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शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र
दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७
वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in

संदर्भ : जा.क्र./शिवाजी वि./अ.मं./३४१ दि.१९/०६/२०२४

प्रति,

मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : बी. ए. भाग ३ च्या अभ्यासक्रमाबाबत...
संदर्भ : या कार्यालयाचे पत्र क्र.२२४ दि.१२/०४/२०२४

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरुन आपणास आदेशान्वये कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 1.0) नुसार शैक्षणिक वर्ष २०२४—२५ पासून लागू करण्यात आलेल्या बी. ए. भाग ३ च्या खालील विषयांच्या अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेल्या आहेत.

Marathi	Kannada	Sanskrit	Urdu	Ardhamagadhi	Psychology	Geography

सदर विषयांच्या अभ्यासक्रमांच्या प्रती जोडल्या आहेत. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आल्या आहेत.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावेत ही विनंती.

कळावे,

आपला विश्वासू,

(डॉ. एस. एम. कुबल)
उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत : माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

अधिष्ठाता, मानवविज्ञान विद्याशाखा	पात्रता विभाग
अध्यक्ष, सर्व अभ्यास व अस्थायी मंडळे	पी.जी. सेमिनार विभाग
संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	पी.जी. प्रवेश विभाग
परिक्षक नियुक्ती ए व बी विभागास	संलग्नता टी. १ व टी २ विभाग
दूरस्थ व ऑनलाईन शिक्षण विभाग	नॅक विभाग
संगणक केंद्र/आय. टी. सेल विभागास	बी. ए. परीक्षा विभागास

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दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४, २६०९४८७
वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in

Ref. No./SU/BOS/Humanities/224 Date :12/04/2024

To,
The Principal,
All Concerenced Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part III (sem. V & VI) degree programme under the Faculty of Humanities as per National Education Policy, 2020 (NEP 1.0)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part III (Sem. V & VI) under the Faculty of Humanities as per National Education Policy, 2020. (NEP 1.0)

English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhamagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	English Comp.
Defence Study (Entire)				

This syllabi shall be implemented from the academic year 2024-25 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2024 & March/ April, 2025. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,

Encl : As above

(Dr. S. M. Kubal)
Dy. Registrar

Copy to, For Information and necessary action.

Dean, Faculty of Humanities.	Distance Education Section.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	P. G. Admission Section.
B. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assorance Cell	Computer Center/I. T. Cell.

SHIVAJI UNIVERSITY, KOLHAPUR.

Established: 1962

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Revised Syllabus For

B.A. Part-III

NEP-2020 with
Choice Based Credit System
(CBCS)

Psychology

Syllabus to be implemented from
June, 2024 onwards.

Shivaji University, Kolhapur
Revised Syllabus NEP-2020 (CBCS)
For Bachelor of Arts (B.A. Part- III)
Semester –V
Paper- VII to XI

1. TITLE: Subject Psychology
Optional under the Faculty of Humanities

2. YEAR OF IMPLEMENTATION: - New/Revised Syllabus NEP-2020 (CBCS) will be implemented from June, 2024 onwards.

3. PREAMBLE:-

The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.

4. GENERAL OBJECTIVES OF THE COURSE/ PAPER/: (As applicable to the Degree /Subject- Paper concerned)

1) To make students familiar with the field of cognitive psychology.
2) To make aware students with the field of research in psychology.
3) To make students familiar with the various psychological disorders.
4) To acquaint the students with Current Trends in Psychology.
5) To make students familiar with experiments and testing methods.

5. DURATION

- The course shall be a full-time course.
- The duration of course shall be of Three years.

6. PATTERN:-

Pattern of Examination will be Semester.

7. FEE STRUCTURE: - (as applicable to regular/self supporting course) As per Government / University rules/norms.

8. ELIGIBILITY FOR ADMISSION:-

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

9. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned.)

10. INTERNAL ASSESSMENT

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ pannel discussion / Review of books, movies, websites etc.

11. STRUCTURE OF COURSE:

(Note –The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.)

THIRD YEAR SEMESTER V (NO. OF PAPERS 05)

Sr. No.	Course	Course Code	Theory Marks	Practical Marks	Internal Marks	Total Marks
1	**Cognitive Psychology**	**DSE – E –86**	40	--	10	50
2	**Research Methodology**	**DSE – E –87**	40	--	10	50
3	**Psychopathology**	**DSE – E –88**	40	--	10	50
4	**Recent Trends in Psychology**	**DSE – E –89**	40	--	10	50
5	**Practical: Experiments & Psychological tests**	**DSE – E –90**	--	40	10	50
6	**Stress Management Techniques and Practices**	**SEC – V**	25	--	--	25
Total			185	40	50	275

12. SCHEME OF TEACHING AND EXAMINATION:-

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

THIRD YEAR / SEMESTER – V Scheme of Teaching and Examination

Sr. No.	Course	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	**Cognitive Psychology**	4			4	40	---	10	50
2	**Research Methodology**	4			4	40	---	10	50
3	**Psychopathology**	4			4	40	---	10	50
4	**Recent Trends in Psychology**	4			4	40	---	10	50
5	**Practical: Experiments & Psychological tests**	-		8*	8*	--	40	10	50
6	**Stress Management Techniques**	2			2	25	--	--	25

	and Practices								
Total		18	-	8*	26	185	40	50	275

*** Two practical's of four periods each per week per batch consisting of 10 students.**

Scheme of Examination

- The examination shall be conducted at the end of each term.
- The Theory/Practical paper shall carry 40 marks.
- The evaluation of the performance of the students in theory papers shall be on the basis of Semester Examination of 40 marks.
- Question Paper of Theory will be set in the view of the /in accordance with the entire Syllabus and preferably covering each module of syllabi.

STANDARD OF PASSING:-

As Prescribed under rules & regulation for each degree/ programme.

NATURE OF QUESTION PAPER AND SCHEME OF MARKING (Theory):- Total Marks: 40

Que.1. Multiple Choice Questions 5 marks
Que.2. Short Notes (Any three out of five) 15 marks
Que.3. A) Essay Type Questions 10 marks
Or
B) Essay Type Questions
Que.4. A) Essay Type Questions 10 marks
Or
B) Essay Type Questions

EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)

Old Course	New Course
Introduction to Cognitive Psychology	**Cognitive Psychology**
Cross cultural Psychology	**Research Methodology**
Introduction to Psychopathology	**Psychopathology**
Current Trends in Psychology	**Recent Trends in Psychology**
Practical: Experiments	**Practical: Experiments & Psychological tests**

SHIVAJI UNIVERSITY, KOLHAPUR
REVISED SYLLABUS FOR
B.A. (Part - III)
NEP-2020 (Choice Based Credit System)
(Introduced from June, 2024 onwards)
COGNITIVE PSYCHOLOGY
SEMESTER-V

(i) Paper VII
(ii) Title of Paper **:** Cognitive Psychology (**DSE – E –86**)
(iii) Learning Objectives **:** This paper has four main learning objectives. Upon successful completion of the course students should:

1. Develop a comprehensive grasp of fundamental concepts and research techniques in cognitive psychology.
2. Acquire a profound understanding of the fundamental processes involved in visual and motion perception.
3. Explore the concept of attention and its impact on performance.
4. Attain a deep understanding of the intricate processes underlying memory.

(iv) Modules	**No of Hours**	**No. of Credits**
Module 1: Approaches to Human Cognition	15	01
Module 2: Visual and motion perception	15	01
Module 3: Attention and performance	15	01
Module 4: Memory	15	01

(v) Recommended Reading:

a) Basic Reading:

1. Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology A Student's Handbook (8th Ed.). Psychology Press (27 Church Road, Hove, East Sussex BN3 2FA) and Psychology Press (711 Third Avenue, New York, NY 10017). ISBN: 978-1-13848-221-0 (hbk) ISBN: 978-1-13848-223-4 (pbk) ISBN: 978-1-35105-851-3 (ebk)

b) References:

1. Eysenck, M., & Keane, M. (2015). Cognitive Psychology A Student's Handbook (7th Ed.). Psychology Press, (Taylor and Francis): New York.
2. Galotti, Kathleen M. (1999). “Cognitive Psychology In and Out of the Laboratory”, Second Edition, New York: Books / Cole, Wadsworth. (3rd Reprint, 2004).

SHIVAJI UNIVRSITY,KOLHAPUR

B.A. (Part - III)

NEP-2020 (Choice Based Credit System)

(Introduced from June, 2024 onwards)

COGNITIVE PSYCHOLOGY

SEMESTER-V

Paper : VII

Module 1. Approaches to human cognition

1.1 Introduction

1.2 Cognitive psychology and cognitive neuropsychology

1.3 The cognitive neuroscience: the brain in action

1.4 Computational cognitive science

Module 2. Visual and motion perception

2.1 Basic process in visual perception

- a) Vision and the brain

2.2 Motion perception and action

- a) Direct perception
- b) Perception of human motion
- c) Change blindness

Module 3. Attention and performance

3.1 Focused auditory attention

3.2 Focused visual attention

3.3 Divided attention: dual task performance

3.4 Automatic processing

Module 4. Memory

4.1 Short-term vs long-term memory

- a) Multi-store model
- b) Unitary-store model

4.2 Working memory

4.3 Long term memory system

- a) Declarative memory
  - i) Episodic memory
  - ii) Semantic memory
- d) Non declarative memory
  - i) Priming or repetition priming
  - ii) Procedural memory or skill learning

SHIVAJI UNIVERSITY, KOLHAPUR
REVISED SYLLABUS FOR
B.A. (Part - III)
NEP-2020 (Choice Based Credit System)
(Introduced from June, 2024 onwards)

RESEARCH METHODOLOGY
SEMESTER-V

(iv) Paper VIII

(v) Title of Paper **:** Research Methodology (**DSE – E –87**)

(vi) Learning Objectives **:** This paper has four main learning objectives. Upon successful completion of the course students should:

1. Develop a comprehensive grasp of fundamental concepts and research techniques in psychology.
2. Acquire a profound understanding of the fundamental processes involved in research in psychology.
3. Explore the concept of research design, variables, and hypotheses.
4. Attain a deep understanding of the tools for data collection and analysis in psychological research.

