

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**



FACULTY OF HUMANITIES

NEP 2020 Compliant Curriculum for B.A. I

Psychology

With effect from 2024-25



PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

BA. I Psychology

Program Preamble

The Bachelor of Arts (B.A.) in Psychology is a behavioral science. It is introduced as an elective subject for the B.A. course. As a discipline, Psychology specializes in the study of experiences, behaviors, mental and cognitive process of human beings within a social, cultural and historical context. This course includes the basic ideas, concepts, principles and research methods in Psychology so as to enable the learners to understand themselves better.. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. Psychology program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in Psychology while allowing for specialization and interdisciplinary learning.

The curriculum is structured around several key components:

1. **Major Courses:** These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential Psychology concepts, theories, and methodologies. Students will engage with topics ranging from History of Psychology, Major subfields of Psychology, relativity, and modern Psychology, ensuring a robust and comprehensive education in the discipline.
2. **Minor Courses:** Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their Psychology education with insights from fields such as Clinical, counseling, Developmental, Social and Educational Psychology in career prospects.
3. **Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.

4. **Vocational and Skill Enhancement Courses:** Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as Stress Psychology, counseling Psychology, and Leadership development. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in various scientific and social fields.
5. **Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):** In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.
6. **Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in Psychology and related fields.
7. **Research Methodology and Research Projects:** Research is a critical component of the B.A. Psychology program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry through research projects, students are encouraged to develop innovative solutions to complex scientific problems, preparing them for advanced studies and research-oriented careers.

Multiple Entry and Multiple Exit Options

In accordance with the NEP 2020, the B.A. Psychology program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- **Year 1:**
Upon completion of the first year, students may exit with a **Certificate in Psychology**.
- **Year 2:**
After two years, students may choose to exit with a **Diploma in Psychology**.
- **Year 3:**
Completion of the third year qualifies students for a **B.A. Degree in Psychology**.
- **Year 4:**
The fourth year offers an advanced curriculum with a focus on research, allowing students to graduate with an **Honors Degree in Psychology**.
- **Eligibility for B.A. Psychology** For admission into Bachelors' degree of Arts one should pass higher secondary school certificate examination i.e. H.S.C. or 12th Arts, Commerce, Science or equivalent examination from a recognized board.



PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

Faculty of Humanities

NEP 2020 Compliant Curriculum For

B.A. (Psychology)

Program Outcomes (PO)

Students graduating from the Bachelor of Arts in Psychology program will be able to:

Major Courses:

- **PO1:** Demonstrate in-depth knowledge and understanding of core concepts, theories, and methodologies in the chosen major discipline.
- **PO2:** Apply disciplinary knowledge to solve psychological problems, analyze data, and make informed decisions in professional and research contexts.

Minor Courses:

- **PO3:** Acquire complementary knowledge and skills from a related or distinct discipline, enhancing interdisciplinary understanding and versatility.

Open Electives/General Electives:

- **PO4:** Explore diverse subjects beyond the core discipline, fostering a broad-based education and cultivating critical thinking and creativity.

Vocational and Skill Enhancement Courses:

- **PO5:** Gain hands-on experience and technical proficiency in specific vocational areas, preparing for immediate career opportunities.

Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC):

- **PO6:** Understand and appreciate the rich heritage of the Indian Knowledge System, integrating traditional wisdom with modern education.
- **PO7:** Develop ability enhancement skills like communication and life skills along with ethical values, social responsibility, and a strong sense of citizenship, contributing positively to society.

Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:

- **PO8:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and on job Training for gaining practical experience and problem-solving skills.

Research Methodology and Research Project:

- **PO9:** Acquire research skills; including data collection, analysis, and interpretation, fostering a scientific approach to problem-solving to develop independent research projects handling capabilities.



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR
UNIVERSITY, SOLAPUR**

Faculty of Humanities

NEP 2020 Compliant Curriculum For

BA. (Psychology)

Program Specific Outcomes (PSOs)

Students graduating from BA. (Psychology) will able to :

PSO1: Mastery of Core Psychology Concepts: Students can apply the Psychological principles in their real life situations and to learn more effectively about life span development. .

PSO2: Experimental and Analytical Skills: Psychology helps students to develop better physical, social, and cognitive and personality perspectives

PSO3: Application of Psychology: Psychology graduates can serve in primary schools, high schools special schools (M.R.) as teachers and after post-graduation can serve in colleges or universities as lecturers, professors.

