

**Rayat Shikshan Sanstha's,  
Sadguru Gadge Maharaj College, Karad.  
(An Autonomous)  
New Syllabus For**



**BA II (PSYCHOLOGY)**

**UNDER  
Faculty of Humanities**

**B. A. Part - II (Sem. - III and IV)**

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH**

***NATIONAL EDUCATION POLICY - 2020***

**HAVING CHOICE BASED CREDIT SYSTEM**

**WITH MULTIPLE ENTRY AND MULTIPLE EXIT  
OPTIONS**

**(TO BE IMPLEMENTED FROM ACADEMIC YEAR  
2025-26 ONWARDS)**

## **1. PREAMBLE:**

Psychology is the scientific study of human behavior and the mental processes underlying it. It also investigates how people think, feel, and interact with each other. Psychology also applies its knowledge and research methods to various domains such as education, organization, health care, sports, and social issues. The syllabus for the first-year undergraduate course in psychology aims to introduce students to the basic concepts, theories, and applications of psychology in relation to friendship, love, personality, health, and community. The course is divided into seven papers, each covering a different aspect of psychology and its relevance to human life.

Furthermore, the curriculum emphasizes the practical application of psychological theories through internships, where students can gain hands-on experience in real-world settings, fostering a deeper understanding of how psychology contributes to societal well-being. The course is prepared according to the National Education Policy (NEP) 2020, which emphasizes interdisciplinary, experiential, and holistic learning. It will use various pedagogical methods, such as lectures, discussions, case studies, assignments, projects, and field visits, to engage students and enhance their learning outcomes. The course also aims to encourage students to reflect on their own experiences, attitudes, and values and to develop critical thinking, communication, and interpersonal skills.

## **2. PROGRAMME LEARNING OUTCOMES (PO)**

- Participants will apply psychological principles to address real-world problems and challenges in areas such as relationship development, friendship, love, love in the digital era, marriage, and family domains within applied psychology.
- Participants will demonstrate a comprehensive understanding of the theories, concepts, and research methods relevant to health psychology
- Participants will demonstrate an increased understanding of their own strengths, weaknesses, values, and personal preferences and develop effective interpersonal skills.
- Participants will understand the process of job interview and develop emotional intelligence skills.
- Participants will understand the community mental health issues and apply the

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required skills

### **3. DURATION:**

The Bachelor of Arts in **Psychology** programme shall be A FULL TIME COURSE OF 3/4 YEARS - 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

### **4. ELIGIBILITY FOR ADMISSION:**

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2) OR EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission are as per the rules and regulations set from time to time by concerned departments, HEIs, university, government, and other relevant statutory authorities.

### **5. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

### **6. EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation. **NOTE: Separate passing is DSC for both, Semester End Examination, and Internal Evaluation/Assessment. (Annexure-I)**

### **7. SCHEME OF TEACHING AND EXAMINATION**

The scheme of teaching and examination for a program of study as approved by the Academic Council / Board of Studies. Scheme of Teaching and Examination means the scheme of teaching and examination for a program as approved by the Academic Council.

### **8. STRUCTURE OF PROGRAMME:**

**Credit Distribution Structure for B.A. I in Psychology with Multiple Entry and Exit Options.**

<b>COURSE CATEGORY</b>	<b>ABBREVIATION (Only 2 Letters)</b>	<b>DESCRIPTION</b>	<b>Sem. I Credit</b>	<b>Sem. II Credit</b>
DSC	DSC (DS)	Discipline Specific Course	4x3=12	4x3=12
OE	OE (OE)	Open Elective Course	2x1=02	2x1=02
SEC	SEC (SE)	Skill Enhancement Course	2x1=02	2x1=02
AEC/IKS/VEC	AEC (AE)	Ability Enhancement Course	2x1=02	2x1=02
	IKS (IK)	Indian Knowledge System (Generic)	2x1=02	-----
	VEC (VE)	Value Education Course	-----	2x1=02
CC/CEP	CC (CC)	Co-curricular Course	2x1=02	-----
	CEP (CE)	Community Engagement Project	-----	2x1=02
			22	22
			Total 44	

