



Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव

Maharashtra, India

'A' Grade NAAC Re-accredited (4th Cycle)



Faculty of Humanities

SYLLABUS

For

Psychology

F. Y. B. A.

(Semester-I and II)

As per the guidelines of the

National Education Policy (NEP) 2020

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

**KAVAYITRI BAHINABAI CHAUDHARI
NORTH MAHARASHTRA UNIVERSITY, JALGAON**

**Faculty of Humanities, B.A. Programme
as per the NEP- 2020 Guidelines**

**Credit distribution structure for Three / Four-year Honours with Research Degree
Programme with Multiple Entry and Exit options**

Board of Studies in Psychology

F.Y.B.A. Semester- I (Level 4.5)

No	Course Category	Course Code	Name of the Course	Total Credit
1	DSC- 1	PSY- 111	Fundamentals of Psychology	4
2	OE- 1	PSY- 114	Psychology of Happiness	2

F.Y.B.A. Semester- II (Level 4.5)

No	Course Category	Paper Code	Name of the Course	Total Credit
1	DSC- 2	PSY- 121	Cognitive Process	4
2	OE- 2	PSY- 124	Psychology of Well-being	4

Dr. SATEESH SURYE

Chairman

Board of Studies in Psychology
KBC North Maharashtra University, Jalgaon

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Faculty of Humanities
[NEP-2020 Pattern]
FYBA Psychology (Semester-I)
[DSC-1] PSY- 111 FUNDAMENTALS OF PSYCHOLOGY

Total Marks- 60+40=100

Credit- 4

Total Hours- 60

Course Objectives:

Students should be acquainted with:

1. The basic concepts, perspectives, branches and methods in Psychology.
2. The biological mechanisms that underlie various behaviors in humans and other organisms.
3. The concept of personality and its relevance in psychology and daily life.
4. To elaborate the concepts of motivation, its types, Approaches and Motivational Conflicts and its effect on mental health to the students.

UNIT-1: INTRODUCTION TO PSYCHOLOGY

[15]

- 1.1 Psychology: Nature, Scope and Goals of Psychology (Description and measurement of Behavior, Explanation of behavior, Prediction of Behavior & Control of Behavior).
- 1.2 Perspectives of psychology: Behavioral, Bio-psychosocial, Developmental, Humanistic, Psychoanalytic and Cognitive.
- 1.3 Branches of Psychology: Clinical Psychology, Counseling Psychology, Positive Psychology, Industrial Psychology, Social Psychology, Developmental Psychology, Educational Psychology, Criminal & Forensic Psychology.
- 1.4 Research Methods of Psychology: Observation and its sub-types, Case Study, Interview, Survey and Experimental Method.
- 1.5 Career opportunities in Psychology.

UNIT-2: BIOLOGICAL BASES OF BEHAVIOR

[15]

- 2.1 Chromosomes, Genes, DNA, Sex Determination and Twins.
- 2.2 Neurons: Types, Structure and Functions- Electrical and Chemical Process
- 2.3 Central Nervous System (CNS)- Spinal Cord and Brain: Structure and Functions
- 2.4 Neuro Transmitters: Acetylcholine, Serotonin, Dopamine, Epinephrine, Nor-Epinephrine, and GABA
- 2.5 Glandular System: Types and Functions of Glands

UNIT-3: PERSONALITY

[15]

- 3.1 Personality: Nature, Scope and Misconceptions about Personality.
- 3.2 Factors of shaping Personality- Genetic Endowment, Physique, Endocrine Glands, Family, Friends and Neighbourhood, School, Social, Cultural, Technology and Mass Media.
- 3.3 Trait Theories of Personality: Allport, Cattell and the 16 PF, Five Factor Model
- 3.4 Theories of Personality– Freud’s Psychoanalytic Theory (Structure of Personality, Division of Personality and Psychosexual Stages) and Bandura’s Social Cognitive Learning Theory (Principles of Observational Learning)
- 3.5 Assessment methods of Personality: Questionnaire (MMPI, 16PF, NEO-PI-R), Interview, Behavioral Observation, Projective Techniques (Rorschach Inkblot test, TAT and Sentence completion test)

UNIT-4: MOTIVATION AND EMOTIONS

[15]

