

SANT GADAGE BABA AMRAVATI UNIVERSITY , AMRAVATI

Faculty of Humanities

Syllabus

As per National Education Policy- NEP-2020



Three Years- Six Semesters Bachelor's Degree Programme

(Level - 4.5 to 5.5)

B.A. II Psychology Semester III & IV

Major Core & Major Elective / Minor

Board of Studies – Psychology

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI.
Syllabus Prescribed Under NEP-2020
Faculty: Humanities
Three/Four Years Bachelor’s Degree Programme
Board of Study- Psychology
Programme: B.A. (Psychology)
B. A. II Semester-III
Course Title- Major-III (Theory) - Human Development - I

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651205	Major-III (Theory)- Human Development- I	2	2	30	2 Hrs.	Total-50 External-30 Internal-20

Course Outcomes: After successful completion of the course, students will be able to:

1. Explain the nature, principles, and stages of human development.
2. Describe the characteristics and developmental changes during the prenatal, infancy, and babyhood periods.
3. Interpret physical, cognitive, emotional, language, and social development in early childhood.
4. Understand major developmental theories proposed by Piaget and Bandura.
5. Recognize developmental tasks and challenges across the early stages of life.

Part I: Theory (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Nature of Human Development 1.1 Historical Perspective of Developmental Psychology 1.2 Definitions and Goals of Developmental Psychology 1.3 Nature of Growth and Development 1.4 Principles of Human Development 1.5 A Brief Sketch of Developmental Stages and Developmental Tasks	8	8
II	Prenatal and Infancy Period 2.1 The Prenatal Period: Characteristics, Stages and Hazards 2.2 Infancy: Characteristics, Adjustment and Hazards	7	7
III	Babyhood 3.1 Characteristics of babyhood 3.2 Developmental tasks in babyhood 3.3 Development in Babyhood-Physical development, Cognitive development, Language development, Emotional development and social development 3.4 Hazards in babyhood	7	7

IV	Childhood		
	4.1 Characteristics of Childhood	8	8
	4.2 Physical Development		
	4.3 Cognitive Development- Piaget's Approach		
	4.4 Social Development -Albert Bandura		

Part II: Internal Assessment (20 Marks)

Internal assessment will be done on the basis of performance in Continuous Assessment Tests
i.e. Unit tests, Seminar, Group Discussion, Surprise Test.

References:

- Bornstein, M. H., & Lamb, M. E. (Eds.). (2011). *Cognitive development: An advanced textbook* (5th ed.). Psychology Press.
- Chaube, S. P. (2017). *Developmental psychology*. Neelkamal Publications.
- Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill.
- McGraw-Hill. (*The reference is incomplete in your list. "Hill" alone is not sufficient. Please provide the author's name and book title.*)
- Santrock, J. W. (2007). *A topical approach to life-span development* (3rd ed.). Tata McGraw-Hill.
- Berk, L. E. (2005). *Child development* (6th ed.). Prentice Hall of India.
- Pandey, A. (2003). *Learning disabilities in primary school children*. [Publisher information incomplete in the original reference.]
- Shah, R. K. (2005). *Learning disabilities*. Avishkar Publishers.
- Karant, P., & Rozario, J. (2009). *Learning disabilities in India: Willing the mind to learn*. Sage Publications.
- वाकोडे,शंकर डी. (२०२६) वैकासिक मानसशास्त्र भाग-१. आदित्य पब्लिकेशन, अमरावती
- खलाने, डॉ. शशिकांत., वैकासिक मानसशास्त्र.अथर्व पब्लिकेशन, धुळे.
- कांडलकर,ल.(2002). मानवविकास. श्रीविद्या प्रकाशन, नागपूर.
- प्रभू, व्ही.(१९८२).निरामयकामजीवन. मॅजेस्टिक प्रकाशन,मुंबई.
- भाग्यवंत, एस. आर.,भाग्यवंत,पी. आर.(२००३)मानव वैकासिक मानसशास्त्र. रेणुका प्रकाशन, औरंगाबाद.
- वराडपांडे, एस.(२००२)बालविकास. विद्यार्थीगृहप्रकाशन, पुणे.
- हिरवे, आर. एस.,तडसरे, व्ही. डी.(१९९९).वैकासिक मानसशास्त्र. फळकेप्रकाशन, जळगाव.
- बोरकर, पुरूषोत्तम.मानवीवाढ व विकास.पिंपलापुळे बुक डिस्ट्रीबुटर,नागपूर.
- काळे, प्रेमला.(१९८६).बालमानसशास्त्र.महाराष्ट्र विद्यापीठ, ग्रंथनिर्मिती मंडळ, पुणे.
- प्रा. डॉ. शंकर डी. वाकोडे (2024) वैकासिक मानसशास्त्र (बाल्यावस्था, किशोरावस्था आणि वृद्धावस्था: विकास आणि समस्या), , ज्ञानपथ प्रकाशन अमरावती
- बोरुडे,आर.कुमठेकर,आर.देसाई,एम.गोलविलकर,बी.एच.(१९९०)वैकसिक मानसशास्त्र.विद्यार्थीगृह प्रकाशन, पुणे

