the students' capability for connecting discipline content to personal values and behavior. 3. Provide an understanding of the explain issues underlying life span development	
Course Outcomes	1. Identify and apply developmental concepts to everyday life. 2. Evaluate theories of cognitive development exam. Piaget, Perry, Shari, Cognitive Development theories. 3. Analyze physiological changes during middle adulthood and their physical and psychological consequences	
Unit	Contents	Hours
I	Adolescence 1.1 Puberty:-The physical transition to Adulthood: Hormonal change, Body Growth, Sex maturation. 1.2 The psychological impact of pubertal events: Reaction to puberty change, Early Vs. late maturation. 1.3 Health issues: Nutritional needs, eating disorder, sexual activities, STD, Teen age pregnancy. 1.4 Cognitive Development: Piaget' theory, Erikson' theory: identity confusion, Self Understanding: change in self-Concept, Self-esteem, Identity status. 1.5 The family relations, peer relations, problems of development, depression, suicide & delinquency.	15
II	Early Adulthood 2.1 Health and Fitness: Nutrition, Exercise, Substance Abuse, Psychological Stress. 2.2. Vocational Choice: Selecting vocation, Factors influencing vocational choice, Establishing career women & ethnic minorities, combining work and family. 2.3 Erikson's theory: Intimacy's. Isolation, Close relationship, Romantic love, Friendship, Loneliness 2.4 Cognitive Development: a)Perry's approach b) Shai's Cognitive Development approach 2.5 Diversity of Adult Life styles: - Singlehood, cohabitation, childlessness, Infertility causes & techniques.	15

III	Middle Adulthood : 3.1 Physical Development and Health a) Physical Changes as Per gender Difference b) Preventive Health Care 3.2 Health and Fitness of Midlife: Sexuality, Illness, Hostility & Anger, Adaptive the physical challenges: Stress management, Exercise an optimistic outlook 3.3 Erikson's Theory- Generativity vs. Stagnation, Stability & Change in Self Concept and Personality. 3.4 Cognitive Development: a) Intelligence b) Memory c) Creativity d) Learning aptitude 3.5 Relationship at Midlife: Marriage, Divorce, Changing Parent Child Relationships, Grandparenthood, Middle age Children & Their Aging Parents, Siblings, Friendships	15
IV	Late Adulthood : 4.1 Late Adulthood: Nature, Physical 4.1 Changes, Health, Fitness & Disabilities, Erikson's Theory- Ego integrity vs. Despair 4.2 Physical transitions:-Signs of ageing, slowing reactions the sense 4.3 Health and wellness 4.4 Relationship in Late Adulthood: Relationship with Adult Children, Grand Children. Retirement and Leisure: The Decision to Retire, Adjustment to Retirement, Leisure Activity. 4.5 Process of dying	15
Study Resources	Suggested Readings : □ Berk L.E.(2007) Development Through Life Span, 3rd Edition, Pearson Education. □ Elizabad Hurlock (1998) Development Psychology : A Life Span Approach, TMH 5th Ed. Tata McGraw- Hill Publishing Co. Ltd. Delhi. □ Kail, V.R., Cavanugh, C.J (2000) : Human development A life span view, Woodworth – Thomas learning : 2nd Edn. □ Shafter, D.R. (2000) : Development Psychology : Childhood and adolescence, Woodworth Thomson learning (6th Edn.) □ Lynn M. Shelly (2014) : Handbook of Psychology Developmental Psychology, Volume V. Viva Books, New Delhi. Marathi Book : □ Borude R.R., Kumthekar M., Desai B., Golvikar S. (1990) Development Psychology. Pune Vidyarthi Gruh Prakashan, Pune. □ Hirave R.S., Tadsare V.V. (1999) Development Psychology, Fadke Prakashan, Kolhapur. □ Jadhav K.M. (2012) Development Psychology, Diamond Publication, Pune. 2nd Ed. □ Kandalkar Lina (2000) Human Development, Vidya Prakashan, Nagpur. □ Khalane S.H. (2014) Human Developmental Psychology, Atharv Publication, Jalgaon	

SYBA
SEMESTER–IV
PSY.DSC.242 Practical (Psychological Testing)

