

Agenda No.2.03 in AC and

Date: 23/03/2022

University of Mumbai



Vidya Prasarak Mandal's

K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

(Autonomous)

(Affiliated to University of Mumbai)

Program: B.A.

Specific Programme: Psychology – JBCUAPSY

Syllabus for SYBA (Psychology)

Year of Establishment: 1969

Year of Upgrading: 2022-2023

Specific Programme: Psychology – JBCUAPSY

PREAMBLE

Psychology is the science of mind and behaviour. The formation of Psychology as a separate academic discipline can be traced back to the establishment of a Psychology laboratory in Leipzig by Wilhelm Wundt. Since then, the field has flourished as a multifaceted discipline that includes many sub-fields. In the three-year duration students are expected to develop comprehensive knowledge of fundamental concepts in Psychology as well as explore the art of research and practice in Psychology. Students are taught various topics including Cognitive Psychology, Statistics and Testing, Developmental Psychology, Social Psychology, Counseling, Abnormal Psychology and Industrial Psychology. The curriculum aims at creating a foundation for further career into the field.

Programme Duration: Three years (Entire BA Course)

Mode of Delivery: Offline (Online, in case of emergency)

DISTRIBUTION OF TOPICS AND CREDITS

Paper No	Paper Name	Semester	Course Nomenclature	Course Code	Credits
2	Social Psychology	III	The Science of Social World	JBCUAPSY 301	3
		IV	The Nature of Social World	JBCUAPSY 401	3

(Credit Based Semester and Grading System with effect from the academic year 2022–2023)

PROGRAMME- SPECIFIC OUTCOMES

PSO	PSO Description
PSO1	To impart knowledge of the basic concepts and modern trends in Psychology.
PSO2	To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.
PSO3	To make the students aware of the applications of Psychological concepts in different areas of day to day life
PSO4	To develop, within students, an attitude to view a concept from different perspectives.
PSO5	To raise awareness about mental health and equip students to reduce the stigma related to the same that prevails within the society

Semester III

Paper II: Social Psychology

Course Nomenclature: The Science of Social World

Course Code: JBCUAPSY301

COURSE OUTCOMES

1. To help students in building knowledge of the basic concepts and modern trends in Social Psychology.
2. To foster interest in Social Psychology as a field of study and research among students.
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.

Syllabus

Unit 1: Social Psychology: The Science of the Social Side of Life

- a) Social Psychology: What it is and is not
- b) Social psychology: Advances at the boundaries
- c) How social psychologists answer the questions they ask: Research as the route to increased knowledge
- d) The role of theory in social psychology
- e) The quest for knowledge and the rights of individuals: Seeking an appropriate balance

Unit 2: Social Perception: Seeking to Understand Others

- a) Nonverbal communication: An unspoken language
- b) Attribution: Understanding the causes of behavior
- c) Impression formation and management: Combining information about others
- d) What research tells us about the role of nonverbal cues in job interviews?
- e) What research tells us about why some people conclude they are superior to others?

Unit 3: Attitudes: Evaluating and responding to the social world

- a) Attitude formation: How attitudes develop
- b) When and why do attitudes influence behavior?
- c) How do attitudes guide behavior?
- d) The science of persuasion: How attitudes are changed
- e) Resisting persuasion attempts
- f) Cognitive dissonance: What it is and how do we manage it?
- g) What research tells us about culture and attitude processes?

Unit 4: Liking, Love and Other close relationships.

- a) Internal sources of liking others: The role of needs and emotions

- b) External sources of attraction: The effects of proximity, familiarity and physical beauty
- c) Liking and Social interactions
- d) Intimate relationships: Base of social life
- e) What research tells us about dramatic differences in appearance between partners: Is love really blind?
- f) What research tells us about two factors that may destroy love—jealousy and infidelity

REFERENCES

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapoor (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation. Pearson India Education Pvt. Ltd.

Crisp, R. J., & Turner, R. N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd. 8)

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.

Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

- NB. 1. All questions are compulsory.
2. Each question has internal options.
3. Figures to the right indicate marks.

1. Full length question (Module 1)	15
OR	
a. Short question (Module 1)	8
b. Short question (Module 1)	7
2. Full length question (Module 2)	15
OR	
a. Short question (Module 2)	8
b. Short question (Module 2)	7
3. Full length question (Module 3)	15
OR	
a. Short question (Module 3)	8
b. Short question (Module 3)	7
4. Full length question (Module 4)	15
OR	
a. Short question (Module 4)	8
b. Short question (Module 4)	7

Semester IV

Paper II: Social Psychology

Course Nomenclature: The Nature of Social World

Course Code: JBCUAPSY401

COURSE OUTCOMES

1. To help students in building knowledge of the basic concepts and modern trends in Social Psychology.
2. To foster interest in Social Psychology as a field of study and research among students.
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.

