

**Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
Autonomous**

**Department of Psychology  
S.Y.B.A. Semester III Syllabus 2020-2021**

<b>Semester III</b>		
PSY2301	G-2	Social Psychology- I
PSY 2302	S-1	Abnormal psychology-I
PSY 2303	S-2	Growth and Development Psychology-I

**SYLLABUS (CBCS) FOR S. Y. B. A. (w. e. from June, 2020)**  
**Semester-III Subject: Social Psychology-I**  
**Course Code: -PSY2301**

**Course Objectives:**

1. Understand the fundamental concepts and scope of social psychology.
2. Explore the historical development of social psychology and its relationship with other fields.
3. Familiarize students with various research methods employed in the study of social behavior.
4. Recognize the role of theory in shaping our understanding of social psychology.
5. Analyze the applications of social psychology in diverse contexts such as family, law, health, and industry.
6. Examine the concepts of real self, ideal self and social self.
7. Investigate the various aspects related to self, including self-concept, self-presentation, and self-regulation.

**Course Outcomes: -**

- CO1. Students will demonstrate a comprehensive understanding of the core concepts and scope of social psychology.
- CO2. Students will be able to contextualize the development of social psychology within its historical and interdisciplinary framework.
- CO3. Students will gain proficiency in applying different research methods to investigate social behavior.
- CO4. Students will critically evaluate and apply social psychological theories to analyze real-world scenarios.
- CO5. Students will develop the ability to identify and discuss practical applications of social psychology in various fields.
- CO6. Students will be able to differentiate and analyze real, ideal, and social aspects of the self.
- CO7. Students will demonstrate a nuanced understanding of concepts related to self, including self-presentation and self-regulation

**TOPICS/CONTENTS:**

**UNIT 1: Understanding Social Psychology (12 L)**

- 1.1 Definition, Nature and Scope.
- 1.2 History and Related Fields.
- 1.3 Methods to study social behavior.
- 1.4 Role of theory in Social Psychology.
- 1.5 Application: Family, Law, Health and Industry.

**UNIT 2: Understanding Self and Gender (12 L)**

- 2.1 Self – Real, Ideal and Social Self

- 2.2 Concepts related to self – Self Concept, Self-Presentation, Self-Regulation
- 2.3 Gender and Gender Role Development
- 2.4 Gender Differences in Self Esteem
- 2.5 Impression Formation and Impression Management

**UNIT 3: Group Behaviour and Social Influence (12 L)**

- 3.1 Definition, Characteristics and Types of Behaviour
- 3.2 Group Decision Making, Cooperation v/s Competition
- 3.3 Leadership and its Style
- 3.4 Conformity- nature and factors, Obedience
- 3.5 Compliance Concept and techniques to gain compliance.

**UNIT 4: Attitudes and Prejudice (12 L)**

- 4.1 Definition, nature, components of attitudes.
- 4.2 Influence of Attitude on Behaviour.
- 4.3 Attitude Formation and Change.
- 4.4 Prejudice and Discrimination: It's Causes
- 4.5 Techniques to Reduce Prejudices.

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### Mapping of Program Outcomes with Course Outcomes

**Class:** SYBA (Sem. III)

**Subject:** Psychology

**Course:** Social Psychology-I

**Course Code:** PSY 2301

**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1			3	3	3	3		
CO 2			3	3	3	3		
CO 3	3	3		3		3		
CO 4	2	3	3	3	3	2		3
CO 5		2	3	3	3	3		
CO 6			3	3	3	2		2
CO 7			3	3	3	3		3

**Justification for the mapping**

**PO1: Research Related Skills**

CO3, CO4: Gaining proficiency in applying different research methods and critically evaluating and applying social psychological theories involve strong research-related skills.

**PO2: Effective Citizenship and Ethics**

CO3, CO4, CO5: Applying different research methods, critically evaluating theories, and identifying practical applications of social psychology in various fields involve ethical considerations, contributing to effective citizenship in the field of social psychology.