**A) Second Year Bachelor of Arts (B.A. - II) (UG Diploma) :**

<b>YEAR:</b>	<b>B.A. - II</b>
<b>SEMESTER:</b>	<b>III and IV</b>
<b>LEVEL:</b>	5.0
<b>TOTAL CREDITS</b>	<b>22 + 22 = 44</b>
<b>DEGREE AWARDED:</b>	<b>UG DIPLOMA (AFTER 88 CREDITS IN TOTAL)</b>

**A - I) B.A. – II: SEMESTER - III (TOTAL CREDITS - 22):** *(Note: Put ‘—’ wherever ‘Not Applicable’)*

<b>COURSE CATEGORY</b>		<b>COURSE NAME</b>	<b>COURSE CODE</b>	<b>CREDITS</b>
<b>Major I (Course I)</b>	<b>Major</b>	<b>(Psychology for Living) - P 03</b>		<b>4</b>
<b>Major II</b>	<b>Major</b>	<b>(Social Psychology) – P 04</b>		<b>4</b>

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(Course II)				
Minor	Minor	(Psychology for Living)- P 03		4
VSC	VSC	(Psychological Assessment Skills) – P 01		2
OE*	OE	(Human Development)		2
SEC	SEC – III	(Stress Management Skills) - 03		2
AEC/VE C/ IKS	AEC	English - P- 01 Offered by BOS English		2
	IKS	Indian Knowledge in Indian Psychology		2
<b>CREDITS FOR B.A. - I, SEM - I:</b>				22

**\*Open elective course are made available to the students other than humanities.**

**A -2) B.A. – II: SEMESTER - IV (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)**

COURSE CATEGORY		COURSE NAME	COURS E CODE	CREDIT S
Major III (Course I)	Major	(Applied Psychology) – P - 05		4
Major IV (Course I)	Major	(Modern Social Psychology) – P 06		4
Minor	Minor	(Applied Psychology) – P – 05		4
VSC	VSC	(Counselling Skills) - P 01		2
OE	OE	(Psychology for Happiness & Well-being)		2
SEC	SEC - IV	(Communication & Interview Skills) - 04		2
AEC/VEC/IKS	AEC	English- P- 02 Offered by BOS English		2
	VEC	Democracy, Elections and Indian Construction (DEC)/VEC is offered through online mode approved by Shivaji University		2
<b>CREDITS FOR B.A. - I, SEM - II:</b>				22
<b>CREDITS FOR B. A. - I, SEM – I AND II:</b>				22 + 22 = 44

**\*Open elective course are made available to the students other than humanities.**

**FOR EXIT OPTION AT B.A. - I:**

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If student wants to 'EXIT' after completion of B.A. I (SEM I and II), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG CERTIFICATE. This Certificate is a pre-requisite for admission or 'ENTRY' in Second Year B. A. degree course. The Nature of SUMMER INTERNSHIP

### **Equivalence: B. A. II Sem- III and IV**

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

**NEP 2020 (2025-26) EVALUATION PATTERN FOR THEORY AND PRACTICAL**  
**SADGURU GADGE MAHARAJ COLLEGE, KARAD (AN EMPOWERED**  
**AUTONOMOUS COLLEGE)**  
**DEPARTMENT OF PSYCHOLOGY**  
**AS PER 3.0-B.A. Part – II, PATTERN 2024**  
**Syllabus for Academic year 2025-26**

<b>SEMESTER- III</b>								
Subject Code	Subject/Title of Paper	Cred its	TH/ PR	SEE		CCE		Total Theory /Practical marks
				Max	Min	Max	Min	
MJPSY24-301	Psychology For Living	4	TH	80	32	20	8	100
MJPSY24-302	Social Psychology	4	TH	80	32	20	8	100
MNPSY24-301	Psychology For Living	4	TH	80	32	20	8	100
IKS-PSY-1	Indian Knowledge in Indian Psychology	2	TH	40	16	10	4	50
VSC-PSY24-301	Psychological Assessment Skills	2	TH	40	16	10	4	50
<b>Total of SEMESTER-III</b>		<b>16</b>						<b>400</b>