(iv) Modules	**No of Hours**	**No. of Credits**
Module 1: Introduction to Research	15	01
Module 2: Research Design	15	01
Module 3: Variables and Hypotheses	15	01
Module 4: Tools for Data Collection and Analysis	15	01

Book for Study:

1. Pande, P. and Pande Minu (2015). Research Methodology: Tools and Techniques, Romania: Bridge Centre, ISBN: 978-606-93502-7-0

Books for Reference:

1. Best, J.W. and Kahn, J.W. (2017). Research in Education, Twelfth Edition, New Delhi: Prentice Hall INC
2. Kumar, R. (2017). Research Methodology: A step By Step Guide for Beginners, New Delhi: Sage Publication India Pvt. Ltd.
3. Madan, P. Palival, V. and Bhardwaj, R. (2010). Research Methodology, New Delhi: Global Vision Publishing House.
4. कुमार, आर. (२०१७). संशोधन पद्धती: नवोदिताकररता क्रमवार मार्गदर्शक, नवी दिल्ली: सेज पब्लिकेशन

SHIVAJI UNIVERSITY, KOLHAPUR

B.A. (Part- III)

NEP-2020 (Choice Based Credit System)

(Introduced from June, 2024 onwards)

RESEARCH METHODOLOGY

SEMESTER-V (**DSE – E –87**)

Paper-VIII

Module 1: Introduction of Research

1.1 a) Meaning of Research
b) Definitions of Research
1.2 a) Purpose of Research
b) Characteristics of Research
1.3 Types of Research
1.4 Research Process

Module 2: Research Design

2.1 a) Definition of Research Design
b) Purpose of a Research Design
C) Characteristics of good Research Design
2.2 a) Definitions of the Problem
b) Identification of a Research Problem
2.3 The sources of the Research Problem
2.4 a) Statement of Problem
b) Evaluation of the problem

Module 3: Variables and Hypothesis

3.1 Meaning and Types of Variables
3.2 a) Definitions of Hypothesis
b) Nature of Hypothesis
c) Functions of Hypothesis
d) Importance of a Hypothesis
3.3 a) Forms of Hypothesis
b) Formulation of Testable Hypothesis
3.4 Sampling
a) Population
b) Assumptions of Sampling
c) Need of Sampling
d) Advantages and Disadvantages or Limitations of Sampling

Module 4: Tools of Data collection and Data Analysis

4.1 Questionnaire

a) Characteristics of a Good Questionnaire

b) Merits and Demerits of Questionnaire

4.2 The Interview

a) Characteristics of an Interview

b) Merits and Disadvantages of Interview

4.3 Purpose and Functions of Data Analysis

4.4 Statistical Calculations

a) Measures of Central Tendency: Mean

b) Measures of Variability: Standard Deviation (S.D.)

C) Measures of Relationship: Pearson's Product Moment Correlation

d) Significance of Difference of Means: Student 't' test

Continuous Internal Assessment (CIE) (10 Marks):

It will be carried out by the concerned teacher. There is a research project for this paper called Continuous Internal Assessment for 10 marks. There should be a minimum of 25 pages and 60 participants in this research process

SHIVAJI UNIVERSITY, KOLHAPUR
REVISED SYLLABUS FOR
B.A. (Part - III)
NEP-2020 (Choice Based Credit System)
(Introduced from June, 2024 onwards)

Semester – V Course Code: DSE – E –88

i) Paper No. IX

ii) Title of Paper : PSYCHOPATHOLOGY

iii) Specific Objectives :

1) To make the students familiar with the field of Psychopathology.
2) To acquaint students with various perspectives of Psychopathology.
3) To make the students understand Anxiety and Obsessive-Compulsive Disorder.
4) To acquaint students with Mood Disorders and Suicide.

iv) Module	**No. of Credits**
Module - 1: Psychopathology: An Overview	01
Module - 2: Perspectives of Psychopathology	01
Module - 3: Anxiety and Obsessive-Compulsive Disorder	01
Module - 4: Mood Disorders and Suicide	01

v) Recommended Reading:

a) Book for Study:

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 17th edition, Pearson Education Inc.

b) Books for Reference:

Butcher, J. N., Hooley, J. M. and Mineka, S. (2018). Abnormal Psychology. 16th edition, Pearson Education Inc.

Carson, R. C., Butcher, J. N. and Mineka, S. (1996). Abnormal Psychology and Modern Life. 10th edition, New York: Harper Collins

Comer, R. J. (2013). Abnormal Psychology. 8th edition, New York: worth Publishers.

Sarason, I. G. And Sarason, B. R. (2009). Abnormal Psychology: The Problem of Maladaptive Behaviour. 11th edition, Delhi : Pearson Education (Singapore) Pvt. Ltd., (First Impression – 2007)

Shivaji University, Kolhapur
B. A. (Part - III)
NEP-2020 (Choice Based Credit System)
(Introduced from June, 2024 onwards)

PAPER- IX: PSYCHOPATHOLOGY
DSE – E 88

Module 1: Psychopathology: An Overview

1.1 Indicators of Abnormality
- A) Subjective Distress
- B) Maladaptiveness
- C) Statistical deviancy
- D) Violation of the Standards of Society
- E) Social Discomfort
- F) Irrationality and Unpredictability
- G) Dangerousness

1.2 The DSM – 5 and the Definition of Mental Disorder

1.3 Classification and Diagnosis
- A) Advantages and Disadvantages of Classification
- B) How can we reduce prejudicial attitudes toward people who are mentally ill

1.4 How common are Mental Disorders
- A) Prevalence and Incidence
- B) Prevalence estimates for Mental Disorders
- C) The Global burden of disease
- D) Treatment
- E) Mental Health Professionals

Module 2: Perspectives of Psychopathology

2.1 The Biological Perspective
- A) Genetic Vulnerabilities
- B) Brain Dysfunction and Neural Plasticity
- C) Imbalances of Neurotransmitters and Hormones
- D) Temperament

2.2 The Freud's Psychoanalytic Perspective
- A) The Structure of Personality
- B) Defense Mechanisms
- C) Psychosexual Stages of Development
- D) The Oedipus complex and the Electra complex

2.3 The Behavioural Perspective
- A) Classical Conditioning
- B) Operant Conditioning

C) Generalization and Discrimination
D) Observational Learning

2.4 The Social Perspective
A) Early Deprivation or Trauma
B) Problems in Parenting Style
C) Marital Discord and Divorce
D) Low Socio-economic Status and Unemployment

Module 3: Anxiety and Obsessive-Compulsive Disorder

3.1 Anxiety Disorders
A) Specific Phobia
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments
B) Social Phobia
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments
C) Agoraphobia (Panic Disorder)
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments
D) Generalized Anxiety Disorder
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments

3.2 Obsessive-Compulsive Related Disorder
A) Obsessive-Compulsive Disorder
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments
B) Body Dysmorphic Disorder
i) Prevalence, Age of Onset and Gender Differences
ii) Causal Factors
iii) Treatments

Module 4: Mood Disorders and Suicide

4.1 Unipolar Depressive Disorders
A) Major Depressive Disorder
B) Persistent Depressive Disorder
C) Causal Factors
i) Biological Causal Factors
ii) Psychological Causal Factors

4.2 Bipolar and Related Disorders

A) Cyclothymic Disorder
B) Bipolar Disorders (I and II)
C) Causal Factors
    i) Biological Causal Factors
    ii) Psychological Causal Factors

4.3 Treatments of Mood Disorders

A) Pharmacotherapy
B) Alternative Biological Treatments
C) Psychotherapy

4.4 Suicide

A) Psychological Disorder
B) Factors Associated with Suicide
C) Theoretical Models of Suicidal Behaviour
D) Suicide Prevention and Intervention

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October 2024 and April 2025 for the benefit of repeater students.)

SHIVAJI UNIVERSITY, KOLHAPUR

B.A. (PART III)

NEP-2020 (Choice Based Credit System)

(Implemented From June, 2024 Onwards)

SEMESTER- V

Course Code: DSE – E –89

i. Paper X

ii. Title of paper : RECENT TRENDS IN PSYCHOLOGY

iii. Specific Objectives :

1. To acquaint students with emerging new trends in Psychology
2. To make students aware of health risk behaviour and their causes
3. To sensitize students, recognize developmental factors related to criminal behaviour
4. To understand psychological, family and social influences in development of criminality
5. To introduce work carried out in the field of cyber psychology
6. To learn about psychological processes behind digital Usage, cyber bullying, gaming and gambling
7. To make students aware of online crimes such as scams, fraud, illegal downloads etc.

iv.	**Module**	**No. of credits**
	Module- 1: Health Psychology	01
	Module- 2: Criminal Psychology	01
	Module- 3: Cyber Psychology – I	01
	Module- 4: Cyber Psychology - II:	01

v. Recommended reading

a) Basic Reading:

Bartol, Curt R. and Bartol Anne M. (2017): Criminal Behavior: A Psychological Approach; Pearson Education, Inc., US; Eleventh Edition, 2017 (ISBN-13: 978-1-292-15771-9, ISBN-10: 1-292-15771-2) **(For Module II)**

Morrison Val and Bennett Paul (2016): An Introduction to Health Psychology; Pearson Education Limited; Fourth edition, 2016(ISBN: 978-1-292-00313-9; ISBN: 978-1-292-00314-6; ISBN: 978-1-292-12944-0) **(For Module I)**

Whitty, Monica Therese and Young, Garry (2017). Cyber Psychology: The Study of Individuals, Society and Digital Technologies; British Psychological Society and John Wiley & Sons, Ltd.; First Edition; 2017(ISBN 9780470975626; ISBN 9781118321126) **(For Module- III and IV)**

b) References:

Connolly Irene, Palmer Marion, Barton Hannah, Kirwanitle Grainne (Ed.) (2016). An Introduction to Cyber Psychology; Routledge Pub; First Edition; 2016 (ISBN: 131758452X, 9781317584520)