- 4.1 Nature and Scope of Motivation, Motivation Cycle and Need Hierarchy
- 4.2 Types of Motivation: Biological Motivation (Hunger, Thirst, Sleep, Maternal and Sexual Motivation), Social Motivation (Achievement, Affiliation, Power and Aggression and Hostility Motivation)
- 4.3 Theories of Motivation: (Instinct Approach, Drive-reduction Approach, Arousal Approach)
- 4.4 Emotion: Nature and functions of emotions, Types of emotion (Primary and Secondary, Positive and Negative), Physiological changes and external expression of emotion.
- 4.5 Nature and Scope of Emotional Intelligence, Goleman’s Model of EI

Course Outcomes:

Upon completion of this course,

1. Students will be able to grasp the core concepts in psychology, including personality, motivation and emotions. They will be able to explain these concepts in their own words and apply them to real-world situations.
2. Students will be able to explain how neurotransmitters, hormones, genetics, and brain structures contribute to the development and regulation of behavior.
3. Students will be able to apply their understanding of personality to real-life scenarios, such as interpersonal relationships, career choices, and personal growth, thereby enhancing their self-awareness and empathy towards others.

4. Students will be able to demonstrate a comprehensive understanding of the various concepts of motivation, including its definition, types, and underlying theories and approaches.

References:

- 1) Baron, R. A. (2001). *Psychology*. Pearson Education Pvt. Ltd.
- 2) Santrock J.W. (2006). *Psychology Essentials*. Tata McGraw-Hill Edition
- 3) Ciccarelli, S. & White, N. (2011). *Psychology: An Exploration* (2nd Edn.). Pearson Publications.
- 4) Ciccarelli, S & Meyer, G. E. (2011). *Psychology*, Pearson Publications.
- 5) Coon, D. & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and behavior*. Thomson Wadsworth.
- 6) Feldman, R. (2009). *Understanding Psychology*. 9th edition, Tata McGraw Hill.

मराठी संदर्भ ग्रंथ:

- 1) ओक, अ., अभ्यंकर, शो. आणि गोळविलकर (२००८). *मानसशास्त्र: दक्षिण आशिया आवृत्ती*. पिअरसन एजुकेशन प्रकाशन.
- 2) खलाणे, श. आणि मुंदडा, नि. (२०२२). *मानसशास्त्राची मूलतत्वे आणि संकल्पना*. अथर्व प्रकाशन.
- 3) जाधव, र. (२०२२). *मानसशास्त्रातील मूलभूत तत्व आणि संकल्पना*. प्रशांत पब्लिकेशन.
- 4) पाध्ये, वि. (२०१५). *आधुनिक मानसशास्त्र*. विद्या बुक्स प्रकाशन.

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[NEP-2020 Pattern]
FYBA Psychology (Semester-I)
[OE- 1] PSY- 114: PSYCHOLOGY OF HAPPINESS

Total Marks- 30+20=50

Credit- 2

Total Hours- 30

Course Objectives:

Students should be acquainted with:

1. The concept of happiness and differentiate between objective and subjective measures.
2. The importance of stability of well-being across the lifespan, despite life changes, and analyse the factors contributing to this stability.

UNIT- 1: MEANING AND MEASURES OF HAPPINESS [15]

- 1.1 Meaning of Happiness: Definitions of Happiness, Objective Versus Subjective Measure, Negative Versus Positive Functioning
- 1.2 Two Traditions of Happiness: Hedonic and Eudemonic Happiness, Difference between Hedonic and Eudemonic Happiness.
- 1.3 Subjective Well-being: Measure of Subjective Well-being, Life Satisfaction, (SWLS and PANAS), Global Measure of Happiness.
- 1.4 Self-Realization: The Eudaimonic Basis of Happiness- Psychological Well-being, Emotional Well-being and Social Well-being.
- 1.5 The Benefits of Being Happy, Happiness and Academic Success.

UNIT- 2: HAPPINESS AND THE FACTS OF LIFE [15]

- 2.1 Happiness Across the Life Span: Stability in Well-being Despite Life Changes
- 2.2 Gender and Happiness: Gender Differences in Emotional Experience, Explaining the Paradox of Gender
- 2.3 Marriage and Happiness: Selection of Mate, Benefits of Marriage, Factors in Happy Marriage
- 2.4 Money and Happiness: Emotion and Money, Money and Human Behaviour, Happy People- Make More Money, We can't buy happiness with money
- 2.5 Other Facts of Life: Physical and Mental Health & Happiness, Work, Unemployment and Happiness.

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

1. Apply knowledge and skills related to happiness research and measurement to address practical challenges and promote positive outcomes in various contexts.
2. Synthesize knowledge gained from the study of happiness and its determinants to advocate for policies and practices that promote individual and societal well-being, fostering positive social change.

