

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



NAAC- 'A+' Grade

CIRCULAR NO.SU/ AEDP/ Deptt./78/2026

It is hereby inform to all concerned that, on the recommended by the Dean, *Academic Council at its meeting held on 02nd June 2026 has accepted* the following Subject wise Curriculum as per "*Apprenticeship Embedded Degree Programme (AEDP)*" run at University Department, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapathi Sambhajinagar as appended herewith.

Sr.No.	Name of the Courses	Department	Faculty	Semester
1.	B.Sc.Electronics (Honours) Industrial Electronics Minor in Sensor Technology /Energy Storage Devices	Electronics	Faculty of Science & Technology	IIIrd & IVth
2.	B.Sc.Data Science	Computer Science & IT		
3.	B.C.A. (Honors)	Management Science	Faculty of Commerce & Management Science	
4.	B.A.Psychology	Psychology	Faculty of Humanities	

This is effective from the Academic Year 2026-27 and onwards.

All concerned are requested to note the contents of this circular and bring the notice to the students, teachers and staff for their information and necessary action.

University Campus,
Chhatrapati Sambhajinagar.
Ref.No.SS/AC/I.No.04/2026/4498-106
Date:-05/06/2026

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**Deputy Registrar
Syllabus Section**

Copy forwarded with compliments to :-

- 1] **The Head of the Department, CS & IT, Electronics & Management Science, Psychology.**
- 2] The Deputy Registrar, Post Graduate Section,
Dr.Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- 3] **The Director, University Network & Information Centre, UNIC, with a request to upload this Circular on University Website.**

Copy to :-

- 1] The Director, Board of Examinations & Evaluation
- 2] The Section Officer,[B.Sc./B.Com. BA/Unit]
- 3] The Programmer [Computer Unit-1 & 2]
- 4] The In-charge, [E-Suvidha Kendra],
Rajarshi Shahu Maharaj Pariksha Bhavan,
Dr.Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.

**DR. BABASAHEB AMBEDKAR MARATHWADA
UNIVERSITY, Chh.Sambhajinagar**



Faculty of Humanities

**Bachelor of Arts (Psychology) Honors
4 yr Apprenticeship Embedded Degree Program
B.A Second Year**

Based on NEP 2020 and **AEDP 2025**
Curriculum Structure

2026-27

Research) Degree Programme with Multiple Entry and Exit Options.

B. A. Second Year (3rd and 4th Semester) Psychology

Sr. No.	Course Type	Third Semester		Total Credits	Fourth Semester		Total Credits	
		Course Code	Credits T P		Course Code	Credits T P		
1	Major 1 (Core) M1 Mandatory	DSC-7 Foundation of Organizational Behaviour DSC-7A Practical	2 - 2	08	DSC-9 Group Dynamics DSC-9A Practical	2 - -- 2	08	
	Major 2 (Core) M2 Mandatory	DSC-8 Child And Adolescent Development DSC 8A Practical – Psychometric test (Child & Adolescent)	2 2		DSC-10 Psychology Of Adulthood And Old Age DSC-10A Practical – Psychometric test (Adulthood & Old Age)	2 2		
2	Major Electives (Choose any one from Pool of Courses)	-----	-----	-----	-----	-----	-----	
3	Minor (Choose any one from Pool of Courses) It is from different discipline of the same faculty.	M-1 Introduction to Psychological Assessment M-2 Psychometric Testing	02 02	04	M-3 Basics of Behavioural Research M-4 Basics of Research Statistics	02 02	04	
4	GE/OE (Generic / Open Elective) (Choose any one from Pool of Courses) It is should be chosen compulsorily from the faculty other than that of major	GE/OE – 3 Health Psychology	2	02	GE/OE – 4 Psychology of Relationship	02	02	
5	VSC (Vocational Skill Courses) (Choose any one from Pool of Courses)	VSC-2 Development of psychometric tools	1T + 1P	02	-----	----	02	
6	SEC (Skill Enhancement Course) (Choose any one from Pool of Courses)	----	---		SEC-2 Understanding Self	1T + 1P		
7	AEC (Ability Enhancement Course) (Common for all Faculty)	AEC-3	2	04	AEC-4	2	04	
8	VEC (Value Education Course) (Common for all Faculty)	-----	-----					
9	IKS (Indian Knowledge System) Courses	IKS - 1	2		-----	-----		
10	OJT (On Job Training)	-----	-----	2	-----	-----	02	
11	FP (Field Project)	-----	-----		FP	02		
12	CEP (Community engagement Project) (Common for all Faculty)	-----	-----		-----	-----		
13	CC (Co-curricular Courses) (Common for all Faculty)	CC -3	2		CC -4	2		
14	RM (Research Methodology) Course	-----	-----					
15	RP (Research Project)	-----	-----					
				22			22	
Exit Option : Award of UG Certificate in 3 Majors with 44 Credits and an additional 4 Credits of Core NSQF Course/Internship OR Continue with Major and Minor								