<b>SEMESTER- IV</b>								
Subject Code	Subject/Title of Paper	Cred its	TH/ PR	SEE		CCE		Total Theory /Practical marks
				Max	Min	Max	Min	
MJPSY24-401	Applied Psychology	4	TH	80	32	20	8	100
MJPSY24-402	Modern Social Psychology	4	TH	80	32	20	8	100
MNPSY24-401	Applied Psychology	4	TH	80	32	20	8	100
VSC-PSY24-402	Counseling Skills	2	TH	40	16	10	4	50
<b>Total of SEMESTER-IV</b>		<b>14</b>						<b>350</b>

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**SYLLABUS (NEP)**  
**Choice Based Credit System**  
**B.A. (Part II)**  
**Psychology**  
**(Introduced from June 2025 onwards)**  
**Semester – III**

- i. **Paper**                      **III- MJPSY24-301**
- ii. **Title of paper : PSYCHOLOGY FOR LIVING**
- iii. **Specific objectives :**
1. To acquaint the students with processes of Psychology for living.
  2. To introduce students the concept of Stress.
  3. To acquaint the students with Understanding mental disorders.
  4. To introduce students various Psychotherapies and their uses.

iv. <b>Module</b>	<b>No. of credits</b>
Module- 1:Towards Better Health	1
Module- 2:Stress	1
Module- 3:Understanding Mental Disorders	1
Module- 4:If You go for help	1

v. **Equivalence**

<b>Old Paper</b>	<b>New Paper</b>
<b>CHILD PSYCHOLOGY</b>	<b>PSYCHOLOGY FOR LIVING</b>

vi. **Recommended reading**

**a) Book for Study:**

Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015).  
*Psychology for Living- Adjustment, Growth, and*

*Behavior Today*. (11<sup>th</sup> ed.). Noida (UP) :Pearson India Education Services Pvt. Ltd.

**b) Books for Reference:**

- c) Atwater, E. (1994). *Psychology for Living* (5<sup>th</sup> ed.).  
New Delhi: Prentice-Hall of India Private Ltd.
- d) Barve, B. N. (1998). *Jivanmanache Manasshastra*. Jalana:  
Sankalp Pub.
- e) Weiten, W. & Margaret, A.L. (1994). *Psychology  
Applied to Modern Life*, (7<sup>th</sup> ed.).Singapore: Thomson  
Asia Pvt. Ltd.



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**SYLLABUS (NEP)**

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**B.A. (Part II)**

**Psychology**

**(Introduced from June 2024**

**onwards)Semester – III**

**PSYCHOLOGY FOR LIVING (Paper III) MJPSY24-301/MNPSY24-301**

**Module I: Towards Better Health**

**1.1 Body Image**

- A. How We Feel About Our Bodies?
- B. Media and Body Image
- C. Our Ideal Body

**1.2 Health and the Mind-Body Relationship**

- A. The Immune System
- B. Personality
- C. Life Style Choices
- D. Environmental Issues

**1.3 Promoting Wellness**

- A. Taking Charge of Your Own Health
- B. Eating Sensibly
- C. Keeping physically fit
- D. Finding Social Support

**Module II: Stress**

**2.1 Understanding Stress**

- A. Conceptualizing Stress
- B. Major Causes of Stress
- C. Stress in College

**2.2 Reactions to Stress**

- A. Physiological Stress Reactions
- B. Psychological Stress Reactions

C. How Do You React to Stress?

## 2.3 Managing Stress

A. Modifying Your Environment

B. Altering Your Lifestyle

C. Using Stress for Personal Growth

## **Module III: Understanding Mental Disorders**

### 3.1 Psychological Disorders

A. What are Psychological Disorders?

B. How Common Are Psychological Disorders?

C. Putting Mental Health in Perspective

### 3.2 Anxiety disorders

A. Generalized Anxiety Disorders

B. Panic Disorders

C. Phobias

D. Obsessive-Compulsive Disorder

### 3.3 Mood Disorders

A. Depressive Disorders

B. Bipolar Disorder

C. Suicide

## **Module 4: If You go for help**

### 4.1 Psychotherapy

A. Gender differences in adulthood

B. Cultural Issues

C. Applying it to Yourself

### 4.2 Insight Therapies

A. Psychoanalysis

B. Person-centered Approach

### 4.3 Cognitive and Behavioural Therapies

A. Behavioural Therapies

B. Cognitive Therapies

C. Cognitive-Behavioural Therapy

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**B.A. (Part II)**  
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**onwards) Semester – III**

i. **Paper- IV**

ii. **Title of paper : SOCIAL PSYCHOLOGY- MJPSY24-302**

iii. **Specific objectives :**

1. To acquaint the students with processes of Social Psychology
2. To introduce students the concept of Social Perception.
3. To acquaint the students with the Self and self-esteem.
4. To introduce students concept of attitude formation, persuasion and cognitive dissonance.

