



The Kelkar Education Trust's  
**Vinayak Ganesh Vaze College of Arts, Science & Commerce**

**AUTONOMOUS**

Mithaghar Road, Mulund East, Mumbai-400081, India

**College with Potential for Excellence**

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**Syllabus for Program S.Y. B. A.**

**Psychology Major & Minor**

Syllabus as per Choice Based Credit System (NEP-2020)

**(June 2024 Onwards)**

**Submitted by**

**Department of Psychology**

**Vinayak Ganesh Vaze College of Arts, Science and Commerce**

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❖ **Syllabus as per Choice Based Credit System (NEP-2020)**

Name of the Programme	❖ <b>S. Y. B. A. Psychology : CBCS (NEP-2020)</b>	
<p><b>The S. Y. B. A. in Psychology course is a one Year Full Time Course consisting of two semesters, to be known as Semester III and Semester IV. Each semester consists of one major course and one minor course along with other courses- OE, VSEC, AEC, FP, CEP and CC</b></p>		
1. Course Code	VGUVAMPSY301	VGUVAMPSY401
	VGUVAMPSY302	VGUVAMPSY402
2. Course Title	PSYCHOLOGY MAJOR	
3. Semester wise Course Contents	Copy of the detailed syllabus Enclosed	
4. References and additional references	Enclosed in the Syllabus	
5. No. of Credits per Semester	22	
6. No. of lectures per Unit	10 Hrs.	
7. No. of lectures per week	12	
8. No. of Tutorial per week	--	
9. Scheme of Examination	Semester End Exam: <b>60 marks</b> (4 Questions of 15 marks each)	
	Internal Assessment : <b>40 marks</b>	
	Class Test : 15 marks	
	Project/ Assignment : 15 marks	
	Class Participation : 10 marks	
10. Special notes, if any	No	
11. Eligibility, if any	As laid down in the College Admission brochure / website	
12. Fee Structure	As per College Fee Structure specifications	
13. Special Ordinances / Resolutions, if any	No	

**Programme Structure and Course Credit Scheme :**

SEMESTER	MAJOR		MINOR	OE	VSC/SEC	AEC	OJT, FP, CEP, CC,RP	TOTAL	CUM . CR/ SEM
	Mandatory	Elective							
III	8 (4L) (2 PAPERS)	--	4(4L) (1 PAPER)	2 (2L) (1PAPER)	VSEC 2 (1L+1P) (1 PAPER)	AEC-2 (1 PAPER)	FP-2 (Related To Dept.), CC-2 Credits	22	20-22
IV	8 (4L) (2 PAPERS)	--	4(4L) (1 PAPER)	2 (2L) (1PAPER)	VSEC 2 (1L+1P) (1 PAPER)	AEC-2 (1 PAPER)	CEP-2 Credits, CC-[2 Credits	22	20-22
<b>TOTAL</b>	<b>16</b>		<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>44</b>	
<b>CU.CR</b>	<b>24</b>		<b>14</b>	<b>12</b>	<b>8+4</b>	<b>6+4+4</b>	<b>4+4</b>	<b>88</b>	

**Programme: S. Y. B. A.**

Semester	Course	Course Title	Course Code	Credits
III	Major	Course 1 : COGNITIVE FOUNDATION OF SOCIAL PSYCHOLOGY	VGUVAMPSY301	4
		Course 2 : DEVELOPMENTAL PSYCHOLOGY: CONCEPTION TO ADOLESCENCE	VGUVAMPSY302	4
	Minor (ANY ONE)	1. Public Administration	VGUVANPOL302	4
		2. Contemporary issues in indian society	VGUVANSOC302	4
		3. Milestones in world history i	VGUVANHIS302	4
		4. Public finance	VGUVANECO302	4

		5. American Literature: Novel and Short Story	VGUVUANENL302	4
		6. भाषा आणि भाषाभ्यास	VGUVUANMRL302	4
	Open Elective (OE) (ANY ONE)	1. Chemistry of Fragrance And Flavours (Chemistry Dept.)	VGUVUOE303	2
		2. Mathematical and Statistical Techniques -I (Maths Dept.)	VGUVUOE304	2
		3. History of Physical Science in India (Physics Dept.)	VGUVUOE305	2
		4. Cosmetology decoded by Botanicals II (Botany Dept.)	VGUVUOE306	2
		5. Science of Evolution (Zoology Dept.)	VGUVUOE307	2
	Vocational skill Courses (VSEC)	Basics of test construction in psychology	VGUVUAVSE306	2
	Ability Enhancement Courses (AEC) (ANY ONE)	1. मराठी भाषेतील संवाद कौशल्ये (Dept. of Marathi)	VGUVUAE301	2
		2. हिंदी भाषा कौशल (Dept. of Hindi) <b>Student will select any one from AEC Courses</b>	VGUVUAE302	
	Field Project	Field Project related to major will be offered	FP6	2
	Co-curricular Courses	Community Engagement Activities	VGUVUCC301	2
		Cultural Activities	VGUVUCC302	2
		National Service Scheme (NSS)	VGUVUCC303	2
		Sports Activities	VGUVUCC304	2
		Yoga	VGUVUCC305	2
		<b>Student will select any one from Co-curricular Courses</b>		
	<b>Total Credits</b>			<b>22</b>
<b>IV</b>	Major	Course 1 : PSYCHOLOGY OF INTERPERSONAL AND GROUP PROCESSES	VGUVUAMPSY401	4
		Course 2 : COUNSELING PSYCHOLOGY: PROCESS AND APPROACHES	VGUVUAMPSY402	4