Durrant, Russil (2018). An Introduction to Criminal Psychology; Routledge Taylor & Francis Pub., London; Second Edition, 2018 (ISBN: 978-1-138-65095-4; ISBN: 978-1-138-65096-1; ISBN: 978-1-315-62504-1)

Ogden J. (2012): Health Psychology - A Textbook; McGraw Hill Open University Press; Fifth edition; 2012 (ISBN 13:978 0 335 243839; ISBN 10: 0 335 243835)

SHIVAJI UNIVERSITY, KOLHAPUR
B.A. (PART III)
NEP-2020 (Choice Based Credit System)

(Implemented from June, 2020 Onwards)

SEMESTER V

Course Code: DSE – E –89

PAPER X: RECENT TRENDS IN PSYCHOLOGY

MODULE 1: Health Psychology: Health-Risk Behavior

1.1 What is Health Behavior?

1.2 Smoking, Drinking and Illicit Drug Use

1.3 Unprotected Sexual Behavior

1.4 Obesity

MODULE 2: Criminal Psychology: Origins of Criminal Behavior and Developmental Risk Factors

2.1 Social Risk Factors:

a. Peer Rejection and Association with Antisocial Peers

2.2 Parental and Family Risk Factors

a. Parental Styles and Practices

c. Parental Monitoring

d. Parental Psychopathology

2.3 Psychological Risk Factors

a. Lack of Attachment

b. Lack of Empathy

c. Attention Deficit Hyperactivity Disorder and ADHD - Criminal Behavior link

d. Conduct Disorder

e. Oppositional Defiant Disorder

MODULE 3: Cyber Psychology - I: Digital Usage, Cyber bullying, Gaming and Gambling

3.1 Children's and teens' use of digital technologies

a. Internet usage

b. Digital technologies: Harmful or empowering for young people?

c. Illegal content and illegal activities

3.2 a. Cyber bullying and cyber-harassment

b. Scams, Children and Teens

3.3 a. Activism

b. Radicalization

3.4 Online Gaming and Gambling

a. Internet addiction

b. Internet Gaming addiction

c. Aggressive video games

d. Games for learning

MODULE 4: Cyber Psychology - II: Online Crimes (Scams, Fraud and Illegal Downloads)

4.1 a. Phishing and Vishing

b. Why are people tricked by phishing?

4.2 Mass-Marketing Fraud

a. Cognitive and Motivational Errors

b. What type of person tends to be susceptible to Mass-Marketing Fraud (MMF)?

4.3 a. Stages involved in the online dating romance scam

b. Illegal downloads

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2024 and April, 2025 for the benefit of repeater students.)

SHIVAJI UNIVERSITY,KOLHAPUR

REVISED SYLLABUS FOR
B.A. (Part III)
NEP-2020 (Choice Based Credit System)
(Introduced from June, 2024 onwards)
SEMESTER-V
Course Code -DSE-E-90

(1) Paper XI
(ii) Title of Paper: PRACTICAL-EXPERIMENTS & PSYCHOLOGICAL TESTS
(iii) Specific Objectives:
1) To make the students familiar with psychological experiments.
2) To familiar with conducting Psychological Test and its reports
3) To impart the knowledge and skills for conducting experiments and writing their reports.

(iv) Recommended Reading:
a) Basic Reading:

Anastasi, Anne and Urbina, Susana, (1997). Psychological Testing, Seventh Edition (2003), New Delhi: Prentice-Hall of India Pvt. Ltd.,

Kothurkar, and Vanarase (1986). Experimental Psychology: A Systematic Introduction, New Delhi: Wiley Eastern Ltd.

Postman, L. and Egan J. P. (1949). Experimental Psychology: An Introduction, New Delhi: Kalyani Publishers.

b) References:

Nimbalkar, K. (2014): Maanshastriye Prayog Va Parikshan, Wardha: Psychoscan Publication.

Deshpande, Sudhakar (1980): Manasashastriya Prayog, Pune: Continental Prakashan.

Vanarase, S.; Gogate, S. ani Vanarase, Shyamala (1976). Manasashastriya Prayog Pune: Vinus Prakashan.

B. A. PART-III
NEP-2020 (Choice Based Credit System)
(Implemented from June, 2024 onwards)
SEMESTER-V
Course Code -DSE-E-90

PRACTICAL-EXPERIMENTS & PSYCHOLOGICAL TESTS

List of Experiments (Any two):

1. Span of Attention
2. Division of Attention
3. Reaction Time
4. Serial Position Effect in Learning
5. Recall and recognition
6. Effect of Meaningfulness on Learning
7. Transfer of Training
8. Level of Aspiration
9. Massed Vs. Distributed Method of Learning
10. Short Term Memory

11 Problem Solving

12. Maze Learning
13. Change Blindness
14. Depth Perception
15. Any Other (Discuss with concern teachers)

List of Tests (Any Four):

1. Interest Inventory
2. Attitude Scale
3. Anxiety Scale
4. Personality Inventory
5. Adjustment Inventory
6. Self-concept Test
7. Test of Intelligence
8. Achievement Test
9. Leadership Scale
10. Secularism Scale
11. Locus of Control Scale
12. Stress Scale
13. Aggression Scale
14. Superstition Scale
15. Women Freedom Scale
16. Attitude toward Sex
17. Social Change Scale
18. Stress Management Scale
19. Addiction scale (Mobile, Smartphone, Internet)
20. SVR-20
21. Any Other (Discuss with concern teachers)

Continuous Internal Assessment (CIE) (10 Marks):

It will be carried out by concerned teachers. The attendance, classroom behaviour, participation in practical and classroom activities (For Example, group discussion, poster presentation, field visit, project work, seminar, problem solving etc.), classroom test performance and/or submission of assignment by student will be considered for internal assessment

SCHEME OF PRACTICAL EXAMINATION:-

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates experiments, and psychological testing.
- The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 40 marks.
- Experiments and psychological testing should be set for semester – V
- In the semester practical examination, the candidate has to conduct one experiment or psychological test allotted to him / her.
- The candidate has to bring his / her own subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NATURE OF QUESTION PAPER

The candidate will be asked to conduct one experiment allotted to him / her and to write its full report.

SCHEME OF MARKING

	Internal	External	Total
1. Journal	09 Marks	06 Marks	15 Marks
2. Conduct	-	08 Marks	08 Marks
3. Report Writing	-	12 Marks	12 Marks
4. Oral	-	05 Marks	05 Marks
Total	**09 Marks**	**31 Marks**	**40 Marks**

NOTE:

1. There shall be Two Practical's of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
2. Two experiments should be conducted and four psychological tests should be administered from the list given for Semester V.
3. The student must submit a complete journal duly signed by the course teacher and the head of the department before practical examination.
4. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.

SHIVAJI UNIVERSITY, KOLHAPUR

REVISED SYLLABUS FOR

B.A. (Part - III)

NEP-2020 (Choice Based Credit System)

(Introduced from June, 2024 onwards)

STRESS MANAGEMENT TECHNIQUES AND PRACTICES

SEMESTER-V

(i) Paper : SEC V

(ii) Title of Paper : Stress Management Techniques and Practices

(iii) Learning Objectives : After completion of this course, learners are able to:

1. Students will be able to determine a all-inclusive understanding of the numerous components and types of stress, including physiological, psychological, and environmental factors.
2. Students will able to critically analyze and identify major causes of stress.
3. After completion of the course, students will establish the capability to recognize and evaluate signs of stress.
4. At the end of the course, students will develop personalized stress reduction plans according to their need for managing stress effectively.
5. Students will learn how to set goals, objectives, and measurable targets for stress management.
6. Through practical exercises and case studies, students will learn to utilize social support networks effectively.

(iv) Modules	**No. of Hours**	**No. of Credits**
Module I : Stress	**15**	**01**
Module II Implementing a Stress Reduction Plan	**15**	**01**

(v) Recommend Reedings

a) Basic Reding:

Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). Psychology for Living- Adjustment, Growth, and Behavior Today. (11th ed.). Noida (UP) :Pearson India Education Services Pvt. Ltd.

Romas, J. A., & Sharma, M. (2017). *Practical stress management: A comprehensive workbook* (Seventh edition). Elsevier/AP, Academic Press is an imprint of Elsevier.

b) References :

1. नाईक, शिरगावे, घस्ते, बिराजे (2019) जीवनोपयोगी मानसशास्त्र, निराली प्रकाशन, कोल्हापूर.

2. प्रा. डी. आर. जारोंडे (2018). उपयोजित मानसशास्त्र, प्रशांत प्रकाशने, जळगाव.

SHIVAJI UNIVERSITY, KOLHAPUR

REVISED SYLLABUS FOR

B.A. (Part - III)

NEP-2020 (Choice Based Credit System)

(Introduced from June, 2024 onwards)

STRESS MANAGEMENT TECHNIQUES AND PRACTICES

SEMESTER-V

Paper : SEC V

Module I : Stress

1.1 Conceptualizing Stress

a) The Components of Stress

b) Types of Stress

1.2 Major Causes of Stress

a) Life Changes

b) Daily Hassles

c) Catastrophic Events

d) Economic And Social Conditions

e) Additional Factors

1.3 Stress in College

Module II Implementing a Stress Reduction Plan

2.1 Importance of Implementing a Plan

2.2 Stages of Change

2.3 Determining Goals, Objectives, And Targets

A) Goal Setting

B) Establishing Objectives

C) Deciding Targets

2.4 Social Support

2.5 Toward A Stress-Free Life

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

1. Conduct stress management scales
2. Use goal setting behaviour test or worksheet
3. identify and enhance your social support through test or worksheet

4. Use Stress Management and Reduction Techniques (SMART) Practice Log. For to identify and practice stress management and reduction techniques that suit your goals and “fit” your own unique individuality.

Shivaji University, Kolhapur

New/Revised Syllabus

NEP-2020 (CBCS)

For

Bachelor of Arts (B.A. Part - III)

Paper- XII to XVI

Sem.VI

1. **TITLE: Subject Psychology**
   Optional under the Faculty of Humanities

2. **YEAR OF IMPLEMENTATION**: - New/Revised Syllabus will be implemented from June, 2024 onwards.