References:

1. Baumgardner, S. & Crothers, M. (2015). *Positive Psychology*. Pearson Education in South Asia.
2. Snyder C.R., Lopez S.J. & Pedrotti J.T. (2011). *Positive Psychology*. Sage South Asia Edition.
3. Fredrickson, B. L. (2001). *The Role of Positive Emotions in Positive Psychology: The Broadenand-Build Theory of Positive Emotions*. *American Psychologist*, 56, 218-226.
4. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology*, 88, 377-389.
5. Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder and S. J. Lopez (Eds.), *Handbook of Positive Psychology*, 528-540. Oxford University Press.
6. Seligman, M. E. P. (2002). *Authentic Happiness*, Nicholas Brealey Publishing, London.
7. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broadenand-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.
8. Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: Free Press.

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1. बडगुजर, चु. आणि वरखेडे, प्र. (2016). *सकारात्मक मानसशास्त्र*. प्रशांत पब्लिकेशन्स.
2. अडसूळ, आर. के. (2021). *सुखाचे मानसशास्त्र*, उन्मेष प्रकाशन.
3. शिंदे, वि. (2016). *सकारात्मक मानसशास्त्र*, डायमंड पब्लिकेशन.
4. लभाणे, सी.पी., सोनटक्के, ज. आणि सावदेकर, सं. (2015). *सकारात्मक मानसशास्त्र*, प्रशांत पब्लिकेशन.

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FYBA Psychology (Semester-II)
[DSC- 2] PSY- 121: COGNITIVE PROCESS**

Total Marks- 60+40=100

Credit- 4

Total Hours- 60

Course Objectives:

Students should be acquainted with:

1. The basic understanding about concepts of cognition.
2. The phenomenon of consciousness.
3. Understanding and important theories of learning and memory.
4. Higher levels of cognitive processes.

UNIT- 1: ATTENTION AND PERCEPTION [15]

- 1.1 Nature and process of Sensation, Habituation and Sensory adaptation.
- 1.2 Attention- Nature and meaning of attention, Characteristics of attention, Types of attention
- 1.3 Determinants of Attention- (Objective Determinants-Nature of stimulus, change in stimulus, novelty of stimulus, movement of stimulus, isolation of stimulus, Subjective Determinants- Need, Interest, curiosity, Habit, Meaning)
- 1.4 Nature, Characteristics and Determinants of Perception
- 1.5 Principles of Perception (Perceptual organization & constancy, Depth perception, perception of motion)

UNIT- 2: STATES OF CONSCIOUSNESS [15]

- 2.1 Consciousness: Meaning, and Nature
- 2.2 Altered States of Consciousness
- 2.3 Stages of Sleep, Sleep Deprivation, Sleep Disorders
- 2.4 Nature of Meditation and Hypnosis: Steps in hypnotic induction
- 2.5 Fact, myths and applications of Hypnosis

UNIT- 3: LEARNING, MEMORY AND FORGETTING [15]

- 3.1. Learning- Nature and scope
- 3.2. Classical conditioning- Pavlov's Experiment, Principles of Classical Conditioning
- 3.3. Operant Conditioning- Skinner's experiment, Role of Reinforcement and Punishment
- 3.4. Memory: Nature, process and types; Mnemonics

3.5. Forgetting: Nature and reasons of forgetting

UNIT-4: THINKING AND PROBLEM SOLVING

[15]

4.1 Thinking: Nature of thinking (Images, Concepts, Symbols and Signs, Language), Types of thinking (Perceptual, Conceptual, Reflective, Critical)

4.2 Creativity: Nature, Types of Thinking (Convergent & Divergent)

4.3 Problem Solving and Decision Making- Meaning and Nature

4.4 Stages in problem solving and decision making

4.5 Barriers to problem solving and decision making

Course Outcomes:

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

1. Utilize cognitive concepts for comprehending human behaviour.
2. Employ the concept of consciousness to enhance self-awareness.
3. Implement key learning and memory theories in their daily lives.
4. Apply advanced cognitive skills effectively.

References:

1. Ciccarelli, Sandra, White N. (2011). *Psychology: An Exploration (2nd edition)*. Pearson Publications.
2. Ciccarelli, S and Meyer, G. E. (2011). *Psychology, Pearson Publications*, New Delhi.
3. Coon, D. & Mitterer, J. O. (2007). *Introduction to psychology: Gateways to mind and Behaviour*. Thomson Wadsworth.
4. Sandra K. Ciccarelli, J. Noland White (2021). *Psychology (6th Ed.)* Pearson Education Limited.
5. Feldman, R. (2009). *Understanding to psychology (9th Ed)*. Tata McGraw Hill.

