

**The Kelkar Education Trust's
V G Vaze College of Arts, Science and Commerce
(Autonomous)**



**The Kelkar Education Trust's
V G Vaze College of Arts, Science and Commerce
(Autonomous)**

Syllabus for SYBA

(June 2023 Onwards)

Program: BA

Semester III

Course: Social Psychology: Understanding and Responding to Social World

Course Code	Paper Title	Credit
APSY301	Psychology Paper II: Social Psychology: Understanding and Responding to Social World	03

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V G Vaze College of Arts, Science and Commerce
(Autonomous)

1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	APSY301
iii) Course Title	:	Social Psychology: Understanding and Responding to Social World
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	03
vii) No. of lectures per Unit	:	Approximately 06
viii) No. of lectures per week	:	02
ix) No. of Tutorial per week	:	---
		Semester End Exam:60 marks (4 Questions of 15 marks)
		Internal Assessment 40 marks: Class Test: 15 marks
		Project/ Assignment: 15 marks
2 Scheme of Examination	:	Class Participation: 10 marks
3 Special notes, if any	:	No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website
5 Fee Structure	:	As per College Fee Structure specifications

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6 Special Ordinances / Resolutions, if any : No

Programme: SYBA

Course: Social Psychology: Understanding and Responding to Social World

Semester: III

Course Code: APSY301

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
3	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) - 2Hrs.										

Prerequisite:

Basic interest in human behaviour

Understanding of basic concepts in Psychology

Understanding of basic theoretical basis of Psychology

Course Objectives

1) To acquaint students with the basic concepts, modern trends and foundational theories in Social Psychology.
2) To help students comprehend how people understand and respond to the social world
3) To orient students to various research designs and build research skills for the field of Social Psychology
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.

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Course Content		
Unit No.	Content	Lectures
1: Social Psychology: The Science of the Social Side of Life	Social Psychology: What it is and is not? Social psychology: Advances at the Boundaries How Social Psychologists Answer the Questions They Ask: Research as the Route to Increased Knowledge The Role of Theory in Social Psychology The Quest for Knowledge and the Rights of Individuals: Seeking an Appropriate Balance	06
2: Social Perception: Seeking to Understand Others	Nonverbal Communication: An Unspoken Language. Attribution: Understanding the Causes of Behavior. Impression Formation and Management: Combining Information about Others.	06
3: Attitudes: Evaluating and responding to the social world	Attitude formation: How Attitudes Develop. When and Why Do Attitudes Influence Behaviour? How Do Attitudes Guide Behaviour? The Science of Persuasion: How Attitudes Are Changed Resisting Persuasion Attempts Cognitive Dissonance: What It Is and How Do We Manage It?	06
4: Causes, and Cures of Stereotyping, Prejudice and Discrimination	How Members of Different Groups Perceive Inequality? The Nature and Origins of Stereotyping. Prejudice: Feelings toward Social Groups.	06

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	Discrimination: Prejudice in Action. Why Prejudice Is Not Inevitable: Techniques for Countering Its Effects.	
		24

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews and Conducting Small Scale Studies on Topics related to the Syllabus.

Psychology Paper II: Social Psychology: Understanding and Responding to Social

Duration: 2 hours	Marks: 60
Q.1 Essay Type (1 out of 2)	15 marks
Q.2 Essay Type (1 out of 2)	15 marks
Q.3 Essay Type (1 out of 2)	15 Marks
Q.4 Short Notes (3 out of 5)	15 Marks

Course Outcomes

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

CO1	Comprehend constructs of perception, attitudes, prejudices, stereotypes and discrimination underlying social behaviour.
CO2	Understand social behaviour through the lens of foundational theories in Social Psychology.
CO3	Implement various research designs and skills to conduct research in Social Psychology
CO4	See the relevance and applications of various concepts of Social Psychology in day-to-day life.
CO5	Feel interested and motivated to pursue further study in the field of Social Psychology.