3. **PREAMBLE: -**

The Board of Studies should briefly mention foundation, core and applied components of the course/paper. The student should get into the prime objectives and expected level of study with required outcome in terms of basic and advance knowledge at examination level.

4. **GENERAL OBJECTIVES OF THE COURSE/ PAPER/: (As applicable to the Degree /Subject- Paper concerned)**

   1) To make students familiar with the field of Psychological Testing.
   2) To make aware students with the field of Counseling Psychology.
   3) To make students familiar with the various Developmental Psychology.
   4) To acquaint the students with Psychology of Organizational Behavior.
   5) To make students familiar with field experiments and psychological testing.

5. **DURATION**
   - **The course shall be a full-time course.**
   - **The duration of course shall be of Three years.**

6. **PATTERN: -**
   Pattern of Examination will be Semester.

7. **FEE STRUCTURE: - (as applicable to regular/self supporting course) As per Government / University rules/norms.**

8. **ELIGIBILITY FOR ADMISSION:-**

As per eligibility criteria prescribed for each course and the merit list in the qualifying examination.

9. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English or Marathi. (As applicable to the course/programme concerned.)

10. INTERNAL ASSESSMENT

Per paper there will be internal assessment for ten marks. Each student has to submit seminar/ research paper/ case study / field visit report/ survey report/ pannel discussion / Review of books, movies, websites etc.

11. STRUCTURE OF COURSE-

(Note – The structure & title of papers of the degree as a whole should be submitted at the time of submission/revision of first year syllabus.

THIRD YEAR SEMESTER VI (NO.OF PAPERS 05)

Sr. No.	Course	Course Code	Theory Marks	Practical Marks	Internal Marks	Total Marks
1	Psychological Assessment	DSE – E –211	40	--	10	50
2	Psychological Counselling	DSE – E –212	40	--	10	50
3	Developmental Psychology	DSE – E –213	40	--	10	50
4	Organizational Behaviour	DSE – E –214	40	--	10	50
5	Practical: Field Experiments	DSE – E –215	--	40	10	50
6	BuildingEffective Communication and Conflict Management Skills	SEC VI	25	--	--	25
Total			185	40	50	275

12. SCHEME OF TEACHING AND EXAMINATION:-

[The scheme of teaching and examination should be given as applicable to the course/paper concerned.]

THIRD YEAR / SEMESTER – VI Scheme of Teaching and Examination

Sr. No.	Course	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)			
		L	T	P	Total	Theory	Practical	Term Work	Total
1	Psychological Assessment	4			4	40	--	10	50
2	Psychological Counselling	4			4	40	--	10	50
3	Developmental Psychology	4			4	40	--	10	50
4	Organizational Behaviour	4			4	40	--	10	50
5	Practical: Field Experiments	-		8*	8*	---	40	10	50
6	BuildingEffective Communication and Conflict Management Skills	2			2	25	--	--	25

Total	**18**	**-**	**8***	**26**	**160**	**40**	**50**	**275**

***Two practicals of four periods each per week per batch consisting of 10 students.**

SCHEME OF EXAMINATION:-

- The examination shall be conducted at the end of each term.
- The Theory/Practical paper shall carry 40 marks.
- The evaluation of the performance of the students in theory papers shall be on the basis of Semester Examination of 40 marks.
- Question Paper of Theory will be set in the view of the /in accordance with the entire Syllabus and preferably covering each module of syllabi.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NATURE OF QUESTION PAPER AND SCHEME OF MARKING (Theory):

Que.1. Multiple Choice Questions **5 marks**
Que.2. Short Notes (Any three out of five) **15 marks**
Que.3. A) Essay Type Questions **10 marks**
Or
B) Essay Type Questions
Que.4. A) Essay Type Questions **10 marks**
Or
B) Essay Type Questions

EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS)

Old Course	New Course
Psychological Testing	**Psychological Assessment**
Counselling Psychology	**Psychological Counselling**
Developmental Psychology	**Developmental Psychology**
Psychology of Organizational Behaviour	**Organizational Behaviour**
Practical: Psychological Tests	**Practical: Field Experiments**

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2024 and April, 2025 for the benefit of repeater students.)

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2020 onwards)
NEP-2020
Semester-VI Course Code: DSE – E –211

i) Paper XII

ii) Title of the paper : PSYCHOLOGICAL ASSESSMENT

iii) Specific Objectives :

1) To make the students familiar with the field of psychological testing in general.
2) To acquaint the students with the nature, types, applications, reliability and
3) To make the students to understand the nature and other description of personality tests.

iv) Module	**No. of Credits**
Module 1: The nature and uses of psychological testing	01
Module 2: Reliability and Validity: Basic concepts	01
Module 3: Individual tests of Intelligence and Achievement	01
Module 4: Psychological Assessment and Personality Tests	01

V. Recommended reading

a) Book for Study:

Aiken, Lewis, R. (2009). Psychological Tests and Assessment. 12th Ed. Pearson Education.

Anastasi, Anne & Urbina, Susana (1997). Psychological Testing, Seventh Edition, New Delhi: Prentice- Hall of India Pvt. Ltd., (2003)

b) Books for Reference:

Gregory, Robert, J. (2014). Psychological Testing: History, Principals and Applications. Sixth Ed., Pearson Education.

Kaplan, Robert, M. & Saccuzzo, Dennis, P. (2005). Psychological Testing: Principles, Applications and Issues. 6th Ed., Canada: Wordsworth Cengage Learning.

Ronald, J. & Swerdik, Mark, E. (2010). Psychological Assessment: An Introduction to Tests and Measurement. 7th Ed., Special Indian Edition, New Delhi: McGraw Hill Education Pvt. Ltd.

Barve, B.N. & Narake, H.J. (2008). Manomapan, Nagpur: Vidya Prakashana.

Desai, B. & Abhyankar, Shobhana (2007). Manasashatriya Mapan, Pune: Narendra Prakashana.

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NEP-2020

PAPER- XII: Psychological Assessment
DSE – E - 211

Module 1: The nature and uses of psychological testing

1.1 Definition of a test

1.2 Types of tests

1.3 Uses of testing

1.4 Influence of the Examiner

Module 2: Reliability and Validity: Basic concepts

2.1 Reliability

a) Meaning of Reliability

b) Types of Reliability

i. Test -Retest Reliability

ii. Alternate- Form Reliability

iii. Split-Half Reliability

iv. Scorer Reliability

2.2 Reliability of speeded test

2.3 Validity

a) Meaning of validity

b) Content-description Procedures

c) Criterion- Prediction Procedures

d) Construct- Identification Procedures

Module 3: Individual tests of Intelligence and Achievement

3.1 The Wechsler scales of Intelligence

3.2 The Wechsler subtests: Description and analysis

3.3 Stanford-Binet intelligence scales (SBIT): Fifth edition

3.4 Individual tests of Achievement

Module 4: Psychological Assessment and Personality tests

4.1 Personality tests-Expression Techniques

a) The draw- A - person test

b) The house- tree - person test (H-T-P)

4.2 Projective Techniques

a) Rorschach Ink Blot Test

b) Thematic Apperception Test

4.3 Assessment of normality

a) Sixteen Personality Factor Questionnaire (16 PF)

b) NEO personality inventory - revised (NEO-PI-R)

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)
NEP-2020
Semester-VI Course Code: DSE – E –212

(i) Paper: XIII

(ii) Title of the paper: Psychological Counselling

(iii) Specific Objectives:

1. To make the students familiar with the field of Counselling Psychology.
2. To acquaint students with the applications of Counselling Psychology in the fields of Career, School, College Counselling and student-life services.

(iv) Module	**No. of Credits**
Module 1: Introduction and Professional Aspects of Counselling Psychology	01
Module 2: Career Counselling	01
Module 3: Professional School Counselling	01
Module 4: Working in And Closing a Counseling Relationship	01

V. Recommended reading

a) Book for Study:

Gladding. S.T.,and Batra Promila (2018). Counselling: A Comprehensive Profession. Eighth Edition. Third Impression, Pearson Education Inc.

(v) Books for Reference:

David A. (2009). Guidance and Counselling. New Delhi: Commonwealth Publishers,
Gladding. S.T.(2014). Counseling : A Comprehensive Profession. Seventh Edition. First Impression, Pearson Education Inc.
Kinra Asha, (2008). Guidance and Counselling. Pearson India Education Services Pvt.Ltd.
Rao, N. (2007). Counselling and Guidance. New Delhi: Tata McGraw- Hill Publishing Company Limited,.
Reeves Andrew, (2013) An Introduction to Counselling and Psychotherapy. New Delhi: SAGE Publications India Pvt. Ltd.

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)

NEP-2020

PAPER- XIII: COUNSELLING PSYCHOLOGY

DSE – E - 212

MODULE 1. Introduction and Professional Aspects of Counselling

1.1 Introduction
- a) Definition of Counselling
- b) Guidance
- c) Psychotherapy

1.2 Current Trends in 21st Century
- a) Dealing with Violence, Trauma and Crises
- b) The Challenge of Managed Care
- c) Promoting Wellness
- d) Concern for Social Justice and Advocacy
- e) Greater Emphasis on Technology

1.3 Professional Aspects of Counselling
- a) Inspection
- b) Registration
- c) Certification
- d) Licensing

MODULE 2. Career Counseling

2.1 The Importance and Scope of Career Counselling
- a) Important Aspects of Career Counselling
- b) The Scope of Career Counseling and Careers

2.2 Career Development Theories and Counselling
- a) Trait-and –Factor Theory
- b) Developmental Theories
- c) Social-Cognitive Career Theory

2.3 Career Counseling with Diverse Populations
- a) Career Counselling with Children
- b) Career Counselling with Adolescents
- c) Career Counselling with College Students

MODULE 3. Professional School Counselling

3.1 The ASCA Model

a) The ASCA Model Areas

b) School Counselors at Various Levels

3.2 Elementary School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

3.2 Middle School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

3.3 Secondary School Counselling

a) Emphases and Roles

b) Activities

c) Prevention

MODULE: 4 Working In And Closing a Counseling Relationship

4.1 Counselor Skills in the working stage of counseling: Understanding and Action

a) Changing Perception

b) Leading

c) Multi focused Responding

d) Immediacy

e) Hope

f) Humor

g) Confrontation

4.2 The Real Relationship

4.3 Closing a Counseling Relationship

4.4 Function of closing a counseling relationship

a) Timing of Closing

b) Issues in Closing

c) Closing of Individual Sessions

d) Closing of a Counseling relationship

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2024 and April, 2025 for the benefit of repeater students.)

