



Resolution No.:Approved via item 01 BOS Meeting held on 16th Dec,2021
02 -AC Meeting held on Jan ,2022.

Bharatiya Vidya Bhavan's

**M. M. College of Arts, N.M. Institute of Science,
H.R.J. College of Commerce. (Bhavan's College)
Autonomous**

(Affiliated to University of Mumbai)



Syllabus for: S.Y.B.A PSYCHOLOGY

Program: B.A.

Program Code: BHA.BA

Course Code: (BH.UAPSY)

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





PROGRAM OUTCOMES

PO	PO Description A student completing Bachelor's Degree in Arts program will be able to :
PO-1	Disciplinary Knowledge & Cognitive skills: Capable of demonstrating comprehensive knowledge and understanding of one or more other disciplines that form a part of an undergraduate programme of study. Students choosing combination of three subjects develop social, political, historic, economic and literary consciousness and will be better able to appreciate different civilizations, culture At the end of the programme, they usually will have advanced reading, writing, speaking, interpretive and composition skills in both languages.
PO-2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using appropriate media; confidently share one's views and express herself/ himself; demonstrate the ability to listen carefully; and present complex information in a clear and concise manner to different groups.
PO-3	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO4	Values and Ethical Awareness: Ability to embrace moral/ ethical values in conducting one's life, possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
PO5	Employability: On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations.. They will also be able to appear for competitive examinations conducted for public sector jobs.
PO6	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life- long learning in the broadest context socio-



	technological changes. Critical sensibility to lived experiences, with self-awareness and reflexivity of both and society.
PO7	Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources
PO8	Research –related skills: A sense of inquiry and capability for asking relevant/ appropriate questions, problematizing, synthesizing and articulating; Ability to apply one’s learning to real life situations.

PROGRAM SPECIFIC OUTCOMES

PSO	DESCRIPTION
	A student completing Bachelor’s Degree in B.A. program in the subject of PSYCHOLOGY will be able to
PSO-1	Develop an understanding of the basic concepts and theories in Psychology
PSO-2	Describe the scientific research methods and ethics in psychological research
PSO-3	Apply the reasoning and critical thinking in understanding the psychological processes in human interaction
PSO-4	Critically evaluate the various perspectives of behavior development
PSO-5	Demonstrate awareness about the individual biological ,family related and global factors including economic ,political, social, cultural ethical factors influencing human behaviour
PSO-6	Design research, collect data ,analyse data and drawing logical conclusions, to develop understanding individual behavior in various contexts
PSO7	Apply the knowledge and skills in the discipline to develop awareness and sensitivity to issues faced by other individuals and to respond to them at a basic level
PSO8	Identify and compare various career or higher education options for a Psychology graduate



PROGRAM OUTLINE

YEAR	SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
FYBA	I	BH.UAPSY 101	FUNDAMENTALS OF PSYCHOLOGY: PART I	3
FYBA	II	BH.UAPSY 201	FUNDAMENTALS OF PSYCHOLOGY: PART II	3
SYBA	III	BH.UAPSY 301	SOCIAL PSYCHOLOGY:PART I	3
SYBA	III	BH.UAPSY 302	DEVELOPMENTAL PSYCHOLOGY:PART I	3
SYBA	IV	BH.UAPSY 401	SOCIAL PSYCHOLOGY:PART II	3
SYBA	IV	BH.UAPSY 402	DEVELOPMENTAL PSYCHOLOGY:PART II	3
TYBA	V	BH.UAPSY 501	PSYCHOLOGICAL TESTING AND STATISTICS	4
TYBA	V	BH.UAPSY 502	ABNORMAL PSYCHOLOGY	4
TYBA	V	BH.UAPSY 503	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
TYBA	VI	BH.UAPSY 601	PSYCHOLOGICAL TESTING AND STATISTICS	4
TYBA	VI	BH.UAPSY 602	ABNORMAL PSYCHOLOGY	4



TYBA	VI	BH.UAPSY 603	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4
			TOTAL	42



DETAILED SYLLABUS – SEMESTER III
PAPER II SOCIAL PSYCHOLOGY

PREAMBLE

Psychology is the science of human behavior and has several branches. Students learning Social Psychology course at the SYBA level shall acquire the fundamental knowledge of behaviour of individuals in the social settings. The learner will develop an awareness about the principles guiding our social behaviour and will be able to apply those to understand others behaviours in various areas in social life. This foundation course shall facilitate development to knowledge and ability to explain, compare, contrast and apply the various basic concepts in Social Psychology and the theories related to human behaviour in the social settings. The learner will be able to demonstrate an understanding of the basic concepts and research methods in Social Psychology, the different theories of social behaviour, biological basis of social behaviour, concepts and theories of attitude formation aggression, Prejudice, Prosocial behaviour, and close relationships.