Recommended Resources

Text Books	1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). Social Psychology, (14th Ed.). New Delhi: Pearson Education; Indian reprint.
Reference Books	1. Myers, D. G. (2013). Social psychology (11th ed.). NY: McGraw Hill Education. 2. Baron, R.A.; Branscombe, N. R.; Byrne, D. R & Bhardwaj. (2010). Social Psychology. (12 th Ed). New Delhi: Dorling Kindersley (India) Pvt Ltd

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for SYBA

(June 2020 Onwards)

Program: BA

Semester III

Course: Psychology Paper III

Developmental Psychology: From Conception to Childhood

Course Code	Paper Title	Credit
APSY302	Psychology Paper III Developmental Psychology: From Conception to Childhood	03

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1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	APSY302
iii) Course Title	:	Psychology Paper III Developmental Psychology: From Conception to Childhood
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	03
vii) No. of lectures per Unit	:	Approximately 06
viii) No. of lectures per week	:	02
ix) No. of Tutorial per week	:	---
2 Scheme of Examination	:	Semester End Exam:60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Class Test :15 marks Project/ Assignment: 15 marks
3 Special notes, if any	:	Class Participation: 10 marks No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website

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5 Fee Structure	:	As per College Fee Structure specifications
6 Special Ordinances / Resolutions, if any	:	No

Programme: SYBA
Course: Psychology Paper III
Developmental Psychology: From Conception to Childhood

Semester: III
Course Code: APSY302

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
3	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

Prerequisite: Basic interest in human behaviour
 Understanding of basic concepts in Psychology
 Understanding of basic theoretical basis of Psychology

Course Objectives

1. To acquaint students with the basic concepts, theoretical perspectives and modern trends in lifespan development and in Developmental Psychology
2. To help the students understand growth and development of an individual in various domains during prenatal period, infancy, toddlerhood and childhood
3. To orient students towards various research studies conducted on developmental issues during and post prenatal period.
4. To demonstrate to students the applications of the understanding of developmental issues in different areas of day-to-day life.
5. To create a foundation for and foster interest in further study in Developmental Psychology.

Course Content

Unit No.	Content	Lectures
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<p>Unit 1:</p> <p>a) About human development</p> <p>b) Theory and Research</p>	<p>About human development: An introduction to the field: Developmental processes: Change and Stability Domains of development Periods of the life span</p> <p>Influences on development: Heredity, Environment, Maturation, Major Contextual Influences, Normative and Nonnormative Influences</p> <p>Timing of Influences: Critical and Sensitive Periods</p> <p>Baltes' Life-span Developmental Approach</p> <p>Basic Theoretical Issues in Developmental Psychology</p> <p>Theoretical Perspectives: Psychoanalytic Learning Cognitive Evolutionary/ sociobiological Contextual</p> <p>Research Methods Sampling Forms of data collection Basic research design Developmental research designs Ethics of Research</p>	<p style="text-align: center;">06</p>
<p>Unit 2</p> <p>a) Forming a new life</p> <p>b) Physical development Cognitive and psychosocial development during first three years</p>	<p>Conceiving new life: How does fertilization take place? What causes multiple births?</p> <p>Prenatal Development Stages of Prenatal Development Environmental Influences</p> <p>The birth Process Stages of Childbirth Methods of Delivery</p> <p>The newborn baby Size and Appearance Body Systems</p> <p>Early Physical Development</p>	<p style="text-align: center;">06</p>

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	<p>Principles of development Physical growth Nutrition The brain and reflex behavior Early sensory capacities Motor development</p> <p>Cognitive development Piaget's Approach Information-Processing Approach Cognitive Neuroscience Approach</p> <p>Language Development Sequence of Early Language Development Characteristics of Early Speech Influences of Early Language Development</p> <p>Foundation of Psychosocial Development Emotions Temperament Developmental issues in Infancy Developmental issues in Toddlerhood Children of working parents</p>	
<p>Unit 3 Physical, cognitive and Psychosocial Development of Early Childhood</p>	<p>Physical Development Bodily Growth and Change Motor Skills Health and safety</p> <p>Cognitive Development Piagetian Approach: The Preoperational child Language and other cognitive abilities Information-Processing Approach: Memory Development Intelligence: Psychometric and Vygotskian Approaches</p> <p>The Developing Self The Self-Concept and Cognitive Development Understanding Emotions Erikson: Initiative vs Guilt Gender Play: The Business of Early Childhood Parenting Families in Trouble: Child Abuse and Neglect Relationship with Other Children</p>	06
	<p>Aspects of Physical Development Growth Nutrition Motor Development Health and Safety</p>	