B. A. PSYCHOLOGY

Second Year: Third Semester

1. DSC-7: Foundation of Organizational Behaviour
DSC 7A Practical –
DSC-8: Child and Adolescent Development
DSC 8A Practical – Psychometric test (Child & Adolescent)
2. M1 :- Introduction to psychological assessment
M2:- Psychometric testing
3. GE/OE-3: Health Psychology
4. VSC-2: Development of psychometric tools
5. AEC-3:
6. VEC-2
7. IKS: : -----
8. OJT: --
9. FP:--
10. CEP:--
11. CC-3:
12. RP:--

B.A Second Year Fourth Semester:

1. DSC-9 : Group Dynamics
DSC-9A – Practical-
DSC-10: Psychology of Adulthood and Old Age
DSC-10A - Practical – Psychometric test (Adulthood & Old Age)
2. M-3: Basics of Behaviour Research
M-4: Basics of Research statistics
3. GE/OE-4: Psychology at Relationship
4. SEC-2: Understanding Self
5. AEC-4:
6. IKS: : -----
7. OJT:--
8. FP:-- Field Project
9. CEP:--
10. CC-4:
11. RP:--

(SY III sem) **DSC-7 – Foundation of Organizational Behaviour**

Credits: 2 Total Hours: 30 Max Marks-50

Learning Objectives of the Course:

- To develop an understanding of organizational behavior concepts.
- To enable students to analyze job attitudes.
- To familiarize students with classical and contemporary theories of motivation.

Course Outcomes (COs): After completion of the course, students will be able to –

- Explain fundamental concepts of organizational behavior.
- Evaluate job attitudes including job satisfaction and counterproductive work behavior.
- Apply motivational theories and organizational justice principles to real workplace situations.