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)
NEP-2020
Semester-VI Course Code: DSE – E –213

i. Paper XIV

ii. Title of paper : DEVELOPMENTAL PSYCHOLOGY

iii. Specific objectives:

1. To acquaint the students with processes of change and stability through about the life span development.
2. To introduce students the process of birth.
3. To acquaint the students with emotions, self - development of Infancy and intellectual development of childhood.
4. To recognize students with Identity, relationship and problems of Adolescents.
5. To introduce students with career, health and personality development of Adulthood.

iv. Module	**No. of Credits**
Module I: An Introduction to Lifespan Development	01
Module II: Infancy and Childhood	01
Module III: Adolescence	01
Module IV: Adulthood	01

V. Recommended reading

a) Book for Study:

Feldman Robert S. & Babu Nandita (2018). *Development Across the Lifespan* (8th edition) Noida (UP): Pearson India Education Services Pvt. ISBN 978-93-528-6576-5

b) Books for Reference:

Hurlock E. B. (2001). Developmental Psychology: A Life Span Approach, New Delhi: TMH Publishing Company Ltd.

Papalia, Diane E., and Olds Sally Wendkas (2002). Human Development, 7th edition, Second print, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Santrock, J. W. (2011). Life Span Development, Thirteenth edition, New Delhi: McGraw – Hill Education (India) Pvt. Ltd.

Borude, Kumthekar, Desai, Golvilkar (2013). Vaikasik Manasshatra, dusariaavrutti, Pune: Vidyarthi GruhaPrakashan.

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)
NEP-2020
PAPER- XIV: DEVELOPMENTAL PSYCHOLOGY
DSE – E- 213

Module 1: An Introduction to Lifespan Development

1.1 An orientation of life span development
- A. Defining Lifespan Development
- B. The scope of the field of lifespan development

1.2 Research Methods
- A. Experiments: Determining Cause and Effect
- B. Measuring Developmental Change

1.3 Earliest Development
- A. Genes and Chromosomes: The Code of Life
- B. Multiple Births: Two- or More- for the Genetic Price of life
- C. Boy or Girl? Establishing the sex of the

1.4 Child Prenatal Growth and Change
- A. Fertilization: The moment of Conception
- B. The Stages of the Prenatal Period: The Onset of Development
- C. Pregnancy Problems

Module 2: Infancy and Childhood

2.1Developing the Roots of Sociability
- A. Emotions in Infancy: Do Infants Experience Emotional Highs and Lows?
- B. Stranger Anxiety and Separation Anxiety: It's Only Natural
- C. Social Referencing: Feeling What Others Feel

2.2 Intellectual Development
- A. Piagetian Approaches to Cognitive Development
- B. Information Processing in Middle Childhood
- C. Vygotsky's Approach to Cognitive Development

2.3 The Developing Self
- A. Psychosocial Development in Middle Development
- B. Self-esteem: Developing a Positive – or Negative – View of the Self

Module 3: Adolescence

3.1 Identity: Asking "Who Am I?"

A. Self –Concept and Self- Esteem
B. Identity Formation: Changes or Crisis?
C. Depression and Suicide: Psychological Difficulties in Adolescence

3.2 Relationships: Family and Friends

A. Family Ties: Changing Relations with Relations
B. Relationship with Peers: The Importance of Belonging

3.3 Dating and Sexual Behavior

A. Dating and sexual relationships in the twenty- first century.
B. Sexual Orientation: Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

Module 4: Adulthood

4.1 Choosing a Career

A. Career Choices, Skill Development and Government Policies in India
B. Gender and Career Choices
C. Why Do People Work? More Than Earning a Living

4.2 Health

A. Wellness and Illness: The Ups and Downs of Middle Adulthood
B. Individual Variations in Health: Socioeconomic Status and Gender Difference

4.3 Personality Development

A. Two Perspectives on Adult Personality Development: Normative Crisis versus Life events
B. Erikson's Stage of Generatively versus Stagnation

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2024 and April, 2025 for the benefit of repeater students.)

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)
NEP-2020
Semester-VI Course Code: DSE – E –214

(i) Paper XV

(ii) Title of Paper : Organizational Behaviour

(iii) Learning Objectives: This paper has four main learning objectives. Upon successful completion of the course students should:

1. Gain an understanding of key concepts in organizational behaviour.
2. Gain an understanding of the idea of personality, job satisfaction and leadership.
3. Gain an understanding of the group processes.
4. Be able to understand the fundamental change processes of organization.

(iv)

Module	No. of Credits
Module 1: Organizational Behaviour (OB)	01
Module 2: The Individual	01
Module 3: Foundations of Group Behaviour	01
Module 4: Organizational Change	01

(v) Recommended Reading:

Robbins, S., Timothy A., Vohra, N. (2013). *Organizational Behavior* (15th Edition). Delhi: Pearson Education, Inc.

Shivaji University, Kolhapur
B.A. (III)
Choice Based Credit System
(Introduced from June, 2024 onwards)
NEP-2020 (CBCS)
PAPER-XV: ORGANIZATIONAL BEHAVIOR
DSE – E- 214

Module 1: Organizational Behavior

1.1 Importance of Interpersonal Skills

1.2 What managers do?

A) Management functions and roles

B) Management skills

C) Effective versus successful managerial activities

1.3 Challenges and opportunities for OB

A) Responding to Globalization

B) Improving people skills

C) Stimulating innovation and change

D) Helping employees balance work-life conflicts

E) Creating a positive work environment

Module 2: The Individual

2.1 Personality

A) What is personality?

B) The Myer-Briggs Type indicator

C) The Big Five Personality

2.2 Attitudes and Job Satisfaction

A) What are the major Components of Attitudes?

B) What are the major job attitudes?

C) Measuring Job Satisfaction, How Satisfied are people in their Jobs? What Causes Job Satisfaction?

D) The Impact of Satisfied and Dissatisfied Employees on the Workplace?

2.3 Leadership

A) What is Leadership: Trait Theories?

B) Behavioral Theories

C) Contingency Theories.

D) Charismatic Leadership and Transformational Leadership

Module 3: Foundations of Group Behaviour

3.1 Defining and classifying groups

3.2 Stages of Group Development: Five-Stage model

3.3 Group properties

A) Roles and Norms

B) Cohesiveness and Diversity

3.4 Group Decision Making

A) Group versus Individual

B) Group Decision Making Techniques

Module 4: Organizational Change

4.1 Forces for Change and planned change

4.2 Resistance to change

4.3 Approaches to manage organizational change

A) Lewin's three-step model

B) Kotter's Eight-step plan for implementing change

4.4 Creating a culture for change

A) Stimulating a culture of innovation

B) Creating a learning organization

(Note: Question papers as per pre-revised syllabi will be set at the examination to be held in October, 2024 and April, 2025 for the benefit of repeater students.)

SHIVAJI UNIVERSITY, KOLHAPUR
B.A. III,
NEP-2020 (CBCS)
SEMESTER-VI
Course Code: DSE – E –215

PRACTICAL: PSYCHOLOGICAL- FIELD EXPERIMENTS

(i) Paper XVI

(ii) Title of Paper: PRACTICAL- FIELD EXPERIMENTS

(Special Note: Student has to perform minimum five field experiments out of eight field experiments.)

Objectives:

1. To gain conceptual knowledge about field experiments to apply in the real world.
2. To enhance the research skills through observation and interview techniques in field experiments.
3. To develop professional skills through conducting field experiments and writing reports.

Field experiments in psychology offer undergraduate students a unique opportunity to apply theoretical knowledge to real-world settings. Beyond the specific findings of each experiment, there are several valuable learning outcomes students can gain from this experience:

A. Conceptual Understanding:

- Deepening Theoretical Knowledge: Students can directly observe and test psychological concepts and theories in realistic contexts, enhancing their comprehension and solidifying their learning.
- Developing Critical Thinking: Engaging with messy real-world data demands critical evaluation of results, considering limitations and alternative explanations, leading to a more nuanced understanding of psychological phenomena.
- Understanding Contextual Influences: Field experiments highlight the impact of environmental and social factors on behavior, broadening students' perspective on the diverse influences shaping human psychology.

B. Research Skills:

- Designing and Conducting Research: From formulating research questions to data collection and analysis, students gain practical experience in the entire research process, developing valuable research skills.
- Measurement and Observation: Students learn to adapt and refine observation and measurement techniques in real-world settings, developing critical skills for future research endeavours.
- Data Analysis and Interpretation: Analysing real-world data challenges students to apply statistical techniques and critically interpret findings within the context of the experiment and broader psychological knowledge.

C. Personal and Professional Development:

- Communication and Collaboration: Field experiments often involve teamwork, requiring students to effectively communicate ideas, collaborate with diverse individuals, and navigate interpersonal dynamics.
- Problem-Solving and Adaptability: Unforeseen challenges and unexpected results are common in field research, demanding flexibility, problem-solving skills, and a willingness to adapt procedures and analyses.
- Ethical Awareness and Sensitivity: Conducting research in real-world settings emphasizes ethical considerations, sensitizing students to participant rights, informed consent, and responsible data handling.

Field experiments in psychology can provide undergraduate students with invaluable learning experiences beyond purely academic knowledge. They develop crucial research skills, gain practical experience, and acquire valuable personal and professional skills that prepare them for diverse career paths within and beyond psychology.

Reference Books:

Abelson, R. P., Frey, K. P., & Gregg, A. P. (2004). *Experiments with People: Revelations from Social Psychology*. Lawrence Erlbaum.

Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.

Hussain, A. (2014). *Experiments in psychology*. PHI Learning.

Mook, D. G. (2004). *Classic Experiments in Psychology*. Bloomsbury Academic.

Slater, L. (2005). *Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century*. W. W. Norton.