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Unit 4 Physical, cognitive and Psychosocial development of Middle childhood	<p>Cognitive Development Piagetian Approach: The Concrete Operational Child Information Processing and Intelligence Psychometric Approach: Testing Intelligence Language and Literacy</p> <p>The Developing Self The Representational Systems: A Neo-Piagetian View Self-esteem Emotional Growth The Child in the Family The child in Peer Group Aggression and Bullying Mental Health</p>	06
Total No. of Lectures		36

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews and Conducting Small Scale Studies on Topics related to the Syllabus

Semester III: Developmental Psychology: From Conception to Childhood Paper Pattern	
Duration: 2 hours	Marks: 60
Q.1 Essay Type (1 out of 2)	15 marks
Q.2 Essay Type (1 out of 2)	15 marks
Q.3 Essay Type (1 out of 2)	15 Marks
Q.4 Short Notes (3 out of 5)	15 Marks

Course Outcomes

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

CO1	demonstrate understanding of the basic concepts, theoretical perspectives and modern trends in Developmental Psychology.
CO2	comprehend growth and development of an individual in various domains during prenatal period, infancy, toddlerhood and childhood
CO3	Use their understanding of research studies conducted on developmental issues during and post prenatal period to conduct research.
CO4	Apply the understanding of developmental issues of adolescents and adults in different areas of day-to-day life.
CO5	Feel interested and motivated to pursue further study in Developmental Psychology.

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Recommended Resources	
Text Books:	1. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). New Delhi: McGraw Hill international Edition
Reference Books	1. Feldman, R. S. (2015). Development across the LifeSpan. 7 th Edition. New Delhi: Dorling Kindersley India pvt ltd. 2. Feldman, R. S. & Babu, N. (2018). Development across the LifeSpan. (8th Ed). India: Pearson India Education services Pvt. Ltd

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS Vaze College (Autonomous)

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Syllabus for SYBA

(June 2020 Onwards)

Program: BA

Semester III

Course: Fundamentals of Health Psychology

Course Code	Paper Title	Credit
AHP301	Fundamentals of Health Psychology	02

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1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	AHP301
iii) Course Title	:	Fundamentals of Health Psychology
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	02
vii) No. of lectures per Unit	:	Approximately 09
viii) No. of lectures per week	:	03
ix) No. of Tutorial per week	:	---
		Semester End Exam: 60 marks (4 Questions of 15 marks)
		Internal Assessment 40 marks: Class Test: 15 marks
		Project/ Assignment: 15 marks
2 Scheme of Examination	:	Class Participation: 10 marks
3 Special notes, if any	:	No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website
5 Fee Structure	:	As per College Fee Structure specifications
6 Special Ordinances / Resolutions, if any	:	No

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Programme: SYBA

Course: Fundamentals of Health Psychology

Semester: III

Course Code : AHP301

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	2	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

Prerequisite: | Basic Interest in Health and Human Behaviour

Course Objectives

1. To acquaint students with the basic concepts, modern trends and foundational theories in Health Psychology.
2. To help students comprehend different health behaviours and factors promoting or compromising health.
3. To orient students towards various research designs and build research skills for the field of Health Psychology.
4. To demonstrate to students the relevance and the applications of concepts of Health Psychology in day-to-day life.
5. To create a foundation for and foster interest in further study in Health Psychology.

Course Content

Unit No.	Content	Lectures
1: What Is Health Psychology?	Definition of Health Psychology	09
	The Mind-Body Relationship: A Brief History	
	The Rise of the Biopsychosocial Method	
	The Need for Health Psychology	
	Health Psychology Research	
	Health Psychology: Challenges for the Future	

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<p>2: Health Behaviors</p>	<p>An introduction to Health Behaviours</p> <p>Health promotion: An overview</p> <p>Changing health habits</p> <p>Cognitive-behavioural approaches to health behaviour change</p> <p>The transtheoretical model of behaviour change</p> <p>Changing health behaviors through social engineering</p> <p>Venues for health-habit modification</p>	<p>09</p>
<p>3: Health-Promoting Behaviors and Health-compromising Behaviors</p>	<p>Exercise, its determinants, & interventions</p> <p>Accident prevention</p> <p>Vaccination and screening</p> <p>Sun Safety Practices</p> <p>Developing a healthy diet</p> <p>Sleep</p> <p>Rest, Renewal and Savouring</p> <p>Alcoholism & Problem Drinking</p> <p>Smoking</p>	<p>09</p>
<p>4: Stress, Coping, Resilience & Social Support</p>	<p>What is stress?</p> <p>Origins of the study of stress</p> <p>The physiology of stress</p> <p>What makes events stressful?</p> <p>How has stress been studied?</p> <p>Sources of chronic stress</p> <p>Coping with stress and resilience</p>	<p>09</p>