B. A. II Semester-III Major (P) - DSC- Psychology Practical

Course Title : Psychology Practical : Psychological Tests - I

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651206	Psychological Tests - I	2	4	60	3 Hrs.	Total-50 External-25 Internal-25

Course Outcomes : After successful completion of the course, students will be able to:

- 1. Administer standardized psychological scales using appropriate procedures.
- 2. Score and interpret psychological test results accurately.
- 3. Prepare scientific practical records and test reports.
- 4. Apply ethical principles in psychological testing and assessment.
- 5. Develop practical skills in psychological assessment and interpretation.

Any Six of the following Contents	Workload Allotted	Weightage of Marks Allotted
1. Study Habits Inventory 2. Guidance Need Inventory 3. Parent-child Relationship Scale 4. Shah Educational Problem Questionnaire for Students 5. Shaley Jivan Prashanavali (School Inventory) 6. Anxiety Scale for Children 7. Cattell – Children’s Personality Questionnaire (English/Marathi) 8. General Classroom Achievement Test 9. General Anxiety Scale for Children 10.Mobile/Internet Addiction Scale	4 Lectures Per Week	Total-50 External-25 Internal-25 For Any One Practical

Marks Distribution for External & Internal

External – 25 Marks

Conduct the Test – 10 Marks

Viva voce – 15 Marks

Internal – 25 Marks

Report writing – 15 Marks

Practical Book – 10 Marks

B.A. II Semester III - Course Title- Major- IV (Theory) – Statistics in Psychology

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651207	Statistics in Psychology	2	2	30	2 Hrs.	Total-50 External-30 Internal-20

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

1. Understand the basic concepts, importance, and uses of statistics in psychology.
2. Organize and present data using tables, graphs, and frequency distributions.
3. Calculate and interpret Mean, Median, and Mode from psychological data.
4. Compute and understand different measures of variability such as Standard Deviation and Quartile Deviation.
5. Apply correlation and t-test methods to analyze psychological data and research findings.

Part I: Theory (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	1.1 Meaning of Statistics, Need and Importance of statistics in Psychology, meaning of the term data, 1.2 Methods of organizing data, (Statistical Tables, Rank order, Frequency Distribution.) 1.3 Graphical representation of data (Histogram & Frequency Polygon)	8	8
II	2.1 Measurement of central tendency: Concept of Mean, Computing Mean for ungroup and group data, (Long and short method) 2.2 Concept of Median, Computing Median for ungroup and group data. Meaning of Mode, 2.3 Computing Mode on basis of mean and median and Direct method of computing Mode	7	7
III	3.1 Measurement of Variability: Meaning of Deviation, 3.2 Types of Deviation (Computing Standard Deviation, Quartile Deviation, Average Deviation) 3.3 Uses of Different types of Deviations	7	7
IV	4.1 Meaning and Types of Correlation, 4.2 Computing Rank Difference Correlation and Product Moment Correlation. 4.3 Independent sample ‘t’ test, For small and large sample	8	8

References :