PSO4: Psychology and Research Psychology post graduates can opt for research work in various fields

Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Structure Credit distribution Structure for Three/Four-year
Honours/Honours with Research B.A. Degree Programme with Multiple
Entry and Exit option.
Faculty of Humanities
Bachelor of Arts (Psychology)

| Level | Sem. | Major and Minor | Generic (GE/OE) | Vocational and Skill VSC, SEC (VSEC) | AEC, VEC, IKS | OJT, FP, CEP, CC,RP | Cum. Cr./Sem. | Degree/Cum.Cr. |
|--|----------|--|--|--|--|---------------------|---------------|-------------------|
| 4.5 | I | M-1 DSC-I (4) Modern General Psychology Course Code: G03-0116 | GE/OE (2) Child Psychology Course Code: G03-GE-OE-118 | SEC (2) Stress Psychology Course Code: G03-SEC-116 | AEC-L1 (2) (English) VEC (2) (Constitution of India) IKS (2) (Generic Related) | --- | 22 | UG Certificate 44 |
| | II | M-1 DSC -II (4) Fundamental of Psychology Course Code: G03-0216 | GE/OE(2) Sport Psychology Course Code: G03-GE-OE-217 | SEC (2) Leadership Development Course Code: G03-SEC-216 | AEC-L1 (2) (English) VEC (2) Environment studies | CC(2) | 22 | |
| | Cum. Cr. | 24 | 04 | 04 | 10 | 2 | 44 | |
| Exit option: Award of UG Certificate in Major with 44 Credits and an additional 4 credits course/Internship OR Continue with Major and Minor | | | | | | | | |

**PUNYASHLOK AHILYADEVJI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR.**

Syllabus

(According to NEP 2020)

B.A. Part – I (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – I

| LEVEL | SEMESTER I | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|-------|----------------------|---|----------------|------|-------|------------------|
| | | | UA THEORY | CA | TOTAL | |
| 4.5 | Subject | Major- Mandatory (DSC) | | | | |
| | M-1 DSC-I | Modern General Psychology Course Code: G03-0116 | 60 | 40 | 100 | 4 |
| | M-2 DSC-I | Other Subjects | 60 | 40 | 100 | 4 |
| | M-3 DSC-I | Other Subjects | 60 | 40 | 100 | 4 |
| | GE/OE | Child Psychology G03-GE-OE-118 | 30 | 20 | 50 | 2 |
| | | Vocational and Skill VSC, SEC (VSEC) and IKS | | | | |
| | SEC | Stress Psychology G03-SEC-116 | 30 | 20 | 50 | 2 |
| | VEC | ----- | 30 | 20 | 50 | 2 |
| | IKS | Generic Related | 30 | 20 | 50 | 2 |
| | AEC | ----- | 30 | 20 | 50 | 2 |
| | | OJT, FP, CEP, CC,RP | | | | |
| | ---- | ----- | ----- | ---- | --- | --- |
| | Total Credits | | | | | 22 |

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,
UNIVERSITY, SOLAPUR.**

Syllabus

(According to NEP 2020)

B.A. Part – I (Psychology)

Choice Based Credit System

w. e. f. Academic Year-2024-25

Semester – II

| LEVEL | SEMESTER II | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|---------------|----------------|--|----------------|----|-------|------------------|
| | | | UA THEORY | CA | TOTAL | |
| 4.5 | Subject | Major- Mandatory (DSC) | | | | |
| | M-1`DSC-II | Fundamental of Psychology Course Code: G03-0216 | 60 | 40 | 100 | 4 |
| | M-2 DSC-II | Other Subject | 60 | 40 | 100 | 4 |
| | M-3 DSC-II | Other Subject | 60 | 40 | 100 | 4 |
| | GE/OE | Sport Psychology Course Code: G03-GE-OE-217 | 30 | 20 | 50 | 2 |
| | | Vocational and Skill VSC, SEC (VSEC) | | | | |
| | SEC | Leadership Development Course Code: G03-SEC-216 | 30 | 20 | 50 | 2 |
| | AEC | ---- | 30 | 20 | 50 | 2 |
| | VEC | ----- | 30 | 20 | 50 | 2 |
| | | OJT, FP, CEP, CC, RP | | | | |
| | CC | --- | 30 | 20 | 50 | 2 |
| Total Credits | | | | | 22 | |