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	Coping and external resources	
	Coping outcomes	
	Coping interventions	
	Social support	
	Total No. of Lectures	36

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Conducting Small Scale Studies on Topics related to the Syllabus and visits to NGOs / health centres working in the field of Health Psychology.

Semester III: Fundamentals of Health Psychology (Paper Pattern)

Duration: 2 hours Marks: 60

Q.1 Essay Type (1 out of 2) 15 marks

Q.2 Essay Type (1 out of 2) 15 marks

Q.3 Essay Type (1 out of 2) 15 Marks

Q.4 Short Notes (3 out of 5) 15 Marks

Course Outcomes

After completing the course, students should be able to...

CO1	Understand the basic concepts, modern trends and foundational theories in Health Psychology.
CO2	Comprehend different health behaviours and factors promoting or compromising health.
CO3	Use their understanding of research designs and skills to conduct research in Health Psychology
CO4	See the relevance and apply their understanding of concepts of health psychology in day-to-day life.
CO5	Feel interested and motivated to pursue further studies in Health Psychology.

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Recommended Resources	
Text Book:	1. Taylor, Shelley E. (2018). Health Psychology (10 th Ed). Chennai: McGraw Hill Higher Education. Indian Edition
Reference Books	<ol style="list-style-type: none">1. Davy, J. & Ellis, S. (2000). Counselling Skills in Palliative Care. Buckingham: Open University Press.2. Mohan, J. & Sehgal, M (editors) (2006). Health Psychology: Recent Perspectives. Delhi: Abhijeet Publications.3. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth (Thomson Learning)4. Khatoon, N. (Editor). (2012). Health Psychology. New Delhi: Dorling Kindersley (India) Pvt Ltd.

Syllabus Prepared by:

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Syllabus for SYBA

(June 2020 Onwards)

Program: BA

Semester IV

Course: Social Psychology: Processes Influencing Social Behaviour

Course Code	Paper Title	Credit
APSY401	Social Psychology: Processes Influencing Social Behaviour	03

The Kelkar Education Trust's
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1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	APSY401
iii) Course Title	:	Social Psychology: Processes Influencing Social Behaviour
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	03
vii) No. of lectures per Unit	:	Approximately 06
viii) No. of lectures per week	:	02
ix) No. of Tutorial per week	:	---
		Semester End Exam: 60 marks (4 Questions of 15 marks)
		Internal Assessment 40 marks: Class Test: 15 marks
		Project/ Assignment: 15 marks
2 Scheme of Examination	:	Class Participation: 10 marks
3 Special notes, if any	:	No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website
5 Fee Structure	:	As per College Fee Structure specifications
6 Special Ordinances / Resolutions, if any	:	No

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Programme: SYBA

Course: Social Psychology: Processes Influencing Social Behaviour

Semester: IV

Course Code : APSY401

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
3	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

Prerequisite:

Basic Interest in Human Behaviour

Understanding of basic concepts in Psychology

Understanding of basic theoretical basis of Psychology

Course Objectives

1) To acquaint students with the basic concepts and foundational theories in Social Psychology
2) To help students comprehend how interpersonal/group processes influence social behaviour such as conformity, compliance, obedience, aggression and altruism
3) To orient students to various research design and build research skills for the field of Social Psychology
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.