Field Experiment 1. "Body Language and First Impressions"

These first impressions are influenced by several factors, such as facial shape, vocal inflection, attractiveness, and general emotional state**.**

Objective: To observe and analyse the relationship between nonverbal cues and first impressions formed during brief interactions.

Setting: Choose a public location with moderate foot traffic where people engage in brief encounters (e.g., School, colleges, cafes, bus stops, park pathways).

Target Observations:

1. Nonverbal Cues: Focus on specific observable cues, including:
    - Facial expressions: Smiles, frowns, furrowed brows, eye contact
    - Posture and stance: Slouching, leaning forward, crossed arms, open vs. closed body language
    - Gestures: Handshakes, fidgeting, pointing, head nods
    - Proxemics: Personal space maintained, touching behavior
2. First Impressions: Observe and record the initial impression (positive, neutral, negative) formed by the approaching partner after the brief interaction.

Observation Schedule:

1. Duration: Determine the observation period, considering participant availability and data saturation. Aim for multiple sessions across days for diverse interactions.
2. Observer Position: Choose a discreet location with a clear view of the interaction area. Maintain neutrality and avoid influencing the participants.
3. Recording Format: Develop a clear observation sheet to record data. Include columns for:
    - Time of interaction
    - Initiator/Approacher (distinguish roles)
    - Observable nonverbal cues (list specific ones observed)
    - Approacher's initial impression (positive, neutral, negative)
    - Notes (optional, for additional observations or context)
4. Participant Roles: Divide students into pairs, with one member observing and recording while the other approaches and engages in brief conversations. Each student should take turns in both roles during the experiment.

5. Interaction Protocol: Define a brief script or conversation starters for the approaching partner to ensure consistency across interactions. Encourage natural and spontaneous conversations while focusing on observing nonverbal cues.
6. Inter-observer Reliability: If multiple observer pairs are involved, conduct practice sessions to ensure consistency in coding nonverbal cues and first impressions.

Additional Considerations:

- Pilot test the observation schedule and refine it based on any difficulties encountered.
- Consider recording the interactions (with participant consent) for later analysis of both verbal and nonverbal cues.
- Ensure observer neutrality by avoiding influencing the interaction or forming their own first impressions.
- Maintain ethical considerations like participant anonymity and privacy.
- Make a group of three students (Minimum on girl or boy in a group)

Observation Checklist: Body Language and First Impressions

Participant Information:

Code no.: age: gender:

1. Approacher/Initiator: Identify who initiated the interaction.
2. Facial Expressions: (0-3 points)
    - 3 – Consistent smiles, open and inviting expression.
    - 2 – Neutral expression with occasional smile or frown.
    - 1 – Frequent frowning or closed-off expression.
    - 0 – No eye contact or hostile/negative expressions.
3. Posture and Stance: (0-3 points)
    - 3 – Relaxed, open posture with good eye contact.
    - 2 – Leaning forward slightly, engaged posture.
    - 1 – Crossed arms, slouching, or closed-off posture.
    - 0 – Avoidant body language, fidgeting, or excessive movement.
4. Gestures: (0-3 points)
    - 3 – Open and confident gestures, like handshakes or open palms.
    - 2 – Appropriate use of gestures that complement speech.
    - 1 – Excessive fidgeting, nervous gestures, or pointing.
    - 0 – Lack of gestures or avoidance of physical contact.

5. Proxemics: (0-3 points)
    - 3 – Comfortable personal space, leaning in slightly during conversation.
    - 2 – Maintains appropriate distance but remains engaged.
    - 1 – Standing too close or invading personal space.
    - 0 – Excessive distance, avoiding eye contact, or physical barriers.
6. Verbal Cues (Optional): Note any specific keywords or phrases used by the approacher that contribute to the first impression.

First Impression Score:

1. Positive: Approachable, friendly, confident demeanor. (3 points)
2. Neutral: Uncertain, indifferent, or lack of clear cues. (2 points)
3. Negative: Uninterested, closed-off, or negative body language. (1 point)

Total Score: (0-18 points)

Interpretation:

- 14-18: Very positive first impression, conveying openness, warmth, and confidence.
- 9-13: Positive first impression, but with room for improvement in specific areas like posture or confidence.
- 5-8: Neutral or ambiguous first impression, lacking strong signals or exhibiting mixed cues.
- 0-4: Negative first impression, possibly due to closed-off body language or negativity.

Field Experiment 2. "Chinese Whisper Game"

The Chinese Whisper game, traditionally played verbally, can be adapted for observation of communication and cultural transmission within groups.

Objective: To observe how information is transmitted and transformed through a chain of individuals with different cultural backgrounds.

Setting: Choose a diverse group of participants with varying cultural backgrounds or perspectives. A classroom with multicultural students or a community center with diverse members are viable options.

Materials:

- Prepare several short, ambiguous, and culturally neutral phrases or images as starting points for the game.
- Prepare observation sheets for each participant and observer.

Game Play:

1. Form a Line: Arrange participants in a line, ensuring no communication between them beforehand.
2. Start the Whisper: The first participant receives the initial phrase or image. Explain they should whisper it (or discreetly show the image) to the next person in line as accurately as possible, without discussion or clarification.
3. Chain Reaction: Each participant whispers/shows the received information to the next person in line, continuing down the chain.
4. Final Round: The last participant in the line reveals the received information (verbally or visually) to the entire group.

Observation Schedule:

1. Observe & Record: Observers will focus on specific aspects throughout the game. Each participant can also observe aspects related to their position in the chain. Consider recording the following:
    - Initial Phrase/Image: Note the exact starting point given to the first participant.
    - Transmission & Transformation: At each step, record the whispered phrase/image description or any visual changes in the image being passed. Note any pauses, hesitations, or nonverbal cues indicating difficulty in relaying the information.

- Individual Differences: Observe and record how participants from different cultures or backgrounds interpret and transmit the information. Do they add, omit, or modify details based on their own cultural lens?
- Final Outcome: Compare the final received information with the original phrase/image. Analyze the extent of accuracy, distortion, and cultural influence in the final outcome.

Post-Game Discussion:

- Facilitate a group discussion about the experience. Ask participants about their interpretations, challenges faced, and how their cultural background might have influenced their communication.
- Compare the observed transformations with theoretical concepts like cultural transmission, information diffusion, and social influence.
- Debrief the observation schedule, refining it for future use with different research questions or settings.

Additional Considerations:

- Ensure informed consent from all participants.
- Maintain sensitivity to cultural differences and avoid biased interpretations.
- Pilot test the schedule with a smaller group to refine game instructions and observation points.
- Adapt the materials and game play to suit the specific research focus and age of participants.
- Make a group of three students (Minimum on girl or boy in a group)

Observation Checklist: Chinese Whisper Game

Participant Information:

Code no.: age: gender:

1. Accuracy of Initial Transmission: (0-3 points)
    - 3 – Exact or near-identical phrase/image transmitted to the first participant.
    - 2 – Minor modifications or clarifications made to the phrase/image.
    - 1 – Significant changes or misinterpretations in the phrase/image.
    - 0 – Unrecognizable or completely transformed information.
2. Degree of Transformation: (0-3 points)
    - 3 – No observable changes in the information throughout the chain.

- 2 – Minor additions, omissions, or rephrasings of details.
- 1 – Moderate changes in meaning or interpretation of the information.
- 0 – Drastic changes, loss of original meaning, or creation of entirely new information.

3. Influence of Cultural Background: (0-3 points)
    - 3 – Observable influence of participants' cultural backgrounds on interpretations or additions to the information.
    - 2 – Some evidence of cultural influence, but not significantly affecting the overall message.
    - 1 – Minor cultural influence or difficult to discern due to other factors.
    - 0 – No apparent influence of cultural backgrounds on the transmitted information.

Communication & Nonverbal Cues:

4. Clarity and Conciseness of Communication: (0-3 points)
    - 3 – Clear, concise, and easily understood transmission of information.
    - 2 – Some ambiguity or confusion in the whispered message/image.
    - 1 – Significant difficulty understanding the transmitted information.
    - 0 – Unclear, incoherent, or completely incomprehensible communication.
5. Nonverbal Cues: (0-3 points)
    - 3 – Confident and expressive nonverbal cues supporting the message (gestures, facial expressions).
    - 2 – Neutral or slightly unsure nonverbal cues.
    - 1 – Hesitation, confusion, or negative nonverbal cues hindering communication.
    - 0 – Lack of nonverbal cues or contradictory signals.

Outcome & Understanding:

6. Final Outcome Accuracy: (0-3 points)
    - 3 – The final received information accurately reflects the original phrase/image.
    - 2 – Some significant changes, but the core meaning remains partially intact.
    - 1 – Major distortions or complete loss of original meaning.
    - 0 – Unrecognizable or completely new information received.
7. Group Understanding: (0-3 points)
    - 3 – The group easily understands and interprets the final information.
    - 2 – Some confusion or differing interpretations within the group.

- 1 – Significant difficulty understanding the final message.
- 0 – Complete misunderstanding or misinterpretation of the final information.

Total Score: (0-60 points)

Interpretation:

- 50-60: High level of information accuracy and retention with minimal cultural influence.
- 35-49: Moderate level of accuracy and understanding, with some cultural influence on information transmission.
- 20-34: Significant changes and loss of information, indicating strong cultural influence or communication challenges.
- 0-19: Major distortions and misinterpretations, suggesting significant communication breakdown and cultural influence.

Experiment 3 Assertiveness Game

The "Assertiveness Game" can be a valuable tool for students to practice and observe assertive communication in various scenarios.

Objective: To observe and analyze how participants employ assertive communication strategies in role-playing scenarios.

Setting: Choose a controlled environment like a classroom or research lab. Divide students into pairs or small groups for role-playing activities.

Materials:

- Prepare several role-playing scenarios representing different situations where assertiveness is needed (e.g., refusing a request, expressing a negative opinion, asking for a favour).
- Prepare observation sheets for each participant and observer. These sheets should be tailored to the specific scenarios being used.