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

First Year B.A. (Psychology) Semester-I

Vertical : DSC

Course Code: G03-0116

Course Name: Modern General Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60 Marks

CA: 40 Marks

Course Preamble: Modern General Psychology is one of the core courses in the student to think and respond from a biblical worldview perspective regarding the Psychology of mind, body, and spirit. Students will be exposed to secular and biblical perspectives and asked to respond and reflect on the differences and one of the traditional courses, dating back from the last many centuries. This course provides an in-depth understanding of the fundamental laws of thermodynamics and their application to real-world systems. This course provides coverage for the broad range of learning outcomes that may be taught in introductory psychology courses. With the goal of supporting faculty in the selection of content for their courses

Course Objectives:

During this course, the student is expected to:

1. Learn about of science of psychology and subfields of psychology, scientific research in Psychology.
2. Study steam properties biological base of behaviour and Endocrine system
3. Learn about consciousness, Sleep, Dream and Hypnosis
4. Study steam motivation and emotional processes with its application

Course Outcomes:

At the end of this course, students will be able to:

1. Apply science of psychology, scientific research to solve Psychology problems.
2. Evaluate steam properties concept of biological base of behaviour and analyze the performance of psychological concept.
3. Apply knowledge of basic consciousness, Sleep, Dream and Hypnosis
4. Describe the motivation and emotional processes with its application

| Unit-1: Science of Psychology | No. of lectures-15 | Weightage:15 Marks |
|---|---------------------------|---------------------------|
| <ol style="list-style-type: none"> 1. Definitions of Psychology, Modern definition 2. History of Psychology 3. Major subfields of Psychology – Clinical Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, Experimental Psychology, Cognitive Psychology, Industrial/Organizational Psychology, Psychobiology and Evolutionary Psychology, Social Psychology 4. Research Methods in Psychology – a) Observation b) Survey c) Case studies d) Correlation e) Experimental Method | | |
| Unit-2: Biological Bases of Behavior | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. Neurons a) Basic structure b) Basic Functions 2. The Nervous System – a) Basic structure and functions: b) The nervous system: its major divisions 3. The Brain – a) Brain stem b) The hypothalamus c) Thalamus d) Limbic system e) The cerebral cortex 4. Endocrine system 5. Application of psychology – Madness and brain | | |

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|--|---------------------------|---------------------------|
| Unit-3: States of consciousness | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. Nature and definition of consciousness 2. Sleep – a) Stages of sleep b) Functions of sleep c) Sleep Deprivation d) sleep disorder 3. Dream a) Basic facts b) The functions and meaning of dream c) Day dreams 4. Hypnosis a) How it is done and who is susceptible to it b) Contrasting views about hypnosis nature (Theories) c) Applications of hypnosis | | |
| Unit 4: Motivation and Emotions | No. of lecture-15 | Weightage:15Marks |
| <ol style="list-style-type: none"> 1. Definitions of Motivation 2. Maslow’s Hierarchy of Need 3. Types of Motivation a) Hunger b) Sexual Motivation c) Aggressive Motivation d) Achievement Motivation e) Intrinsic Motivation 4. Emotion: a) Definition b) The nature of emotions c) Some contrasting views d) The biological basis of emotions e) External expression of emotions | | |

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| Text Books: | |
| 1. | Robert A Baron (2011): Psychology: 5 th edition, 11 th impression, New Delhi-Pearson Education |
| 2. | Robert S. Feldman (2002): Understanding Psychology 4 th edition (5 th Reprint), New Delhi, Tata-McGraw Hill Publishing Company Limited |
| Reference Books | |
| 1. | Lahey Benjamin B. (1998): Psychology an introduction, 14 th edition (6 th Reprint 2003) Tata McGraw Hill Education. |
| 2. | Saudric K. Ciccareli and Gleali F. Meyer (2012): Psychology: South Asian edition impression New Delhi –Pearson Education |
| 3. | Saudric K. Ciccareli and Gleali F. Meyer (2012): Psychology: South Asian edition impression New Delhi –Pearson Education |

