



Shri Vile Parle Kelavani Mandal's

**MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)**

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),

*Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai*

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts- Psychology

Course: Social Psychology – Paper II

Semester: Semester III and IV

**Choice Based Credit System (CBCS) with effect from the Academic
year 2022-23**

A.C. NO: 13

AGENDA NO.: 3.6

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BACHELOR OF ARTS

For the completion of the Bachelor of Arts program, students are required to complete six semesters spanning across three years for completion of the program. The program aims to provide the students with:

- a sound knowledge of the subject
- the ability to apply the knowledge they have acquired
- the ability to comprehend and conduct research
- the skills to connect across geographical, disciplinary, social, and cultural boundaries
- an understanding of the value of ethical behaviour
- the skills for independent and lifelong learning

The **Program Outcomes (POs)** i.e. the outcomes that learners of all undergraduate degree programs will be able to achieve at the time of graduation, include:

- PO 1: Critical Thinking:** Take informed actions after identifying the assumptions that define our thinking and actions, critically evaluate information, check the validity of assumptions and develop different perspectives to analyze situations, ideas and decisions (at intellectual, social, organizational and emotional levels)
- PO 2:** Speak, read, write and listen in person and through electronic media in more than one language; find meaning by connecting ideas encountered across people, books, media and technology; and develop program-specific technical language.
- PO 3: Social Interaction:** Understand people's frame of reference and viewpoints, mediate between disagreement and conflicts using information literacy; demonstrate effective people skills as well as team building and management skills.
- PO 4: Effective Citizenship:** Demonstrate empathetic social concern and equity-centered national development; demonstrate an ability to act within an informed awareness of issues and participate in civic life through community service.
- PO 5: Ethical Practices:** Recognize the different value systems including learner's specific surroundings, understand the moral dimensions of one's own decisions and accept responsibility for them.
- PO 6: Environment and Sustainability:** Understand the issues and concerns in an environmental context and contribute towards sustainable development of humankind.
- PO 7: Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of psycho-socio-technological changes.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the B.A the learners should be enriched with knowledge and be able to-
The B.A. Psychology Program aims at fostering ethics-based knowledge and skill development in learners. The principal function of the Department of Psychology, Mithibai College of Arts (Autonomous), is to prepare learners at the undergraduate and post-graduate levels to pursue careers within the discipline and affiliated areas. Bolstering the robust curriculum is the provision of quality instructions by faculty members, who inspire learners to be sensitive to cultural issues and individual differences, facilitate personal growth and connect scientific theory to practice.

The Program Specific Outcomes (PSOs) for B.A. Psychology are based on the *APA Guidelines for the Undergraduate Psychology Major* (2016/2020).

At the end of a B.A. Psychology program, learners would be able to:

PSO1. Develop a knowledge base in Psychology, i.e.,

- a. Understand the key concepts, principles and overarching themes in the study of Psychology.
- b. Develop a working knowledge of psychology's content domains.
- c. Recognize, understand, compare and apply the core domains of Psychology to everyday and professional life
- d. Identify plausible psychosocial and biological principles that influence human behaviour, cognition and affect
- e. Articulate ethical issues in Psychology with reference to culture-specific societies.

PSO2. Develop scientific inquiry and critical thinking skills, i.e.,

- a. Use the scientific method as a primary basis for engaging in critical thinking and demonstrate Psychology information literacy
- b. Use scientific reasoning to interpret psychological phenomena
- c. Engage in integrative thinking and problem solving
- d. Review empirical studies of Psychology to further analyse and synthesize their research findings to draw appropriate inferences
- e. Interpret, design and conduct basic psychological research.

PSO3. Understand ethical and social responsibilities in a diverse world, i.e.,

- a. Recognize and respect the complexity of sociocultural diversity and individual differences
- b. Describe the impact of society and culture on human diversity and individual differences
- c. Apply ethical standards to evaluate and interpret psychological science and practice as well as adopt ethical values that help build a kinder community.