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Course Content		
Unit No.	Content	Lectures
1: Social Influence: Changing Others' Behaviour	<p>Conformity: How Groups – and Norms – Influence Our Behaviour.</p> <p>Compliance: To Ask – Sometimes – Is to Receive</p> <p>Obedience to Authority: Would You Harm Someone If Ordered to Do So?</p> <p>Unintentional Social Influence: How Others Change Our Behaviour Even When They Are Not Trying to Do So</p>	06
2: Group Influence	<p>What is a Group?</p> <p>Social Facilitation: How are We Affected by the Presence of Others?</p> <p>Social Loafing: Do Individuals Exert Less Efforts in a Group?</p> <p>Deindividuation: When Do People Lose Their Sense of Self in Groups?</p> <p>Group Polarization: Do Groups Intensify Our Opinions?</p> <p>Groupthink: Do Groups Hinder or Assist Good Decisions?</p> <p>The Influence of the Minority: How Do Individuals Influence the Group?</p>	06
3: Aggression : Its Nature, Causes and Control	<p>Perspectives on Aggression: In Search of the Roots of Violence</p> <p>Causes of Human Aggression: Social, Cultural, Personal and Situational</p> <p>Aggression in the Classroom and Workplace</p> <p>The Prevention and Control of Aggression: Some Useful Techniques</p>	06
4: Prosocial Behaviour: Helping Others	<p>Why People Help: Motives for Prosocial Behaviour</p> <p>Responding to an Emergency: Will Bystanders Help Factors That Increase or Decrease the Tendency to Help</p> <p>Crowdfunding: A New Type of Prosocial Behaviour</p> <p>Final Thoughts: Are Prosocial Behaviour and Aggression Opposites?</p>	06
Total No. of Lectures		24

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Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews and Conducting Small Scale Studies on Topics related to the Syllabus.

Semester IV: Social Psychology: Processes Influencing Social Behaviour (Paper Pattern)

Duration: 2 hours	Marks: 60
Q.1 Essay Type (1 out of 2)	15 marks
Q.2 Essay Type (1 out of 2)	15 marks
Q.3 Essay Type (1 out of 2)	15 Marks
Q.4 Short Notes (3 out of 5)	15 Marks

Course Outcomes

Students should be able to...

CO1	Understand the basic concepts and foundational theories in Social Psychology
CO2	Comprehend how interpersonal/group processes influence social behaviour such as conformity, compliance, obedience, aggression and altruism
CO3	Implement various research designs to conduct research in Social Psychology
CO4	See the relevance and apply various concepts of Social Psychology in day-to-day life.
CO5	Feel interested and motivated to pursue further study in the field of Social Psychology.

Recommended Resources

Text Books	1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). Social Psychology, (14th Ed.). New Delhi: Pearson Education; Indian reprint.
Reference Books	1. Myers, D. G. (2013). Social psychology (11th ed.). NY: McGraw Hill Education. 2. Baron, R.A.; Branscombe, N. R.; Byrne, D. R & Bhardwaj. (2010). Social Psychology. (12 th Ed). New Delhi: Dorling Kindersley (India) Pvt Ltd.

Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS, Vaze College (Autonomous)

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Syllabus for SYBA
(June 2020 Onwards)

Program: BA

Semester IV

Course: Psychology Paper III

Developmental Psychology: Adolescence, Adulthood and Aging

Course Code	Paper Title	Credit
APSY402	Developmental Psychology: Adolescence, Adulthood and Aging	03

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1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	APSY402
iii) Course Title	:	Psychology Paper III Developmental Psychology: Adolescence, Adulthood and Aging
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	03
vii) No. of lectures per Unit	:	Approximately 06
viii) No. of lectures per week	:	02
ix) No. of Tutorial per week	:	---
2 Scheme of Examination	:	Semester End Exam:60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Class Test:15 marks, Project/ Assignment: 15 marks
3 Special notes, if any	:	Class Participation: 10 marks No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website
5 Fee Structure	:	As per College Fee Structure specifications

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6 Special Ordinances / Resolutions, if any : No

Programme: SYBA

Course : Psychology Paper III

Developmental Psychology: Adolescence, Adulthood and Aging

Semester: IV

Course Code : APSY402

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
3	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

Prerequisite: Basic Interest in Human Behaviour

Course Objectives

To acquaint students with the basic concepts, theoretical perspectives and modern trends in understanding adolescent and adult developmental psychology

To help the students understand the growth and development of adolescents and adults in various domains.

To orient students towards various research studies conducted on issues of adolescents and Adults.

To demonstrate to students the applications of concepts and issues of development of adolescents and adults in different areas of day-to-day life.

To create a foundation for and foster interest in further study in Developmental Psychology.