Unit No.	Topic	Contact Hours
1	What Is Organizational Behavior? Management and Organizational Behavior - Who's Who in the World of Work, Management Activities, Management Roles, Management Skills, Effective Versus, Successful Managerial Activities, Organizational Behavior, Defined Complementing Intuition with Systematic Study- Building on Big Data with Artificial Intelligence, Disciplines That Contribute to OB, Psychology, Social Psychology, Sociology, Anthropology, There Are Few Absolutes in OB, Challenges and Opportunities - Workforce Diversity and Inclusion, Continuing Globalization, Technology and Social Media, (Un)ethical Behavior, Corporate Social Responsibility (CSR), Toward a Better World Ben & Jerry's: The Scoop on What It Takes to Be a CSR-Oriented Company, Positive Work Environments, The Gig Economy, OB During Crises, Coming Attractions: Developing an OB Model, An Overview- Inputs, Processes, Outcomes, An Ethical Choice What Should You Do If Your Values Do Not Align with Your Company's? Employability Skills, Employability Skills That Apply Across Majors	10
2	Job Attitudes Attitudes, Attitudes and Behavior, Job Attitudes, Job Satisfaction and Job Involvement, An Ethical Choice Office Talk, Contents, Organizational Commitment, Perceived Organizational, Support, Employee Engagement, Job Attitudes in the Gig Economy, Are These Job Attitudes All That Distinct? Job Satisfaction, How Do I Measure Job Satisfaction? How Satisfied Are People in Their Jobs? What Causes Job Satisfaction? Job Conditions, Personality and Individual Differences, Pay, Outcomes of Job Satisfaction, Job Performance, Organizational Citizenship Behavior (OCB), Customer Satisfaction, Life Satisfaction, The Impact of Job Dissatisfaction, Counterproductive Work Behavior (CWB)	10
3	Motivation Concepts Motivation Defined, Classic Theories of Motivation, Hierarchy of Needs Theory, Two-Factor Theory, McClelland's Theory of Needs, Contemporary Theories: A Primer, Contemporary Theories of Motivation: Content-Based, Self-Determination Theory, Regulatory Focus Theory, Job Engagement Theory, Contemporary Theories of Motivation: Context-Based, Reinforcement Theory, Social Learning Theory, Contemporary Theories of Motivation: Process-Based, Expectancy Theory, Goal-Setting Theory, Self-Efficacy Theory, Organizational Justice, Equity Theory, Distributive Justice, Procedural Justice, Interactional Justice, Justice Outcomes, Culture and Justice, Contents Integrating Contemporary Theories of Motivation	10

Text Books:

1. Organizational Behavior, Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (19th ed.). Pearson.

Reference Books:

- Organizational Behavior Human Behavior at Work, Davis, K., & Newstrom, J. W. (2002). *Human behavior at work: Organizational behavior* (11th ed.). McGraw-Hill.
- Organizational Behavior, Luthans, F. (2019). *Organizational behavior: An evidence-based approach* (14th ed.). McGraw-Hill.
- Understanding Organizational Behavior, Pareek, U. (2010). *Understanding organizational behavior* (3rd ed.). Oxford University Press.
- Behavior in Organizations, Greenberg, J., & Baron, R. A. (2008). *Behavior in organizations* (10th ed.). Pearson.

DSE3: Foundation of Organizational Behaviour (Practical)

Total Credits : 02

Total Contact Hours : 60 Hrs

Maximum Marks : 50

Conduct any one activity

1. Group Discussion on Workplace Ethics

Aim- To analyze ethical dilemmas in organizations.

Topics

- Social responsibility
- Ethical leadership
- Diversity and inclusion
- Technology and privacy

2. Employee Engagement Activity

Aim- To understand employee engagement and organizational commitment.

Activity

Interview employees or peers regarding:

- Work involvement
- Commitment
- Recognition

Examination- Group of Student will perform a group discussion on the given topic at the time of examination

ASSESSMENT (50MARKS)

Internal Marks (20) Group discussion Report file -15, Attendance -05

External Marks(30) Student participation in discussion- 10, Content in the discussion- 10 Report of the discussion- 10

(SY III sem) **DSC-8 - Child and Adolescent Development**

Total Credits : 02

Total Contact Hours : 30 Hrs

Maximum Marks : 50

Course Objectives:

- To introduce students to the stages of development from infancy to adolescence.
- To understand biological, cognitive, emotional, and social aspects of child and adolescent development.
- To examine the influence of family, peers, and culture on development.

Course Outcomes:

- Demonstrate knowledge of major developmental milestones from birth to adolescence.
- Apply developmental theories to real-life scenarios.
- Analyze how various factors affect child and adolescent development.

Units	Content	Contact Hrs
1	Introduction to Development -Concept and principles of development, Stages of development: infancy, childhood, adolescence. Methods of studying development, Role of heredity and environment	10
2	Child Development -Physical and motor development, Cognitive development (Piaget's theory), Language and emotional development, Role of family and school	10
3	Adolescent Development -Physical and hormonal changes, Identity formation (Erikson's theory), Peer influence and risk behaviours, Emotional and moral development (Kohlberg's theory)	10

Recommended Textbooks:

Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Miller, P. H. (2011). *Theories of Developmental Psychology*. Worth Publishers.
- Berk, L. E. (Latest Edition). *Development Through the Lifespan*. Pearson.
- Papalia, D. E., & Feldman, R. D. *Human Development*. McGraw-Hill.