	Minor	Milestones in World History II	VGUVUANHIS402	4
		Emerging Fields in Sociology	VGUVUANSOC402	4
		American Literature: Novel and Short Story	VGUVUANENL402	4
		Public Administration (Indian Administration)	VGUVUANPOL402	4
		Indian economy	VGUVUANECO402	4
		Emerging Fields in Sociology	VGUVUANSOC402	4
	Open Elective (OE) ONE COURSE FROM THE SAME DEPARTMENT AS SEM III OE	1. Chemistry For Sustainable Energy And The Environment (Chemistry Dept.)	VGUVUOE403	2
		2. Mathematical and Statistical Techniques -II (Maths Dept.)	VGUVUOE404	2
		3. Scientific Advances of Modern India (Physics Dept.)	VGUVUOE405	2
		4. Gardening and Landscape Designing (Botany Dept.)	VGUVUOE406	2
		5. Anthrozoology (Zoology Dept.)	VGUVUOE407	2
	Vocational Skill Enhancement Courses (VSEC)	Effective Caregiving	VGUVUAVSE406	2
	Ability Enhancement Courses (AEC)	1. मराठी भाषेतील लेखन कौशल्ये(Dept. of Marathi)	VGUVUAE401	2
		2. व्यावहारिक लेखन कौशल (DEPT.OF HINDI )	VGUVUAE402	2
	Community Engagement Programme (CEP)	CEP Related to Major will be offered	VGUVUAPSYCEP406	2
	Co-curricular Courses	1.Community Engagement Activities	VGUVUCC401	2
		2. Cultural Activities	VGUVUCC402	2
		3.National Service Scheme (NSS)	VGUVUCC403	2
		4.Sports Activities	VGUVUCC404	2
		5.Yoga	VGUVUCC405	2
		Student will select any ONE Co-curricular Course		
Total Credits			22	

❖ Semester-wise Details of Psychology Course

<b>Semester - III</b>									
Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major P-I	04	---	4	15	15	10	100	NA	100
Major P-II	04	---	4	15	15	10	100	NA	100
Minor	04	---	4	15	15	10	100	NA	100
VSEC	01	2	2	---	--	---	----	100	100
OE	02	---	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
FP	----	4	2	report	prese ntatio ns	----	----	-----	50
CC	-----	4	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650
CIA-II : Assignment/Project CIA-III : APICID &A Max. Time, End Semester Exam (Theory) : 2 .00 Hrs.									

<b>Semester - IV</b>									
Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks			End Semester Examination Marks		Total
Course	L Hrs	P Hrs	Credit	CIA-1	CIA-2	CIA-3	Theory	Practical	
Major P-I	04	---	4	15	15	10	100	NA	100
Major P-II	04	---	4	15	15	10	100	NA	100

Minor	04	---	4	15	15	10	100	NA	100
VSEC	01	2	2	---	--	---	----	100	100
OE	02	---	2	15	15	10	100	---	100
AEC	02	----	2	15	35	----	NA	NA	50
FP	----	4	2	report	prese ntatio ns	----	----	-----	50
CC	-----	4	2	15	15	20	----	----	50
Total	17	10	22	---	----	---	----	-----	650

CIA-II : Assignment/Project

CIA-III : APICID &A

Max. Time, End Semester Exam (Theory) : 2 .00 Hrs.

- L - Lectures
- T - Tutorials
- P - Practical
- C - Credits

## PROGRAM OUTCOMES FOR BACHELOR OF ARTS(BA)

**After completing Bachelor's Degree in Arts, graduates will able to...**

- exhibit a deep understanding of the core concepts and theories in their respective discipline (Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
- demonstrate the ability to analyse complex issues, think critically, and solve problems in their respective fields ((Economics/Psychology/Sociology/Political Science/History/English Literature, Marathi literature/Hindi Literature).
- show competency in conducting research, gathering and analysing data, and presenting research findings using appropriate methodologies.
- recognize the ethical and social responsibilities associated with their fields of study and be able to apply ethical principles to real-world situations.
- effectively communicate their ideas and findings in both written and oral forms, demonstrating proficiency in academic and professional communication.

## PROGRAM SPECIFIC OUTCOMES FOR BACHELOR OF ARTS (BA)

### DEPARTMENT OF PSYCHOLOGY

Students will be able to ...

**PSO1:** Understand basic concepts and modern trends in the various fields of Psychology

**PSO2:** Develop a compassionate approach and empathize with people having minor or major psychological issues.

**PSO3:** Apply the knowledge of psychological principles to address various psychosocial issues in various settings.

**PSO4:** Undertake research in the various fields of Psychology.

**PSO5:** Understand and commit to the ethical guidelines prescribed by professional regulatory bodies.

**PSO6:** Pursue higher education in the field of psychology.

<b>S. Y. B.A Psychology: Choice Based Credit System</b>				
<b>Semester- III</b>				
<b>PAPER-I</b>				
<b>Course Name: Cognitive Foundation of Social Psychology</b>			<b>Course Code</b> VGVUAMPSY301	
<b>Periods per week (1 period 60 minutes)</b>			<b>04</b>	
<b>Credits</b>			<b>04</b>	
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>	
		<b>Theory Examination</b>	<b>2.0</b>	<b>60</b>
		<b>Intern</b>		<b>40</b>