Total Hours: 60

Credit:02

Course Objectives	1. To understand the psychological test 2. To understand the psychotic behavior 3. To understand advanced techniques and tools of psychological test and its interpretation.										
Course Outcomes	To develop the applied approach to psychological test To learn the practical knowledge to abnormal behaviour. To learn advanced techniques and tools of psychological test and its interpretation.										
Practical	Contents	Hours									
I	Any Seven Tests of The Following : 1. Sexual Anxiety Test 2. Deprivation Scale 3. PGI Health Questionnaire 4. Kundu Neurotic Personality Inventory	20									
II	5.Hindi Version of Eysencks M.P.I 6. Rosenzwing Picture Frustration 7. Sexy Myth Check Record 8. Social Distance Scal	20									
III	9. Learning Disabilities Scale 10. Problem Solving Ability Test 11. Social Maturity Scale 12. School Adjustment Inventory	20									
For practical six periods in a week, and one period is sixty minutes. Internal Examination Marks Distribution <table border="1" data-bbox="384 1294 1321 1456"> <tr> <td>Any Two Psychological Test</td><td>Attendance & Performance</td><td>Viva-voce</td><td>Total</td></tr> <tr> <td>10</td><td>5</td><td>5</td><td>20</td></tr> </table>		Any Two Psychological Test	Attendance & Performance	Viva-voce	Total	10	5	5	20		
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10	5	5	20								
*Evaluation of marks in external examination *Practical Examination duration will be of 03 hours Marks Distribution <table border="1" data-bbox="405 1621 1278 1778"> <tr> <td>Conducting & Report Writing</td><td>Journal</td><td>Viva-voce</td><td>Total</td></tr> <tr> <td>10</td><td>10</td><td>10</td><td>30</td></tr> </table>		Conducting & Report Writing	Journal	Viva-voce	Total	10	10	10	30		
Conducting & Report Writing	Journal	Viva-voce	Total								
10	10	10	30								

SEMESTER-IV
PSY- DSC- 243 Psychotic Disorders

Total Hours: 30

Credit:02

Course Objectives	1.To know the updated changes in the classification in Neuro-cognitive & Substance Related Disorder 2. To increase awareness and understanding of mood disorders among students. 3. improve the understanding and treatment of schizophrenia and other psychotic disorders through comprehensive research and clinical interventions.	
Course Outcomes	1.Students will specifically focus on the changes and updates related to neuro cognitive disorders 2. Recognize the signs and symptoms of mood disorders, seek appropriate support when needed, and contribute to reducing stigma surrounding mental health issues. 3. Increased awareness and adoption of evidence-based practices leading to better management of symptoms, enhanced quality of life, and improved social functioning for individuals diagnosed with schizophrenia and other psychotic disorders.	
Unit	Contents	Hours
I	Cognitive, Organic and Substance Related Disorders : 1.1 Cognitive Disorders- Delirium, Dementia and Biogenic Amnestic Disorder. 1.2 Organic Disorder – Catatonic type disorder, personality change due to the organic defect. 1.3 Other Disorders Due to the organic Defect 1.4 Substance Related Disorders (Nature and Types)	7
II	Psychotic Features in Mood Disorders : 2.1 Types and Classification of Mood (Unipolar and Bipolar) 2.2. Clinical Features of Manic Episodes 2.3. Clinical Features of Depressive Episodes 2.4 Prognosis and Etiology of Mood Disorder (Good and Bad Prognosis Factor)	8
III	Schizophrenia : 3.1 Brief History of Schizophrenia Educational 3.2 Phases of Schizophrenia (Prodromal, Active and Residual) 3.3 Symptoms of Schizophrenia (Positive, Negative and Disorganized) 3.4 Clinical Types of Schizophrenia (Paranoid, Catatonic, Disorganized, Residual)	8
IV	Psychotherapy : 4.1 Nature and Definition of Psychotherapy 4.2 Goals of Psychotherapy 4.3 Psychotherapist and Client 4.4 Psychotherapy Relationship	7

Study Resources	Suggested Readings : □ Corson. R. C Butcher J. N., Mineka. S. & Hooley, J.M.(3008).Abnormal Psychology. New Delhi: Pearson. □ Barlow D.H. and Durand V.M (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York. □ Manovikrutee Manasshasra, Pro. Chudaman O. Badgujar, Mahalaxmi Pustakalay, College Road Nasik. □ Niraj Ahuja., A Short Textbook Of Psychiatry, Seventh Year Edition, Jaypee Brothers Medical Publishers(P) Ltd. □ Apsamanyache Manasshasra (Abnormal Psychology), Dr. Manasi Rajhans, Dr, Sushil Surve, Prof. Anagha Patil, Unmesh Publication, Pun	
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SYBA
SEMESTER– IV
PSY.OE.241 Essential Skills For personal Growth