PSO4. Develop basic personal and professional skills, i.e.,

- a. Explore and understand own personality
- b. Interact effectively and work productively with others
- c. Enhance personal stress management and coping skills
- d. Apply psychological content and skills to their professional goals and develop meaningful professional direction for the future.

PSO5. Develop professional communication skills, i.e.,

- a. Interpret and write reports using the APA style
- b. Appropriately use technical language in oral and written communication
- c. Use appropriate computer technology to complete assignments and exhibit presentation skills

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are: -

1. UAMAPSY302 (Semester III)
2. UAMAPSY402 (Semester IV)

Sl. No.	Course Code	Course Name	Credits
1	UAMAPSY302	Psychology: Foundations and Research Methods	3
2	UAMAPSY402	Psychology: Applications and Research	3
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Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course: Objective tests, Field studies, Movie/Book reviews, Application-based Assignments, Review of literature, Case study analysis

Continuous Assessment	Details	Marks
Component 1 (CA-1)		
Component 2 (CA-2)		

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1 (15 marks each), OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
2	Answer any one of the two questions from Unit 2 (15 marks each), OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
3	Answer any one of the two questions from Unit 3 (15 marks each), OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
4	Answer any one of the two questions from Unit 4 (15 marks each), OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
5	Explain any 5 of the 8 terms, OR Short notes 3 out of 5, OR State True or False with reasons (from all units).	15	15
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

Program: B.A (2022-23)				Semester: III	
Course: Social Psychology – Paper II				Course Code: UAMAPSY302	
Teaching Scheme			Evaluation Scheme		
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart 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 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Describe how Social Psychology has evolved as a distinct field in Psychology					
CO2: Discern the role of biology, personal dispositions and beliefs in social behaviour					
CO3: Analyze different research methods that are employed specially in Social Psychology					
CO4: Understand the role of culture on development of self					
CO5: Explain several aspects of SELF like self-esteem, self-efficacy, impression management and culture.					
CO6: Point out the differences between the various theories of attribution					
CO7: Examine the errors in social cognition which lead to false conclusions regarding the cause of other's behavior					
CO8: Indicate how one goes about the process of forming impressions of others					
CO9: Explain impression management strategies and the impact of using the same					
C10: Examine the theories and research on how attitudes form and their linkage with behavior					
C11: Describe the theory of cognitive dissonance and situations in which it may occur					
C12: Apply the theory of cognitive dissonance to bring about a beneficial change in behavior					
C13: Analyze situations involving persuasion and decide whether persuasive arguments would be effective or ineffective					
C14: Examine the nature, origin, consequences and techniques to counter stereotypes, prejudice					
Outline of Syllabus: (per session plan)					
Semester III					
Module	Description				No of Lectures
1	INTRODUCTION TO SOCIAL PSYCHOLOGY				11 Lectures
2	SELF AND SOCIAL PERCEPTION				11 Lectures
3	ATTITUDES				11 Lectures
4	STEREOTYPES, PREJUDICE & DISCRIMINATION				12 Lectures
	Total				45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>INTRODUCTION TO SOCIAL PSYCHOLOGY</u></p> <p>a) What is social psychology, History of Social Psychology: International and Indian Perspective</p> <p>b) Theories in Social Psychology- Behaviorism, Cognitive Psychology, Neuroscience, and Evolutionary Psychology, Personality Psychology, and Collectivistic Theories</p> <p>c) Research designs – Experimental method (Laboratory and Field), Non-experimental design (correlational studies, archival research, case-studies, and surveys)</p> <p>d) Applications of Social Psychology (law, health and sustainable development)</p>	11 Lectures
Module 2	<p><u>SELF AND SOCIAL PERCEPTION</u></p> <p>a) Self-esteem - self-esteem and motivation, trade off of low vs high self-esteem, social comparison</p> <p>b) Culture and Self - Individualism Vs Collectivism, culture and cognition, culture and self-esteem</p> <p>c) Attribution : Theories of Attribution and Basic Sources of Error</p> <p>d) Impression Formation and impression management (self and other enhancement tactics)</p>	11 Lectures
Module 3	<p><u>ATTITUDES</u></p> <p>a) Attitude formation : The role of classical conditioning, instrumental conditioning, observational learning and genetics</p> <p>b) The link between Attitude and Behavior – When and why do attitudes influence behavior and How do attitudes guide behavior?</p> <p>c) Persuasion : The elements of persuasion, Cognitive Processes Underlying Persuasion, Resisting Persuasion Attempts</p> <p>d) Cognitive Dissonance: Theory, Situations in which dissonance occurs, strategies for reducing dissonance, using dissonance as a tool for beneficial changes in behavior</p>	11 Lectures
Module 4	<p><u>STEREOTYPES, PREJUDICE AND DISCRIMINATION</u></p> <p>a) Stereotypes: Nature and origin</p> <p>b) Prejudice: Origin and Techniques to counter it</p> <p>c) Discrimination: Prejudice in action</p> <p>d) The consequences of stereotypes, prejudice and discrimination</p>	12 Lectures