Syllabus

Unit 1: Causes, and Cures of Stereotyping, Prejudice and Discrimination

- a) How members of different groups perceive inequality
- b) The nature and origins of stereotyping
- c) Prejudice: Feelings toward social groups
- d) Discrimination: Prejudice in action
- e) Why prejudice is not inevitable: Techniques for countering its effects
- f) What research tells us about the role of existential threat in prejudice

Unit 2: Social Influence: Changing Others' Behavior

- a) Conformity: How groups – and norms – influence our behavior.
- b) Compliance: To ask – sometimes – is to receive
- c) Obedience to authority: Would you harm someone if ordered to do so?
- d) Unintentional social Influence: How others change our behaviors even when they are not trying to do so
- e) Groups: When we join and why we leave; Groups and their key components
- f) Effects of the Presence of Others: From Task Performance to Behavior in Crowds

Unit 3: Aggression: Its Nature, Causes and Control

- a) Perspectives on aggression: In search of the roots of violence
- b) Causes of human aggression: Social, cultural, personal and situational
- c) Aggression in the classroom and workplace
- d) The prevention and control of violence: some useful techniques
- e) What research tells us about the role of emotions in aggression?
- f) What research tells us about workplace aggression?

Unit 4: Prosocial Behavior: Helping Others

- a) Why people help: Motives for prosocial behaviour

- b) Responding to an emergency: Will bystanders help
- c) Factors that increase or decrease the tendency to help
- d) Crowdfunding: A new type of prosocial behaviour
- e) Final thoughts: Are prosocial behaviour and aggression opposites?
- f) What research tells us about paying it forward: Helping others because we have been helped
- g) What research tells us about how people react to being helped

REFERENCES

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapoor (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation. Pearson India Education Pvt. Ltd.

Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd. 8)

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.

Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

Semester End Theory Examination

Time: 2 Hours

NB. 1. All questions are compulsory.

2. Each question has internal options.

3. Figures to the right indicate marks.

1.Full length question (Module 1) 15

OR

A. Short question (Module 1) 8

B. Short question (Module 1) 7

2. Full length question (Module 2) 15

OR

A. Short question (Module 2) 8

B.Short question (Module 2) 7

3. Full length question (Module 3) 15

OR

A. Short question (Module 3) 8

B. Short question (Module 3) 7

4. Full length question (Module 4) 15

OR

A. Short question (Module 4) 8

B. Short question (Module 4) 7

Semester III

Paper III: Developmental Psychology

Course Nomenclature: A Focus on Adolescent and Adult Development Part-I

Course Code: JBCUAPSY302

DISTRIBUTION OF TOPICS AND CREDITS

Paper No	Paper Name	Semester	Course Nomenclature	Course Code	Credits
3	Developmental Psychology	III	A Focus on Adolescent and Adult Development	JBCUAPSY 302	3
		IV	A Focus on Adolescent and Adult Development	JBCUAPSY 402	3

COURSE OUTCOMES

1. To help students in building knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research among students.
3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Syllabus

Unit 1. Physical and Cognitive Development in Middle Adulthood

- a) Physical development
- b) Health
- c) Cognitive development

Unit 2. Social and Personality Development in Middle Adulthood

- a) Personality Development
- b) Relationships: Family in Middle Age
- c) Work & Leisure

Unit 3. Physical and Cognitive Development in Late Adulthood

- a) Physical development in Late Adulthood
- b) Health and wellness in Late Adulthood
- c) Cognitive development in Late Adulthood

Unit 4. Social and Personality Development in Late Adulthood

Graceful ageing

- a) Geriatrics: A Conceptual Understanding
- b) Positive Psychology: Introduction & its rationale and relevance
- c) Relationships: Old & new

REFERENCES

- Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd**
- Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
- Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
- Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
- Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.
- Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

Semester End Theory Examination

Time: 2 Hours

NB. 1. All questions are compulsory.

2. Each question has internal options.

3. Figures to the right indicate marks.

1. Full length question (Module 1) 15

OR

A. Short question (Module 1) 8

B. Short question (Module 1) 7

2. Full length question (Module 2) 15

OR

A. Short question (Module 2) 8

B. Short question (Module 2) 7

3. Full length question (Module 3) 15

OR

A. Short question (Module 3) 8

B. Short question (Module 3) 7

4. Full length question (Module 4) 15

OR

A. Short question (Module 4) 8

B. Short question (Module 4) 7

Semester IV

Paper III: Developmental Psychology

Course Nomenclature: A Focus on Adolescent and Adult Development Part-II

Course Code: JBCUAPSY402

COURSE OUTCOMES

1. To help students in building knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research among students.
3. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Syllabus

Unit 1. Physical and Cognitive Development in Middle Adulthood

- a) Physical development
- b) Health
- c) Cognitive development

Unit 2. Social and Personality Development in Middle Adulthood

- a) Personality Development
- b) Relationships: Family in Middle Age
- c) Work & Leisure

Unit 3. Physical and Cognitive Development in Late Adulthood

- a) Physical development in Late Adulthood
- b) Health and wellness in Late Adulthood
- c) Cognitive development in Late Adulthood

Unit 4. Social and Personality Development in Late Adulthood

Graceful ageing

- a) Geriatrics: A Conceptual Understanding
- b) Positive Psychology: Introduction & its rationale and relevance
- c) Relationships: Old & new

REFERENCES

Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd

Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education

Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.

Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition

Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.

Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

Semester End Theory Examination

Time: 2 Hours

- NB.
1. All questions are compulsory.
 2. Each question has internal options.
 3. Figures to the right indicate marks.

1.Full length question (Module 1)	15
OR	
A. Short question (Module 1)	8
B. Short question (Module 1)	7
2. Full length question (Module 2)	15
OR	
A. Short question (Module 2)	8
B. Short question (Module 2)	7
3. Full length question (Module 3)	15
OR	
A. Short question (Module 3)	8
B. Short question (Module 3)	7
4. Full length question (Module 4)	15
OR	
A. Short question (Module 4)	8
B. Short question (Module 4)	7

Semester III

Applied Component C: Stress Management

Course Nomenclature: Introduction to Stress Management

Course Code: JBCUASM301

DISTRIBUTION OF TOPICS AND CREDITS

Paper No	Paper Name	Semester	Course Nomenclature	Course Code	Credits
Applied Component Option C	Stress Management	III	Introduction to Stress Management	JBCUASM301	2
		IV	Application to Stress Management	JBCUASM401	2

COURSE OUTCOMES

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context.

Syllabus

Unit 1. Stress and Stress Psychophysiology

- a) The pioneers, stress theory, the stressor, stress reactivity, a definition of stress, stress management goals
- B) Stress psychophysiology: the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

Unit 2. Stress and Illness/ Disease and Intervention

- a) Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions

b) Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment

Unit 3. Intrapersonal and Interpersonal Life-Situation Interventions

a) Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis

b) Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, techno stress, time management, social support networking

Unit 4: Self – Direction in a changing world

a) Social change

b) The challenge of Self-direction

c) Themes of personal growth

REFERENCES

Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13thed). New York: McGraw Hill publications.

1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd

2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd

3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd

4) Rice, P.L. (1999). *Stress and Health*. (3rded). Brooks/Cole publishing co.

5) Schafer, W. (2002). *Stress Management*. (4thed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008

7) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

Semester End Theory Examination

Time: 2 Hours

NB. 1. All questions are compulsory.

2. Each question has internal options.

3. Figures to the right indicate marks.

1. Full length question (Module 1) 15

OR

A. Short question (Module 1) 8

B. Short question (Module 1) 7

2. Full length question (Module 2) 15

OR

A. Short question (Module 2) 8

B. Short question (Module 2) 7

3. Full length question (Module 3)	15
OR	
A. Short question (Module 3)	8
B. Short question (Module 3)	7
4. Full length question (Module 4)	15
OR	
A. Short question (Module 4)	8
B. Short question (Module 4)	7

Semester IV

Applied Component C: Stress Management

Course Nomenclature: Applications to Stress Management

Course Code: JBCUASM401

COURSE OUTCOMES

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context.

Syllabus

Module 1: Spirituality and Stress

- a) Religion and Spirituality
- b) Spirituality and Health
- c) Close thoughts on Spirituality, health and managing stress, Coping strategies

Unit 2. Relaxation Techniques

- a) Meditation
- b) Autogenic training, imagery and progressive relaxation
- c) Biofeedback and other relaxation techniques

Unit 3. Exercise and Strategies for decreasing stressful behaviors

- a) Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going
- b) Strategies for decreasing stressful behaviors - Health and lifestyle behaviors, health-behavior assessment, selected lifestyle behaviors, barriers to action, locus of control, various methods for decreasing stressful behaviors, application of behavior change techniques, behavior change theories and stress

Unit 4. Occupational Stress

- a) What is Occupational Stress, occupational stress cycle, why is occupational stress of concern, gender and occupational stress, disease and occupational stress
- b) Occupational stressors, the workaholic, burnout, women and work outside the home, working in the home, interventions, managing occupational stress

REFERENCES

Greenberg, J. S. (2013). *Comprehensive Stress Management*. (13th ed). New York: McGraw Hill publications.

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully*. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). *Stress and Health*. (3rd ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 6) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power.

Modality of Assessment

A. Internal Assessment: 40% - 40 Marks

Sr. No.	Evaluation Type	Marks
1	Written Test	20
2	Assignment / Project	15
3	Class Participation	05
	Total	40

B. External Assessment: 60% - 60 Marks

Semester End Theory Examination

Time: 2 Hours

NB. 1. All questions are compulsory.

2. Each question has internal options.

3. Figures to the right indicate marks.

1. Full length question (Module 1) 15

OR

A. Short question (Module 1) 8

B. Short question (Module 1) 7

2. Full length question (Module 2) 15

OR

A.Short question (Module 2) 8

B. Short question (Module 2) 7

3. Full length question (Module 3) 15

OR

A.Short question (Module 3) 8

B. Short question (Module 3) 7

4.Full length question (Module 4) 15

OR

A. Short question (Module 4) 8

B.Short question (Module 4) 7