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1. रणधीर जाधव (२०२२). *मानसशास्त्रातील मूलभूत तत्व आणि संकल्पना*. प्रशांत पब्लिकेशन, जळगाव.
2. डॉ. विलास पाध्ये (२०१५). *आधुनिक सामान्य मानसशास्त्र*. विद्या बुक्स पब्लिशर्स, औरंगाबाद
3. डॉ. मुंदडा, डॉ.खलाणे (२०१५). *प्रगत सामान्य मानसशास्त्र*. प्रशांत पब्लिकेशन, जळगाव.

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FYBA Psychology (Semester-II)

[OE- 2] PSY- 124: PSYCHOLOGY OF WELL-BEING

Total Marks- 60+40=100

Credit- 4

Total Hours- 60

Course Objectives:

Students should be acquainted with:

1. The psychological and physiological benefits associated with experiencing positive emotions, such as improved resilience, mental health, and social connections.
2. The mindfulness and its components, including present-moment awareness, non-judgmental acceptance, and compassion.
3. The different strategies for developing and enhancing emotional intelligence skills, including mindfulness practices, self-reflection exercises, and social skill-building activities.
4. The important concepts of well-being like conflict resolution, reconciliation, and stress management.

UNIT- 1: POSITIVE EMOTION AND WELL-BEING

[15]

- 1.1 Positive Emotions: Meaning of Positive Emotions, Identifying Positive Emotions, Benefits of Positive Emotions
- 1.2 Barbara Fredrickson's Broaden and Build Theory of Positive Emotions
- 1.3 Positive Emotions and Health Resources: Physical, Psychological and Social Resources.
- 1.4 Positive Emotions and Well-being: Happiness and Positive Behaviour, Positive Emotion and Success, Positive Emotion and Flourishing (PERMA Model)
- 1.5 Cultivating Positive Emotions: Flow Experiences, savouring

UNIT- 2: MINDFULNESS AND WELL-BEING

[15]

- 2.1 Mindfulness: Meaning, Mindfulness as an Antidote for Mindlessness, Mindfulness as Present-centred Awareness and Attention
- 2.2 Mindfulness Meditation: Attributes of Mindful Awareness- Non-Judging, Patience, Beginner Mind, Trust, Non-Striving, Acceptance, Letting go.
- 2.3 Benefits of Mindfulness, Mindfulness and Mental Health
- 2.4 Living with Mindfulness: Being Mindfulness of Emotion, Being Mindfulness of Eating, Being Mindfulness of Exercise, Mindfulness Breathing and sitting as a Meditation

2.5 Mindfulness and Happiness

UNIT- 3: EMOTIONAL INTELLIGENCE [15]

3.1 Emotional Intelligence: Meaning, Nature and Definition

3.2 Theories of EI: Peter Salovey and John D Mayre, Danial Golman, Bar-On

3.3 Emotional Intelligence and Happiness

3.4 Ways That Emotionally Intelligent People Choose for Happiness

3.5 Factors - Emotional Intelligence Be Increased, Manage another Person's Emotions

UNIT- 4: GRATITUDE AND FORGIVENESS [15]

4.1 Gratitude: Meaning and Concept, Characteristics of Gratitude People

4.2 Gratitude: Physical and Mental Health, Gratitude and Happiness

4.3 Ways to Practice Gratitude

4.4 Forgiveness: Meaning, Definition, Importance and Types

4.5 Benefits of Forgiveness, Forgiveness is the key of Happiness

Course Outcomes (Cos) after completion of this course students will be able to:

1. Understand the positive emotion and well-being, including the ability to define and differentiate these concepts from other affective states and mental health constructs.
2. Demonstrate an understanding of mindfulness principles and techniques, including the ability to define mindfulness and its components such as present-moment awareness, non-judgmental acceptance, and compassion.
3. Develop strategies for enhancing emotional intelligence competencies, including mindfulness practices, self-reflection exercises, and social skill-building activities.
4. Collaborate with peers to explore the application of gratitude and forgiveness principles in real-world scenarios, such as conflict resolution, reconciliation, and stress management, demonstrating the ability to work effectively with others and apply learned concepts in practical settings.

References:

1. Steve B. & Marie, C. (2015). *Positive Psychology*. Pearson Education.
2. Snyder C.R., Lopez S.J., Pedrotti J.T. (2011) *Positive Psychology*. Sage Publication.
3. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broadenand-Build Theory of Positive Emotions. *American Psychologist*, 56, 218-226.

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