Program: B.A (2022-23)				Semester: IV	
Course: Social Psychology – Paper II				Course Code: UAMAPSY402	
Teaching Scheme			Evaluation Scheme		
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart 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 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Recognize the several perspectives of aggression					
CO2: Identify and judge different ways to reduce aggression					
CO3: Discern the influence of groups on individual performance					
CO4: Examine various compliance strategies and ways to defend against the same					
CO5: Discuss the classic researches in the field of social psychology on conformity and obedience					
CO6: Examine the situational and personal variable that play a role in conformity					
CO7: Examine the causes for conformity and destructive obedience, and reasons for non-conformity and disobedience					
CO8: Apply the research in the area of social influence to the real-world situations					
CO9: Discuss the applications of the research and theory on prosocial behavior					
CO10: Describe factors that influence prosocial behavior and identify means to increase prosocial behavior					
CO11: Compare and contrast the various perspectives on aggression					
CO12: Indicate the factors influencing aggression					
CO13: Examine the strategies that could be used to control aggression					
CO14: Explain the meaning and nature of groups and the phenomena of social facilitation, social loafing, deindividuation, group polarization and group think					
Outline of Syllabus: (per session plan)					

Semester IV		
Module	Description	No of Lectures
1	SOCIAL INFLUENCE	11 Lectures
2	PROSOCIAL BEHAVIOUR	11 Lectures
3	AGGRESSION	11 Lectures
4	GROUPS & INDIVIDUALS	12 Lectures
	Total	45 lectures

Unit	Topic	No. of Lectures
Module 1	<p><u>SOCIAL INFLUENCE</u></p> <p>a) Conformity: Empirical studies (Asch, Sheriff, Zimbardo and Schacter), factors influencing conformity, reasons behind conformity and non-conformity, minority influence</p> <p>b) Compliance: Techniques to increase compliance and defenses against the same, other factors in gaining compliance (giving reasons, positive mood)</p> <p>c) Obedience: Destructive obedience: Experiments on inflicting physical and psychological harm</p> <p>d) Towards a unified understanding of Social Influence: Social Impact Theory</p>	11 Lectures
Module 2	<p><u>PROSOCIAL BEHAVIOR</u></p> <p>a) Motives behind prosocial behavior</p> <p>b) Responding in Emergencies: The Bystander Effect - Five crucial steps in deciding to help</p> <p>c) Factors that influence the tendency to help and the effects of being helped</p> <p>d) Increasing helping behavior</p>	11 Lectures
Module 3	<p><u>AGGRESSION</u></p> <p>a) What is Aggression? Measuring Aggression</p> <p>b) Theoretical Perspectives- Biological, Psychodynamic, Evolutionary, Frustration, Excitation-Transfer, Vicarious learning.</p> <p>c) Factors Associated with Aggression- Personality, Gender, Alcohol Intake, Disinhibition, Deindividuation, and De-humanization, Situational and Cultural Factors, Erotica and Domestic Violence</p> <p>d) Control of aggression--- catharsis, punishment, self-regulation, bolstering self-esteem</p>	11 Lectures