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| 4. | Michael W. Passer, Ronald E. Smith : Psychology : The science of mind and behavior : Indian edition- McGraw Hill Education |
| 5. | Atkinson and Hilgards : Introduction to Psychology : 14 th edition, Thomson international edition |
| 6. | Morgan C.T. King, Weisz and Schopler (1994) : Introduction to Psychology 7 th edition , Tata McGraw Hill, International Edition |
| 7. | Pandit,Kulkarni,Gore(1999) : SamanyaManasshastra : Nagpur, Pimpalpure and Publishers |
| 8. | Sunil Sontakke, UttamraoBhosale, Anant Kulkarni (2007) : Samanya Manasshastra : Solapur, Aksharlene Prakashan |
| 9. | Dr. Nisha D, Mundada, Dr. ShashikantKhalane : PragatsamanyaManasshastra : Atharva Publications , second edition (2017) |



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

First Year B.A. (Psychology) Semester-I

Vertical : GE/OE (Generic Elective)

Course Code: G03-GE-OE-118

Course Name: Child Psychology

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| <p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p> | <p>*Examination Scheme</p> <p>UA:30Marks</p> <p>CA: 20 Marks</p> |
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Course Preamble: Child Psychology is course discusses the intricate workings of young minds and provides practical skills you can use to promote healthy and positive childhood development We go through the factors that influence children's behaviour and explain how the brain gets educated and trained through sensations We also trace the relationship between children's minds and their nervous systems.

Course Objectives:

During this course, the student is expected to:


1. Learn about of the students with physical, cognitive, social, personality development in Infancy early childhood
2. Study steam properties the students with physical, cognitive, social, personality development in Infancy middle childhood

Course Outcomes: At the end of this course, students will be able to:

1. Apply Understand the child nature and scope and theory of child psychology.
2. Evaluate steam Understand the physical, cognitive, social, personality development in child development.

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|---|---------------------------|---------------------------|
| Unit-1: Introduction to Child Psychology | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. Child psychology – Definition, nature and scope. 2. Need and importance of child psychology. 3. Theories of child development- Freud, Piaget, Erikson. 4. Research method in child psychology- a) Naturalistic and structured observation. b) Clinical case study c) Laboratory experiments. d) Psychosocial methods. | | |
| Unit-2: Child Developments | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. Nature of development 2. Difference between development and growth. 3. Domains of development- physical, cognitive, emotional and social. 4. Stages of development- Prenatal, infancy, early childhood | | |

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| Text Books: | |
| 1 | George Zgourides. (2000). Developmental Psychology. New York, IDG Books Worldwide, Inc. An International Data Group Company |
| 2 | Naima Khatoon (2012), Child psychology, Pearson Publication |
| Reference Books | |
| 1 | Neil J. Salkind. (2002). Child Development. USA, Macmillan Reference |
| 2 | Carol Brown. (2008). Developmental psychology. SAGE |
| 3 | Saudric K. Ciccareli and Gleali F. Meyer (2012): Psychology: South Asian edition impression New Delhi –Pearson Education |
| 4 | Brian Allen. (2006). Child Psychology. Global Media |
| 5 | Gillibrand, Rachel, Lam, Virginia, O'Donnell, Victoria L (2016). Developmental psychology. Pearson Education Limited |
| 6 | Paul B. Baltes, Hayne W. Reese, John R. Nesselroade (1977). Life-span Developmental Psychology: Introduction to Research Methods |

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|  <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p> | <p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur</p> <p align="center">First Year B.A. (Psychology) Semester-I</p> <p>Vertical : SEC</p> <p>Course Code: G03-SEC-116</p> <p>Course Name: Stress Psychology</p> |
| <p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p> | <p>*Examination Scheme</p> <p>UA:30Marks</p> <p>CA: 20 Marks</p> |

Course Preamble: Stress is a part of daily living and each individual responds to stress differently. Thus there's no "one size fits all" solution to managing stress, Stress management techniques can teach an individual healthier ways to cope with stress, help reduce its harmful effects, and prevent stress from spiraling out of control again in the future. The goal of stress management is not to eliminate all stress. This course aims to teach the student how to limit the harmful effects of stress while maintaining life's quality and vitality.