iv. **Module No. of credits**

Module- 1: Introduction to Social Psychology	01
Module- 2: Social Perception	01
Module- 3: The Self	01
Module- 4: Attitude	01

v. **Equivalence**

<b>Old Paper</b>	<b>New Paper</b>
<b>APPLIED PSYCHOLOGY</b>	<b>SOCIAL PSYCHOLOGY</b>

vi. **Recommended reading**

a) **Book for Study:**

Branscombe, N. R., Baron, R. A. & Kapur, P. (2017). Social Psychology. (14th ed.), Noida (UP)  
: Pearson India Education Services Pvt. Ltd., Second Impression 2018 .

**b) Books for Reference:**

1. Aronson, E., Wilson, T. D., Akert, R. M. & Sommers, S. R. (2015). Social Psychology, (9th ed.), New Jersey: Pearson Education Prentice Hall.
2. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014.
3. Mercer, J. & Clayton, D. (2014). Social Psychology, New Delhi: Dorling Kindersley India Pvt. Ltd.

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**Psychology**  
**(Introduced from June 2024 onwards)**

**Semester – III**

**SOCIAL PSYCHOLOGY (Paper – IV) MJPSY24-302**

**Module1. Introduction to Social Psychology**

1.1 : Definition of Social Psychology:

- A. Social Psychology Is Scientific in Nature
- B. Social Psychology Focuses on the Behavior of Individuals
- c. Social Psychology Seeks to Understand the Causes of Social Behavior

1.2: Social Psychology: Advances at the Boundaries

- A. Cognition and Behavior
- B. The Role of Emotion in the Social Side of Life
- c. Social Relationships

1.3 : Research as the Route to Increased Knowledge

- A. Systematic Observation
- B. The Experimental Method
- c. Correlational Method

**Module 2. Social Perception**

2.1 : Nonverbal Communication

- A. Basic Channels of Nonverbal Communication
- B. Nonverbal Cues in Social Life
- c. Recognizing Deception

2.2: Attribution

- A. Theories of Attribution
- B. Basic Sources of Error in Attribution
- C. Applications of Attribution Theory

## 2.3: Impression Formation and Management

- A. Impression Formation
- B. Impression Management

## **Module 3. The Self**

### 3.1 : Self-Presentation

- A. Self–Other Accuracy in Predicting Our Behavior
- B. Self-Presentation Tactics

### 3.2 : Personal Identity versus Social Identity

- A. Who I Think I Am Depends on the Social Context?
- B. Who I Am Depends on Others’ Treatment?

### 3.3 : Self-Esteem

- A. The Measurement of Self-Esteem
- B. How Migration Affects Self-Esteem?
- C. Do Women and Men Differ in Their Level of Self-Esteem?

## **Module 4. Attitude**

### 4.1 : Attitude Formation

- A. Classical Conditioning
- B. Instrumental Conditioning
- C. Observational Learning

### 4.2: The Science of Persuasion

- A. Persuasion: Communicators, Messages, and Audiences
- B. The Cognitive Processes Underlying Persuasion

### 4.3: Cognitive Dissonance

- A. Dissonance and Attitude Change
- B. Alternative Strategies for Resolving Dissonance
- C. When Dissonance Is a Tool for Beneficial Changes in Behavior?

## **B. A. II, SEMESTER – III**

**Course Category: VSC-I**

**Course Name: Psychological Assessment Skills**

**Course Number: --**

**Course Code: -- VSC-PSY24-301**

**Course Credits: 2**

**Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50**

**Course Learning Outcomes:** After completion of this course, learners are able to:

CO 1. Understand the principles and types of psychological tests.

CO 2. Administer and score individual and group psychological assessments.

CO 3. Interpret test results and provide constructive feedback.

CO 4. Apply ethical guidelines in psychological testing.