In present time there has been a rise in the requirements of the mental health professionals owing to various pressures in life, fast paced changes in social structures. This program caters to the need to create a orientation for further learning in the area of Social Psychology. It focuses on knowledge and skill based learning. The learner will discover their inclination in this discipline will be able to make decisions about their future career preferences based on the learning during this course.

Programme: B.A.				Semester: III	
Course: S.Y.B.A. PSYCHOLOGY				Course Code: BH.UAPSY301	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
03	NIL	NIL	03	(Marks - 40)	(Marks: 60)
Pre-requisites: FYBA WITH PSYCHOLOGY AS ONE OF THE ELECTIVE SUBJECT					



<p>Learning Objectives</p>	<ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts and modern trends in Social Psychology. 2. To introduce the learner to the scientific research methods and ethics in Psychological research. 3. To introduce the learner to the concepts and theories related to social Perception. 4. To have the learner build knowledge about the development of attitudes and persuasion. 5. To make the students aware of the various theories and research related to liking,love ad other close relationships. . 6. To foster interest in the subject of social Psychology and to create a foundation for further studies in social Psychology. 	
<p>Course outcomes</p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concepts and modern trends in Social Psychology. 2. Explain the various research methods used to study social Psychology. 3. Transfer the understanding related to the scientific research methods and ethics in Psychological research into a plan for a small scale research of their own. 4. Explain and contrast the various concepts and theories related to social Perception of learning . 5. Articulate the various the development of attitudes and persuasion. 6. Illustrate various theories and research related to liking,love ad other close relationships. 7. Discover their area of interest in the subject of social Psychology and plan career in social psychology. 	
	<p>TOPICS</p>	<p>(45 lectures)</p>
<p>Sub Unit</p>	<p><u>Unit 1: Social Psychology: The Science of the Social Side of Life</u></p>	<p>12 lectures</p>
<p>1.</p>	<p>Social Psychology: What it is and is not</p>	
<p>2.</p>	<p>Social psychology: Advances at the boundaries</p>	
<p>3.</p>	<p>How social psychologists answer the questions they ask: Research as the route to increased knowledge</p>	
<p>4.</p>	<p>The role of theory in social psychology</p>	
<p>5.</p>	<p>The quest for knowledge and the rights of individuals: Seeking an appropriate balance</p>	
<p>Sub Unit</p>	<p><u>Unit 2: Social Perception: Seeking to Understand Others</u></p>	<p>11 lectures</p>



1.	Nonverbal communication: An unspoken language	
2.	Attribution: Understanding the causes of behavior	
3.	Impression formation and management: Combining information about others	
Sub Unit	<u>Unit 3: Attitudes: Evaluating and responding to the social world</u>	11 lectures
1.	Attitude formation: How attitudes develop	
2.	When and why do attitudes influence behavior?	
3.	How do attitudes guide behavior?	
4.	The science of persuasion: How attitudes are changed	
5.	Resisting persuasion attempts to persuasion.	
6.	Cognitive dissonance: What it is and how do we manage it?	
Sub Unit	<u>Unit 4:Liking, Love and Other close relationships.</u>	11 lectures
1.	Internal sources of liking others: The role of needs and emotions	
2.	External sources of attraction: The effects of proximity, familiarity and physical beauty	
3.	Sources of liking based on social interaction	
4	Close relationships: Foundations of social life	
	TOTAL	45



Book for Study

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

Additional Books for Reference

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

Crisp, R. J., & Turner, R. N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017). Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd. 8)

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Self study topics

The self



PROPOSED SYLLABUS FOR S.Y.B.A PSYCHOLOGY
(to be implemented from 2022-23)