Course Content		
Unit No.	Content	Lectures
Unit 1:	Adolescence: A Developmental transition	
Physical development	Physical development: Puberty, How Puberty Begins, Timing, Sequence and Signs of Maturation	06
Cognitive and psychosocial development in Adolescence	Physical and Mental Health	
	Aspects of cognitive maturation: Piaget's Stage of Formal Operations	

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	<p>Language Development Moral Reasoning: Kohlberg's Theory</p> <p>Psychosocial development: The Search for Identity Erikson: Identity versus Identity Confusion Marcia: Identity Status - Crisis and Commitment Sexuality Relationship with Family, Peers and Adult Society</p>	
<p>Unit 2: Physical, Cognitive and psychosocial development in Early Adulthood</p>	<p>Physical Development Health and Physical Condition Sexual and Reproductive Issues</p> <p>Cognitive Development: Perspective on Adult Cognition Beyond Piaget: The Shift to Postformal Thought Schaie: A Lifespan Model of Cognitive Development Sternberg: Insight and Know-How Moral Development Education and Work</p> <p>Psychosocial Development: Personality Development: Four Views Foundations of Intimate Relationships Nonmarital and Marital Lifestyles Parenthood When Marriage Ends</p>	06
<p>Unit 3: Physical, Cognitive and psychosocial development in Middle Adulthood</p>	<p>Physical Development: Physical Changes Health</p> <p>Cognitive Development: Measuring Cognitive Abilities The distinctiveness of Adult Cognition</p> <p>Psychosocial Development: Change in Midlife: Classic Theoretical Approaches The self at Midlife: Issues and Themes Change in Relationships at Midlife Consensual Relationships Relationships with Maturing Children Other Kinship Ties: Parents, Siblings, Grandparenthood</p>	06
<p>Unit 4: Physical,</p>	<p>Physical Development: Longevity and Aging Physical Changes Physical and Mental Health</p>	

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Cognitive and psychosocial development in Late Adulthood	<p>Cognitive Development: Aspects of Cognitive Development Memory: How does it Change? Wisdom Lifelong Learning</p> <p>Psychosocial Development: Theory and Research on Psychosocial Development Lifestyles and Social Issues Related to Aging Personal Relationships in Late Life Consensual Relationships Non-Marital Kinship Ties</p>	06
Total No. of Lectures		24

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews and Conducting Small Scale Studies on Topics related to the Syllabus

Semester IV: Developmental Psychology: Adolescence, Adulthood and Aging (Paper Pattern)

Duration: 2 hours	Marks: 60
Q.1 Essay Type (1 out of 2)	15 marks
Q.2 Essay Type (1 out of 2)	15 marks
Q.3 Essay Type (1 out of 2)	15 Marks
Q.4 Short Notes (3 out of 5)	15 Marks

Course Outcomes

After completing the course, students should be able to...

CO1	Understand the basic concepts basic concepts, theoretical perspectives and modern trends in understanding adolescent and adult developmental psychology
CO2	Comprehend understand the growth and development of adolescents and adults in various domains.
CO3	Use various research studies conducted on issues of adolescents and Adults. to conduct research.
CO4	apply concepts and issues of development of adolescents and adults in different areas of day-to-day life.
CO5	Feel interested and motivated to pursue further study in Developmental Psychology.

Recommended Resources

Text Book:	1. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). New Delhi: McGraw Hill international Edition
Reference Books:	1. Feldman, R. S. (2015). Development across the Life Span. 7 th Edition. New Delhi: Dorling Kindersley India pvt ltd. 2. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd

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Syllabus Prepared by:

1. Dr. Neeta Mehta, Head and Associate Professor, Department of Psychology & Chairperson, BOS, Vaze College (Autonomous)
2. Ms. Reeta Kamble, Assistant Professor, Department of Psychology & Member, BOS Vaze College (Autonomous)

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Syllabus for SYBA

(June 2020 Onwards)

Program: BA

Semester IV

Course: Health Psychology: Management of Chronic and Terminal Illnesses

Course Code	Paper Title	Credit
AHP401	Health Psychology: Management of Chronic and Terminal Illnesses	02