1. Aron, A., Aron, E. N., & Coups, E. J. (2019). *Statistics for psychology* (8th ed.). Pearson.
2. Coolican, H. (2019). *Research methods and statistics in psychology* (7th ed.). Routledge.
3. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Sage Publications.
4. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Cengage Learning.
5. Howell, D. C. (2013). *Statistical methods for psychology* (8th ed.). Cengage Learning.
6. Mangal, S. K. (2014). ***Statistics in psychology and education*** (2nd ed.). PHI Learning Private Limited.
7. King, B. M., Rosopa, P. J., & Minium, E. W. (2018). *Statistical reasoning in the behavioral sciences* (7th ed.). John Wiley & Sons.
8. Pagano, R. R. (2013). *Understanding statistics in the behavioral sciences* (10th ed.). Cengage Learning.
9. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2019). *Research methods in psychology* (11th ed.). McGraw-Hill Education.
10. Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
11. Warner, R. M. (2021). *Applied statistics I: Basic bivariate techniques* (3rd ed.). Sage Publications.

B.A. II Semester III - Course Title- Major-IKS - Indian Psychology

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651208	Major-IKS Indian Psychology	2	2	30	2 Hrs.	Total-50 College Level Exam-30 Internal-20

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

1. Get knowledge of history of Indian Psychology
2. Understand Indian Psychology
3. Gain detail knowledge about the history of Indian Psychology
4. Trace Origin of Indian Psychology.
5. Contributors to Indian Psychology.

Theory (25 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	1.1 Reflections of Psychology in Hinduism 1.2 Yoga and meditation	8	8
II	2.1 Reflections of Psychology in Buddhism 2.2 Mindfulness, Four Noble truths and its relation to Psychology	7	7
III	3.1 Reflections of Psychology in Jainism: Five main vows and its relation to Psychology	7	7
IV	4.1 Reflections of Psychology in Sikhism: Equality, social justice, service to humanity, 4.2 Tolerance for other religions and its relation to Psychology	8	8

References:

1. Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology* (Vol. 1: Theories and concepts). Pearson.
2. Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations of Indian psychology* (Vol. 2: Practical applications). Pearson.
3. Joshi, K., & Cornelissen, M. (Eds.). (2004). *Consciousness, Indian psychology, and yoga*. Centre for Studies in Civilization.
4. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press.
5. Rao, K. R. (2011). *The essentials of Indian philosophy and psychology*. Motilal Banarsidass Publishers.

6. Feuerstein, G. (2008). *The yoga tradition: Its history, literature, philosophy and practice*. Hohm Press.
7. Bodhi, B. (Trans.). (2000). *The connected discourses of the Buddha: A translation of the Saṃyutta Nikāya*. Wisdom Publications.
8. Harvey, P. (2013). *An introduction to Buddhism: Teachings, history and practices* (2nd ed.). Cambridge University Press.
9. Jaini, P. S. (1979). *The Jaina path of purification*. University of California Press.
10. Sharma, M. (2020). *Indian psychology: Exploring the historical roots, emerging trends and future implications*. Sage Publications. (Verify edition before use.)
- 11.** Singh, N. (2018). *Sikhism: A very short introduction*. Oxford University Press.
12. Wallace, B. A. (2006). *The attention revolution: Unlocking the power of the focused mind*. Wisdom Publications. (Useful for mindfulness and meditation.)
13. खलाने , डॉ शशिकांत (२०२५). भारतीय मानसशास्त्र .अथर्व पब्लिकेशन , धुळे

**B.A. II Semester III - Course Title- Minor-III (Theory) - Developmental Problems: I
(Infancy, Babyhood, Childhood and Adolescence)**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651251	Minor-III (Theory) - Developmental Problems: I (Infancy, Babyhood, Childhood and Adolescence)	2	2	30	2 Hrs.	Total-50 External-30 Internal-20

Course Outcomes: After completion of this course the students will be able to :

1. Understand the nature of human growth and development
2. Analyze the problems of school going children including learning disabilities
3. For psychometric testing will enable the students to analyze the data and to use psychometric tests in counseling process.