Sr.No.	Title	Details
1.	Title of the course	SYBA PSYCHOLOGY <u>BH.UAPSY 302</u> SEM III DEVELOPMENTAL PSYCHOLOGY FOCUS ON ADOLESCENT AND ADULT DEVELOPMENT PAPER III -: Part I <u>BH.UAPSY 402</u> SEM IV DEVELOPMENTAL PSYCHOLOGY FOCUS ON ADOLESCENT AND ADULT DEVELOPMENT PAPER III --: Part II
2.	Eligibility for admission	FYBA WITH PSYCHOLOGY AS AN ELECTIVE SUBJECT
3.	No.of semesters	02
4.	Credits per semester	03
5.	Number of lectures per week	04
6.	Passing marks	40
7.	Pattern 100 marks	60 Semester End Exam 40 Internal exam
8.	To be implemented from	AY 2022-23

DR.KRANTI GAWALI
CHAIRMAN ,
BOARD OF STUDIES IN PSYCHOLOGY

DEAN OF HUMANITIES



PAPER III DEVELOPMENTAL PSYCHOLOGY -A FOCUS ON ADOLESCENT AND

ADULT DEVELOPMENT PAPER III -Part I

Psychology is the science of human behavior and has several branches. Students learning Developmental Psychology A focus on Adolescent and Adult development course at the SYBA level shall acquire the fundamental knowledge of changes taking place in individuals throughout lifespan. The learner will develop an awareness about the principles guiding our development in various aspects and will be able to apply those to understand changes ,growth and stability in various areas of human development . This foundation course shall facilitate development of knowledge and ability to explain ,compare ,contrast and apply the various basic concepts in Developmental Psychology and the theories related to growth,change,stability in various aspects of development. The learner will be able to demonstrate an understanding of the basic concepts and research methods in Developmental Psychology, the different theories of physical ,cognitive ,social and personality development during adolescents stage to the late adulthood stage..

In present time there has been a rise in the requirements of the mental health professionals owing to various pressures in life, fast paced changes in social structures. This program caters to the need to create a orientation for further learning in the area of Developmental Psychology. It focuses on knowledge and skill-based learning. The learner will discover their inclination in this discipline will be able to make decisions about their future career preferences based on the learning during this course.

Course Code BH.UAPSY 302		Course Title DEVELOPMENTAL PSYCHOLOGY FOCUS ON ADOLESCENT AND ADULT DEVELOPMENT PAPER III -Part I Sem 3 : 45 lectures				3 Credits	
Pre-requisites & Eligibility criteria: FYBA PSYCHOLOGY WITH PSYCHOLOGY AS ONE OF THE ELECTIVE OPTIONAL SUBJECT							
Teaching Scheme				Evaluation Scheme(Theory)			
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous internal Assessment (CIA) (Marks – 40) CIA1 CIA2		Semester End Examination (ESE) (Marks: 60)	
04	NIL	NIL	03	20	20	60	



<p>Learning Objectives</p>	<p>1.To impart knowledge of the basic concepts in life span development. 2.To introduce the learner to the physical ,cognitive ,social and persolnality changes taking place during the adolescence. 3.To create a foundation for understanding of the changes taking place in the early adulthood stage. 4.To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology.</p>	
<p>Course outcomes</p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concepts in life span development. 2. Cite the changes taking place in the physical ,cognitive ,social and personality changes taking place during the adolescence. 3. Explain the changes taking place in the early adulthood stage. 4. Discover their area of interest in the subject of Developmental Psychology and plan careers in the discipline. 	
	<p>TOPICS</p>	<p>(45 lectures)</p>
<p>UNIT 1</p>	<p><u>Unit 1. An Introduction to Lifespan Development and Adolescence Physical & Cognitive development1A Lifespan Development</u></p> <ol style="list-style-type: none"> a) An orientation to lifespan development b) Defining life span development c) Scope of the field (areas, age and individual differences) d) Basic influences in development (history, age, sociocultural, life events) <p><u>1B Adolescence Physical & Cognitive development</u></p> <ol style="list-style-type: none"> e) Physical maturation f) Cognitive development and schooling g) Threats to adolescence well being 	<p>12 lectures</p>
<p>UNIT 2</p>	<p><u>Unit 2. Social and Personality Development in Adolescence</u></p> <ol style="list-style-type: none"> a) Identity: Asking ‘Who am I’ b) Relationships: Family and friends c) Dating, sexual behaviour and teenage pregnancy 	<p>11</p>
<p>UNIT 3</p>	<p><u>Unit 3. Physical and Cognitive Development in Early Adulthood</u></p> <ol style="list-style-type: none"> a) Physical Development b) Cognitive development c) College: Pursuing Higher Education 	<p>11</p>
<p>UNIT 4</p>	<p><u>Unit 4. Social and Personality Development in Early Adulthood</u></p> <ol style="list-style-type: none"> a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood b) The Course of Relationships 	<p>11</p>