Course Content		
Unit No.	Content	Lectures
<b>Unit 1</b> <b>Social Psychology: The Science of the Social Side of Life</b>	<p>Social Psychology: What It Is and Is Not</p> <p>Social Psychology in India; Changing Perspectives in Social Psychology in India</p> <p>Social Psychology: Advances at the Boundaries</p> <p>How Social Psychologists Answer the Questions They Ask: Research as the Route to Increased Knowledge</p> <p>The Role of Theory in Social Psychology</p> <p>The Quest for Knowledge and the Rights of Individuals: Seeking an Appropriate Balance</p>	11
<b>Unit 2</b> <b>Social Cognition: How we think about the Social World?</b>	<p>Heuristics: How We Employ Simple Rules in Social Cognition</p> <p>Schemas: Mental Frameworks for Organizing Social Information</p> <p>Automatic and Controlled Processing in Social Thought</p> <p>Potential Sources of Error in Social Cognition: Why Total Rationality Is Rarer Than You Think?</p> <p>Affect and Cognition: How Feelings Shape Thought and Thought Shapes Feelings</p>	11
<b>Unit 3</b> <b>Social Perception: Seeking to Understand Others</b>	<p>Social Perception: Seeking to Understand Others</p> <p>Nonverbal Communication: An Unspoken Language.</p> <p>Attribution: Understanding the Causes of Behavior.</p> <p>Impression Formation and Management: Combining Information about Others.</p>	11
<b>Unit 4</b> <b>Attitudes: Evaluating and responding to the social world</b>	<p>Attitude formation: How Attitudes Develop.</p> <p>When and Why Do Attitudes Influence Behaviour?</p> <p>How Do Attitudes Guide Behaviour?</p> <p>The Science of Persuasion: How Attitudes Are Changed</p> <p>Resisting Persuasion Attempts</p> <p>Cognitive Dissonance: What It Is and How Do We Manage It?</p>	12

<b>Unit 5</b>  <b>Causes, and Cures of Stereotyping, Prejudice and Discrimination</b>	For CIA (Assignment of 15 marks)	
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### Course Objectives

- 1) To acquaint students with the core concepts from various domains of social psychology such as social cognition, social perception, attitudes and prejudice, stereotypes and discrimination
- 2) To help students comprehend cognitive foundation of social behaviour with the help of various foundational theories.
- 3) To orient students to various research designs, research ethics and build skills for conducting research in the field of social psychology
- 4) To make students aware of the relevance and applications of concepts of social psychology in day-to-day life.
- 5) To create a foundation for and foster interest in further study in Social Psychology

### Course Outcomes

#### After completing this course, students should be able to...

1. Exhibit an in-depth understanding of key concepts in social psychology, including social cognition, social perception, attitudes, prejudice, stereotypes, and discrimination.
2. Demonstrate thorough comprehension of foundational theories from various domains of social psychology to analyze and interpret social behavior.
3. Show competence in the area of Social Psychology research along with good understanding of research ethics.
4. Recognize and articulate the relevance and applications of theoretical knowledge of social psychology in real-world scenarios.
5. Feel interested and inspired to pursue advanced studies and research in social psychology.

### References

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*, (14th Ed.). New Delhi: Pearson Education; Indian reprint
2. Myers, D. G. (2013). *Social psychology* (11th ed.). NY: McGraw Hill Education.
3. Pandey, J. & Singh, P. (2005). *Social Psychology in India: Social Roots and Development*. *International Journal of Psychology*, 40 (4), 239-253
4. Sinha, D. (1998). *Changing Perspectives in Social Psychology in India: A Journey towards Indianization*. *Asian Journal of Social Psychology*, 1, 17-31

### Syllabus Prepared by:

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<b>S. Y. B.A Psychology: Choice Based Credit System</b>			
<b>Semester- III</b>			
<b>PAPER-II</b>			
<b>Course Name: Developmental Psychology: Conception to Adolescence</b>			<b>Course Code VGVUAMPSY302</b>
<b>Periods per week (1 period 60 minutes)</b>			<b>04</b>
<b>Credits</b>			<b>04</b>
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>
	<b>Theory Examination</b>	<b>2.0</b>	<b>60</b>
	<b>Internal</b>		<b>40</b>

<b>Course Content</b>		
<b>Unit 1</b>  <b>a) About human</b>	<p><b>About human development:</b> An introduction to the field:</p> <p>Developmental processes: Change and Stability</p> <p>Domains of development</p> <p>Periods of the life span</p> <p>Stages of Human Development: An Indian Perspective</p> <p><b>Influences on development:</b></p> <p>Heredity, Environment, Maturation,</p> <p>Major Contextual Influences,</p> <p>Normative and Nonnormative Influences</p> <p>Timing of Influences: Critical and Sensitive Periods</p> <p><b>Life-span Developmental Approach</b></p> <p><b>Basic Theoretical Issues:</b></p> <p>Is Development Active or Reactive</p>	12