Part I: Theory (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	1.1 Meaning and Nature of Developmental Problems 1.2 Hazards of Prenatal, Infancy and Babyhood Period	8	8
II	2.1 Learning Disabilities: Dyslexia, Dyscalculia, Dysgraphia, 2.2 Non- verbal Learning Disability, Verbal Learning Disability (Aphasia and Dysphasia), 2.3 Problems in Auditory and Visual Processing. ADHD (attention deficit hyperactivity disorders) and Autistic Disorder	7	7
III	3.1 Identity Crisis, Substance Abuse, Suicidal ideation and suicide, 3.2 Sexual Orientation and Sexual Risk, 3.3 Mobile and Internet Addiction, 3.4 The problem in Goal Setting, Exam Stress, Love and Break-ups	7	7
IV	4.1 Applications of Statistics in Psychology 4.2 Frequency Distribution, 4.3 Graphical Presentation of Data: Histogram and Frequency Polygon	8	8

Part II: Internal Assessment (20 Marks)

Internal assessment will be done on the basis of performance in Continuous Assessment Tests i. e. Unit tests, Seminar, Group Discussion, Surprise Test.

Reference :

1. Bornstein, M. H., & Lamb, M. E. (Eds.). (2011). *Cognitive development: An advanced textbook* (5th ed.). Psychology Press.
2. Chaube, S. P. (2017). *Developmental psychology*. Neelkamal Publications.
3. Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill.
4. McGraw-Hill. (*The reference is incomplete in your list. "Hill" alone is not sufficient. Please provide the author's name and book title.*)
5. Santrock, J. W. (2007). *A topical approach to life-span development* (3rd ed.). Tata McGraw-Hill.
6. Berk, L. E. (2005). *Child development* (6th ed.). Prentice Hall of India.
7. Pandey, A. (2003). *Learning disabilities in primary school children*. [Publisher information incomplete in the original reference.]
8. Shah, R. K. (2005). *Learning disabilities*. Avishkar Publishers.
9. Karanth, P., & Rozario, J. (2009). *Learning disabilities in India: Willing the mind to learn*. Sage Publications.
10. वाकोडे, शंकर डी. (२०२६) वैकासिक मानसशास्त्र भाग-१. आदित्य पब्लिकेशन, अमरावती
11. खलाने, डॉ. शशिकांत., वैकासिक मानसशास्त्र. अथर्व पब्लिकेशन, धुळे.
12. कांडलकर, ल. (2002). मानवविकास. श्रीविद्या प्रकाशन, नागपूर.
13. प्रभू, व्ही. (१९८२). निरामयकामजीवन. मॅजेस्टिक प्रकाशन, मुंबई.
14. भाग्यवंत, एस. आर., भाग्यवंत, पी. आर. (२००३) मानव वैकासिक मानसशास्त्र. रेणुका प्रकाशन, औरंगाबाद.
15. वराडपांडे, एस. (२००२) बालविकास. विद्यार्थीगृहप्रकाशन, पुणे.
16. हिरवे, आर. एस., तडसरे, व्ही. डी. (१९९९). वैकासिक मानसशास्त्र. फळके प्रकाशन, जळगाव.
17. बोरकर, पुरुषोत्तम. मानवी वाढ व विकास. पिंपलापुळे बुक डिस्ट्रीबुटर, नागपूर.
18. काळे, प्रेमला. (१९८६). बालमानसशास्त्र. महाराष्ट्र विद्यापीठ, ग्रंथनिर्मिती मंडळ, पुणे.
19. प्रा. डॉ. शंकर डी. वाकोडे (2024) वैकासिक मानसशास्त्र (बाल्यावस्था, किशोरावस्था आणि वृद्धावस्था: विकास आणि समस्या), , ज्ञानपथ प्रकाशन अमरावती
21. बोरुडे, आर. कुमठेकर, आर. देसाई, एम. गोलविलकर, बी. एच. (१९९०) वैकासिक मानसशास्त्र. विद्यार्थीगृह प्रकाशन, पुणे

B. A. II Semester III - Minor-III (Practical) - Measurement of Developmental Problems: I

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651252	Measurement of Developmental Problems: I	2	4	60	3 Hrs.	Total-50 External-25 Internal-25

Course Outcomes : After successful completion of the course, students will be able to:

1. Administer standardized psychological scales using appropriate procedures.
2. Score and interpret psychological test results accurately.
3. Prepare scientific practical records and test reports.
4. Apply ethical principles in psychological testing and assessment.
5. Develop practical skills in psychological assessment and interpretation.

