



Date :- 25/04/2025

NOTIFICATION

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

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Psychology (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

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

Sd/-
Chairman,
Board of Studies

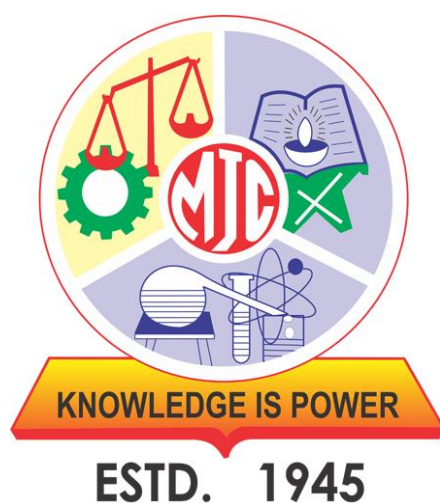
To :

- 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
S.Y.B.A/S.Y.B.COM/S.Y.B.SC

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

Major (DSC), Minor SEC, OE, CEP/FP

As per NEP-2020 Guidelines
Under Choice Based Credit System (CBCS)

(w.e.f.AcademicYear:2025-26)

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

Semester	Course module	Credit	Hours week	TH/PR	Code	Title
III	DSC	4	4	TH	PSY.DSC.231	Human Developmental psychology-I
	DSC	2	4	PR	PSY.DSC.232	Psychological Testing-I
	MIN	4	4	TH	PSY.MIN.231	Human Developmental psychology-I
	MIN	2	4	PR	PSY.MIN.232	Psychological Testing-I
	SEC	2	4	TH	PSY.SEC.231	Advanced Psychopathological Testing
	OE	2	2	TH	PSY.OE.231	Emotional intelligence '
	AEC	2	2			
	CEP	2	4	PR	PSY.CEP.231	Community Engagement Programme
IV	DSC	4	4	TH	PSY.DSC.241	Human Developmental psychology-II
	DSC	2	4	PR	PSY.DSC.242	Psychological testing -II
	MIN	4	4	TH	PSY.MIN.241	Human Developmental psychology-II
	SEC	2	2	TH	PSY.SEC.241	Essential Skills For personal Growth
	SEC	2	4	PR	PSY.SEC.242	Psychopathological Testing-I
	OE	2	2	TH	PSY.OE.241	Psychoneurotic disorder
	AEC	2	2			
	FP	2	4	PR	PSY.FP. 241	Field project

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

Semester III

SYBA (Psychology)
SEMESTER–III
PSY- DSC –231 Human Developmental psychology- I

Credit-4
Marks-100

Internal-40
External-60

Course Objectives	1. To equip the learner with an understanding concept of development. 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. 4. To understand the process of development across the life span.	
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 development. 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. 4. To learn the process of development across the life span.	
Unit	Contents	Hours
I	Development and Beginning of life 1.1 Development 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. 1.4 Theories 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 3.1 Physical Development: Body Growth, Common Health Problems, Motor Development and Play 3.2 Piaget's approach to cognitive Development-pre operational thinking. 3.3 Social and Personality Development in Early Childhood: Sense of Self, Development of Friendship. 3.4 Family Development and Effective Parenting. 3.5 Moral 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	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.	
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SYBA (Psychology)
SEMESTER – III
PSY.DSC.232 Psychological Testing-I

Credit-2
Marks-50

Internal-20
External-30

Course Objectives	This course aims at enabling students to – 1. To understand the psychological test 2. Applying the psychological test 3. To understand advanced tools 4. To understand advanced techniques																												
Course Outcomes	1.To develop the applied approach to counseling 2. To learn the practical knowledge. 3. To learn advanced tools. 4. To learn advanced techniques.																												
Practical	Contents	Hours																											
I	Any Five Tests of The Following : 1) Mental Health Check List 2) Comprehensive Anxiety Test	15																											
II	3) British Battery Of Stress Scales 4) Aggression Scale	15																											
III	5) Intelligence test (SPM) 6) Emotional Maturity Scale	15																											
IV	7) Emotional Intelligence 8) Moral Values Scale	15																											
Examination and Evaluation <table border="1" data-bbox="368 1397 1260 1626"> <thead> <tr> <th>Sr. no</th><th>Particulars</th><th>Internal Marks</th><th>External Marks</th><th>Total</th></tr> </thead> <tbody> <tr> <td>1</td><td>Journal</td><td>8</td><td>12</td><td>20</td></tr> <tr> <td>2</td><td>Performance</td><td>8</td><td>12</td><td>20</td></tr> <tr> <td>3</td><td>Viva Voce</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td></td><td></td><td>20</td><td>30</td><td></td></tr> </tbody> </table>		Sr. no	Particulars	Internal Marks	External Marks	Total	1	Journal	8	12	20	2	Performance	8	12	20	3	Viva Voce	4	6	10			20	30				
Sr. no	Particulars	Internal Marks	External Marks	Total																									
1	Journal	8	12	20																									
2	Performance	8	12	20																									
3	Viva Voce	4	6	10																									
		20	30																										