<p><b>b) Forming a new life</b></p>	<p>Is Development Continuous or Discontinuous</p> <p><b>Conceiving new life:</b></p> <p>How does fertilization take place?</p> <p>What causes multiple births?</p> <p><b>Prenatal Development</b></p> <p>Stages of Prenatal Development</p> <p>Environmental Influences (Maternal Influences)</p>	
<p><b>Unit 2</b></p> <p><b>a) The birth Process</b></p> <p><b>b) Physical and Cognitive Development during the first three years</b></p>	<p><b>The Birth Process</b></p> <p>Stages of Childbirth</p> <p>Methods of Delivery</p> <p><b>The new born baby</b></p> <p>Size and Appearance</p> <p>Body Systems</p> <p>Medical and Behavioral Assessment</p> <p><b>Early Physical Development</b></p> <p>The brain and reflex behavior</p> <p>Early sensory capacities</p> <p>Motor development</p> <p><b>Cognitive development</b></p> <p>Piaget’s Approach</p> <p>Information-Processing Approach</p> <p>Cognitive Neuroscience Approach</p> <p><b>Language Development</b></p> <p>Sequence of Early Language Development</p> <p>Characteristics of Early Speech</p> <p>Influences of Early Language Development</p>	<p>11</p>
<p><b>Unit 3</b></p>	<p><b>Cognitive Development</b></p> <p>Piagetian Approach: The Preoperational child</p>	<p>11</p>

<p><b>a) Cognitive Development of Early Childhood</b></p> <p><b>b) Cognitive Development of Middle childhood</b></p>	<p>Language and other cognitive abilities</p> <p>Information-Processing Approach: Memory Development</p> <p>Intelligence: Psychometric and Vygotskian Approaches</p> <p><b>Cognitive Development</b></p> <p>Piagetian Approach: The Concrete Operational Child</p> <p>Information Processing and Intelligence</p> <p>Psychometric Approach: Testing Intelligence</p> <p>Language and Literacy</p>	
<p><b>Unit 4</b></p> <p><b>Physical and cognitive development in Adolescence</b></p> <p><b>Unit 5</b></p> <p><b>For CIA (Assignments of 15 marks)</b></p>	<p><b>Physical Development:</b></p> <p>Puberty, How puberty begins, Timing, Sequence of puberty and Sexual Maturity</p> <p><b>The Adolescent Brain</b></p> <p><b>Aspects of cognitive maturation:</b></p> <p>Piaget’s Stage of Formal Operations</p> <p>Language Development</p> <p>Moral Reasoning: Kohlberg’s Theory</p> <p><b>Foundation of Psychosocial Development</b></p> <p>Emotions</p> <p>Temperament</p> <p>Developmental issues in Infancy</p> <p>Developmental issues in Toddlerhood</p> <p>Children of working parents</p> <p><b>The Developing Self in Early Childhood</b></p> <p>The Self-Concept and Cognitive Development</p> <p>Self-Esteem</p> <p>Understanding Emotions</p> <p>Erikson: Initiative vs Guilt</p> <p>Gender: Gender differences: Perspective of Gender Development</p>	<p>11</p>

	<p><b>Play</b></p> <p>Cognitive Levels of Play</p> <p>The Social Dimensions of Play</p> <p>Gender and Play</p> <p>Culture and Play</p> <p><b>Parenting</b></p> <p>Form of discipline</p> <p>Parenting Styles</p> <p><b>Special Behavioral Concerns</b></p> <p><b>Relationships with Other Children</b></p> <p>Sibling Relationships</p> <p>The only Child</p> <p>Playmates and Friends</p> <p><b>The Developing Self in Middle Childhood</b></p> <p>Self-concept Development</p> <p>The Representational System</p> <p>Emotional Growth</p> <p>The Child in the Family</p> <p>The Child in Peer Group</p> <p><b>Psychosocial development in Adolescence</b></p> <p>The Search for Identity</p> <p>Erikson: Identity versus Identity Confusion</p> <p>Marcia: Identity Status - Crisis and Commitment</p> <p>Sexuality</p> <p>Relationship with Family, Peers and Adult Society</p> <p>Antisocial Behavior and Juvenile Delinquency</p> <p>Social Media</p>	
	<b>Total No. of Lectures</b>	45

## Course Objectives

1. To help students understand the key concepts in human development and stages of prenatal development along with environmental influences during pregnancy
2. To acquaint students with various birth methods and with early physical, cognitive, and psychosocial development
3. To orient students to cognitive and psychosocial development during early childhood and middle childhood
4. To make students comprehend physical, cognitive, and psychosocial development in adolescence.

## Course Outcomes

**After completing this course, students should be able to...**

1. Articulate key concepts in human development, including developmental processes, domains of development, life-span developmental approaches, types of influences, and critical/sensitive periods.
2. Demonstrate comprehension of the stages of prenatal development and analyze environmental influences during pregnancy and also assess early physical, cognitive and psychosocial development in early years.
3. Show in-depth understanding of cognitive and psychosocial development during early childhood and middle childhood
4. Exhibit thorough understanding of the physical, cognitive, and psychosocial development in adolescence and its implications.