Contents	Workload Allotted	Weightage of Marks Allotted
Any Six of the following 1. Study Habits Inventory 2. Anxiety Scale for Children 3. High School Adjustment Inventory 4. Shah Educational Problem Questionnaire for Students 5. Adolescent Problems Scale (H.D. Badami) 6. Guidance Need Inventory (Sudha Kumari Sharma Shahwar Zaidi) 7. Educational Problems Questionnaire (Beena Shah and Lekhera) 8. Parent-child Relationship Scale 9. Children’s Apperception Test (CAT) 10. Conflict Resolution Ability Scale 11. Emotional Competence Scale	4 Lectures Per Week	Total-50 External-25 Internal-25 For Any One Practical

Marks Distribution for External & Internal

External – 25 Marks

Conduct the Test – 10 Marks

Viva voce – 15 Marks

Internal – 25 Marks

Report writing – 15 Marks

Practical Book – 10 Marks

B. A. II- Semester- III Major VSEC II - Psychology

Course Title- Life Skills and Professional Development

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	III	651272	Life Skills and Professional Development	2	4	60	2 Hrs.	Total-50 College Level Exam- 30 + Internal-20

Course Outcomes :After successful completion of the course, students will be able to:

1. Explain the importance of life skills in daily life.
2. Develop self-awareness and positive thinking.
3. Apply simple problem-solving and decision-making skills.
4. Demonstrate basic time management and teamwork skills.
5. Prepare for employment through basic interview and communication skills.
6. Practice responsible and ethical behavior in personal and professional life.

Part I: Practical Learning (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Self and Personal Development 1. Self-awareness 2. Self-confidence 3. Positive thinking 4. Goal setting	8	8
II	Life Skills 1. Decision making 2. Problem solving 3. Time management 4. Stress management	7	7
III	Social and Professional Skills 1. Teamwork 2. Leadership 3. Interpersonal skills 4. Conflict management	7	7
IV	Career Readiness 1. Resume/Bio-data writing 2. Interview skills 3. Workplace etiquette 4. Professional ethics	8	8

Part II: Internal Assessment (20 Marks) : Conduct any one of the following:

1. Prepare a Resume/Bio-data.
2. Participate in a Mock Interview.
3. Prepare a Personal Goal-Setting Plan.
4. Submit a Time Management Diary (One Week).
5. Group Activity on Teamwork or Leadership.

B. A. II Semester-III (NEP) Project I - Psychology
Course Title- Field Project in Psychology –Phase I

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Marks (Int.)
5.0	III	651286	Field Project in Psychology-Phase I	2	04	60	Total- 50 (Internal)

Course Outcome : After successful completion of the course, students will be able to:

- 1. Demonstrate observational skills in educational and clinical settings.
- 2. Assess basic psychological characteristics using appropriate tools.
- 3. Differentiate between typical and special developmental needs.
- 4. Prepare professional field visit and observation reports.
- 5. Develop awareness of psychological services in schools and mental health settings.

Submission of the Report on any One

Sr. No.	Content
1	To visit Normal School and Asses IQ on student .
2	To visit Special School and Observe the Physical and Psychological Characters of Such Children
3	To visit Mental Hospital or Clinic for Observer ship

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI.
Syllabus Prescribed Under NEP-2020
Faculty: Humanities
Three/Four Years Bachelor’s Degree Programme
Board of Study- Psychology
Programme: B.A. (Psychology)
B. A. II Semester - IV
Course Title- Major-V (Theory) - Human Development- II

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext+Int)
5.0	IV	651209	Human Development- II	2	2	30	2 Hrs.	Total-50 External-30 Internal-20

Course Outcomes: After completion of this course the students will be able to :

- 1. Understand the Developmental Tasks of Adulthood
- 2. Understand developmental Tasks of old age
- 3. Analyze the process of human development
- 4. Sensitize the students about the health issues of old aged people

Part I: Theory (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Adolescence 1.1 Characteristics ofAdolescents 1.2 Physical Development 1.3 Emotional Development 1.4 Social Development 1.5 Cognitive Development	8	8
II	Adulthood: Personal and Social Adjustments 2.1 Characteristics of Adulthood 2.2 Developmental Tasks of Adulthood 2.3 Sex Role, Family and Vocational Adjustment in Adulthood 2.4Hazards in Adulthood	7	7
III	Middle Age: Personal and Social Adjustments 3.1 Characteristics of Middle Age 3.2 Developmental Tasks of Middle Age 3.3 Adjustment to Physical Changes 3.4 Family and Vocational Adjustment 3.5 Hazards in Middle Age	7	7
IV	Old Age 4.1 Characteristics of OldAge	8	8

	4.2 Changes in Physical Abilities		
	4.3 Changes in Mental Abilities		
	4.4 Physical Hazards in Old Age		
	4.5 Psychological Hazards in Old Age		

Part II: Internal Assessment (20 Marks)

Internal assessment will be done on the basis of performance in Continuous Assessment Tests i.e. Unit tests, Seminar, Group Discussion, Surprise Test.