	c) Work: Choosing & Embarking on a Career	
	<u>TOTAL LECTURES</u>	45
	<p>i)Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies – 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 1. Word Limit – 1000 to 2000 words, A-4 size paper 2. Page limit – 8 – 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included) 3. Project report may be typed or handwritten. 4. Presentation of findings in survey to be done in the APA format. 5. Marking scheme. <p>TITLE PAGE CONTENTS 1mark DECLARATION ACKNOWLEDGEMENT 1mark INTRODUCTION 2mark LITERATURE REVIEW. (1 STUDIES) 3marks METHODOLOGY- <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks • TOOLS 3 marks RESULT TABLE GRAPH,2 marks DISCUSSION,3 marks CONCLUSION.1mark REFERENCE.1mark</p> <p>In order to introduce the learner to the changes taking place in the earlier stages of life cocurricular activities will be planned</p>	



	including screening of documentaries ,quiz,presentations,assignments. etc	
--	---	--

Book for Study

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

Additional Books for Reference

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

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

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

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

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

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

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

SELF STUDY-

Prenatal development.

Changes taking place during the years upto adolescence.

Course Code BH.UAPSY 401	Course Title Social Psychology-Part II Sem 4 : 45 lectures	3 Credits
Learning Objectives	<ol style="list-style-type: none"> 1.To introduce the learners to the different approaches to understanding causes ,cures of Prejudice ,Stereotypes and Discrimination. 2. To make the learners aware of the theories ,causes of aggression and techniques useful for controlling it. 3. To impart the knowledge about the various theories of prosocial behaviour to the learners. 4.To introduce the learner to the social factors leading to stress and the mechanisms to deal with stress and living life happily. 	



<p>Course outcomes</p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <ol style="list-style-type: none"> 1.Explain and compare the different approaches to understanding causes ,cures of Prejudice ,Stereotypes and Discrimination. 2. Compare and contrast the theories of aggression and explain techniques useful in controlling it . 3.describe the various theories and explain the causes of prosocial behaviour. 4. Describe the social factors in stress ,illustrate role of the factors leading to stress and the strategies useful to cope with stress. 	
	<p>TOPICS</p>	<p>(45 lectures)</p>
<p>UNIT 1</p>	<p><u>Unit 1: Causes, and Cures of Stereotyping, Prejudice and Discrimination</u></p> <ol style="list-style-type: none"> a) How members of different groups perceive inequality b) The nature and origins of stereotyping c) Prejudice: Feelings toward social groups d) Discrimination: Prejudice in action e) Why prejudice is not inevitable: Techniques for countering its effects f) What research tells us about the role of existential threat in prejudice g) 	<p>12lectures</p>
<p>UNIT 2</p>	<p><u>Unit 2: Aggression: Its Nature, Causes and Control</u></p> <ol style="list-style-type: none"> a) Perspectives on aggression: In search of the roots of violence b) Causes of human aggression: Social, cultural, personal and situational c) Aggression in the classroom and workplace d) The prevention and control of violence: some useful techniques e) What research tells us about the role of emotions in aggression? f) What research tells us about workplace aggression? 	<p>11</p>
<p>UNIT 3</p>	<p><u>Unit 3: Prosocial Behavior: Helping Others</u></p> <ol style="list-style-type: none"> a) Why people help: Motives for prosocial behaviour b) Responding to an emergency: Will bystanders help c) Factors that increase or decrease the tendency to help d) Crowdfunding: A new type of prosocial behaviour e) Final thoughts: Are prosocial behaviour and aggression opposites? f) What research tells us about paying it forward: Helping others because we have been helped g) What research tells us about how people react to being helped 	<p>11</p>
<p>UNIT 4</p>	<p><u>Unit 4:Dealing with adversity achieving a happy life.</u></p> <ol style="list-style-type: none"> a. Social Sources of Stress and Their Effects on Personal Well-Being 	<p>11</p>