**PO3: Social Competence**

CO1, CO2, CO4, CO5, CO6, CO7: A comprehensive understanding of core concepts in social psychology, contextualizing the development of social psychology, applying theories to real-world scenarios, identifying practical applications, and analyzing aspects related to the self-contribute to social competence by enhancing awareness and understanding of social behavior.

**PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Disciplinary knowledge is developed through understanding core concepts and scope of social psychology, contextualizing its development, applying research methods, critically evaluating theories, identifying practical applications, and analyzing aspects related to the self.

**PO5: Personal and Professional Competence**

CO1, CO2, CO4, CO5, CO6, CO7: A comprehensive understanding of social psychology, applying theories to real-world scenarios, identifying practical applications, and analyzing aspects related to the self-contribute to personal and professional competence.

**PO6: Self-directed and Life-long learning**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The dynamic nature of social psychology the application of research methods, critically evaluating and applying theories, identifying

practical applications, and analyzing aspects related to the self-necessitate self-directed and life-long learning.

**PO7: Environment and Sustainability**

**PO8: Critical Thinking and Problem Solving**

CO4, CO6, CO7: Critically evaluating and applying social psychological theories and analyzing aspects related to the self-require critical thinking and problem-solving skills in assessing and addressing the complexities of social behavior and self-concept.

S.Y.B.A.  
Sem. III  
(Code-PSY-2302) Abnormal Psychology-I

**Course Objectives:**

1. To acquaint students with the recent classification of abnormality.
2. To help students to acquire the knowledge about the causes, symptoms and treatments of various psychological disorders.
3. To understand the types of mood disorders and its treatment.
4. To understand the types of Anxiety and its treatment.
5. Comprehensive Understanding of Psychotic Disorders.
6. Familiarity with DSM-5 and ICD-11 Classification.
7. Critical Analysis and Application of psychopathology.

**Course outcomes:**

CO1. Students will demonstrate a conceptual understanding of mental disorders and the criteria for abnormal behavior.

CO2. Students will exhibit knowledge of the historical development of abnormal psychology and its changing perspectives.

CO3. Students will demonstrate competence in understanding and using classification systems, specifically DSM-5 and ICD-11.

CO4. Students will critically analyze and compare various psychopathological perspectives, including psychoanalytical, biological, cognitive, behavioristic, humanistic & existential, and the diathesis-stress model.

CO5. Students will acquire specialized knowledge of psychotic disorders, including schizophrenia, its types, etiology, and treatment.

CO6. Students will gain expertise in recognizing and understanding mood disorders, including depression, its types, causes, and treatment.

CO7. Students will demonstrate competence in identifying and understanding anxiety disorders, OCD, and stress-related disorders.

**Unit-I Introduction to Abnormal Psychology**

**12**

- 1.1 Definition of mental disorder and criteria of abnormal behavior.
- 1.2 History of Abnormal Psychology
- 1.3 Brief History of DSM 5 and ICD 11 Classification of abnormal Behaviour
- 1.4 Perspectives (paradigms) of psychopathology.
  - 1) Psychoanalytical

- ii) Biological
- iii) Cognitive
- iv) Behaviouristic
- v) Humanistic & Existential
- vi) Diathesis-Stress model.

**Unit: 2 –Psychotic Disorder** **12**

- 2.1 Definition and symptoms
- 2.2 Type of Schizophrenia
- 2.3 Etiology and Treatment of Schizophrenia
- 2.4 Other types of Psychotic Disorder

**Unit: 3-. Mood Disorders** **12**

- 3.1 Definition and symptoms of depression.
- 3.2 Types of depression: i) Minor Depression ii) Major Depression iii) Dysthymia and Premenstrual and postpartum depression
- 3.3 Etiology and treatment of depression
- 3.4 Suicide, types, its causes and Prevention

**Unit: 4 –Anxiety Disorders, OCD and Stress Disorder** **12**

- 4.1 Definition, symptoms of anxiety disorder.
- 4.2 Types of anxiety disorders:
  - i) Generalized Anxiety Disorder
  - ii) Phobia
  - iii) Panic Disorder
  - iv) OCD
- 4.3 Stress: Post traumatic and acute stress disorder.
- 4.4 Coping with stress