References:

1. Bornstein, M. H., & Lamb, M. E. (Eds.). (2011). *Cognitive development: An advanced textbook* (5th ed.). Psychology Press.
2. Chaube, S. P. (2017). *Developmental psychology*. Neelkamal Publications.
3. Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill.
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5. Santrock, J. W. (2007). *A topical approach to life-span development* (3rd ed.). Tata McGraw-Hill.
6. Berk, L. E. (2005). *Child development* (6th ed.). Prentice Hall of India.
7. Pandey, A. (2003). *Learning disabilities in primary school children*. [Publisher information incomplete in the original reference.]
8. Shah, R. K. (2005). *Learning disabilities*. Avishkar Publishers.
9. Karanth, P., & Rozario, J. (2009). *Learning disabilities in India: Willing the mind to learn*. Sage Publications.
10. वाकोडे, शंकर डी. (२०२६) वैकासिक मानसशास्त्र भाग-१. आदित्य पब्लिकेशन, अमरावती
11. खलाने, डॉ. शशिकांत., वैकासिक मानसशास्त्र. अथर्व पब्लिकेशन, धुळे.
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B.A. II Semester IV - Major- V (Practical)- Psychological Tests -II

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	IV	651210	Psychological Tests -II	2	4	60	3 Hrs.	Total-50 External-25 Internal-25

Course Outcomes : After successful completion of the course, students will be able to:

- 1. Administer standardized psychological tests using appropriate procedures.
- 2. Score and interpret psychological test results accurately.
- 3. Prepare scientific psychological assessment reports.
- 4. Apply ethical principles in psychological testing and assessment.
- 5. Develop practical skills in psychological measurement and interpretation.

Contents	Workload Allotted	Weightage of Marks Allotted
Any Six of the following 1. Children’s Personality Questionnaire 2. Children Interest Scale 3. Self-Concept Scale 4. Emotional Stability Test for Children 5. Academic Anxiety Scale 6. Level of Aspiration Scale 7. Academic Achievement Need Scale 8. Burnout Inventory 9. Geriatric Depression Scale 10. PGI Hope Scale 11. Dysfunction Questionnaire	4 Lectures Per Week	Total-50 External-25 Internal-25 For Any One Practical

Marks Distribution for External & Internal

External – 25 Marks

Conduct the Test – 10 Marks

Viva voce – 15 Marks

Internal – 25 Marks

Report writing – 15 Marks

Practical Book – 10 Marks

B.A. II Semester IV - Course Title - Major-VI (Theory) - Abnormal Psychology

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	IV	651211	Abnormal Psychology	4	4	60	3 Hrs.	Total-100 External-60 Internal-40

Course Outcome : After successful completion of the course, students will be able to:

1. Explain the concept, classification, and causes of abnormal behavior.
2. Describe the major perspectives of abnormal psychology and the DSM-5 classification.
3. Interpret the clinical features of anxiety and related disorders.
4. Differentiate the characteristics of personality and mood disorders.
5. Explain the clinical features and causes of substance-related disorders.
6. Develop a comprehensive understanding of the diagnosis and classification of major psychological disorders.