	<p>b. Social Tactics for Decreasing the Harmful Effects of Stress c. Fostering Happiness in Our Lives d. The Relationship Between Emotions and Life Satisfaction Within Different Cultures</p>	
	<p><u>TOTAL LECTURES</u></p>	<p>45</p>
	<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none"> 1. Small survey (using interviews/questionnaires) 2. Presentation in class 3. Conduct a workshop for a small group 4. Field visit report 5. Literature review 6. Preparation of charts/posters (educational aids and class presentation/exhibition) 7. Case studies - 3 to 4 8. Book review 9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none"> 5. Word Limit – 1000 to 2000 words, A-4 size paper 6. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included) 7. Project report may be typed or handwritten. 8. Presentation of findings in survey to be done in the APA format. <p>5. Marking scheme.</p> <p>TITLE PAGE CONTENTS 1mark DECLARATION ACKNOWLEDGEMENT 1mark INTRODUCTION 2mark LITERATURE REVIEW. (1 STUDIES) 3marks METHODOLOGY- <ul style="list-style-type: none"> • SAMPLE-1mark • HYPOTHESIS-2 marks • TOOLS 3 marks RESULT TABLE GRAPH, 2 marks DISCUSSION, 3 marks CONCLUSION. 1mark REFERENCE. 1mark</p>	



Book for Study

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

Additional Books for Reference

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

Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017). Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd. 8)

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

SELF STUDY-

Social influence and its types.

Rationale for deletion of an unit

Unit no.	subunit	particulars	Remarks
Unit 2 sem 4	a-f	<p><u>Unit 2: Social Influence: Changing Others' Behavior</u></p> <p>a) Conformity: How groups – and norms – influence our behavior.</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 behaviors even when they are not trying to do so</p>	<p>The aim while designing the syllabus was to maintain a continuity with the FYBA syllabus. The topic stress and health was introduced in the FYBA syllabus with an aim to make students aware of the different adaptive coping strategies for managing stress.</p> <p>In the SYBA SOCIAL PSYCHOLOGY SEM 4 syllabus the unit <u>Dealing with adversity achieving a happy life</u> has been introduced to further enhance the awareness and skills to overcome adversities in life situations.</p>



		<p>e) What research tells us about how much we really conform?</p> <p>f) What research tells us about using scarcity to gain compliance?</p>	<p>The unit on social influence was not as useful to help the learner develop skills to deal with adversities in life.</p>
--	--	--	--

<p>Course Code BH.UAPSY 402</p>	<p>Course Title DEVELOPMENTAL PSYCHOLOGY FOCUS ON ADOLESCENT AND ADULT DEVELOPMENT PAPER III - Part II Sem 2 : 45 lectures</p>	<p>3 Credits</p>
<p>Learning Objectives</p>	<p>1.To introduce the learners to the different approaches to understanding physical and cognitive changes taking place in middle adulthood and late adulthood. 2. To make the learners aware of the theories and research about the changes in social and personality during middle and late adulthood. .</p>	
<p>Course outcomes</p>	<p>After the successful completion of the UNITS , the learner should be able to:</p> <p>1.Explain and compare the different approaches understanding physical and cognitive changes taking place in middle adulthood and late adulthood . 2. Compare and contrast the theories and research about the changes in social and personality during middle and late adulthood.</p>	
	<p>TOPICS</p>	<p>(45 lectures)</p>
<p>Unit 1</p>	<p><u>Unit 1. Physical and Cognitive Development in Middle Adulthood</u> a) Physical development b) Health c) Cognitive development</p>	<p>11 lectures</p>
<p>Unit 2</p>	<p><u>Unit 2. Social and Personality Development in Middle Adulthood</u> a) Personality Development b) Relationships: Family in Middle Age c) Work& Leisure</p>	<p>12 lectures</p>