DSC 8:Practical – Psychometric test (Child & Adolescent) Credit: 2 Total Hours: 60 Max Marks-50

Students Will Administer or Conduct any Six Practical's from the following

Sample Practical's:

1. Measurement of IQ in children
2. Assessment of emotional development
3. Piagetian tasks for cognitive development
4. Observation of peer group behaviour
5. Story completion for moral reasoning
6. Family environment scale
7. Case study of a child/adolescent
8. Drawing-a-person test
9. Socio-metric technique

Assessment: Internal Assessment (20 marks)

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

(SY III sem) **M1 - Introduction to psychological assessment**

Credits: 2 Total Hours: 30 Max Marks-50

Course Objectives:

- To introduce students to the fundamental concepts of psychological testing and measurement.
- To familiarize students with the principles and methods of test construction and standardization.
- To gain knowledge of different types of psychological tests and their applications.

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

- Define and explain key concepts in psychological testing and statistics.
- Describe the process of developing and standardizing psychological tests.
- Identify and differentiate between various types of psychological tests.

Units	Content	Contact Hrs
1	Nature and Use of Psychological Tests Uses and Varieties of Psychological Tests, What Is a Psychological Test? Test Administration, Effects of Training on Test	10
2	Test Construction Meaning of Test in Psychology and Education, Classification of Tests, Characteristics of a Good Test, General Steps of Test Construction, Uses and limitations of Psychological Tests and Testings , Ethical Issues in Psychological Testing, Steps in Selecting Appropriate Published Tests	10
3	Item Writing Meaning and Types of Items, Difference Between Essay-Type Tests and Objective-Type Tests, General Guidelines for Item Writing, General Methods of Scoring Objective-Test Items	10

Recommended Textbooks:

- Singh, A. K. (2006). *Tests, measurements and research methods in behavioural sciences*. Patna: BharatiBhawan.
- डॉ .एच जे नरके आणि डॉ .वर्वे () मनोमापन आणि संख्याशास्त्र
- डॉ .युवराज गहेराव(2018) उपयोजित संख्याशास्त्र

Suggested Readings/References:

- Gregory, R. J. (2014). *Psychological testing: History, principles, and applications*. Pearson.
- Cohen, R. J., & Swerdlik, M. E. (2010). *Psychological testing and assessment: An introduction to tests and measurement*. McGraw-Hill Humanities/Social Sciences/Languages. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall.

(SY III sem) **M2 – Psychometric testing**

Credits: 2 Total Hours: 30 Max Marks-50

Course Objectives:

- Understand major individual intelligence and cognitive assessment tools
- Understand assessment procedures for special populations
- Learn group testing, aptitude testing, and adaptive assessment methods

Course Outcome (CO): After completion of course, students will be able to:

- Describe, compare, and interpret major intelligence and cognitive tests
- Explain and evaluate testing practices for diverse and special populations
- Compare testing approaches and apply assessment results in various settings

Unit	Content	Contact Hrs
1	Individual Tests Stanford-Binet Intelligence Scale, The Wechsler Scales, The Kaufman Scales, Differential Ability Scales, Das-Naglieri Cognitive Assessment System, Other Tests	10 hrs
2	Tests for Special Populations Infant and Preschool Testing, Standardised Tests of Early Childhood Development, Current Trends in Infant and Early Childhood Assessment, Comprehensive Assessment of Mentally Retarded Persons, Testing Persons with Physical Disabilities, Multicultural Testing	10 hrs
3	Group Testing Group Tests Versus Individual Tests, Adaptive Testing and Computer-Based Administration, Group Tests for Ability Testing, Measuring Multiple Aptitudes	10 hrs