Part I: Theory (60 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Introduction and Causal Factors of Abnormal Behavior 1.1 The Concept of Abnormality, it's indicators 1.2 Classification of AbnormalBehavior 1.3 The DSM V and definition of abnormal behavior	10	10
II	Background of Abnormal Psychology 2.1 Perspectives of Abnormal Behavior- Psychodynamic, Behaviorist, Cognitive and Humanistic 2.2 General Causes of Abnormal Behavior: Biological, Psycho-Social and Socio- Cultural	10	10
III	Anxiety Based Disorders 3.1 Generalized Anxiety Disorder 3.2 Phobic Disorders: SpecificPhobias, Social Phobia, Panic Disorder and Agoraphobia 3.3 Obsessive-Compulsive Disorder, Body dysmorphic Disorder, HoardingDisorder, Excoriation Disorder (Skin-Picking) and Trichotillomania (Compulsive Hair Pulling)	10	10

IV	Personality Disorders	10	10
	4.1 Clinical Picture of Personality Disorders		
	4.2 Cluster A Disorders		
	4.3 Cluster B Disorders		
	4.4 Cluster C Disorders		
	4.5 Other Personality Disorders		
V	Mood Disorders and Suicide:	10	10
	5.1 Unipolar Depressive Disorders: Major Depressive Disorder, Persistent Depressive Disorder, Other Forms of Depression (Loss and Grieving Process)		
	5.2 Bipolar and Related Disorders: Cyclothymic Disorder, Bipolar Disorders I and II		
	5.3 Suicide: The Clinical Picture and the Causal Pattern		
VI	Substance Related Disorders	10	10
	6.1 Drug Abuse and Dependence		
	6.2 Gambling Disorder		
	6.3 Alcohol Related Disorder		

Part II: Internal Assessment (40 Marks)

Internal assessment will be done on the basis of performance in Continuous Assessment Tests i.e. Unit tests, Seminar, Group Discussion, Surprise Test.

References:

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3. Barlow, D. H. & Durand, V. M. (2012). *Abnormal Psychology: An Integrative Approach* (6th Ed.). Wadsworth Cengage Learning.
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**B.A. II Semester IV - Course Title- Minor-IV (Theory) : Developmental Problems II:
Adulthood, Middle Age and Old Age**

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext+ Int)
5.0	IV	651253	Developmental Problems II: Adulthood, Middle Age and Old Age	2	2	30	2 Hrs.	Total-50 External-30 Internal-20

Course Outcomes: After completion of this course the students will be able to :

1. Understand the nature of human growth and development
2. Analyze the problems of old age including adjustment with stress.
3. For psychometric testing will enable the students to analyze the data and to use psychometric tests in counseling process.

Part I: Theory (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Adulthood 1.1 Family and Vocational Adjustment 1.2 Marital Discord, Divorce and Remarriage 1.3 Adjustment with loss of Spouse 1.4 Adjustment to Retirement	8	8
II	Problems in Old age 2.1 Alzheimer Disease 2.2 Parkinson's disease 2.3 Empty Nest Syndrome 2.4 Old Age Home 2.5 Depression and Suicide	7	7
III	Adjustment with Stress: 3.1 Stress and Stressors 3.2 General Adaptation Syndrome 3.3 Effects of Stress: Biological and Psychological	7	7
IV	Applications of Statistics in Psychology: Measures of Central Tendency 4.1 Mean 4.2 Median 4.3 Mode	8	8

Part II: Internal Assessment (20 Marks)

Internal assessment will be done on the basis of performance in Continuous Assessment Tests i.e. Unit tests, Seminar, Group Discussion, Surprise Test.

References:

1. Bornstein, M. H., & Lamb, M. E. (Eds.). (2011). *Cognitive development: An advanced textbook* (5th ed.). Psychology Press.
2. Chaube, S. P. (2017). *Developmental psychology*. Neelkamal Publications.
3. Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill.
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5. Santrock, J. W. (2007). *A topical approach to life-span development* (3rd ed.). Tata McGraw-Hill.
6. Berk, L. E. (2005). *Child development* (6th ed.). Prentice Hall of India.
7. Pandey, A. (2003). *Learning disabilities in primary school children*. [Publisher information incomplete in the original reference.]
8. Shah, R. K. (2005). *Learning disabilities*. Avishkar Publishers.
9. Karanth, P., & Rozario, J. (2009). *Learning disabilities in India: Willing the mind to learn*. Sage Publications.
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B. A. II Semester IV - Minor-IV (Practical) - Measurement of Developmental Problems: II

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext + Int)
5.0	IV	651254	Measurement of Developmental Problems: II	2	4	60	3 Hrs.	Total-50 External-25 Internal-25

Course Outcomes :After successful completion of the course, students will be able to:

- 1. Administer standardized developmental assessment tools effectively.
- 2. Score and interpret developmental assessment results accurately.
- 3. Prepare scientific psychological assessment reports.
- 4. Apply ethical principles in developmental assessment.
- 5. Demonstrate practical skills in assessing developmental, emotional, and psychological characteristics across different age groups.