Game Play:

1. Scenario Introduction: Briefly explain the chosen scenario to each pair/group. Provide clear instructions on the roles and objectives of each participant.
2. Role-Playing: Participants engage in the scenario, role-playing their assigned characters. Encourage them to utilize assertive communication strategies while avoiding passive or aggressive approaches.
3. Observer Focus: Observers focus on specific aspects of the interaction, such as:
    - Verbal Communication: Observe tone of voice, word choice, use of "I" statements, clarity of requests/refusals.
    - Nonverbal Communication: Observe posture, facial expressions, eye contact, gestures, overall confidence level.
    - Problem-Solving Skills: Observe how participants propose solutions, negotiate, and reach agreements assertively.
    - Outcome & Effectiveness: Analyze the effectiveness of the communication in achieving the desired outcome in each scenario.

Observation Schedule:

1. Scenario: Note the specific scenario being role-played.
2. Participant Roles: Identify the assigned roles of each participant in the interaction.
3. Assertive Communication: Record instances where participants demonstrate assertive communication, including specific examples of verbal and nonverbal cues.

4. Non-Assertive Communication: Note any instances of passive or aggressive communication, highlighting areas for improvement.
5. Outcomes & Effectiveness: Analyze the effectiveness of the communication in achieving the desired outcome for each participant.

Post-Game Discussion:

- Facilitate a group discussion about the experience. Ask participants to share their thoughts on the challenges and successes of employing assertive communication in the scenarios.
- Encourage reflection on personal strengths and areas for improvement in assertive communication.
- Debrief the observation schedule, refining it for future use with different scenarios or research questions.

Additional Considerations:

- Ensure informed consent from all participants.
- Provide clear instructions and training on assertive communication principles before the game.
- Maintain a supportive and constructive environment for feedback and discussion.
- Adapt the scenarios and observation points to suit the specific learning objectives and target audience.
- Make a group of three students (Minimum on girl or boy in a group)

Observation Checklist for Assertiveness Game

Participant Information:

Code no.: age: gender:

Verbal Communication:

1. Use of "I" statements: (e.g., "I feel..." vs. "You make me feel...") (3 points)
2. Clear and concise expression of needs/wants/opinions: (3 points)
3. Direct and open communication: (2 points)
4. Non-blaming language: (2 points)
5. Confident tone of voice: (2 points)

Nonverbal Communication:

6. Maintained eye contact: (3 points)

7. Open and relaxed posture: (3 points)
8. Appropriate gestures: (2 points)
9. Confident facial expressions: (2 points)
10. Active listening: (2 points)

Problem-Solving and Negotiation:

11. Clearly identified the problem/concern: (3 points)
12. Proposed solutions or compromises: (3 points)
13. Openness to hearing the other person's perspective: (2 points)
14. Ability to reach a mutually agreeable solution: (2 points)
15. Assertive refusal strategies (if applicable): (2 points)

Outcome and Effectiveness:

16. Achieved desired outcome or made progress towards it: (3 points)
17. Maintained positive relationship with the other person: (3 points)
18. Avoided passivity or aggression: (3 points)
19. Demonstrated respect for oneself and the other person: (3 points)
20. Overall effective use of assertive communication strategies: (3 points)

Total Score: (0-60)

Scoring Key:

- 3 points: Strong demonstration of assertive behavior.
- 2 points: Adequate display of assertive behavior.
- 1 point: Weak or partial demonstration of assertive behavior.
- 0 points: No demonstration of assertive behavior or presence of passive/aggressive behavior.

Interpretation:

- 50-60: Excellent demonstration of assertive communication skills.
- 40-49: Good understanding and application of assertive strategies.
- 30-39: Moderate level of assertiveness, with room for improvement.
- 20-29: Needs further practice and development of assertive communication skills.
- 0-19: Limited or no use of assertive strategies, with presence of passive/aggressive behaviours.

Field Experiment 4: Students' Academic SWOC Analysis

This experiment serves as a framework for observing and analysing the strengths, weaknesses, opportunities, and challenges (SWOC) students face within their academic context.

Objective: To observe how participants perform in academics and analyse the strengths, weaknesses, opportunities, and challenges in front of them.

Setting: Observe undergraduate psychology students in various academic settings (e.g., lectures, seminars, group projects, library).

Observation Periods: Choose specific days or timeframes to dedicate to focused observation, ensuring diversity in academic activities.

Observation Elements:

Strengths:

- Academic skills: Observe evidence of strong critical thinking, problem-solving, research, data analysis, and writing skills.
- Knowledge and understanding: Note instances of students demonstrating in-depth knowledge and applying psychological concepts.
- Learning engagement: Pay attention to active participation, insightful questions, and collaborative learning interactions.
- Motivation and self-directed learning: Look for evidence of initiative, independent research, and time management skills.
- Personal qualities: Observe positive communication skills, empathy, teamwork, and leadership potential.

Weaknesses:

- Knowledge gaps: Identify areas where students struggle to grasp concepts or lack specific skills.
- Learning difficulties: Note any apparent difficulties with reading, writing, attention, or organization.
- Motivation and engagement: Observe instances of disengagement, passive learning, or difficulty focusing.
- Study habits and strategies: Look for ineffective time management, unclear goals, or inadequate study methods.
- Personal challenges: Pay attention to potential factors impacting academic performance, such as anxiety, stress, or lack of resources.

Opportunities:

- Curriculum and teaching methods: Identify areas where the curriculum or teaching methods could be improved to address student needs and enhance learning.
- Support services and resources: Note opportunities for additional academic support, like tutoring, writing centers, or mental health services.
- Technology and learning tools: Observe potential for incorporating technology effectively to enhance learning experiences.
- Collaboration and peer learning: Look for opportunities to promote teamwork, discussion groups, and peer mentoring initiatives.
- Internships and research opportunities: Identify potential avenues for practical application of knowledge and gaining real-world experience.

Challenges:

- Large class sizes: Observe how large classes impact student engagement and personalized attention.
- Resource limitations: Note any factors hindering access to essential resources, like library materials, lab equipment, or technology.
- Teacher-student interactions: Observe potential communication issues, unclear expectations, or lack of effective feedback mechanisms.
- Assessment methods: Analyze whether assessments accurately measure learning outcomes and provide valuable feedback.
- External factors: Pay attention to potential external challenges impacting students, like financial stress, health issues, or family matters.

Data Collection:

- Use an observation sheet to record notes on observed strengths, weaknesses, opportunities, and challenges for each student or group.
- Consider supplementing observations with interviews or surveys to gain further insight into students' perspectives and experiences.
- Maintain ethical considerations by ensuring informed consent and anonymity for participants.

Analysis and Interpretation:

- Analyze the collected data to identify common themes and trends across students or specific academic settings.

- Consider the interplay between various elements, such as how strengths can compensate for weaknesses, and how external factors can influence opportunities and challenges.
- Draw conclusions about the overall academic environment and identify areas for potential improvement to support students' academic success and well-being.

Remember:

- This is a flexible framework, adapt it to your specific research focus and setting.
- Ensure accurate and objective observations, minimizing personal biases and judgments.
- Maintain ethical considerations throughout the research process.
- Use the findings to inform recommendations for improving the academic experience for undergraduate psychology students.
- Observe minimum five students from high school level

Observation checklist:

Participants Information:

Code no.: age: gender:

Strengths (10 points):

1. Demonstrates strong critical thinking and problem-solving skills. (2 points)
2. Possesses in-depth knowledge and understanding of psychological concepts. (2 points)
3. Actively participates in class discussions and asks insightful questions. (2 points)
4. Collaborates effectively with peers and contributes meaningfully to group projects. (2 points)
5. Displays initiative and self-directed learning through independent research and projects. (2 points)
6. Communicates effectively, both verbally and in writing, with clarity and organization. (2 points)
7. Demonstrates strong time management skills and maintains organized study habits. (2 points)
8. Possesses high motivation and a genuine interest in the subject matter. (2 points)
9. Shows resilience and perseverance in the face of academic challenges. (2 points)
10. Exhibits positive personality traits like empathy, integrity, and leadership potential. (2 points)

Weaknesses (10 points):

11. Struggles to grasp certain concepts or lacks specific skills related to psychology. (2 points)

12. Shows difficulty with reading comprehension, writing, or expressing ideas clearly. (2 points)
13. Appears disengaged in class, lacks active participation, or shows difficulty focusing. (2 points)
14. Has ineffective study habits, poor time management, or unclear academic goals. (2 points)
15. Experiences anxiety, stress, or other personal challenges impacting academic performance. (2 points)

Opportunities (10 points):

16. Curriculum could be modified to address identified knowledge gaps or reinforce specific skills. (2 points)
17. Additional academic support services, like tutoring or writing centers, could be more readily available. (2 points)
18. Incorporation of technology or interactive learning tools could enhance student engagement and understanding. (2 points)
19. Promoting peer learning initiatives, group projects, and discussion sections could benefit from clearer guidelines and facilitation. (2 points)
20. Providing pathways to internships or research opportunities could help students apply knowledge in real-world settings. (2 points)

Challenges (10 points):

21. Large class sizes limit personalized attention and hinder active participation. (2 points)
22. Lack of access to essential resources like library materials, technology, or lab equipment. (2 points)
23. Ineffective communication or unclear expectations from instructors create confusion and frustration. (2 points)
24. Assessment methods may not accurately measure learning outcomes or provide meaningful feedback. (2 points)
25. External factors like financial stress, health issues, or family matters negatively impact academic performance. (2 points)

Scoring Key:

- Strengths: Each strength item earned 0-2 points, making a maximum total of 20 points.
- Weaknesses: Each weakness item earned 0-2 points, making a maximum total of 20 points.
- Opportunities: Each opportunity item earned 0-2 points, making a maximum total of 20 points.

- Challenges: Each challenge item earned 0-2 points, making a maximum total of 20 points.

Interpretation:

- High Scores: Areas with high scores in strengths or opportunities indicate significant positive aspects within the academic environment.
- Low Scores: Areas with low scores in weaknesses or challenges highlight potential areas for improvement or support.
- Balanced Scores: A balanced distribution across categories suggests a comprehensive understanding of the student's academic context.