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| <p>Course Objectives:</p> <p>During this course, the student is expected to:</p> |
| <p>1. To introduce students to the stress and its effects</p> |
| <p>2. To acquaint the students with goals, and techniques of coping stress</p> |
| <p>Course Outcomes: At the end of this course, students will be able to:</p> |
| <p>1. Apply Understand the stress and its effects.</p> |
| <p>2. Evaluate steam Understand and applications of techniques of coping stress</p> |

| Unit-1: Understanding Stress and Effects of Stress | No. of lectures-15 | Weightage:15 Marks |
|--|---------------------------|---------------------------|
| 1. Definition of Stress: Nature and Meaning and General Adaptation Syndrome 2. Sources of Stress a)Daily Hassle b)Stressful Life Events c)Academic Stress d)Family and Relationship e) Occupational Stress d)Social Stressors 3. Psycho-physiological Consequences of Stress a)The Cardiovascular Disorders b)Allergies The Digestive System Disorders c) Stress and Recurrent Headache d)Stress and Ageing e)Stress and Cancer e)Stress and Acquired Immune Deficiency Syndrome (AIDS) 4. Measurement of Stress. | | |
| Unit-2: Coping With Stress | No. of lectures-15 | Weightage:15 Marks |
| 2.1. Goals of Coping 2.2. Benefits of Stress Management Training 2.3. Basic Techniques of Stress Management a) Medical Approach b) Behavioural Approaches to Stress Management c) Relaxation d) Meditation e) Transcendental Meditation (TM) f)Hypnosis g) Cognitive Approaches to Stress Management h)Systematic Desensitization i)(Cognitive Restructuring j)Rational-emotive Therapy (RET) 2.4. Self-development Approach 1. A)Assertiveness B).Time Management C). learning to be Happy | | |

| Text Books: | |
|------------------------|---|
| 1 | Ghosh, M.(2014). Health Psychology: Concepts in Health and Well-being. Delhi, Pearson Education |
| Reference Books | |
| 1 | Bengt B. Arnetz, Rolf Ekman, Arvid Carlsson. (2006). Stress in Health and Disease. Wiley-VCH |
| 2 | Dean Bartlett. (1998). Stress: Perspectives and Processes (Health Psychology). Open University Press |
| 3 | Dimatto, M.R.,Martin, R.M. (2012). <i>Health Psychology</i> . Fifth Impression, Pearson Education in South Asia |

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| 4 | Marks, D.F., Murray, M. Evans, B. and Estacio, E.V. (2011). <i>Health Psychology</i> . Sage Publication India Pvt Ltd |
| 5 | Ogden, Jane (2010). <i>Health Psychology A Text Book</i> . Tata McGraw Hill Education Private Ltd. Books for Reference |
| 6 | Paul T. P. Wong, Lilian C. J. Wong, W.J. Lonner. (2006). <i>Handbook of Multicultural Perspectives on Stress and Coping</i> . Springer |
| 7 | Peter Bourne (Eds.). (1969). <i>The Psychology and Physiology of Stress</i> . Academic Press |
| 8 | Sofia Azevedo. (ed.). (2013). <i>Psychology of Stress: New Research</i> , Nova Science Publishers |
| 9 | डॉ . अजित, चंदनशिवे.(२०२०). आरोग्य मानसशास्त्र, लुलू प्रकाशन, युएसए. |



**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur**

First Year B.A. (Psychology) Semester-II

Vertical : Vertical : DSC

Course Code: G03-0216

Course Name: Fundamental of Psychology

***Teaching Scheme**

Lectures:04 Hours/week,

Total Hours-60

04 Credits

***Examination Scheme**

UA:60Marks

CA: 40 Marks

Course Preamble: Fundamental of Psychology is an introduction to the systematic study of human behavior with an emphasis on the scientific method. Fundamentals of behavior, learning, conditioning, development, cognitive processes, Memory, Intelligence, personality, and psychopathology are among the content areas studied. Particular emphasis is placed on the use of the scientific method for the study of human nature. Students successfully completing the course will demonstrate a general understanding of the knowledge established in these areas, as well as the methods used by psychologists to acquire that knowledge

Course Objectives:

During this course, the student is expected to:

1. Prepare student understand intelligence and personality process
2. Acquaint student with learning and memory process

Course Outcomes: At the end of this course, students will be able to:

1. Clarify student with learning methods, Classical Conditioning and Some basic Principles- Acquisitions
2. Teach student Stages of Memory and Forgetting, Causes of Forgetting.