Module 4	<u>GROUPS AND INDIVIDUALS</u> a) What is a group? Reasons for joining groups b) Effect of presence of others - Social facilitation, Evaluation-Apprehension, Distraction-Conflict Theory, and Social Loafing c) Group Socialization, Group norms, Roles and Status d) Group decision-making--- Schism and Group Polarization.	12 Lectures
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Essential Reading:

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6thed.), New Jersey: Pearson Education Prentice Hall
2. Branscombe, N. R. and Baron, R. A., (2016). Social Psychology. (14th ed.). New Delhi: Pearson Education; Indian reprint 2014
3. Hogg, M. A., & Vaughan, G. M. (2018). Social psychology (8th ed) New Delhi: Pearson
4. Misra, G., Sanyal, N., & De, S. (Eds.). (2021). Psychology in Modern India: Historical, Methodological, and Future Perspectives. Springer Nature.

5. Myers, D.G. Social Psychology (12th ed.). McGraw Hill International Edition

Supplementary Reading:

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian adaptation 2009
2. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
3. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
4. Gilovich, T., Keltner, D., & Nisbett, R. E. (2011). Social psychology. New York: W.W. Norton & Co.
5. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York: McGraw Hill co.
6. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interaction. (4th edi.). Pearson Education Allyn and Bacon, Boston
7. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th edi.). New Delhi: Pearson Education



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Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts- Psychology

Course: Human Development – Paper III

Semester: Semester III and IV

Choice Based Credit System (CBCS) with effect from the
Academic year 2022-23

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of theory (Semester-III & Semester-IV together) are compulsory to the students opting for Psychology as a subject at the SYBA level. These courses are: -

1. UAMAPSY303 (Semester III)
2. UAMAPSY403 (Semester IV)

Sl. No.	Course Code	Course Name	Credits
1	UAMAPSY303	Psychology in India	3
2	UAMAPSY403	Psychology in India	3
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Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester End Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester End Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations/ Case Studies/ Review of Literature/ Application based assignments/ Essays/Documentaries/Project work/ Movie or book reviews	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1, OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
2	Answer any one of the two questions from Unit 2, OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
3	Answer any one of the two questions from Unit 3, OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
4	Answer any one of the two questions from Unit 4, OR Question will be divided into 7+8, OR 5+5+5 OR 10+5	15	15
5	Explain any 5 of the 8 terms, OR Short notes 3 out of 5, OR State True or False with reasons(from Unit 5).	15	15
Total Marks			75

