



**Vivekanand Education Society's
College of Arts, Science and Commerce
(Autonomous)**

Sindhi Society, Chembur, Mumbai, Maharashtra – 400 071.

Accredited by NAAC "A Grade" in 3rd Cycle - 2017

Best College Award – Urban Area, University of Mumbai (2012-13)

Recipient of FIST Grant (DST) and STAR College Grant (DBT)

Affiliated to the

University of Mumbai

Syllabus for

Program: S.Y.B.A. (Psychology)

(Program code: VESUAPY)

As per Choice Based Semester and Grading System (CBSGS)

with effect from Academic Year 2022 - 2023

Choice Based Credit System (CBCS)
S.Y.B.A. Psychology Syllabi to be implemented from 2022-2023

Social Psychology - Paper II: Part I and Part II

| Code | Sem. | Course Title | Credits | Marks |
|-------------|------|----------------------------|---------|-------|
| VESUAPY 301 | 3 | Social Psychology: Part I | 3 | 100 |
| VESUAPY 401 | 4 | Social Psychology: Part II | 3 | 100 |

Objectives: -

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.

Semester III Social Psychology: Part I (3 lectures per week)

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) Sources of liking based on social interaction
- d) Close relationships: Foundations 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

Semester IV Social Psychology: Part II (3 lectures per week)

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) What research tells us about how much we really conform?
- f) What research tells us about using scarcity to gain compliance?

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

Book for Study:

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

Books for Reference

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.

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.

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**S.Y.B.A. Developmental Psychology: A Focus on Adolescent and Adult Development Paper
III Part I and Part II**

| Code | Sem. | Course Title | Credits | Marks |
|-------------|------|---|---------|-------|
| VESUAPY 302 | 3 | Developmental Psychology A Focus on Adolescent and Adult Development: Part I | 3 | 100 |
| VESUAPY 402 | 4 | Developmental Psychology A Focus on Adolescent and Adult Development: Part II | 3 | 100 |

Objectives: -

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

Semester III Developmental Psychology: A Focus on Adolescent and Adult Development Part I (3 lectures per week)

Unit 1. An Introduction to Lifespan Development and Adolescence Physical & Cognitive development 1A Lifespan Development

- a) An orientation to lifespan development
- b) Defining life span development
- c) Scope of the field (areas, age and individual differences)
- d) Basic influences in development (history, age, sociocultural, life events)

1B Adolescence Physical & Cognitive development

- e) Physical maturation
- f) Cognitive development and schooling
- g) Threats to adolescence well being

Unit 2. Social and Personality Development in Adolescence

- a) Identity: Asking 'Who am I'
- b) Relationships: Family and friends
- c) Dating, sexual behaviour and teenage pregnancy

Unit 3. Physical and Cognitive Development in Early Adulthood

- a) Physical Development
- b) Cognitive development
- c) College: Pursuing Higher Education

Unit 4. Social and Personality Development in Early Adulthood

- a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood
- b) The Course of Relationships
- c) Work: Choosing & Embarking on a Career

Semester IV Developmental Psychology: A Focus on Adolescent and Adult Development

Part II (3 lectures per week)

Unit 1. Physical and Cognitive Development in Middle Adulthood

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

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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

- a) Personality Development and successful aging
- b) The daily life of Late Adulthood
- c) Relationships: Old & new

Book for study

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

References

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.