3. Study steam Theories of intelligence and Measurement of Intelligence


4. Clarify student Theories of personality and Measuring Personality

| Unit-1: Learning | No. of lectures-15 | Weightage:15 Marks |
|--|---------------------------|---------------------------|
| <p>1. Definitions of learning a) Learning methods: Trial and error, Insight, Latent, Observational</p> <p>2. Classical conditioning a) Pavlov’s early work on Classical Conditioning b) Some basic Principles- Acquisitions c) Applications of Classical conditioning principles to human behavior</p> <p>3. : Operant Conditioning: a) Thorndike’s Law of effect b) Skinners basic Operant Conditioning</p> <p>c)Nature of Operant Conditioning, Some basic principles of Operant conditioning, Shaping and Chaining, Role of rewards and effect of procrastinations, d) Schedule of reinforcement, Concurrent schedule of reinforcement and the matching law, e) stimulus control of behavior.f)Applications of Operant Conditioning to human behavior</p> | | |
| Unit-2: Memory and forgetting | No. of lectures-15 | Weightage:15 Marks |
| <p>1. Definition and process of memory</p> <p>2. Stages of Memory –a)Sensory Memory b) Short term (Working) memory c) Long term memory d) Types of long-term Memory – Declarative, procedural, Semantic, Episodic, Implicit, Explicit, Flashbulb and Autobiographical memory</p> <p>3. Forgetting a) Ebbinghaus and forgetting curve</p> <p>4. Causes of Forgetting – Encoding failure, Decay theory, Interference theory</p> | | |
| Unit-3: Intelligence | No. of lectures-15 | Weightage:15 Marks |
| <p>1. Definition and theories</p> <p>2. Theories of intelligence a) Gardner’s intelligence of multiple Intelligence b) Sternberg’s Triarchik theory: The value of practical intelligence c) Cattell’s Theory of Fluid and Crystallized Intelligence</p> <p>3. Measurement of Intelligence</p> <p>4. Extremes of intelligence a) Intellectually gifted</p> | | |

| Unit-4: Personality | No. of lectures-15 | Weightage:15 Marks |
|---|---------------------------|---------------------------|
| <ol style="list-style-type: none"> 1. Definition of personality 2. Psychoanalytic approach a) Freuds theory of Personality b) Jungs c) Karen Horney and Alfred Adler 3. Humanistic Theories – a) Rogers self-theory b) Maslow theory of personality 4. Trait Theories – a) Allport and Cattell b) The “Big Five” factor Measuring Personality, a) Self report Test b) Projective Measures | | |

| Text Books: | |
|------------------------|--|
| 1 | Robert A Baron (2011): Psychology: 5 th edition, 11 th impression, New Delhi-Pearson Education |
| 2 | Robert S. Feldman (2002): Understanding Psychology 4 th edition (5 th Reprint), New Delhi, Tata-McGraw Hill Publishing Company Limited |
| Reference Books | |
| 1 | Lahey Benjamin B. (1998): Psychology an introduction, 14 th edition (6 th Reprint 2003) Tata McGraw Hill Education |
| 2 | Saudric K. Ciccareli and Gleali F. Meyer (2012): Psychology: South Asian edition 5 th impression New Delhi –Pearson Education |
| 3 | Michael W. Passer, Ronald E. Smith: Psychology: The science of mind and behavior : Indian edition- McGraw Hill Education |
| 4 | Atkinson and Hilgards : Introduction to Psychology : 14 th edition, Thomson international edition |
| 5 | Morgan C.T. King, Weisz and Schopler (1994): Introduction to Psychology 7 th edition, Tata McGraw Hill, International Edition |
| 6 | Hirve, Tadsare : samanyaManasshastra : Kolhapur, PhadakePrakashan |

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| 7 | Pandit,Kulkarni,Gore(1999) : Samanya Manasshastra : Nagpur, Pimpalpure and Publishers |
| 8 | Sunil Sontakke, UttamraoBhosale, Anant Kulkarni (2007) : Samanya Manasshastra : Solapur, Aksharlene Prakashan |
| 9 | Dr. Nisha D, Mundada, Dr. Shashikant Khalane : Pragatsamanya Manasshastra : Atharva Publications , second edition (2017 |