Program: B.A. (2022-23)				Semester: III	
Course: Human Development (Paper III)				Course Code: UAMAPSY303	
Teaching Scheme				Evaluation Scheme	
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Developmental Psychology 2. To foster interest in human development as a field of study and research 3. To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from birth to death & dying. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Recognize, classify and summarize the various factors that influence human development across the lifespan.					
CO2: Inspect the various theoretical explanations for developmental changes and growth.					
CO3: Categorize and express the specific developmental milestones in the four topical areas of human development (physical, cognitive, social and personality) in prenatal, infancy, preschool years, and middle childhood groups.					
CO4: Associate the influence of primary years of development on the later years of human growth, change and stability.					
CO5: Extend real-life examples in human development with syllabus information, theories and arguments.					
Outline of Syllabus: (per session plan)					
Semester III					
Module	Description				No of Lectures
1	An Introduction to Lifespan Development				10 lectures
2	The Start of Life- Prenatal Development and Birth				10 lectures
3	Infancy				10 lectures
4	Preschool Years				10 lectures
5	Middle Childhood				05 lectures
	Total				45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>AN INTRODUCTION TO LIFESPAN DEVELOPMENT</u></p> <p>a) An orientation to lifespan development b) Key Issues and Questions c) Theoretical Perspectives on Lifespan development; Case study analysis practice of the eclectic approach d) Research Methods in Lifespan development; ethical considerations</p>	10 lectures
Module 2	<p><u>THE START OF LIFE: PRENATAL DEVELOPMENT AND BIRTH AND THE NEWBORN INFANT</u></p> <p>a) Earliest Development – Genes and chromosomes, multiple births, basics of genetics, transmission of genetic information b) Interaction of Heredity and Environment – Role of environment in determining expression of genes, genetics and environmental influences on personality, can genes influence the environment c) Prenatal Growth and change d) Birth; Birth complications; The competent newborn</p>	10 lectures
Module 3	<p><u>INFANCY</u></p> <p>a) Physical development – growth and stability, motor development, role of nutrition in infancy b) Cognitive development – Piaget's approach, Information-processing approach c) Roots of Language – fundamentals, developmental stages, origins, infant-directed & gender-related speech d) Social development - Forming relationships</p>	10 lectures
Module 4	<p><u>THE PRESCHOOL YEARS</u></p> <p>a) Physical development – the growing body, growing brain and motor development b) Cognitive development – Piaget's approach, Information-processing approach, Vygotsky's approach c) Growth of language and learning d) Social and Personality development – Forming a sense of Self and gender identify, friends and family, POCSO Act (2019), aggression and Violence in Preschoolers</p> <p>* The POCSO Act is intended for awareness and discussion only.</p>	10 lectures

Module 5	<p><u>THE MIDDLE CHILDHOOD YEARS</u> <u>(FOR SELF STUDY AND DISCUSSION)</u></p> <p>a) Physical development – Growing body, motor development, physical and mental health during middle childhood, children with special needs</p> <p>b) Intellectual development – Piaget's approach, information-processing approach, Vygotsky's approach, Language development, reading</p> <p>c) Intelligence – determining individual strengths, intelligence benchmarks, below and above intelligence norms</p> <p>d) Social & Personality development - The developing self, relationships, family and school</p>	05 lectures
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Program: B.A. (2022-23)				Semester: IV	
Course: Human Development (Paper III)				Course Code: UAMAPSY403	
Teaching Scheme			Evaluation Scheme		
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
Learning Objectives:					
<ol style="list-style-type: none"> To impart knowledge of the basic concepts and modern trends in Developmental Psychology To foster interest in human development as a field of study and research To make the students aware of the applications of the various concepts in Developmental Psychology in Indian context from birth to death & dying. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO1: Recognize, classify and summarize the various factors that influence development of adolescents.					
CO2: Inspect the various developmental milestones during early adulthood and extend its understanding to daily living.					
CO3: Categorize and express the specific developmental milestones of middle adulthood, and relate this learning to understand caregivers' behaviours, thoughts and emotions.					
CO4: Recognize the developmental milestones of late adulthood and associate this exploration with concerns of and interventions for the elderly.					
CO5: Review the different perspectives to the concept of death by various age groups, recognize grieving and stages of grieving, and apply this learning to provide healthy forms of support.					
Outline of Syllabus: (per session plan)					
Semester IV					
Module	Description				No of Lectures
1	Adolescence				05 lectures
2	Early Adulthood				10 lectures