## References:

1. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). New Delhi: McGraw Hill international Edition
2. Feldman, R. S. (2015). *Development across the LifeSpan*. 7<sup>th</sup> Edition. New Delhi: Dorling Kindersley India pvt ltd.
3. Feldman, R. S. & Babu, N. (2018). *Development across the LifeSpan*. (8th Ed). India: Pearson India Education services Pvt. Ltd
4. K. Rangaswami (1992). *Indian Model of Stages in Human Development and Developmental Tasks*. Indian Journal of Psychological Medicine, 15 (1), 77-82

## Syllabus Prepared by:

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**S. Y. B.A Psychology: Choice Based Credit System**

**Semester- III**

**Vocational Skill Enhancement Course (VSEC)**

<b>Course Name: Basics of Test Construction in Psychology</b>			<b>Course Code</b> <b>VGUVAVSE306</b>
<b>Periods per week (1 period 60 minutes)</b>			<b>02</b>
<b>Credits</b>			<b>02</b>
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>
	<b>Theory Examination</b>	<b>2.0</b>	<b>30</b>
	<b>Internal</b>		<b>20</b>

**Course Content**

<b>Unit 1</b>		
<b>Introduction: Psychological Testing Assessment and Norms.</b>	<ul style="list-style-type: none"> <li>a) Definition of Testing and Assessment; The Process and Tools of Assessment</li> <li>b) The Parties, Types of Settings Involved, Types of Tests</li> <li>c) What Is a ‘Good Test’ (Reliability and Validity)</li> <li>d) Norms – Sampling to Develop Norms</li> <li>e) Types of Norms, Norm-Referenced Versus Criterion-Referenced Evaluation</li> <li>f) Fixed Reference Group Scoring Systems</li> <li>g) Culture: Testing and Inference</li> <li>h) Ethics and Limitations of Tests</li> </ul>	9



<b>Unit 2</b>  <b>Test Development</b>	a) Test conceptualization b) Test construction c) Test Try out d) Item Analysis e) Test Revision	8
<b>Unit 3</b>  <b>Test Construction: (Practical Unit)</b>	Based on the first two Units students will be asked to construct a new test, develop norms and establish the Reliability and Validity	8
<b>Total No. of Lectures</b>		25

### Course Objectives

1. To help students understand the distinction between psychological testing and assessment
2. To orient students to criteria for a ‘good test’ by exploring the concepts of reliability, and validity.
3. To acquaint students to sampling process to develop norms and differentiate between various types of norms, justifying their selection based on specific testing requirements.
4. To help students acquire skill of test construction, including conceptualization, construction, try-out, item analysis, and revision.

### Course Outcomes

#### Students should be able to...

1. Articulate the distinctions between psychological testing and assessment
2. Evaluate the quality of a test by assessing its reliability and validity
3. Select the right type of samples and norms as per the requirements of different testing scenarios
4. Demonstrate skill in test construction by creating a conceptual framework, developing test items, conducting a test try-out, performing item analysis, and making informed revisions to improve the test.

### References:

1. Anastasi, A. & Urbina, S. (2017). *Psychological Testing*. (7th ed.). India: Pearson India Education services Pvt Ltd.
2. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)

**Syllabus Prepared by:**

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## S. Y. B.Sc. Psychology: Choice Based Credit System

### Semester- III

#### Open Elective (OE) for Non-Arts Students

<b>Course Name: Understanding Mental Health and Illness</b>			<b>Course Code VGVUOE302</b>
<b>Periods per week (1 period 60 minutes)</b>			<b>02</b>
<b>Credits</b>			<b>02</b>
Evaluation System		Hrs	Marks
	<b>Theory Examination</b>	<b>2.0</b>	<b>30</b>
	<b>Internship</b>		

#### Course Content

<b>Unit 1</b>  <b>Introduction to Mental Health and Illness</b>	a) What is Mental Health?  b) What is Mental Illness? Criteria for Defining Mental Illnesses  c) Classification of Mental Disorders  d) Breaking the Stigma around Mental Health	9
<b>Unit 2</b>  <b>Causal factors of Mental Illnesses</b>	a) Types of Causes  b) Biological Causal factors  c) Psychological causal factors  d) Sociocultural causal factor	8
<b>Unit 3</b>  <b>Understanding Stress, Coping Effectively and Building Resilience</b>	a) Definition of stress  b) Differentiating between positive and negative stress  c) Common causes and sources of stress  d) Recognizing Stress Symptoms: Physical, emotional, and behavioral signs of stress	8

	e) The impact of stress on physical and mental health a) Effective Coping Strategies b) Stress Reduction Techniques c) Cultivating Positive Thinking and Emotional Regulation d) Building Healthy Relationships and Communication Skills e) Seeking Help	
	<b>Total No. of Lectures</b>	25

### Course Objectives

1. To help students understand about mental health and mental illnesses.
2. To acquaint students with causes of mental illnesses.
3. To make students aware of effects of stress on mental health and ways of coping effectively and building resilience

### Course Outcomes

#### Students should be able to...

1. Demonstrate basic understanding of mental health and mental illnesses.
2. Exhibit fundamental comprehension of various factors that can lead to mental illnesses.
3. Manage stress effectively and incorporate self-care practices for better mental health.

### References:

1. Kaila, H.L., Dr. Pai S, et al. (2001). *Stress Management (Western and Indian Techniques)*. 1st edition. Mumbai: Himalaya Publishing House
2. Mangal, S. K. (2008). *Abnormal Psychology*. Sterling low price edition. New Delhi: Sterling Publishers Pvt. Ltd
3. Pestonjee, D. M. (1999). *Stress and Coping: The Indian Experience*. 2nd edition. New Delhi: SAGE Publications India Pvt. Limited.