### **Module 1: Introduction to Psychological Testing**

**(Hours - 10, Credit - 01)**

#### **1.1 Definition and Nature of Psychological Testing**

A) What is psychological testing?

B) Key concepts: Reliability, validity, standardization.

#### **1.2 Historical Development of Psychological Testing**

A) Milestones in psychological testing.

#### **1.3 Types of Psychological Tests**

A) Achievement tests, aptitude tests, personality tests, and intelligence tests.

#### **1.4 Applications of Psychological Testing**

A) In education, healthcare, organizational settings, and counseling.

#### **1.5 Ethical Guidelines in Psychological Testing**

### **Module 2: Individual and Group Testing**

**(Hours - 10, Credit - 01)**

#### **2.1 Individual Testing**

A) Characteristics and uses.

B) Administration of a standardized individual test (e.g., WAIS or Stanford-Binet).

#### **2.2 Group Testing**

A) Characteristics and uses.

B) Administration of a standardized group test (e.g., Raven's Progressive Matrices or General Aptitude Test Battery).

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## **2.3 Scoring and Interpretation**

- A) Manual scoring vs computerized scoring.
- B) Interpreting scores with norms.

## **2.4 Report Writing**

- A) Preparing concise and meaningful test reports.

### **LIST FOR READING:**

Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th Edition). Pearson.

Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues* (9th Edition). Cengage Learning.

Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological Testing and Assessment* (9th Edition). McGraw-Hill.

Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications* (7<sup>th</sup> Edition). Pearson.

Goldstein, G., & Hersen, M. (2000). *Handbook of Psychological Assessment*. Elsevier.

American Psychological Association (2017). *Ethical Principles of Psychologists and Code of Conduct*.

### **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Group discussion on ethical dilemmas in testing.
- Case studies on the misuse of psychological tests.
- Role-play: Simulating an individual testing session.
- Group activity: Administering and scoring a group test.
- Writing mock reports based on given test results.
- Administer one individual test and one group test.
- Score and interpret results.
- Submit a report for evaluation.



## **B. A. II, SEMESTER – III**

Course Category: **IKS**

Course Name: **Indian Knowledge in Indian Psychology**

Course Number: --

Course Code: -- **IKS-PSY-1**

Course Credits: **2**

Marks: For 2 Credits: Semester End: 40

Internal Assessment: 10

Total Marks: 50

**Course Learning Outcomes:** After completion of this course, students will be able to:

CO 1. Students will explore and understand the philosophical and psychological foundations of Indian knowledge systems.

CO 2. Students will analyze and evaluate Indian approaches to self, mind, and consciousness.

CO 3. Students will assess and apply insights from Indian knowledge systems to contemporary psychological thought and practice.

### **Module I : Foundations and Key Sources of Indian Psychology (Hours-10, Credit -01)**

#### **1.1 What do we mean by Indian psychology and what the Indian civilization contributed to psychology?**

- a) A psychology-friendly meta-theoretical framework
- b) Psychological practices and psychological theories

#### **1.2 Indian psychology and the scientific method**

- a) The scientific method, Western style
- b) Methodological issues
- a) Appreciation of Indian psychology in the West

#### **1.3 Key Sources of Indian Knowledge**

- a) Mind: Its nature, states and functions
- b) Consciousness
- c) Causality and Reality
- d) The means of knowledge

### **Module II : Applications and Practices in Indian Psychology (Hours -10, Credit -01)**

#### **2.1 Models of personality in Buddhist psychology**

- a) The three turnings of the Buddhist view
- b) The aggregate model of personality

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- a) The network model of mental continuum
- b) The eight-fold collection

## 2.2 The Sufi path of self-transformation

- a) Islam: Exoteric and esoteric
- b) Essentials of Sufi psychology: Nafs, heart and soul

## 2.3 Concept and scope of pratyāhāra in management of mental health

- a) Pratyāhāra in aṣṭāṅga yoga
- b) Pratyāhāra in the Upaniṣadic scriptures
- c) Role of Jainism and Buddhism in evolving technical and practical strategies
- d) Application models and Popular techniques for pratyahara

## 2.3 The blending of healing and pedagogy in Āyurveda

- a) Healing the sick to cure and the healthy to liberate
- b) Psycho-spiritual transformation of the healthy leads to liberation
- c) The principles of higher education in Āyurveda

### LIST FOR READING:

Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). *Foundations of Indian Psychology*. Pearson.