Total Hours: 60

Credit:04

Course Objectives	1.To introduce various types of Life skills to the students. 2. To aware the students about critical thinking and problem solving 3. To introduce Team building and Team work significance 4. To describe the importance of positive Attitude	
Course Outcomes	1. Understand various types of Life Skills 2. Know the importance of critical thinking and problem solving 3. Use of Team building for Team work 4. Aware about importance of positive Attitude	
Unit	Contents	Hours
I	Life skills 1.1 History, meaning of life skills 1.2 Life skills models and characteristics of life skills 1.3 Life Skills and increase in Academic Achievement of students 1.4 personal development Need and significance of Life Skills 1.5 Life Skills Application: Advantages of Applying life skills	15
II	Developing Positive Attitude 2.1 Features of attitudes - Attitude and behaviour- 2.2 Formation of attitudes - Change of attitudes - What can you do to change attitude? - Ways of changing attitude in a person 2.3 Attitude in a workplace - The power of positive attitude- Developing positive attitude 2.4 Obstacles in developing positive attitude 2.5 Staying positive attitudes Staying negative attitudes .	17
III	Critical Thinking and Problem Solving 3.1 Developing critical thinking skills 3.2 Attributes of critical thinking 3.2 Educational significance of problem solving 3.3 Problem-solving techniques and strategies 3.4 Decision-making processes	14
IV	Team Building and Teamwork 4.1 Meaning - Aspects of team building-Skills needed for teamwork 4.2 model of team building - 4.3 Team Vs Group-Characteristics of effective team - Role of a team leader - Role of team members - Nine persons a successful team should have - Inter-group collaboration 4.4 Advantages of inter-group collaboration Difficulties faced in inter-group collaboration 4.5 Factors shaping inter-group collaboration	14

Study Resources	Reference Book Hanson, Peter: The Joy of Stress Horowitz. Mardi Jon, Stress Response Syndromes, second edition Kenton, Leslie, 10 Day De-Stress Plan McKenzie, Carole, Perfect Stress Control Meichenbaum, Donald: Stress Inoculation Training Napier, Nancy J. Recreating Your Self: Building Self-Esteem Through Imaging and Self-Hypnosis. Newton, Tim: 'Managing' Stress - Emotion and Power at Work Potter-Efron, Ron: Angry All the Time - An emergency guide to anger control Development (7th ed.). New Delhi: Pearson education Education.(2010b). Discovering the Life Span. New Delhi Tata McGraw-Hills. (2010). The Life Span Development. New Delhi: Pearson: Dorling Kindersley Publications.(2011). Understanding Psychology (10th ed.). New York: McGraw-Hills. Franzol, S. (2003). Social Psychology. Boston, MA: McGraw-Hill. Galotti, K. M. (2014). Cognitive Psychology: In and Out of the Laboratory (5th ed.). Minnesota: SAGE Halonen, J.S, & Santrock, J. W. (1999). Psychology: Context and Application. New York: McGraw-Hi College. Hammer, W. D. (2015). Psychology Applied to Modern Life: Adjustment in 21st Century (11th ed Stamford, CT: Cengage Learning.	

S. Y. B. A.
Semester – IV
PSY-FP- 241: Field Project (PR)

Total Hours: 30

Credits: 2

Course Objectives	- To impart the knowledge about field project. - To understand the different methods of field project - To impart the process of Collection of data. - To Impart Knowledge about making a Project Report.	
Course Outcomes	After successful completion of this course, students are expected to: - Prepared to do the Project - Know various methods of Field Project. - Get the skill of data collection. - Gain the skill of making Project Report.	
Unit	Contents	Hours
I	Preparation for the field Project	7
II	Apply the Different Methods of field project	8
III	Data Collection and Analysis	8
IV	Make a Report of field Project and Submit to the department for the Examanination	7
Study Resources	Gilovich ,T, (1991) how we know what isn't, so: The fallibility of human reson in everyday life New York ,NY: Free press Kassion ,S.M. & The psychology of confession evidence: A review of the literature and issue ,Psycholgical Science in the public interest McGraw-Hills. (2010). The Life Span Development. New Delhi: Pearson: Dorling Kindersley Publications.(2011). Understanding Psychology (10th ed.). New York: McGraw-Hills. Hammer, W. D. (2015). Psychology Applied to Modern Life: Adjustment in 21st Century (11th ed Stamford, CT: Cengage Learning.	