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**S. Y. B.A Psychology: Choice Based Credit System****Semester- IV****PAPER-I**

<b>Course Name: Psychology of Interpersonal and Group Processes</b>			<b>Course Code</b> <b>VGUVAMPSY401</b>	
<b>Periods per week (1 period 60 minutes)</b>			<b>04</b>	
<b>Credits</b>			<b>04</b>	
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>	
	<b>Theory Examination</b>		<b>2.0</b>	<b>60</b>
	<b>Internal</b>			<b>40</b>

**Course Content**

<b>Unit 1</b> <b>Social Influence: Changing Others' Behaviour</b>	<p>a) Conformity: How Groups – and Norms – Influence Our Behaviour.</p> <p>b) Compliance: To Ask – Sometimes – Is to Receive</p> <p>c) Obedience to Authority: Would You Harm Someone If Ordered to Do So?</p> <p>d) Unintentional Social Influence: How Others Change Our Behaviour Even When They Are Not Trying to Do So</p>	11
<b>Unit 2</b> <b>Groups and Individuals</b>	<p>a) What is a Group?</p> <p>b) Social Facilitation: How are We Affected by the Presence of Others?</p> <p>c) Social Loafing: Do Individuals Exert Less Efforts in a Group?</p> <p>d) Deindividuation: When Do People Lose Their Sense of Self in Groups?</p> <p>e) Group Polarization: Do Groups Intensify Our Opinions?</p> <p>f) Groupthink: Do Groups Hinder or Assist Good Decisions?</p>	11

	g) The Influence of the Minority: How Do Individuals Influence the Group?	
<b>Unit 3</b> <b>Aggression: Its Nature, Causes and Control</b>	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 Aggression: Some Useful Techniques	11
<b>Unit 4</b> <b>Prosocial Behavior: Helping Others</b>	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?	12
<b>5: Liking, Love and Other Close Relationships</b>	For CIA (Assignments of 15 marks)	

### Course Objectives

1. To acquaint students to basic concepts from various domains such as social influence, group dynamics, aggression, prosocial behavior and interpersonal attraction
2. To help students comprehend how interpersonal/group processes influence individual behavior with the help of various foundational theories
3. To orient students to various research designs and build research skills for conducting research in the field of Interpersonal and Group Processes
4. To make the students aware of the relevance and applications of concepts of social psychology in day-to-day life.
5. To create a foundation for and foster interest in further study in Social Psychology

## **Course Outcomes**

### **Students should be able to...**

1. Demonstrate a comprehensive understanding of fundamental concepts in social influence, group dynamics, aggression, prosocial behavior, and interpersonal attraction.
2. Exhibit thorough understanding of foundational theories that explain how interpersonal and group processes influence individual behavior.
3. Show competence in understanding, conceptualizing and conducting research in the field of Interpersonal and Group Processes.
4. Recognize and articulate the relevance and practical applications of concepts in the field of Interpersonal and Group Processes in their day-to-day lives
5. Feel interested and inspired to pursue advanced studies and research in the field of Interpersonal and Group Processes

### **References:**

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson Education; Indian reprint
2. Myers, D. G. (2013). *Social psychology* (11th ed.). NY: McGraw Hill Education.

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## S. Y. B.A Psychology: Choice Based Credit System

### Semester- IV

### PAPER-II

<b>Course Name: Counseling Psychology: Process and Approaches</b>			<b>Course Code</b> <b>VGUAMPSY402</b>
<b>Periods per week (1 period 60 minutes)</b>			<b>04</b>
<b>Credits</b>			<b>04</b>
Evaluation System		Hrs	Marks
	<b>Theory Examination</b>	<b>2.0</b>	<b>60</b>
	<b>Internal</b>		<b>40</b>

### Course Content

<b>Unit 1</b>  <b>Introduction to Counseling and Perspectives on effective Helping</b>	<ul style="list-style-type: none"> <li>a) Fundamental Precepts of Effective Helping</li> <li>b) Characteristics of Effective Helpers</li> <li>o Understanding Counseling as a Process</li> <li>a) Definition of Counselling</li> <li>b) Outcome Goals of Counselling</li> <li>c) Process Goals of Counselling</li> <li>d) Stages of Counselling Process</li> <li>e) The Three Stages of Counselling in Perspective</li> <li>o Ethics in Counseling</li> </ul>	11
<b>Unit 2</b>  <b>Stage 1 and 2 of Counseling</b>	<p><b>Stage 1: Building the Counseling Relationship and Facilitating Initial Disclosure</b></p> <ul style="list-style-type: none"> <li>a) What Clients Bring to the Counselling Experience</li> <li>b) Ways to Invite Communication and Build the Counselling Relationship</li> <li>c) The Core Conditions of Counselling</li> </ul>	12



	<p>d) Ways to Impede Communication</p> <p><b>Stage 2: In-depth Exploration</b></p> <p>a) Goals and Methods of In-depth Exploration</p> <p>b) Advanced Empathy</p> <p>c) Immediacy</p> <p>d) Confrontation</p> <p>e) Interpretation</p> <p>f) Role Playing</p>	
<p><b>Unit 3</b></p> <p><b>Stage 3 of Counseling, Termination and Skills Across Counseling Process</b></p>	<p><b>Stage 3: Commitment to Action</b></p> <p>a) The Process of Goal Setting</p> <p>b) Design and Implementation of Action Plans</p> <p>o <b>Termination</b></p> <p>o <b>Skills across Counseling Process: Structuring, Leading and Questioning</b></p> <p>a) Structuring</p> <p>b) Leading</p> <p>c) The Use of Questioning in Counselling</p>	<p>11</p>
<p><b>Unit 4</b></p> <p><b>Indian Philosophical Perspectives on Counseling; Yoga and Mindfulness in Counseling</b></p>	<p>a) Ancient Indian philosophies and their perspectives on human psychology, well-being, and the nature of suffering.</p> <p>b) Concepts like Dharma, Karma, and Moksha in relation to counselling practice and understanding of clients' experiences.</p> <p>c) Yoga practices, including asanas (postures), pranayama (breath control), and meditation, into counselling for promoting relaxation, stress reduction, and self-awareness.</p> <p>d) Mindfulness techniques from Indian traditions as counselling interventions to enhance emotional regulation and self-compassion.</p>	<p>11</p>