Saraswati, S. (2006). *Four Chapters on Freedom: Commentary on Yoga Sutras of Patanjali*. Bihar School of Yoga.

Paranjpe, A. C. (1998). *Self and Identity in Modern Psychology and Indian Thought*. Springer.

Dasgupta, S. (2018). *History of Indian Philosophy*. Cambridge University Press.

### ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- **Write Short Essay on different concepts like personality model in Buddhism, self in Advaita Vedanta, the role of pratyāhāra in stress management**
- Compare different Indian psychological concepts with western.
- Practice a mindfulness exercise e.g., observing the breath, walk, talk and write the experience.
- **Give presentation on a specific topic related to Indian psychology with your own perspectives.**

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**Psychology**  
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**Semester IV**

**i. Paper V-**

**ii. Title of paper : MODERN SOCIAL PSYCHOLOGY**

**iii. Specific objectives :**

1. To acquaint the students with processes of liking (attraction) and sources of liking.
2. To introduce students the concept of Social influence, Conformity and Compliance.
3. To acquaint the students with Understanding Prosocial Behavior.
4. To introduce students the concept of Aggression, its causes and control.

<b>iv. Module</b>	<b>No. of credits</b>
Module- 1: Liking (Attraction)	01
Module- 2: Social Influence	01
Module- 3: Prosocial Behavior	01
Module- 4: Aggression	01

**v. Equivalence**

<b>Old Paper</b>	<b>New Paper</b>
<b>DEVELOPMENTAL PSYCHOLOGY</b>	<b>MODERN SOCIAL PSYCHOLOGY</b>

**vii. Recommended reading**

a) **Book for Study:**

Branscombe, N. R., Baron, R. A. & Kapur, P. (2017). Social Psychology.(14th ed.), Noida(UP) :Pearson India Education Services Pvt. Ltd., Second Impression 2018 .

b) **Books for Reference:**

- 1) Aronson, E., Wilson, T. D., Akert, R. M. & Sommers, S. R. (2015). Social Psychology, (9thed.), New Jersey: Pearson Education Prentice Hall.
- 2) Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi:Pearson Education; Indian reprint 2014.
- 3) Mercer, J. & Clayton, D.(2014). Social Psychology, New Delhi: Dorling Kindersley India Pvt.Ltd.

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**Psychology**  
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**Semester IV**  
**MODERN SOCIAL PSYCHOLOGY (Paper V) MJ-PSY-401/MN-**  
**PSY-401**

**Module 1. Liking (Attraction)**

1.1 : Internal Sources of Liking Others

- A. The Importance of Affiliation in Human Existence
- B. The Role of Affect

1.2: External Sources of Attraction

- A. The Power of Proximity
- B. Physical Beauty

1.3 : Sources of Liking Based on Social Interaction

- A. Similarity
- B. Reciprocal Liking or Disliking
- C. Social Skills
- D. Personality and Liking

**Module 2. Social Influence**

2.1 : Conformity

- A. Social Pressure
- B. How Social Norms Emerge
- C. Factors Affecting Conformity
- D. Social Foundations of Conformity
- E. Reasons for Nonconformity

2.2: Compliance

- A. The Underlying Principles of Compliance

- B. Tactics Based on Friendship or Liking
- C. Tactics Based on Commitment or Consistency
- D. Tactics Based on Reciprocity

### **Module 3. Prosocial Behavior**

#### **3.1: Why People Help?**

- A. Empathy-Altruism
- B. Negative-State Relief
- C. Empathic Joy

#### **3.2: Factors That Increase or Decrease the Tendency to Help**

- A. Factors That Increase Prosocial Behavior
- B. Factors That Reduce Helping

#### **3.3: Crowd funding: A New Type of Prosocial Behavior**

- A. Emotion and Prosocial Behavior
- B. Gender and Prosocial Behavior

#### **3.4: Final Thoughts: Are Prosocial Behavior and Aggression Opposites?**

### **Module 4. Aggression**

#### **4.1: Perspectives on Aggression**

- A. The Role of Biological Factors
- B. Drive Theories
- C. Modern Theories of Aggression