3	Middle Adulthood	10 lectures
4	Late Adulthood	10 lectures
5	Death and dying	10 lectures
	Total	45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>ADOLESCENCE</u> <u>(FOR SELF STUDY AND DISCUSSION)</u></p> <p>a) Physical maturation – growth, nutrition, brain development, Juvenile Justice Act</p> <p>b) Cognitive development – Piaget's approach, Information-processing approach, Egocentrism, School performance, Cyberspace</p> <p>c) Threats to Adolescents' well-being – Illegal drugs, alcohol, tobacco, STDs</p> <p>d) Social & Personality development – Identity, Relationships (family and friends), popularity and conformity, dating, Sexual Behaviour and Teenage Pregnancy</p> <p>* The Juvenile Justice Act is intended for awareness and discussion only.</p>	05 lectures
Module 2	<p><u>EARLY ADULTHOOD</u></p> <p>a) Physical development – milestones, fitness, health, role of nutrition</p> <p>b) Forging relationships – happiness, psychological needs, intimacy, theories of love, choosing a partner, attachment styles (Shaver's model, and Brennan's model)</p> <p>c) Course of relationships - cohabitation, marriage, other relationships, parenthood, gay & lesbian parents, staying single</p> <p>d) Work: Choosing and embarking on a career</p>	10 lectures
Module 3	<u>MIDDLE ADULTHOOD</u>	10 lectures

	<p>a) Physical development (transitions, senses, reaction time, sex in middle adulthood); Health (wellness and illness, threats of coronary heart diseases and cancer)</p> <p>b) Personality development - perspectives, Erikson's approach, stability and change in personality</p> <p>c) Relationships - family life in middle adulthood, Domestic Violence Act</p> <p>d) Work & Leisure – Work & careers, unemployment, switching & starting careers, leisure time</p> <p>* The Domestic Violence Act is intended for awareness and discussion only.</p>	
Module 4	<p><u>LATE ADULTHOOD</u></p> <p>a) Physical development (aging, physical transitions, slower reaction times, senses); Health and wellness (health problems in older people, wellness in late adulthood, approaches to and postponing of aging)</p> <p>b) Cognitive development – intelligence and memory in older people</p> <p>c) Daily Life of Late adulthood - Living arrangements, financial issues, work & retirement in late adulthood</p> <p>d) Relationships – marriage, death of a spouse, social networks, family relationships, elder abuse</p>	10 lectures
Module 5	<p><u>DEATH AND DYING</u></p> <p>a) Dying and death across the life span - defining death, death across the lifespan, cultural responses to death</p> <p>b) Confronting death - understanding the process of dying, choosing the nature of death, caring for the terminally ill</p> <p>c) Grief and bereavement – mourning & funerals, adjusting to the death of a loved one</p>	10 lectures

Essential Reading:

Feldman, R.S., & Babu, N (2018). Development Across the Life Span (8th Ed) Indian SubContinent Adaptation. New Delhi: Pearson Education.

Supplementary Reading:

1. Santrock, J.W. (2021). Lifespan Development (17th Ed). Indian Edition. McGraw Hill Publications
2. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education

3. Berk, L. E. (2006). Child Development (7th Ed). New Delhi: Pearson Education Dorling Kindersley India pvt ltd.
4. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan (5th Ed). McGraw Hill co. 5
5. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence (7th Ed). Thomson Learning, Indian reprint 2007

Sl. No.	Topic	Reference
10	1. The Domestic Violence Act is intended to protect women from violence. 2. The Domestic Violence Act is intended to protect women from violence. 3. The Domestic Violence Act is intended to protect women from violence.	
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Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)
NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,
Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts- Psychology

Course: Stress Management (Applied Component)

Semester: Semester III and IV

**Choice Based Credit System (CBCS) with effect from the Academic
year 2022-23**

Preamble

The revised SYBA syllabus is proposed with utmost care and consideration to maintain the continuity in the flow of information of syllabus at TYBA level.

Considering the prerequisites of the current trends in the field of Psychology some of the modules have been upgraded and modified. The syllabus has been formed with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of the recent developments in the field of Psychology in India and the application of the theories.