SYBA (Psychology)
SEMESTER – III
PSY.SEC.231 Advanced Psychopathological Testing

Credit-2
Marks-50

Internal-20
External-30

Course Objectives	This course aims at enabling students to – 1 Understanding the purpose, and types. 2. To understand the psychometric properties of psychological tests. 2. Understanding of reliability and validity in psychological testing. 3. Ability to administer and score psychological tests accurately.	
Course Outcomes	1. Students will be able to describe the different types. 2. To learn the psychological tests and their applications. 3.Students will be able to administer and score psychological tests accurate 4.Students will be able to apply ethical principles in their practice of psychological testing	
Practical	Contents	Hours
I	Psychological test - an introduction 1.1 Nature of Psychological test 1.2 Uses and functions of psychological test 1.3 Test Administration 1.4 Types of psychological testing	8
II	Standardization of psychological tests 2.1 Standardization of Test 2.2 Criteria of Good Test , Practical criteria 2.3 Technical Criteria 2.4 Norms ,Types of Norms	7
III	Reliability and Validity of psychological tests 3.1 Definition and Types of reliability 3.2 Factors Affecting Reliability Coefficient 3.3 Definition and Types of Validity 3.4 purpose of reliability Coefficient.	8
IV	Measurement of Aptitude 4.1 Definition and nature of Aptitude 4.2 Structure of Aptitude 4.3 Differential Aptitude Test Battery 4.4 Uses of Aptitude Test	7

Study Resources	W.N.Dandekar,M.S.Rajuru : An introduction to psychological testing and statistics, Seth Publishers Anne Anastasi : psychological testing, 5th Edn. New York, McMillan 1972 Cronbach, Lee J. : Essentials of psychological testing,3rd Edn. New York,Harper& Raw,1972 Freeman, Frank S. : Theory and practice of psychological testing Oxford & IBH publishing Co.,New Delhi 1971. ११. ११११ १११११ : ११११११११११ ११११११ १११ ११११ ११ १११११ ११११११, १११ १११११११ ११११ ११११. १११११ ११११,११११. ११.१११११११ १११११ : १११११११ १ ११११११११११११११ ११.१११११ १११११ : ११११११११११११११	
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SYBA (Psychology)
SEMESTER – III
PSY.OE.231 Emotional intelligence

Credit-2
Marks-50

Internal-20
External-30

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. 4. To understand the interpersonal and intrapersonal awareness.	
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. 4. To learn the interpersonal and intrapersonal relations.	
Unit	Contents	Hours
I	Concept of Emotional Intelligence Emotion- Meaning, characteristics of emotion, components of emotion-cognitive component, physiological component, Behavioral component. Types of emotions, exposing the myths about emotion, physiological or bodily changes accompanying emotions, Development of emotions and emotional maturity, Emotional Intelligence – concept, history, measurement of EI Models of emotional intelligence: Ability, Trait and Mixed	8

II	Intrapersonal Awareness Emotional Self Awareness – Introduction, Meaning and Definition, Emotional Self-awareness and Success, development of emotional self-awareness Accurate self-assessment-meaning and definition, Introduction, accurate self-assessment and success Self-confidence –Introduction, need and importance of self-confidence in one’s life. Self Management: Managing emotions, anxiety, fear, and anger	8
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III	Social Competence Social Awareness: Others' Perspectives, Empathy and Compassion Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management Assertiveness, Self –actualization and Optimism- concept, meaning and importance Stress Tolerance: Stress - Meaning and definition, Factors responsible for inducing stress, Development of stress Tolerance	7
IV	Interpersonal and Intrapersonal Awareness Interpersonal Awareness Introduction, awareness about others- meaning and definition, awareness about others and success, Personal life, professional life, development of awareness about others, empathy and reality testing. Interpersonal Management - Managing Interpersonal Relationships, Flexibility, Flexibility and success Problem Solving – meaning, scientific method of problem solving, development of problem solving ability	7
Study Resources	Emotional Intelligence Dileep Chowdhary Daniel Goleman (1996) Emotional Intelligence. Why it can matter more than IQ. Bantam Doubleday Dell Publishing Group. Daniel Goleman (2000) Working with Emotional Intelligence. Bantam· Doubleday Dell Pubishing Group Liz Wilson, Stephen Neale· & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. Kogan Page India Private Limited.	

SYBA (Psychology)
Semester – III
PSY- CEP- 231: Community Engagement Programme

Credit-2
Marks-50

Internal-50

Guidelines for CEP & FP

In alignment with the National Education Policy (NEP) 2020, Moolji Jaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.

- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community

- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (30 hours)

Sr. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages", rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom discussions - Field visit - Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	- Field visit - Group discussions in class - Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	- Classroom - Field visit - Group presentation of assignment
4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.	- Classroom - Each student selects one program for field visit - Written assignment

Note: The modules are suggestive in nature and students can opt any one activity for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.

- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers' livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to

equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.

- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

Semester IV

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

Credit-4
Marks-100

Internal-40
External-60

Course Objectives	1. Introduce students to the concepts, and theories. 2. To understand research which define the discipline of psychology. 3. Develop the students' capability for connecting discipline content to personal values and behavior. 4. Provide an understanding of the explain issues underlying life span development	
Course Outcomes	1. Identify and apply developmental concepts to everyday life. 2. To learn the discipline of developmental psychology. 3. Evaluate theories of cognitive development. 4. 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	
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SYBA (Psychology)
SEMESTER–IV
PSY.DSC.242 Practical (Psychological Testing)

Credit-2
Marks-50

Internal-20
External-30

Course Objectives	1. To understand the psychological test 2. To understand the psychotic behavior 3. To understand advanced techniques . 4. To understand tools of psychological test and its interpretation.																												
Course Outcomes	1. To develop the applied approach to psychological test 2. To learn the practical knowledge to abnormal behavior. 3. To learn advanced techniques. 4. To learn tools of psychological test and its interpretation.																												
Practical	Contents	Hours																											
I	Any Five Tests of The Following : 1. Sexual Anxiety Test 2. Deprivation Scale	15																											
II	3. PGI Health Questionnaire 4. Family Climate Scale	15																											
III	5. Social Distance Scale 6. Problem Solving Ability Test	15																											
IV	7. Social Maturity Scale 8. School Adjustment Inventory	15																											
Examination and Evaluation <table border="1" data-bbox="359 1500 1252 1736"> <thead> <tr> <th>Sr. no</th><th>Particulars</th><th>Internal Marks</th><th>External Marks</th><th>Total</th></tr> </thead> <tbody> <tr> <td>1</td><td>Journal</td><td>8</td><td>12</td><td>20</td></tr> <tr> <td>2</td><td>Performance</td><td>8</td><td>12</td><td>20</td></tr> <tr> <td>3</td><td>Viva Voce</td><td>4</td><td>6</td><td>10</td></tr> <tr> <td></td><td></td><td>20</td><td>30</td><td></td></tr> </tbody> </table>		Sr. no	Particulars	Internal Marks	External Marks	Total	1	Journal	8	12	20	2	Performance	8	12	20	3	Viva Voce	4	6	10			20	30				
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1	Journal	8	12	20																									
2	Performance	8	12	20																									
3	Viva Voce	4	6	10																									
		20	30																										

SYBA (Psychology)
SEMESTER-IV
PSY.SEC.241 Essential Skills For personal Growth

Credit-2
Marks-50

Internal-20
External-30

Course Objectives	To introduce various types of Life skills to the students. To aware the students about critical thinking and problem solving To introduce Team building and Team work significance To describe the importance of positive Attitude	
Course Outcomes	Understand various types of Life Skills Know the importance of critical thinking and problem solving Use of Team building for Team work 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	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	17
III	Critical Thinking and Problem Solving 3.1 Developing critical thinking skills 3.2 Attributes of critical thinking 3.3 Educational significance of problem solving 3.4 Problem-solving techniques and strategies	14

V	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	14
Study Resources	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.	

SYBA (Psychology)
SEMESTER – IV
PSY.SEC.242 Psychopathological testing - I

Credit-2
Marks-50

Internal-20
External-30

Course Objectives	This course aims at enabling students to – 1 Understanding the purpose, and types of psychological tests. 2. Understanding the psychometric properties of psychological tests. 2. Understanding of reliability and validity in psychological testing. 3. Ability to administer and score psychological tests accurately.				
Course Outcomes	1. Students will be able to describe the different types of psychological tests and their applications. 2. To Learn the psychometric properties of psychological tests. 3.Students will be able to administer and score psychological tests accurate 4.Students will be able to apply ethical principles in their practice of psychological testing				
Practical	Contents				Hours
I	Any Five Tests of The Following : 1.Kundu Neurotic Personality Inventory 2.Hindi Version of Eysencks M.P.I				15
II	3.Stress Management Scale 4. Multiple factors Interest Scale				15
III	5.Emotional Intelligence 6. Introversion Extraversion Inventory				15
IV	7.Type A/B behavioural pattern scale 8. Socio- Economic Status Scale				15
	Examination and Evaluation				
	Sr. no	Particulars	Internal Marks	External Marks	Total
	1	Journal	8	12	20
	2	Performance	8	12	20
	3	Viva Voce	4	6	10
			20	30	

SYBA (Psychology)

SEMESTER-IV
PSY.OE.241 Psychoneurotic Disorders

Credit-2
Marks-30

Internal-20
External-30

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 be able to describe the different types of psychological tests and their applications. 2. Students will be able to administer and score psychological tests accurately. 3.Students will be able to apply ethical principles in their practice of psychological testing	
Practical	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)	7
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	8

	Treatment. 2.4 Stress Related Disorders- Acute Stress Disorder, Post Traumatic Disorder	
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	8
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.	

SYBA (Psychology)
Semester – IV
PSY-FP- 241: Field Project (PR)

Credit-2
Marks-50

Internal-20
External-30

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.	
	Refer to the guidelines for CEP and FP given on Pages 16-20 in this document	

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