<p><b>Unit 5</b></p> <p><b>Adapting the Counseling Process to Specific Populations</b></p>	<p>For CIA (Assignments of 15 marks)</p> <p>Working with Clients in Crisis, Working with Children and their Parents, Working with Older Adults, Counseling Women and Girls, Counseling Men and Boys, Counseling Gay, Lesbian and Bisexual Clients</p>	
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### Course Objectives

1. To acquaint students with fundamental precepts of effective helping and ethical aspect of counselling
2. To introduce students to stages of counselling process and skills required for navigating the counselling process
3. To help students understand various skills used across counselling process
4. To facilitate students to acquire a comprehensive understanding of counselling theories and approaches, including psychodynamic, humanistic, behavioral, cognitive-behavioral, family systems therapy, and postmodern perspectives, to enhance the ability to apply diverse approaches across counselling situations.
5. To lay a foundation for and foster interest in higher education in Counseling and build a career as a professional counsellor

### Course Outcomes

#### Students should be able to...

1. Demonstrate a thorough understanding of the fundamental precepts of effective helping and demonstrate ethical awareness and sensitivity in counselling situations
2. Gain insight into the stages of the counselling process and acquire the necessary skills for building and navigating successful counselling relationships.
3. Demonstrate proficiency in a variety of counselling skills used across different stages of the counselling process.
4. Acquire a comprehensive knowledge of various counselling theories and approaches, such as psychodynamic, humanistic, behavioral, cognitive-behavioral, family systems therapy, and postmodern perspectives.
5. Feel interested in pursuing higher education in Counseling and build a career as a professional counsellor.

### References:

1. Welfel, E. and Patterson, L. (2005). *The Counseling Process: A Multitheoretical and Integrative Approach*. 6th Indian Edition. New Delhi: Cengage Learning India Private Limited.
2. Baruth, L. G. & Manning, M. L. (1999). *Multicultural Counseling and Psychotherapy: A Lifespan Perspective*. Second edition. New Jersey: Prentice Hall.
3. Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. India: Kaivalyadhama
4. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India

5. Gladding, S. T. & Batra, P. (2020) *Counseling: A Comprehensive Profession*. 8th Edition. Pearson India Education Services Pvt Ltd.
6. McLeod, J. (2009). *An Introduction to Counseling*. (4th ed.). Open University Press/ McGraw-Hill Higher Education
7. Rao, K. R. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. New Delhi: Springer

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**S. Y. B.A Psychology: Choice Based Credit System****Semester- IV****Vocational Skill Enhancement Course (VSEC)**

<b>Course Name: Science of Effective Caregiving</b>		<b>Course Code VGVUAVSE406</b>	
<b>Periods per week (1 period 60 minutes)</b>		<b>02</b>	
<b>Credits</b>		<b>02</b>	
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>
	<b>Theory Examination</b>	<b>2.0</b>	<b>30</b>
	<b>Internal</b>		<b>20</b>

**Course Content**

<b>Unit 1 Fundamentals of Caregiving</b>	<p>a) Introduction to Caregiving: Overview of caregiving as a profession, its importance, and the diverse settings in which caregivers work.</p> <p>b) Communication Skills: Effective communication techniques for building rapport with care recipients, their families, and healthcare professionals.</p> <p>c) Empathy and Cultural Sensitivity: Understanding and practicing empathy, cultural competence, and sensitivity to diversity in caregiving scenarios</p> <p>d) Ethics and Boundaries: Exploring ethical considerations, maintaining professional boundaries, and respecting confidentiality in caregiving relationships.</p>	9
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<p><b>Unit 2</b></p> <p><b>Psychological Aspects of Caregiving</b></p>	<p>a) Understanding Mental Health: Introduction to common mental health issues, including depression, anxiety, and dementia, and their impact on caregiving.</p> <p>b) Psychosocial Support: Strategies for providing emotional and psychosocial support to care recipients and their families.</p> <p>c) Self-Care for Caregivers: Recognizing the importance of self-care, stress management, and coping strategies for caregivers to maintain their well-being.</p> <p>d) Building Therapeutic Relationships: Developing skills to establish and maintain positive, therapeutic relationships with care recipients.</p>	<p>8</p>
<p><b>Unit 3</b></p> <p><b>Practical Caregiving Skills (Practical Unit)</b></p>	<p>a) Activities of Daily Living (ADL) Assistance: Training in assisting with basic activities such as bathing, dressing, feeding, and mobility</p> <p>b) Health Monitoring: Understanding and monitoring vital signs, medication management, and recognizing signs of distress.</p> <p>c) Safety and Emergency Procedures: Training in identifying potential hazards, preventing accidents, and responding to emergencies in caregiving settings</p> <p>d) Crisis Intervention: Strategies for managing difficult situations, de-escalation techniques, and providing emotional support during crises.</p> <p><i>(Will incorporate hands-on training, case studies, and real-world scenarios to enhance the practical application of the skills learned in the course.)</i></p>	<p>8</p>

### Course Objectives

1. To help students understand the role and significance of caregiving as a profession in various settings and acquire essential knowledge needed for compassionate and effective caregiving.
2. To orient students towards effective communication skills, empathy and cultural sensitivity for building relationships with care recipients, families, and healthcare professionals.
3. To familiarize students to emotional psychological aspects of caregiving
4. To acquaint students to ethical considerations and professional boundaries in caregiving practice.