The 02 courses of applied component courses (Semester-III & Semester-IV together) are helpful to the students opting for Psychology as a subject at the SYBA level. These courses are: -

1. UAMASMAC3 (Semester III)
2. UAMASMAC4 (Semester IV)

Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Presentations/ Case Studies/ Review of Literature/ Application based assignments/ Essays/Documentaries/Project work/ Movie or book reviews/ Diary writing	15 marks
Component 2 (CA-2)	Objective Test / Subjective Test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
1	Answer any one of the two questions from Unit 1, OR Question will be divided into 7+8 Or 5+5+5 OR 10+5	15	15
2	Answer any one of the two questions from Unit 2, OR Question will be divided into 7+8 Or 5+5+5 OR 10+5	15	15
3	Answer any one of the two questions from Unit 3, OR Question will be divided into 7+8 Or 5+5+5 OR 10+5	15	15
4	Answer any one of the two questions from Unit 4, OR Question will be divided into 7+8 Or 5+5+5 OR 10+5	15	15
5	Explain any 5 of the 8 terms, OR Short notes 3 out of 5, OR State True or False with reasons (from all units).	15	15
Total Marks			75

Program: B.A. (2022-23)				Semester: III	
Course: Stress Management (Applied Component)				Course Code: UAMASMAC3	
Teaching Scheme			Evaluation Scheme		
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75

Learning Objectives:

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.

Course Outcomes:

After completion of the course, learners would be able to:

- CO1:** Recognize and classify the major sources, explanations and components of stress.
- CO2:** Associate the physiological response of the body to perceived stress, and outcomes on physical systems.
- CO3:** Associate the influence of stress reactions with the various psychosomatic illnesses.
- CO4:** Review the progression of the stress model and recognize the roadblocks at every stage of the stress model.
- CO5:** Review and apply the intra and interpersonal life-situations and perceptual interventions/roadblocks to stress reactions.

**Outline of Syllabus: (per session plan)
Semester III**

Module	Description	No of Lectures
1	Understanding the Nature of Stress	12
2	Stress, Maladaptive Behaviours & Illnesses	11
3	Individual & Cultural Differences to Stress	11
4	Intra & Interpersonal Life Situation Interventions	11
	Total	45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>UNDERSTANDING THE NATURE OF STRESS</u></p> <p>a) <u>Introduction to Stress</u>: Meaning of stress, stress as a stimulus or response, components of stress (stressor, stress reactivity and strain – meaning and types), theories of stress (General Adaptation Syndrome, Life Events and Daily Hassles Theory, Allostatic Load Theory, Hardiness Theory, Social Support Theory)</p> <p>b) <u>Body's reactions to stress</u>: The brain, endocrine system, autonomic nervous system, immune system, cardiovascular system, gastrointestinal system, muscles and skin, reproductive system, eustress & distress</p>	12 lectures
Module 2	<p><u>STRESS, MALADAPTIVE BEHAVIOURS & ILLNESSES</u></p> <p>a) The stress model, emotional responses to stress, maladaptive behaviours</p> <p>b) Hot reactors, psychosomatic illnesses, serum cholesterol, hypertension, stroke, cardiovascular diseases, ulcers, migraine & tension headaches, cancer, allergies, rheumatoid arthritis, backache, TMJ syndrome, obesity, PTSD</p>	11 lectures
Module 3	<p><u>INDIVIDUAL & CULTURAL DIFFERENCES TO STRESS</u></p> <p>a) Theoretical perspectives of stress: psychoanalytic, humanistic, behavioristic, cognitive and mindfulness models</p> <p>b) Individual & cultural differences:</p> <ul style="list-style-type: none"> • Personality & stress, states & traits, Type A personality, helpless & hopeless personality, repressive personality, co-dependent personality, self-esteem, locus of control • Gender & stress, culture & stress, choice of coping strategies 	11 lectures
Module 4	<p><u>INTRA & INTERPERSONAL LIFE SITUATION INTERVENTIONS</u></p> <p>a) Roadblock model; Lifestyle changes (nutrition, sleep, smoking & alcohol), noise, assertiveness, communication, emotional intelligence, & social support networking</p> <p>b) Stress in conflicts and conflict resolution</p>	11 lectures