#### **4.2: Causes of Human Aggression**

- A. Basic Sources of Aggression
- B. Social Causes of Aggression
- C. Gender and Aggression
- D. Situational Determinants of Aggression

#### **4.3: The Prevention and Control of Aggression**

- A. Punishment
- B. Self-Regulation
- C. Catharsis
- D. Reducing Aggression by Thinking Nonaggressive Thoughts

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**SYLLABUS (NEP)**  
**B.A. (Part II)**  
**Psychology**  
**(Introduced from June 2024 onwards)**  
**Semester IV**

**Paper VI- MJ-PSY-402**

**i. Title of paper : APPLIED PSYCHOLOGY**

**ii. Specific objectives :**

1. To acquaint the students with processes of Personal control, Decision Making and Personal growth.
2. To introduce students the work, career, play and using leisure positively.
3. To acquaint the students with Making and keeping friends
4. To introduce students the concept of Love and Commitment.

<b>iii. Module</b>	<b>No. of credits</b>
Module- 1: Taking Charge	01
Module- 2: At Work and Play	01
Module- 3: Making and keeping friends	01
Module- 4: Love and Commitment	01

**iv. Equivalence**

<b>Old Paper</b>	<b>New Paper</b>
<b>MODERN APPLIED PSYCHOLOGY</b>	<b>APPLIED PSYCHOLOGY</b>

**viii. Recommended**

**reading Recommended**

**Reading:**

**a) Book for Study:**

Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). *Psychology for*

*Living- Adjustment, Growth, and Behavior Today*. (11<sup>th</sup> ed.). Noida (UP) :Pearson India Education Services Pvt.Ltd.

**b) Books for Reference:**

1. Atwater, E. (1994). *Psychology for Living* (5<sup>th</sup> ed.). New Delhi: Prentice-Hall of India Private Ltd.
2. Barve, B. N. (1998). *Jivanmanache Manasshastra*. Jalana: Sankalp Pub.
3. Weiten, W. & Margaret, A.L. (1994). *Psychology Applied to Modern Life* (7<sup>th</sup> ed.).Singapore: Thomson Asia Pvt. Ltd.



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**SYLLABUS (NEP)**  
**Choice Based Credit System**  
**B.A. (Part II)**  
**Psychology**  
**(Introduced from June 2024 onwards)**  
**Semester IV**  
**APPLIED PSYCHOLOGY**  
**(Paper VI) MJ-PSY-402**

**Module I: Taking**

**Charge**

1.1 Personal Control

- A. Explaining Perceived Control
- B. The Benefits of Perceived Control
- C. Misperception and Maladjustment
- D. Learned Optimism
- E. Defensive Pessimism

1.2 Decision Making

- A. The Process of Decision Making
- B. Critical Elements in Decision Making
- C. Post-Decision Regret
- D. Making Better Decisions

1.3 Decisions and Personal Growth

- A. Making New Decisions
- B. Some practical Applications

**Module II: At Work and Play**

2.1 At Work

- A. Taking Stalk of Yourself
- B. Identifying Compatible Careers
- C. Arriving at Your Career Decision

- D. Landing a Job
- E. Changing Jobs or Careers
- F. Work Issues Related to Culture and Gender

## 2.2 At Play

- A. What is Leisure?
- B. Using Leisure Positively
- C. Leisure across Adulthood

## **Module III: Making and keeping friends**

### 3.1 Meeting People

- A. Are First Impressions Most Important?
- B. Factors that Influence First Impressions
- C. Mistaken Impressions

### 3.2 Keeping Friends

- A. When Friends Get Together?
- B. Self-disclosure – Those Little Secrets
- C. Gender Differences in Friendship
- D. Staying Friends

### 3.3 When It's Hard to Make Friends?

- A. Shyness
- B. Loneliness

## **Module IV: Love and Commitment**

### 4.1 Love is a Many Splendored (and Defined) Thing

- A. The Many Definitions of Love
- B. Love and Friendship
- C. Love and Attachment