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|  <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p> | <p>Punyashlok Ahilyadevi Holkar Solapur University, Solapur</p> <p>First Year B.A. (Psychology) Semester-I</p> <p>Vertical : GE/OE (Generic Elective)</p> <p>Course Code: G03-GE-OE-217</p> <p>Course Name: Sport Psychology</p> |
| <p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p> | <p>*Examination Scheme</p> <p>UA:30Marks</p> <p>CA: 20 Marks</p> |


Course Preamble: Sports psychology is a generic/open elective field that applies psychological principles and concepts to the domain of sports, including coaching, teaching, and athletic performance. It entails the study of how psychology influences sports, athletic performance, exercise, and physical activity. Sports psychology seeks to optimize the performance and well-being of athletes, address developmental and social aspects of sports participation, and tackle systemic challenges associated with sports settings and organizations ..

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| <p>Course Objectives:</p> <p>During this course, the student is expected to:</p> |
| <p>3. To introduce students to the Sport psychology</p> |
| <p>4. To acquaint the students with goals, and Sport team as effective group</p> |
| <p>Course Outcomes: At the end of this course, students will be able to:</p> |
| <p>1. Student can understand what is sport psychology, and role of sport psychologist..</p> |
| <p>2. Student can understand team work and mental health in sport performance</p> |

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| Unit-1: Understanding Sport Psychology. | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. Sport psychology- Definition and Nature 2. Brief history of sport psychology. 3. Role of psychologist in sport. 4. High sport performance and sport psychology. . | | |
| Unit-2: Understanding Sport Psychology | No. of lectures-15 | Weightage:15 Marks |
| <ol style="list-style-type: none"> 1. The nature of Group and group dynamic 2. Cohesion and leadership in sport 3. Communication and conflict resolution 4. Building team culture | | |

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| Text Books: | |
| 1 | Andersen. M. B. (2005). Sport psychology in practice. Human Kinetics |
| 2 | Jean,M.Williams.(2001). Applied Sport Psychology, Mayfield Publishing Company, California |
| Reference Books | |
| 1 | Brewer, B. W. (Ed.). (2009). Sport psychology. Oxford, UK: Wiley-Blackwell |
| 2 | Cox, R. H. (1998). Sport psychology: concepts and applications (No. Ed. 4). McGraw-hill. |
| 3 | Gurbakhsh S. Sandhu (2002). Psychology in Sports - A Contemporary Approach, Friends Publishers, New Delhi |
| 4 | Jarvis, M. (2006). Sport psychology: A student's handbook. Routledge |
| 5 | John Wiley & Sons, Inc. Arnold LeUnes (2011). Introducing Sports Psychology - A practical Guide,Icon book Publication |
| 6 | Matt Jarvis (2006). Sports Psychology -A student's Handbook, Routledge Publication |

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| 7 | Tenenbaum. G. & Eklund, R. C. (Eds.). (2007). Handbook of sport psychology. John Wiley&sns. |
| 8 | Williams, J. M. E. (1993). Applied sport psychology: Personal growth to peak performance. Mayfield Publishing Co. |
| 9 | Rajendra Y. Deshmukh (2022): sport psychology. Satyam publishers and distributors, Jaipur |
| 10 | Aalegaokar P.M. (1994): Pragat krida mansashastra , Continental publication , Pune |

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|  <p>पुण्यश्लोक अहिल्यादेवी होळकर सोलापूर विद्यापीठ ॥ विद्यया संपन्नता ॥ NAAC Accredited-2022 'B++' Grade (CGPA-2.96)</p> | <p align="center">Punyashlok Ahilyadevi Holkar Solapur University, Solapur</p> <p align="center">First Year B.A. (Psychology) Semester-I</p> <p>Vertical : SEC(Skill Enhancement Courses)</p> <p>Course Code: G03-SEC-216</p> <p>Course Name: Leadership Development</p> |
| <p>*Teaching Scheme</p> <p>Lectures:02 Hours/week,</p> <p>Total Hours-30</p> <p>02 Credits</p> | <p>*Examination Scheme</p> <p>UA:30Marks</p> <p>CA: 20 Marks</p> |

Course Preamble: Leadership Development a process of social influence in which one person can enlist the help and support of others in the accomplishment of a common goal. Some regard a leader as merely someone who is followed or directed by others, whereas others define leadership as "getting a group of people together to achieve a shared objective." Traits, situational interactions, and behaviors vary from culture to culture. Leadership development deepens your knowledge of core business operations and broadens your understanding of today global marketplace