Field Experiment 5: Identifying and Addressing Psychological Problems

This field experiment is designed to guide undergraduate psychology students in observing and understanding potential psychological problems, and develop possible solutions, through a structured framework. Remember, ethics and confidentiality are paramount in any psychological investigation. Ensure informed consent and maintain anonymity when dealing with human subjects.

Objectives:

1. To identify potential psychological problems through systematic observation and interviewing techniques.
2. To analyse observed behaviours, understand underlying factors, and propose suitable solutions or interventions.
3. To develop student awareness and sensitivity towards various psychological issues and the importance of ethical considerations in psychological research.
4. To enhance critical thinking and problem-solving skills by applying theoretical knowledge to real-world scenarios.

Setting: Here are some potential settings with considerations:

- Clinical settings: Hospitals, mental health clinics, or specialized centres offer direct access to individuals with various psychological diagnoses, but require supervision and ethical approvals.
- Educational settings: Schools, daycares, or youth centres provide opportunities to observe children and adolescents, but require cooperation from administrators and parents.
- Community settings: Shelters, support groups, or senior centres offer access to diverse populations but may require building trust and establishing rapport.

Steps for carrying out the identification and addressing of psychological problems

Step 1: Preparation:

- Choose a specific setting: Clinic, school, community center, online (with ethical considerations).
- Define the target population: Age group, specific condition (optional).
- Identify relevant psychological problems: Research common issues in your chosen setting/population.
- Develop observation tools: Structured checklists, behavioural scales, interview questions.

- Ethics clearance: Ensure necessary approvals from relevant authorities.

Step 2: Initial observations:

- Conduct observations in your chosen setting, using your developed tools.
- Focus on verbal and nonverbal behaviours, interactions, and emotional expressions.
- Document your observations systematically and objectively.
- Look for patterns and inconsistencies that might indicate potential problems.

Step 3: Deeper exploration:

- Conduct individual or group interviews with observed individuals or relevant informants (with consent).
- Use open-ended questions to understand experiences, thoughts, and feelings related to observed behaviours.
- Gather additional information about personal history, social supports, and coping mechanisms.

Step 4: Problem identification and analysis:

- Analyze your observations and interview data to identify potential psychological problems.
- Consider cultural context, environmental factors, and individual differences.
- Consult with professors, supervisors, or mental health professionals for guidance.

Step 5: Solution development:

- Research evidence-based interventions for the identified problem(s).
- Consider individual needs, resources, and cultural appropriateness.
- Develop a plan for intervention or referral to appropriate services.
- Ensure interventions align with ethical principles and professional guidelines.

Step 6: Presentation and discussion:

- Prepare a presentation summarizing your findings and proposed solutions.
- Present your work to classmates, professors, or a wider audience (adhering to confidentiality).
- Be prepared to discuss limitations, ethical considerations, and future research directions.

Note:

- This is a flexible framework, adapt it to your specific project and needs.
- Ensure ongoing supervision and guidance from qualified professionals.

- Prioritize ethical considerations and respect individual autonomy and privacy.
- Focus on developing critical thinking, observation skills, and empathy.

Note: This Field experiment provides a starting point for undergraduate psychology students to explore the fascinating world of identifying and addressing psychological problems. By conducting ethical and responsible observations, students can gain valuable insights into human behavior and develop potential solutions to improve well-being.

Field Experiment 6: Survey in Different Settings

Surveys, while valuable tools in psychology research, while surveys can be a valuable tool in planning and gathering information for field experiments in psychology.

Objectives:

1. Gauge student interest in participating in field experiments.
2. Gather information about potential logistical challenges and preferences.
3. Identify areas of psychology students are interested in exploring through research.

Areas for Survey as filed experiments (Any one the below):

1. **Teachers' Experiences Survey:** This survey aims to understand the challenges and experiences of, full time and non-grant teachers, focusing on their well-being and professional satisfaction.
2. **Resident Experiences Survey in Old-Age Homes:** This survey aims to understand the experiences, well-being, and needs of older adults residing in old-age homes.
3. **Survey of Orphanage Children:** This survey aims to understand the experiences, well-being, and needs Orphanage Children residing in Orphanage.
4. **Industrial Settings.** Students can choose local industrial area and conduct interview of minimum ten workers to study their job satisfaction / work motivation / organizational climate / stress / alcohol addiction / any other issue and make three-four-page thematic analysis report.

Note: Individual or group of minimum three students should perform these activities and should write it's report and submit.

Field Experiment 7: Psychological Testing Practice

Students has to visit schools and colleges and has to administer a psychological scale to the minimum 10 students and make a report with the help of descriptive statistics (mean and SD). Also students has to describe what they understand from the group mean. Students has to prepare a report of minimum of two-three pages.

Objectives of Psychological Testing Practice:

1. To understand the fundamental principles and applications of psychometric tests in psychology.
2. To develop the ability to administer, score, and interpret various psychometric instruments.
3. To evaluate the reliability and validity of psychometric tests in different psychological settings.

Activity:

1. Visit the nearest school or college and obtain permission to administer a psychological scale to their students.
2. Administer a psychological scale to minimum 10 students.
3. Prepare a brief report.

Format of Report:

1. Introduction of one or two page on the selected topic.
2. Calculate the mean and SD of the obtained data
3. Write a one- or two-page descriptive report.

Field Experiment 8: Peer Counseling Programs

Objectives:

1. To develop effective counseling skills.
2. To provide support and guidance to peers.
3. To enhance communication and empathy abilities.

Activity:

- **Training**: Receive training in basic counseling techniques from the teacher.
- **Counseling Sessions**: Conduct peer counseling sessions on two students under supervision.
- **Feedback and Reflection**: Receive feedback from the counselee and prepare two- three page.

Report Format:

1. **Introduction**: Introduce the peer counseling program and its goals.
2. **Training Content**: Outline the counseling training received.
3. **Counseling Experience**: write the experience of conducting peer counseling.
4. **Feedback**: Discuss the feedback received and lessons learned.
5. **Conclusion**: Reflect on the effectiveness of the program and personal development.

SCHEME OF PRACTICAL EXAMINATION:-

The practical examination shall be conducted at the end of each semester/term.

- The practical shall carry 40 marks.
- There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
- Practical examination incorporates Identifying problems and SWOC analysis.
- The evaluation of the performance of the students in practical shall be on the basis of Semester Examination of 40 marks.
- In the semester practical examination, the candidate has to identify the problem of the case and SWOC analysis for Semester-VI
- The candidate has to bring his / her own subject for practical examination.

STANDARD OF PASSING:

As Prescribed under rules & regulation for each degree / programme.

NATURE OF QUESTION PAPER

The candidate will be asked to Identifying problems and SWOC analysis allotted to him / her and to write its full report.

A separate question paper will be set for each batch of each practical.

SCHEME OF MARKING

	Internal	**External**	**Total**
1. Journal	09 Marks	06 Marks	15 Marks
2. Conduct	-	08 Marks	08 Marks
3. Report Writing	-	12 Marks	12 Marks
4. Oral	-	05 Marks	05 Marks
Total	**09 Marks**	**31 Marks**	**40 Marks**

NOTE:

2. There shall be Two Practical of 4 Periods each per week, per batch consisting of 10 students (Total workload for practical will be 8 periods per week, per batch).
3. Six field experiments should be conducted from the list given for Semester –VI.
4. The student has to submit a complete journal duly signed by the course teacher and the head of the department before practical examination.
5. During the academic year students are expected to visit any social or industrial organization such as Remand Home, Old Age Home, Special Schools, Mental Hospital, Industry, Rehabilitation & Counseling centers etc.

SHIVAJI UNIVERSITY, KOLHAPUR

REVISED SYLLABUS FOR

B.A. (Part - III)

NEP-2020 (Choice Based Credit System)

(Introduced from June, 2024 onwards)

BUILDING EFFECTIVE COMMUNICATION AND CONFLICT MANAGEMENT SKILLS SEMESTER-VI

(i) Paper : SEC VI

(ii) Title of Paper : Building Effective Communication and Conflict Management Skills

(iii) Learning Objectives : After completion of this course, learners can:

1. Students Will Understand the Fundamentals of Communication
2. Students Will Able to Develop Effective Communication Skills
3. Students Will Understand How to Analyze Behavioral Styles
4. Students Will Understand How to Manage Anger
5. Students Will Be Able to Explore the Connection Between Anger and Stress
6. Students Will Learn to Resolve Conflicts Effectively

(iv) Modules	**No. of Hours**	**No. of Credits**
Module I : Effective Communication	**15**	**01**
Module II Managing Anger and Resolving Conflicts	**15**	**01**

(v) Recommend Reedings

a) Basic Reding:

Romas, J. A., & Sharma, M. (2017). *Practical stress management: A comprehensive workbook* (Seventh edition). Elsevier/AP, Academic Press is an imprint of Elsevier.

b) References :

1. Kirsh, S.J., Duffy, K.G., & Atwater, E. (2015). Psychology for Living- Adjustment, Growth, and Behavior Today. (11th ed.). Noida (UP) :Pearson India Education Services Pvt. Ltd.

2. नाईक, शिरगावे, घस्ते, बिराजे (2019) जीवनोपयोगी मानसशास्त्र, निराली प्रकाशन, कोल्हापूर.

2. प्रा. डी. आर. जारोंडे (2018). उपयोजित मानसशास्त्र, प्रशांत प्रकाशने, जळगाव.

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BUILDING EFFECTIVE COMMUNICATION AND CONFLICT MANAGEMENT SEMESTER-VI

Paper : SEC VI

Module I Effective Communication

1.1 What Is Communication?

1.2 The Communication Process

1.3 Assertiveness

1.4 Behavioral Styles

Module II Managing Anger and Resolving Conflicts

2.1 What Is Anger?

2.2 Managing the Anger Within

2.3 Anger and Stress: The Connection

2.4 Dealing with An Angry Person

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

1) Do an interactive group discussion on effective communication with each other
2) Practice and measure your assertiveness through paired role-plays and standardized psychological tests.
3) Identify and adapt to different behavioural styles through psychological assessments and group role-plays.
4) Anger management journal: manage and maintain your anger through a few-week documenting in an anger management record containing the intensity, depth, and application of techniques used for it.
5) Conduct a conflict resolution workshop.