Contents	Workload Allotted	Weightage of Marks Allotted
Any Six of the following 1. Emotional Stability Test for Children 2. Children’s Personality Questionnaire 3. Academic Achievement Need Scale 4. Achievement Test in Science 5. Burnout Inventory 6. Geriatric Depression Scale 7. PGI Hope Scale 8. Locus of Control Scale 9. Dysfunction Questionnaire 10. Study Habits Inventory	4 Lectures Per Week	Total-50 External-25 Internal-25 For Any One Practical

Marks Distribution for External & Internal

External – 25 Marks

Conduct the Test – 10 Marks

Viva voce – 15 Marks

Internal – 25 Marks

Report writing – 15 Marks

Practical Book – 10 Marks

B. A. II Semester-IV (NEP) Major VSEC- III - Psychology

Course Title- Counselling and Helping Skills

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Exam. Duration	Marks (Ext+Int)
5.0	IV	651273	Counseling and Helping Skills	2	4	60	2 Hrs.	Total-50 College Level Exam- 30 + Internal-20

Course Outcomes : After successful completion of the course, students will be able to:

- 1. Explain the meaning of counseling.
- 2. Identify the qualities of a good helper.
- 3. Demonstrate basic communication skills.
- 4. Practice listening and helping skills.
- 5. Explain the importance of confidentiality and respect.
- 6. Demonstrate simple helping skills in everyday life.

Part I: Practical learning (30 Marks)

Unit	Content	Workload Allotted	Weightage of Marks Allotted
I	Introduction to Counseling 1.1 Meaning of counseling 1.2 Importance of counseling 1.3 Guidance and counseling 1.4 Areas of counseling	8	8
II	Basic Skills in Counseling 2.1 Communication 2.2 Listening 2.3 Empathy 2.4 Encouragement	7	7
III	Counseling Relationship 3.1 Rapport building 3.2 Understanding feelings 3.3 Giving support 3.4 Respect for others	7	7
IV	Ethics in Counseling 4.1 Confidentiality 4.2 Trust 4.3 Professional behavior 4.4 Counseling in daily life	8	8

Part II: Internal Assessment (20 Marks)

Any One of the Following:

1. Prepare a Self-Reflection Report on personal strengths and areas for improvement.
2. Conduct a Simple Helping Interview with a classmate or friend and submit a brief report.
3. Role-Play a Counseling Situation (teacher–student, parent–child, or friend–friend) and submit a reflection.
4. Prepare a Poster or Chart on the importance of counseling and helping skills.
5. Listening Practice Diary for one week and submit a brief report on the experience.

Reference

1. Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual* (4th ed.). Sage Publications.
3. Egan, G. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach* (11th ed.). Cengage Learning.
4. Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to Counseling and Guidance* (7th ed.). Pearson.
5. Gladding, S. T. (2021). *Counseling: A Comprehensive Profession* (9th ed.). Pearson.
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8. Bhatnagar, A., & Gupta, N. (2010). *Guidance and Counselling: A Practical Approach*. Vikas Publishing House.

B. A. II - Semester - IV (NEP) - Project II- Psychology
Course Title- Field Project in Psychology –Phase II

Level	Semester	Course Code	Course Name	Credits	Teaching Hours (Per week)	Teaching Hours (Total)	Marks (Int.)
5.0	IV	651287	Field Project in Psychology-Phase II	2	04	60	Total- 50 (Internal)

Course Outcomes : After successful completion of the course, students will be able to:

- 1. Identify psychological and behavioral concerns in different settings.
- 2. Examine the challenges faced by children with ADHD and individuals in correctional homes.
- 3. Analyze mental health issues through case or movie content analysis.
- 4. Develop observational and report-writing skills.
- 5. Demonstrate sensitivity toward mental health and psychosocial issues.

Submission of the Report on any One

Sr. No.	Content
1	To Identify ADHD children and to study their problems.
2	To visit correction Home and to study their problems.
3	Content Analysis of Movie related to Mental Health issue.