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| <p>Course Objectives:</p> <p>During this course, the student is expected to:</p> |
| <p>1. To introduce students to the Leadership development, leadership and Decision Making</p> |
| <p>2. To introduce students to the Characteristics of leadership</p> |
| <p>Course Outcomes: At the end of this course, students will be able to:</p> |
| <p>1. Student can understand the concept, theories and practical strategies of leadership</p> |
| <p>2. Students can learn how to communicate their view, provide constructive feedback and listen actively to their team members</p> |

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|---|---------------------------|---------------------------|
| Unit-1: Introduction to Leadership. . | No. of lectures-15 | Weightage:15 Marks |
| 1. Leadership – Nature and Definition 2. Fiedler’s Contingency model 3. Characteristics of leader 4. Leadership styles or types of leadership. . | | |
| Unit-2: Leadership-Functions and Skills | No. of lectures-15 | Weightage:15 Marks |
| 1. Functions of leaders. 2. Specific leadership skills. 3. Leadership through power. 4. Leadership and vision. 5. Leadership through persuasion | | |

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| Text Books: | |
| 1 | Gadekar, Rasal, Derekar & Dhormare, 2015, Industrial and organizational psychology, Marathi edition, Dimond publication |
| 2 | Aalegaokar P.M. (1994): Pragat krida mansashastra , Continental publication , Pune |
| Reference Books | |
| 1 | Alan, Cutler. (2014). Leadership psychology. |
| 2 | Holton, G. (eds) (1961). Excellence and Leadership in a democracy. New York: Columbus University Press. |
| 3 | Lord, R.G. & Maher, K.J. (1991). Leadership and information processing: Linking perception and performance. London, UK: Unwin Hyman Ltd |
| 4 | ढोरढारे अढुढन्यु रल. (२०२०). सलढलक ढलनसशलसुर ढुणे, रलकहंस ढुरकलशन |
| 5 | इढलनदलर, गलडेकर, ढलटील अनलतल (२०१९). सलढलक ढलनसशलसुर ढुणे,डलयढंड |

EQUIVALENT SUBJECTS FOR OLD SYLLABUS

**Name of the Course: - B.A. Part-I Psychology (Semester-I & II)
w.e.f. -2024-25.**

| Sr. No. | Paper No. & Name of the Old Paper | Paper No. & Name of the New Paper |
|----------------|---|--|
| 1 | Paper No. I, Semester-I General Psychology Paper No. I, Semester-I | Paper No. DSC-I, Semester-I Modern General Psychology |
| 2 | Paper No. II, Semester-II Modern Psychology Paper No. II, Semester-II | Paper No. DSC-II, Semester-II Fundamental of Psychology |

Evaluation Pattern- 04 Credits Paper

| Nature of Assessment | Total Marks | Passing Marks |
|-----------------------------|--------------------|----------------------|
| CA* | 40 | 16 |
| UA | 60 | 24 |

Evaluation Pattern- 02 Credits Paper

| Nature of Assessment | Total Marks | Passing Marks |
|-----------------------------|--------------------|----------------------|
| CA* | 20 | 08 |
| UA | 30 | 12 |

***Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report / Case Study etc. Choice of Subject Teacher.**

Nature of Question Paper Pattern: - 04 Credits Paper
As per NEP-2020 Structure for UG Course w.e.f.-2024-25.

Time-2.30 hours

Marks-60

Question No. 1 Choose the correct alternative.

12

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)

Question No. 2 Write short answers (Any four)

12

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Question No.3 Write short answers (Any Two)

12

1)

2)

3)

4)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

1)

2)

Question No. 5 Write the details answer (Broad answer type question)

12

Nature of Question Paper Pattern: - 02 Credits Paper
As per NEP-2020 Structure for UG Course w.e.f.-2024-25.

Time-1.30 hours

Marks-30

Question No. 1 Choose the correct alternative.

06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question No. 2 Write short answers (Any Two)

06

- 1)
- 2)
- 3)
- 4)

Question No. 3 Write short answers / Short note.

06

- 1)

Question No.4 Write the detail answer (Broad answer type question) (Any one) **12**

- 1)
- 2)