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1. Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005) Abnormal Psychology: Current perspectives. 9<sup>th</sup> Edn. Tata McGraw- Hill: New Delhi, India.
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### **Mapping of Program Outcomes with Course Outcomes**

**Class:** SYBA (Sem. III)

**Subject:** Psychology

**Course:** Abnormal Psychology-I

**Course Code:** PSY 2302

**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1				3	3			
CO 2				3	3			
CO 3		3		3	2	3		



CO 4	3		3	3		2		3
CO 5			3	3		3		3
CO 6			3	3		2		2
CO 7			3	3		3		3

**Justification for the mapping**

**PO1: Research Related Skills**

CO4: Critically analyzing various psychopathological perspectives requires research skills to understand and evaluate the literature on different perspectives.

**PO2: Effective Citizenship and Ethics**

CO3: Understanding and using classification systems, such as DSM-5 and ICD-11, involves ethical considerations, as accurate classification is crucial for ethical diagnosis and treatment.

**PO3: Social Competence**

CO4, CO5, CO6, CO7: Understanding different psychopathological perspectives and gaining expertise in recognizing and understanding various mental disorders contributes to social competence by enhancing awareness and understanding of diverse mental health issues.

**PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Disciplinary knowledge is developed through understanding mental disorders and abnormal behavior, historical development and changing perspectives in abnormal psychology, using classification systems, critically analyzing psychopathological perspectives, and acquiring specialized knowledge about specific disorders.

**PO5: Personal and Professional Competence**

CO1, CO2, CO3: Understanding mental disorders and abnormal behavior, historical development and changing perspectives in abnormal psychology, using classification systems, contribute to personal and professional competence in the field of abnormal psychology.

**PO6: Self-directed and Life-long learning**

CO3, CO4, CO5, CO6, CO7: Understanding and using classification systems, critically analyzing various perspectives, and gaining specialized knowledge in specific disorders contribute to self-directed and life-long learning in the dynamic field of abnormal psychology.

**PO7: Environment and Sustainability**

**PO8: Critical Thinking and Problem Solving**

CO4, CO5, CO6, CO7: Critically analyzing psychopathological perspectives and gaining expertise in specific disorders require critical thinking and problem-solving skills in diagnosing and treating mental health issues.

**Code: PSY 2303**  
**Subject: Growth and Development Psychology-I**  
**Semester-III**

**Course Objectives:**

1. Gain insight into the significance of studying life-span development and identify key characteristics of the life-span perspective.
2. Comprehend the genetic basis of development, focusing on collaborative genes, chromosomes, and genetic principles.
3. Analyze the various stages of pre-natal development and understand the interplay between nature and nurture.
4. Investigate post-natal adjustment and complications following birth.
5. Examine physical, cognitive, and motor development during infancy, along with the importance of nutrition.
6. Explore physical, cognitive, and psychosocial development during early childhood, including family dynamics.
7. Analyze physical, cognitive, and social development in middle childhood, focusing on school-related challenges.

**Course Outcome:**

CO1 Students will demonstrate a comprehensive understanding of the life-span perspective, recognizing its importance and identifying its core characteristics.

CO2 Students will master the concepts of collaborative genes, chromosomes, and genetic principles, applying this knowledge to understand the genetic basis of development.

CO3. Students will showcase expertise in categorizing pre-natal development stages, identifying hazards, and discussing the dynamic interplay between nature and nurture.

CO4. Students will be proficient in evaluating post-natal adjustment factors and recognizing potential complications following birth.

CO5. Students will exhibit a deep understanding of physical, cognitive, and motor development in infancy, emphasizing the importance of nutrition during this stage.

CO6. Students will demonstrate competence in evaluating physical, cognitive, and psychosocial development during early childhood, with a focus on effective parenting and family dynamics.

CO7. Students will achieve proficiency in analyzing physical, cognitive, and social development in middle childhood, addressing challenges related to learning disabilities in school-going children.