Program: B.A. (2022-23)				Semester: IV	
Course: Stress Management (Applied Component)				Course Code: UAMASMAC4	
Teaching Scheme				Evaluation Scheme	
Lecture (60 minutes per week)	Practical (60 minutes per week)	Tutorial (60 minutes per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3	NIL	NIL	3	25	75
<u>Learning Objectives:</u>					
<ol style="list-style-type: none"> 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. 					
<u>Course Outcomes:</u>					
After completion of the course, learners would be able to:					
CO1: Review and apply the relaxation and physical exercises interventions/roadblocks to stress reactions.					
CO2: Review strategies for decreasing stressful behaviours.					
CO3: Recognize the influence of stress reactions and consequences in occupational and family life.					
CO4: Discuss and summarize various intervention plans to cope with occupational and family stress.					
CO5: Extend and apply the learned influences, theories and examples of stress and interventions in daily living.					
Outline of Syllabus: (per session plan)					
Semester IV					
Module	Description				No of Lectures
1	Challenge & Manage Stressful Thinking				12 lectures
2	Psychological, Spiritual & Physical Relaxation Methods				11 lectures
3	Stress in Daily Life				11 lectures
4	Resilience, Optimal Functioning & Lasting Changes				11 lectures
	Total				45 lectures

Unit	Topic	No. of lectures
Module 1	<p><u>CHALLENGE & MANAGE STRESSFUL THINKING</u></p> <p>a) Power of mindset & cognitive restructuring, creating meaning, cognitive theory, power of language, thought journal, refraining, ceasing disturbing thoughts</p> <p>b) Problem solving & time management: problem without solutions, difference between concern & worry, problem-solving & stress, barriers to problem-solving, effective problem-solving skills, time management & stress, strategies for time management</p>	12 lectures
Module 2	<p><u>PSYCHOLOGICAL, SPIRITUAL & PHYSICAL RELAXATION METHODS</u></p> <p>a) Three common elements of relaxation, guided imagery, autogenic training, meditation, mindfulness, music, religion & spirituality</p> <p>b) Physical exercise (benefits, kinds & principles), progressive muscular relaxation, breathing, yoga, Tai Chi, massage & acupressure, pets</p>	11 lectures
Module 3	<p><u>STRESS IN DAILY LIFE</u></p> <p>a) College & Occupational Stress</p> <ul style="list-style-type: none"> • Nature of college stress & interventions • Occupational stress (meaning, symptoms, sources), gender & occupational stress, workaholism & burnout, work-family balance, working in the home, family-friendly work-related policies, managing occupational stress <p>b) Family Stress: needs met by the family, changing family trends, family stressors, managing family stress</p>	11 lectures
Module 4	<p><u>RESILIENCE, OPTIMAL FUNCTIONING & LASTING CHANGES</u></p> <p>a) Resilience & stress, factors underlying resilience, strategies for developing resilience</p>	11 lectures

	b) Proactive approaches for stress management & prevention, working towards peak performance (stress to success), making changes last	
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Essential Reading:

1. Chen, D. (2017). Stress Management & Prevention: Applications to Daily Life (3rd Ed). Routledge.
2. Greenberg, J. S. (2013). Comprehensive Stress Management. (13th ed). New York: McGraw Hill publication
3. Ciccarelli, S. K., & White, J. N. (2018). *Psychology. 5th edition*. New Jersey: Pearson education

Supplementary Reading:

1. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
2. Schafer, W. (2000). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008.

	<p align="center">EXERCISES IN PSYCHOLOGY</p> <p align="center">11th Edition</p> <p align="center">W. SCHAFFER</p>	<p align="center">Module 2</p>
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