### 4.2 Finding Love

- A. Online Dating

B. The importance of Self-disclosure

#### 4.3 Marriage and Other Committed Relationships

A. Cohabitation

B. Marriage

#### 4.4 Adjusting to Intimate Relationships

A. Attitude adjustment

B. Sharing Responsibilities

C. Communication and Conflict

D. Making the Relationship Better

E. Sexuality

## **B. A. II, SEMESTER – IV**

**Course Category: VSC-II**

**Course Name: Counselling Skills**

**Course Number: --**

**Course Code: -- VSC-PSY24-402**

**Course Credits: 2**

**Marks:** 2 Credits: Semester End: 40      Internal Assessment: 10      Total Marks: 50

**Course Learning Outcomes:** After completion of this course, learners are able to:

**CO 1. Students will understand and explain** the concept of counseling, including its meaning, nature, and objectives.

**CO 2. Students will develop and demonstrate** essential counseling skills through practice and

### **Module I: Basics of Counselling**

**(Hours- 15, Credit-01)**

#### **1.1 What is Counselling?**

- a) Meaning & Nature of Counselling
- b) Counsellor & Counsellee Relationship

#### **1.2 Basic Skills in Counselling**

- a) Motives
- b) Feelings
- c) Communication Skills
- d) Mind Skills
- e) Assertiveness Skills

#### **1.3 The Helping Relationship**

- a) Dimensions of Helping Relationship
- b) Core Conditions of Helping Relationship

#### **1.4 The Helping Process**

- a) The RUC Helping Model

### **Module II: Specific Counselling Skills**

**(Hours- 15, Credit-01)**

#### **2.1 Communication Skills**

- a) Verbal Communication
- b) Non-verbal Communication

[Type text]

## **2.2 Listening & Influencing Skills**

- a) Active Listening
- b) Influencing Skills

### **2.3 Asking Questions**

- a) Open Ended Questions
- b) Closed Questions

### **2.4 Reflection Skills**

- a) Reflect Feelings
- b) Restarting /Rephrasing
- c) Affirmation
- d) Summarizing

### **2.5 Problem Management Skill**

- a) Understand the Problem
- b) Looking at Options
- c) Setting Goals
- d) Developing a Action Plan
- e) Monitoring & Evaluation

## **LIST FOR READING:**

Nelson-Jones R. () Basic Counselling Skills. SAGE Publication, 3<sup>rd</sup> Edition.

Chaturvedi S. (2007). Guidance & Counselling Skills. Crescent Publication, 1<sup>st</sup> Edition, New Delhi.

## **ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:**

- Case Study Analysis: Analyze a counseling scenario to identify the helping process and core conditions of a helping relationship.
- Role Play: Conduct mock counseling sessions to practice communication, active listening, and influencing skills.
- Skill Demonstration: Perform activities focusing on verbal and non-verbal communication, assertiveness, and reflection skills.
- Group Activity: Develop and present an action plan for managing a hypothetical client problem using problem-management skills.

- Worksheet on Questioning Techniques: Create and evaluate open-ended and closed questions for different counseling scenarios.
- Presentation: Present the RUC Helping Model and its application in building effective helping relationships.
- Self-Assessment Exercise: Reflect on personal counseling skills through a checklist of motives, feelings, and mind skills.

#### **Question paper Pattern for a course for 4 Credits UG Level 4.5/PG Level 6.0 (SEE)**

**Note: All questions carry equal marks.**

**Marks: 80**

Q.1 A. Answer the following questions choosing correct alternatives given below	10
B. Answer the following questions in one word/one phrase/one sentence.	10
Q. 2. Answer the following questions in about 150 to 200 words each. (4 out of 6)	20
Q. 3. Answer the following questions in about 300 to 350 words each. (2 out of 3)	20
Q. 4. Write short notes of the following. (4 out of 6)	20

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#### **Question paper Pattern for a course of 2 Credits UG Level 4.5/PG Level 6.0 (SEE)**

**Note: All questions carry equal marks. Marks: 40**

Q.1. Answer the following questions choosing correct alternatives given below.	10
Q. 2. Answer the following questions in about 150 to 200 words each: (2 out of 3)	10
Q. 3. Answer the following questions in about 250 to 300 words each. (1 out of 2)	10
Q. 4. Write short notes on the following. (2 out of 4)	10

**(Semester III and IV)**

**4 CREDIT**

**SEE-80, CCE-20**

**2 CREDIT**

**SEE-40, CCE-10**