Books recommended-

Laroslava Lagniuk, Ponomaryav V.I, **Communication Psychology**, Publisher- V.N Karazin Kharkiv National University(2016)

(SY III sem) **GE/OE 3 : Health Psychology**

Credits: 2 Total Hours: 30 Max Marks-50

Course Objectives:

1. Understanding the concepts of Health Psychology
2. Learning about the health behaviour
3. Knowing about healthy habits

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

1. Know the concept of Health Psychology
2. Aware of healthy behaviour
3. Understand the healthy habits

Source Book

Unit	Topics	Contact Hours
I	What is health Psychology? Definition of Health Psychology, The Mind Body Relationship: A Brief History, The Rise of The Bio psychosocial Method, The need for Health Psychology, Health Psychology Research, What is health Psychology Training For?	10
II	Health Behaviours An Introduction to Health Behaviour, health Promotion: An overview, Changing Health Habits, Cognitive-Behavioural Approaches to Health Behavior Change, The Trans theoretical model of behavior change, Venues for health-habit Modification	10
III	Health Promoting Behaviour Exercise, Accident Prevention, vaccinations & Screening, Sun safety Practices, Developing a Healthy Diet, Sleep, Rest Renewal Savoring	10

Taylor Shelley E (2015) Health Psychology 10th Ed. McGraw-Hill Education

Reference Books

- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). Health Psychology an introduction to behavior and health (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). Health Psychology A Critical Introduction. Cambridge University Press
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York.
- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York

(SY III sem) **VSC-2 : Development of Psychometric tools**

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) Contact hours(Theory-15, Practical-30)

Course Objectives:

1. Understand the steps of developing the psychometric tool
2. Preparing one psychometric tool
3. Learning the scaling types

Course outcomes : After completion of the course students will be able to-

1. Acquire the skill of constructing psychometric tool
2. Learn the method of developing the psychometric tool
3. Understand the scaling method.

Theory – 1 credit

Unit	Topic	Contact hours
I	Test construction- Defining the test, Selecting a scaling method, Representative Scaling Methods,	8
II	Ethical & Social Implications of testing- The rationale for professional testing standards, Responsibilities of test publishers, Responsibilities of test users,	7

Source Book-

Robert J. Gregory (2018) Psychological Testing, Pearson Publication, 7ed.

Practical- 1 credit

- Students have to develop the psychometric tool.
- Select a topic or a factor of behaviour that is to be measured.
- This selection should be with the concern of the teacher.
- Students have to prepare a test consisting minimum 30 statements.
- Group of 5 students can develop one tool

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assessment

Practical –

30 marks External Assessment- Presentation, Summary of the tool construction, Viva (10marks each)

20 marks Internal Assessment – Psychometric Tool, Presentation and attendance

Learning Objectives of the Course:

- Understand group behavior and group dynamics
- Understand work teams and team effectiveness
- Understand conflict and negotiation processes

Course Outcomes (COs): After completion of the course, students will be able to –

- Explain and evaluate group processes, roles, norms, cohesion, and decision-making
- Analyze team structures and apply strategies for effective team functioning
- Apply conflict resolution and negotiation techniques in organizational and social settings