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1. Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	S.Y.B.A. Psychology
ii) Course Code	:	AHP401
iii) Course Title	:	Health Psychology: Management of Chronic and Terminal Illnesses
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	02
vii) No. of lectures per Unit	:	Approximately 09
viii) No. of lectures per week	:	03
ix) No. of Tutorial per week	:	---
		Semester End Exam:60 marks (4 Questions of 15 marks)
		Internal Assessment 40 marks: Class Test : 15 marks, Project/ Assignment :15 marks
2 Scheme of Examination	:	Class Participation: 10 marks
3 Special notes, if any	:	No
4 Eligibility, if any	:	As laid down in the College Admission brochure / website
5 Fee Structure	:	As per College Fee Structure specifications
6 Special Ordinances / Resolutions, if any	:	No

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Programme: SYBA

Course : Health Psychology: Management of Chronic and Terminal Illnesses

Semester: IV

Course Code : AHP401

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

Prerequisite: | Basic Interest in Human Behaviour

Course Objectives

1. To help students understand various life-style disorders in terms of their symptoms, and risk factors
2. To acquaint students with the issues linked with chronic and advancing health disorders
3. To explore the management of chronic and advancing health disorders.
4. To demonstrate to students the relevance and applications of Health Psychology in day to day life.
5. To create a foundation for and foster interest in further study in Health Psychology.

Course Content

Unit No.	Content	Lectures
1: Management of Chronic Health Disorders & Placebo Effect	Management of Chronic Health Disorders Quality of Life Emotional Responses to Chronic Health Disorders Personal Issues in Chronic Health Disorders Coping with Chronic Health Disorders Co-management of Chronic Health Disorders Psychological Interventions and Chronic Health Disorders	09

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	<p>Complementary and Alternative Medicine & Placebo Effect (will be covered through Internal Project Work)</p> <p>Complementary and Alternative Medicine</p> <p>The Placebo Effect</p>	
<p>2: Psychological Issues in Advancing and Terminal Illness</p>	<p>Death Across the Life Span</p> <p>Psychological Issues in Advancing Illness</p> <p>Are there Stages in Adjustment to Dying?</p> <p>Psychological Issues and The Terminally Ill</p> <p>Alternatives to Hospital Care for the Terminally Ill</p> <p>Problems of Survivors</p>	09
<p>3: . Heart Disease, Hypertension, Stroke and Type II Diabetes</p>	<p>Coronary Heart Disease</p> <p>Hypertension</p> <p>Stroke</p> <p>Type II Diabetes</p>	09
<p>4:Psychoneuroimmunology and Immune – Related Disorders</p>	<p>Psychoneuroimmunology</p> <p>HIV infection and AIDS</p> <p>Cancer</p> <p>Arthritis</p> <p>Type I Diabetes</p>	09
Total No. of Lectures		36

Beyond the Syllabus

Students' Presentations, Group Discussions, Use of E-learning, Book Reviews, Movie Reviews, Conducting Small Scale Studies on Topics related to the Syllabus and visits to NGOs / health centres working in the field of Health Psychology.

Semester IV: Health Psychology: Management of Chronic and Terminal Illnesses (Paper Pattern)

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Duration: 2 hours	Marks: 60
Q.1 Essay Type (1 out of 2)	15 marks
Q.2 Essay Type (1 out of 2)	15 marks
Q.3 Essay Type (1 out of 2)	15 Marks
Q.4 Short Notes (3 out of 5)	15 Marks

Course Outcomes	
After completing the course, students should be able to...	
CO1	Comprehend various lifestyle disorders in terms of their symptoms and risk factors
CO2	Understand and appraise the issues linked with chronic and advancing health disorders
CO3	Know how to prevent/manage chronic and advancing health disorders
CO4	See the relevance and apply their understanding of Health Psychology in day-to-day life.
CO5	Feel interested and motivated to pursue further studies in Health Psychology.
Recommended Resources	
Text Books:	1. Taylor, Shelley E. (2018). Health Psychology (10 th Ed). Chennai: McGraw Hill Higher Education. Indian Edition
Reference Books	1. Davy, J. & Ellis, S. (2000). Counseling Skills in Palliative Care. Buckingham: Open University Press. 2. Mohan, J. & Sehgal, M (editors) (2006). Health Psychology: Recent Perspectives. Delhi: Abhijeet Publications. 3. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth (Thomson Learning) 4. Khatoon, N. (Editor). (2012). Health Psychology. New Delhi: Dorling Kindersley (India) Pvt Ltd.

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