**Unit-I Growth, Development and Beginning of Life** **12**

1.1 The Life-Span Perspective: The Importance of Studying Life- Span Development, Characteristics of the Life-Span Perspective, Some Contemporary Concerns

1.2 How life begins: Genetic foundation of Development: The Collaborative Genes, Genes and Chromosomes, Genetic Principles, Chromosomal and Gene linked Abnormalities Genes and Chromosomes.

1.3 Pre-natal development stages and hazards, Nature and Nurture

1.4 Birth and Birth Complications.

1.5 Post Natal Development:

i) Post Natal Adjustment

ii) Complications

**Unit-II Infancy** **12**

2.1 Physical Growth Development in Infancy-

i) Physical growth and Neural and Brain development

ii) Motor Development

2.2 Piaget's theory of Cognitive Development

2.3 Development of language

2.4 Importance of Nutrition in Infancy

**Unit-III Early Childhood** **12**

3.1 Physical Development –

i) Physical growth and brain development.

ii) Cognitive Changes

3.2 Piaget's Approach to Cognitive Development – Pre operational thinking.

3.3 Psychosocial development in early childhood

i) Erickson's theory of Psychosocial development

ii) Factors contributing to psychosocial development

3.4 Family Development and Effective Parenting

**Unit IV Middle Childhood** **12**

4.1 a) Physical and Growth Development

b) Motor Development

c) Health in Middle Childhood

4.2 Cognitive Development

- i) Piaget's and Vygotsky Cognitive Development theory
- ii) Information processing in middle childhood

#### 4.3 Social Development

- i) Friendship Development
- ii) Family development in middle childhood

#### 4.5 Problem of School going Children's: Learning disabilities

### References:

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### Mapping of Program Outcomes with Course Outcomes

**Class:** SYBA (Sem. III)

**Subject:** Psychology

**Course:** Growth and Development Psychology-I

**Course Code:** PSY 2301

**Weightage:** 1=weak or low relation, 2=moderate or partial relation, 3=strong or direct relation

Course Outcomes	Programme Outcomes (POs)							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3			3	3	1		3
CO 2	2			3		2		3
CO 3	1			2		3		3
CO 4	3			1		3		
CO 5	3			3	3	3		3
CO 6	2	3	2	3	3	2		2
CO 7	3	3	3	3	3	2		2

#### Justification for the mapping

##### **PO1: Research Related Skills**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Understanding the life-span perspective, applying genetic principles, categorizing pre-natal development stages and evaluating post-natal adjustment factors, and analyzing development in infancy, early childhood, and middle childhood require research-related skills to explore and apply existing knowledge and findings.

##### **PO2: Effective Citizenship and Ethics**

CO6, CO7: Understanding effective parenting and family dynamics and addressing challenges related to learning disabilities in school-going children involves ethical considerations and contributes to effective citizenship in the field of child development.

##### **PO3: Social Competence**

CO6, CO7: Evaluating psychosocial development during early and middle childhood contributes to social competence by enhancing awareness and understanding of the social aspects of child development.

##### **PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: Disciplinary knowledge is developed through understanding the life-span perspective, applying genetic principles, categorizing pre-natal development stages and evaluating post-natal adjustment factors, and analyzing physical, cognitive, and psychosocial development in infancy, early childhood, and middle childhood.

##### **PO5: Personal and Professional Competence**

CO1, CO5, CO6, CO7: Understanding the life-span perspective, emphasizing the importance of nutrition during infancy, and evaluating development during early and middle childhood contribute to personal and professional competence in the field of child development.

**PO6: Self-directed and Life-long learning**

CO1, CO2, CO3, CO4, CO5, CO6, CO7: The dynamic nature of child development, genetic principles, pre-natal and post-natal development stages, and ongoing development in infancy, early childhood, and middle childhood necessitates self-directed and life-long learning.

**PO7: Environment and Sustainability**

**PO8: Critical Thinking and Problem Solving**

CO1, CO2, CO3, CO5, CO6, CO7: Understanding the life-span perspective, applying genetic principles, categorizing pre-natal development stages, evaluating post-natal adjustment factors, and analyzing development in infancy, early childhood, and middle childhood requires critical thinking and problem-solving skills in assessing and addressing the complexities of child development.