Unit No.	Topic	Contact Hours
1	Foundations of Group Behavior Defining and Classifying Groups, Social Identity, Stages of Group Development, Group Property 1: Roles, Role Perception, Role Expectations, Role Conflict, Myth or Science? Gossip and Exclusion Are Toxic for Groups, Group Property 2: Norms , Norms and Emotions, Norms and Conformity, Norms and Behavior, Positive Norms and Group Outcomes, Negative Norms and Group Outcomes, Norms and Culture, Group Property 3: Status and Group Property 4: Size and Dynamics, Group Property 3: Status, Group Property 4: Size and Dynamics, Group Property 5: Cohesion, Toward a Better World Whirlpool: Building Cohesion Through Volunteering, Group Decision Making, Groups Versus the Individual, Groupthink and Group shift, Group Decision-Making Techniques	10
2	Understanding Work Teams Differences Between Groups and Teams, Types of Teams, Problem-Solving Teams, Self-Managed Work Teams, Cross-Functional, Teams, Virtual Teams, Multiteam Systems, An Ethical Choice The Size of Your Meeting's Carbon Footprint, Creating Effective Teams, Team Context, Team Composition, Toward a Better World Hershey: Advancing Diversity, Equity, and Inclusion Through Groups and Teams, Team Processes and States, Turning Groups of Employees into Teams, Selecting: Hiring for Team Effectiveness, Training: Creating Effective Teams, Rewarding: Providing Incentives for Exceptional Teams	10
3	Conflict and Negotiation A Definition of Conflict, (Dys) functional Conflict, Types of Conflict, Loci of Conflict, The Conflict Process, Stage I: Potential Opposition or Incompatibility, Stage II: Cognition and Personalization, Stage III: Intentions, Stage IV: Behavior, Stage V: Outcomes, Managing Conflict, Negotiation-Bargaining Strategies, The Negotiation Process, Preparation and Planning, Definition of Ground Rule, Clarification and Justification, Bargaining and Problem Solving, Closure and Implementation, Myth or Science? Good Negotiators Rely on Intuition, Individual Differences in Negotiation Effectiveness, Personality Traits in Negotiations, Moods and Emotions in Negotiations, Culture and Race in Negotiations, Gender in Negotiations, Negotiating in a Social Context, Reputation, Toward a Better World ALDI: Downstream Environmental and Social Implications of Supplier Negotiations, Relationships, An Ethical Choice Ethical Challenges in Negotiation	10

Text Books:

Organizational Behavior, Robbins, S. P., & Judge, T. A. (2022). *Organizational behavior* (19th ed.). Pearson.

Reference Books:

- Organizational Behavior Human Behavior at Work, Davis, K., & Newstrom, J. W. (2002). *Human behavior at work: Organizational behavior* (11th ed.). McGraw-Hill.
- Organizational Behavior, Luthans, F. (2019). *Organizational behavior: An evidence-based approach* (14th ed.). McGraw-Hill.
- Understanding Organizational Behavior, Pareek, U. (2010). *Understanding organizational behavior* (3rd ed.). Oxford University Press.
- Behavior in Organizations, Greenberg, J., & Baron, R. A. (2008). *Behavior in organizations* (10th ed.). Pearson.

DSE-9 Group Dynamics (Practical)

Total Credits : 02

Total Contact Hours : 60 hrs

Maximum Marks : 50

From the following list conduct any 6

1. Sociometric Test and Sociogram Construction
2. Leadership Style Questionnaire
3. Belbin Team Role Inventory
4. Team Effectiveness Questionnaire
5. Group Cohesion Scale (GEQ)
6. Conflict Management Style Inventory (TKI/ROCI-II)
7. Communication Skills Inventory
8. Emotional Intelligence Scale
9. Desert Survival Group Decision-Making Exercise
10. Negotiation and Conflict Resolution Role Play

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

Course Objectives:

- To explore developmental changes and challenges in adulthood and old age.
- To understand physical, cognitive, emotional and social aspects of aging.
- To study adjustment and psychological well-being in later stages of life.

Course Outcomes:

- Identify and describe key developmental tasks in adulthood and old age.
- Evaluate psychological theories of adult development and aging.
- Examine psychosocial issues related to aging.
- Develop sensitivity to issues affecting the elderly.

Unit	Topic	Contact Hrs
1	Early and Middle Adulthood -Physical and cognitive changes, Career and family life, Stress and coping, Erikson's stages: Intimacy vs. Isolation, Generativity vs. Stagnation	10
2	Late Adulthood -Physical decline and health issues, Memory and cognitive changes, Retirement and leisure, Social roles and relationships	10
3	Psychological Well-being and Adjustment in Old Age - Erikson's stage: Ego Integrity vs. Despair, Mental health in aging: Depression, dementia, and Alzheimer's, Death, dying, and bereavement, Successful aging and quality of life	10

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Miller, P. H. (2011). *Theories of Developmental Psychology*. Worth Publishers.
- Hurlock, E. B. *Developmental Psychology*. McGraw-Hill.
- Santrock, J. W. *Life-Span Development*. McGraw-Hill.