S.Y.B.A. Applied Component (Option A) Health Psychology - Part I and Part II

| Code | Sem. | Course Title | Credits | Marks |
|------------|------|----------------------------|---------|-------|
| VESUAPY303 | 3 | Health Psychology: Part I | 3 | 100 |
| VESUAPY403 | 4 | Health Psychology: Part II | 3 | 100 |

Objectives: -

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

Semester III Health Psychology: Part I (4 lectures per week)

Unit 1. What Is Health Psychology and Health Behaviors

1A. Introduction to the field of Health Psychology

- a) Definition of health psychology
- b) The rise of the biopsychosocial method
- c) The need for health psychology
- d) The role of epidemiology in Health Psychology
- e) Indian Perspective on Health

1B. Health Behaviors

- g) An introduction to health behaviours
- h) Health promotion: An overview
- i) Changing health habits
- j) Cognitive-behavioural approaches to health behaviour change
- k) The transtheoretical model of behaviour change
- l) Changing health behaviors through social engineering

Unit 2. Health-Promoting Behaviors

2A Health-Promoting Behaviors

- a) Exercise, its determinants, & interventions
- b) Accident prevention
- c) Vaccination and screening
- d) Developing a healthy diet
- e) Sleep
- f) Rest, Renewal and savouring

2B. Health-compromising Behaviors

- g) Characteristics of health-compromising behaviours
- h) Alcoholism & Problem Drinking
- i) Smoking

Unit 3: Stress

- a) What is stress?
- b) Origins of the study of stress
- c) The physiology of stress
- d) What makes events stressful?
- e) How has stress been studied?
- f) Sources of chronic stress

Unit 4. Coping, Resilience & Social Support

- a) Coping with stress and resilience
- b) Coping and external resources
- c) Coping outcomes
- d) Coping interventions
- e) Social support

Semester IV - Health Psychology Part II (4 lectures per week)

Unit 1. Management of Chronic Health Disorders & Placebo Effect 1A Management of Chronic Health Disorders

- a) Quality of life
 - b) Emotional responses to health disorders
 - c) Personal issues in chronic health disorders
 - d) Coping with chronic health disorders
 - e) Co-management of chronic health disorders
 - f) Psychological interventions and chronic health disorders
- 1B Complementary and Alternative medicine, & placebo effect**
- g) Complementary and alternative medicine
 - h) The placebo effect

Unit 2. Psychological Issues in Advancing and Terminal Illness

- a) Death across the life span
- b) Psychological issues in advancing illness
- c) Are there stages in adjustment to dying?
- d) Psychological issues and the terminally ill
- e) Alternatives to hospital care for the terminally ill
- f) Problems of survivors

Unit 3. Heart Disease, Hypertension, Stroke and Type II Diabetes

- a) Coronary heart disease
- b) Hypertension
- c) Stroke
- d) Type II Diabetes

Unit 4. Psychoneuroimmunology and Immune – Related Disorders

- a) Psychoneuroimmunology
- b) HIV infection and AIDS
- c) Cancer

- d) Arthritis
- e) Type I Diabetes
- f) Future trends in the field of Health Psychology

Book for Study -

Taylor, Shelley E. (2018). Health Psychology (10thEd). McGraw Hill Higher Education. Indian Edition Books for reference

DiMatteo, M. R., & Martin, L. R. (2017). Health psychology(1st ed.). Pearson Education. Ogden, J. (2017). Health psychology: A textbook (4th ed.).McGraw Hill Education.

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Evaluation Pattern with effect from 2022-23

Internals: Applied to all papers of Psychology (except Practicals) across all classes (FY, SY and TY).

- 1. 10 marks - Class test of any one unit.**
- 2. 10 marks - One seminar / case study / literature review presentation / Poster exhibition on topic assigned / field visit report.**
- 3. 05 marks - Attendance/ regularity/ class participation.**

Question Paper Pattern for all papers in Psychology, across all classes (CBCS)

Duration: 3 hrs

Total marks: 75

Note: 1. Attempt all questions

Q.1 (Essay type - Based on Module I) (10 marks)

- a.
- or
- b.

Q.2 (Essay type - Based on Module II) (10 marks)

- a.
- or
- b.

Q.3 (Essay type - Based on Module III) (10 marks)

- a.
- or
- b.

Q.4 (Essay type - Based on Module IV) (10 marks)

- a.
- or
- b.

Q.5 (Short notes - Based on Module I, II, III & IV - any 7 out of 8) (35 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.