Unit 3	<u>Unit 3. Physical and Cognitive Development in Late Adulthood</u> a) Physical development in Late Adulthood b) Health and wellness in Late Adulthood c) Cognitive development in Late Adulthood	11 lectures
Unit 4	<u>Unit 4. Social and Personality Development in Late Adulthood</u> a) Personality Development and successful aging b) The daily life of Late Adulthood c) Relationships: Old & new	11 lectures
	<u>Total</u>	45
	<p>i) Class test for 20 marks -MCQ TEST</p> <p>ii) Assignment for 20 Marks:</p> <p>Types of projects that can be done –</p> <ol style="list-style-type: none">1. Small survey (using interviews/questionnaires)2. Presentation in class3. Conduct a workshop for a small group4. Field visit report5. Literature review6. Preparation of charts/posters (educational aids and class presentation/exhibition)7. Case studies - 3 to 48. Book review9. Review of characters in movies depicting concepts and conditions learnt in Psychology. <p>The topic of the Project may be from the syllabus of the respective papers or closely related to it selected and announced by the faculty. Project report:</p> <ol style="list-style-type: none">9. Word Limit – 1000 to 2000 words, A-4 size paper10. Page limit – 8 - 10 pages of actual report. (Title page, index, Bibliography, List of tables and figures, Appendix etc are not included)11. Project report may be typed or handwritten.12. Presentation of findings in survey to be done in the APA format. <p>5. Marking scheme.</p> <p>TITLE PAGE</p> <p>CONTENTS 1mark</p> <p>DECLARATION</p> <p>ACKNOWLEDGEMENT 1mark</p> <p>INTRODUCTION 2mark</p> <p>LITERATURE REVIEW. (1 STUDIES) 3marks</p> <p>METHODOLOGY-</p> <ul style="list-style-type: none">• SAMPLE-1mark• HYPOTHESIS-2 marks	



- TOOLS 3 marks
- RESULT TABLE GRAPH,2 marks
DISCUSSION,3 marks
CONCLUSION.1mark
REFERENCE.1mark

Book for Study

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

Additional Books for Reference

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

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

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

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

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

Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

**SELF STUDY-
Death and dying.**



Modality of Assessment

Theory Examination Pattern:

A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1	Class test MCQ type on the unit declared .	20
2	One Assignment	20
	TOTAL	40

Assignment types can include:

1. Small survey (using interviews/questionnaires)
2. Presentation in class
3. Conduct a workshop for a small group
4. Field visit report
5. Literature review
6. Preparation of charts/posters (educational aids and class presentation/exhibition)
7. Case studies - 3 to 4
8. Book review
9. Review of characters in movies depicting concepts and conditions learnt in Psychology.

B) External Examination- 60%- 60 Marks

Semester End Theory Examination: 60 marks

1. Duration - These examinations shall be of 2 hours duration.
2. Paper Pattern:



- There shall be **05** questions. Q1. TO Q4 of 10 marks and Q5. 20 MARKS. On each unit there will be 06 questions.
- All questions shall be compulsory with internal choice within some questions.

Paper Pattern:

Question	Options	Marks	Questions
			Based on
Q1	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit I</i>
Q2	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit II</i>
Q3	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit III</i>
Q4	<i>Any 1 out of 3</i>	<i>10</i>	<i>Unit IV</i>
Q5	<i>Any 4 out of 8</i>	20	<i>Units I, II, III, & IV</i>

Overall evaluation Semester I & II

Course	101			102			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

Rubrics of evaluation for ESE

Unit	Knowledge	Understanding	Analysis & critical thinking	Total marks/unit
1	03	04	03	10
2	03	04	03	10



3	03	04	03	10
4	03	04	03	10
All units	04	08	08	20
Total per objective	16	24	20	60
% weightage	26	40	34	100

Rubrics of evaluation for CIA-2 assignment : Presentation/debate

Class: _____ **Roll No** _____ **Topic** _____

Parameter s	Max Marks	80 – 100% Excellent	60 -80% Good	40 – 60% Satisfactory	20 – 40% Poor	0-20% very poor
CONTEN T	10					
Content: Introductio n –	02					
Content: Developme nt	03					
Content:– Conclusion -	03					
Content: - Bibliograph y	02					
Effective communic ation skill	10					
Language, Style and Structure;	05					
Teaching aids;	05					



Total	20					

Name of evaluator_____