Paper: DSC10A - Practical – Psychometric test (Adulthood And Old Age)

Credits: 2 Total Hours: 60

Students Will Administer or Conduct Six Practical's Out Of Nine Practical's

Sample Practical's:

1. Measurement of stress and coping
2. Assessment of memory in adults
3. Depression scale for elderly
4. Life satisfaction scale
5. Adjustment inventory

6. Case study of an elderly individual
7. Attitude towards aging scale
8. MMSE (Mini Mental State Examination)
9. Social support scale

Recommended Textbooks:

- Gillibrand, R., Lam, V., & O'Donnell, V. L. (2016). *Developmental Psychology*. Pearson.

Suggested Readings/References:

- Anastasi, A., & Urbina, S. *Psychological Testing*. Pearson.
- Singh, A. K. *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan.

Assessment:

Internal Assessment (20 marks):

- * Record Book: Maintaining a detailed record of your practical work.
- * Presentation: Presenting your findings to the class.
- * Attendance: Regular attendance and active participation in practical sessions.

University Assessment (30 marks):

- * Viva: An oral examination to assess your understanding of the concepts and methods.
- * Report: Evaluation of your practical report.
- * Procedure: Assessing your ability to follow standardized testing procedures.

(SY IV sem) **M3 – Basics of Behaviour Research**

Credits: 2 Total Hours: 30 Max Marks: 50

Course Objectives:

- Understand the meaning, objectives, and types of research
- Learn the research process and problem formulation
- Understand research design and its components

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

- Explain research concepts, objectives, and types of research
- Identify research problems and describe the research process and characteristics of good research
- Apply principles of research design in planning and conducting research studies

Unit	Content	Contact Hrs
1	Introduction to research Meaning of Research, Objectives of Research, Types of Research	10
2	Research Process Criteria of Good Research, Problems Encountered by Researchers, Technique Involved in Defining a Problem	10
3	Research Design Meaning of Research Design, Need for Research Design, Features of a Good Design, Important Concepts Relating to Research Design	10

Source Textbooks:

Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.

Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Wadsworth.

Best, J. W., & Kahn, J. V. (2016). *Research in education* (10th ed.). Pearson.

(SY IV sem) **M4 – Basics of Statistics**

Credits: 2 Total Hours: 30 Max Marks: 50

Course Objectives:

1. Understand measures of central tendency
2. Understand measures of dispersion
3. Understand measures of relationship

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

- Calculate and interpret mean, median, mode, and other averages
- Compute and interpret range, mean deviation, and standard deviation
- Calculate and interpret Pearson's and Spearman's correlation coefficients

Unit	Content	Contact Hrs
1	Measures of Central Tendency Mean, Median, Mode, Other Averages	10
2	Measures of Dispersion Range, Mean Deviation, Standard Deviation	10
3	Measures of Relationship Karl Pearson's Coefficient of Correlation Rank Correlation	10

Suggested Readings:

1. Mangal, S. K. (2018). *Statistics in psychology and education*.
2. Singh, A. K. (2017). *Tests, measurements and research methods in behavioural sciences*.
Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the behavioral sciences*.
3. Aron, A., Aron, E. N., & Coups, E. J. (2019). *Statistics for psychology*.
4. Howell, D. C. (2017). *Fundamental statistics for the behavioral sciences*.

(SY IV sem) **GE/OE-4 : Psychology of Relationship**

Credits: 2 Total Hours: 30 Max Marks: 50

Course Objectives:

1. Develop an understanding of the theoretical foundations of interpersonal
2. Identify and analyze the key elements of friendship, love, marriage, and intimate relationships.
3. Apply practical communication strategies to enhance interpersonal connections and build strong, healthy relationships.