## Course Outcomes

### Students should be able to...

1. Demonstrate comprehensive understanding of caregiving fundamentals, including its role and importance in the healthcare system
2. Show communication skills, empathy and cultural competence while caregiving
3. Provide emotional and psychosocial support to the care recipients and their families, enhancing the overall well-being of those under their care.
4. Uphold ethical standards and maintain professional boundaries in caregiving relationships.

### References:

1. Carr, S. & Dhoron, S. (2003). *The Caregiver's Essential Handbook*. New York: Contemporary Books
2. Mace, N. L. and Rabins, P. V. (2006). *The 36-Hour Day: A Family Guide to Caring for People Who Have Alzheimer Disease, Other Dementias, and Memory Loss*. 4th Edition. Baltimore: The Johns Hopkins University Press.
3. Mishra, R. (Ed.) (2013). *Caregiver's Handbook: A Practical Visual Guide for the Home Caregiver*. New Delhi: DK Publishing
4. Raphael-Grimm, T. (2015). *The Art of Communication in Nursing and Health Care*. New York: Springer Publishing Company.
5. American Nurses Association (ANA). (2016). *Code of Ethics for Nurses with Interpretive Statements* [www.journalofnursingregulation.com](http://www.journalofnursingregulation.com), 7(2), 9-18
6. Mitnick, S.; Leffler, C; & Hood, V. L. (2009). *Family Caregivers, Patients and Physicians: Ethical Guidance to Optimize Relationships*. Society of General Internal Medicine, 25(3), 255–60

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**S. Y. B.Sc: Choice Based Credit System****Semester- IV****Open Elective (OE) for Non-Arts Students**

<b>Course Name: Psychology of Well-Being</b>			<b>Course Code VGVUOE402</b>
<b>Periods per week (1 period 60 minutes)</b>			<b>02</b>
<b>Credits</b>			<b>02</b>
<b>Evaluation System</b>		<b>Hrs</b>	<b>Marks</b>
	<b>Theory Examination</b>	<b>2.0</b>	<b>30</b>
			<b>20</b>

**Course Content**

<b>Unit 1</b> <b>Savouring Emotions</b>	<ul style="list-style-type: none"> <li>a. Introduction to Positive Psychology</li> <li>b. Spiralling Effects of Positive Emotions</li> <li>c. Pursuing Happiness and Well-Being</li> <li>d. Gaining Emotional Intelligence through Harnessing Emotions</li> </ul>	9
<b>Unit 2</b> <b>Being in the present, Dealing with Past and Creating Future</b>	<ul style="list-style-type: none"> <li>a. Embracing Spirituality</li> <li>b. Cultivating Mindfulness</li> <li>c. Living in Flow</li> <li>d. Facing Adversity, Constructing Meaning, Achieving Post-traumatic Growth and Leveraging Resilience</li> <li>e. Creating the Future: Nourishing self-Efficacy, Hope and Optimism, Developing Courage and wisdom.</li> </ul>	8
<b>Unit 3</b> <b>Learning Pro-socialness</b>	<ul style="list-style-type: none"> <li>a. Practicing Gratitude</li> <li>b. Choosing Forgiveness</li> </ul>	8

	c. Cultivating Humor for Building Bridges	
	d. Feeling Empathy	

### Course Objectives

1. To introduce students to the field of Positive Psychology and to evidence-based insights on emotional intelligence and effective emotion regulation techniques.
2. To help students cultivate mindfulness practices for present-moment awareness and stress reduction
3. To acquaint students to ways to deal with adversity and create a bright future by nourishing self efficacy, hope, optimism, courage and wisdom.
4. To make students aware of the significance and practice of gratitude and forgiveness, cultivate humor and feel empathy.

### Course Outcomes

#### Students should be able to...

1. Demonstrate understanding of Positive Psychology principles and evidence-based techniques for emotional intelligence and emotion regulation.
2. Engage in mindfulness practices to enhance present-moment awareness and manage stress.
3. Develop strategies for overcoming adversity and fostering resilience, while also nurturing self-efficacy, hope, optimism, courage, and wisdom for future success.
4. Exhibit empathy, gratitude, forgiveness, and humor in their interactions, contributing positively to their own well-being and the well-being of others.

### References:

1. Baumgardner, S & Crothers, M (Second Edition). *Positive Psychology*. Second Impression. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*
3. Carr, A. (2013). *Positive Psychology: The Science of Happiness and Human Strengths*. Routledge.
4. Compton, W. C., & Hoffman, E. (2012, February 1). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth.
5. Snyder, C. R., & Lopez, S. J. (2002, January 1). *Handbook of Positive Psychology*.

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