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

1. Demonstrate effective interpersonal communication skills by applying active listening, empathy, and feedback techniques in personal relationships.
2. Critically evaluate the different types of love and intimacy and how they evolve over time, including romantic, familial, and platonic bonds.
3. Propose solutions for improving communication and resolving misunderstandings in intimate relationships, focusing on mutual respect and understanding.

Units	Content	Contact Hrs
1	Interpersonal Communication- the process of interpersonal communication, communication and adjustment, towards more effective communication	10
2	Friendship and Love- perspective on close relationship, initial attraction and relationship development, friendship, overcoming loneliness	10
3	Marriage and Intimate Relationship- challenge to the traditional model of marriage, marital adjustment across the family lifecycle, vulnerable areas in marital adjustment, divorce, application understanding intimate violence	10

Source Textbooks:

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage Learning.
- Lazarus, R. S. (1999). Stress and Emotion: A New Synthesis. Springer
- Snyder, C. R., & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology. Oxford University Press.
- संतोष सावदेकर, शफिक पठाण, शेलेश बनसोडे, परमेश्वर पुरी (२०२३) प्रशांत पब्लिकेशन्स

(SY IV sem) **SEC-2 : Understanding Self**

Total Credit : 2(Theory :1 Credit, Practical :1 Credit) **Contact hours** (Theory-15, Practical-30)

Course Objectives:

1. Understand the theoretical foundations of self-concept and self-esteem
2. Examine the factors that shape self-concept and self-esteem
3. Develop strategies for improving self-esteem and promoting a healthy self-concept.

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

1. Define self-concept and self-esteem and explain the key theories and models that underpin these concepts, including their formation and evolution.
2. Identify the factors that influence the development of self-concept and self-esteem, such as family dynamics, peer interactions, and media exposure.
3. Apply practical strategies for improving self-esteem

Theory- 1 credit

Unit	Content	Contact Hrs
1	Self Concept- definition, nature and history- William James and Carl Rogers, Factors affecting self, evaluating self	7
2	Self Esteem- definition, the development of self esteem, building self esteem, basic principle of self perception	8

Source Textbooks:

- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage Learning.
- डॉ. युवराज गहेराव (२०२२) व्याक्तीभिन्नतेचे मानसशास्त्र , कैलाश पब्लिकेशन्स

Practical- 1 credit

List of Psychological Tests (Choose any 2):

1. Self Concept
2. Self Esteem
3. Self Confidence
4. Self Disclosure
5. Self Actualization

Mark system

Theory –

30 marks External Assessment- Written paper

20 marks Internal Assessment- Seminar/ Group discussion/ Assignment

Practical –

External assessment -30 marks – Procedure , Report, Viva-voce examination.

Internal Assessment- 20 marks - Practical record/journal, attendance, practical performance.

(SY IV sem) **FP-1: Field Project**

Total Credit: 2 Credit

Contact hours: 60

Course Objectives:

1. Learning the application of the theory
2. Improving the planning , organizing and executing skills
3. Developing the innovative problem solving skills

Course outcomes (Cos) After completion of the course students will be able to-

1. Apply the theory to practical world
2. Improved project management skills
3. Developed problem solving skills

The students have to do **any one of the following activity**. After discussion with the teacher the student can select one activity.

They will have to prepare a work plan of the field project.

Present it in the class before the teacher and get approval of the teacher.

Then need to do implement it. Have all the document evidences of the work that they are caring out.

Then need to submit the project report. The student will have to give presentation of the work. And also face the viva voce examination.

The field project (**Any one**)

1. Mental health survey in community
2. Mental health awareness program(street play, poster exhibition, individual awareness, ect)
3. Project on psychological health of college students
4. Project on social media and mental health
5. Interview elderly individuals on loneliness, memory and happiness. (at least 10)
6. Conducting simple memory or problem solving test for children(at least 10)

