

Anekant Education Society's  
Tuljaram Chaturchand College of Arts, Science and Commerce, Baramati  
**(Autonomous)**  
Department of Psychology  
SYBA Syllabus (2022 Pattern)  
To be implemented from November 2023-2024

**S. Y. B. A. PSYCHOLOGY SEM. IV**

	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Credits</b>
<b>Core Course</b>	<b>UAPS241</b>	<b>Social Psychology- II</b>	<b>03</b>
<b>Discipline specific elective Course</b>	<b>UAPS242</b>	<b>Abnormal Psychology- II</b>	<b>03</b>
	<b>UAPS243</b>	<b>Growth and Development Psychology- II</b>	<b>03</b>
<b>Skill Enhancement Course (SEC)</b>	<b>UAPSSEC2</b>	<b>Psychology of Wellness</b>	<b>02</b>
<b>Total Credits</b>			<b>11</b>

**Core Course Paper Code:UAPS241**

**Title of Paper: Social Psychology -II**

**A) Learning Objectives:**

1. To introduce students to research and empirical findings in social psychology.
2. To recognize and appreciate how basic theory and experimental findings apply to everyday situations.
3. To study the impact of social psychology in interpersonal relationships.
4. To understand the psychological processes behind human behavior in a social setting.
5. Acquaint students with basic concepts, theories and applications of Social Psychology.
6. Acquaint students with the knowledge of the influence of the society on behavior and mental processes.
7. Understand the importance of pro-social behavior.

**B) Learning Outcomes:**

- CO1. Fostering ability to engage in lifelong learning, demonstrating empathetic social concern, contributing to the development of nation.
- CO2. Implication of social psychology in everyday living.
- CO3. Understand the importance of Close Relationships and Pro- social behavior.
- CO4. Students will be able to understand basic concepts, theories and applications of Social Psychology.
- CO5. Students will be sensitized factors that affect and regulate mental processes.
- CO6. Students will be able to improve understanding about human relationships.
- CO7. Students will be able to develop social skills.

**TOPICS/CONTENTS:**

**UNIT 1: Interpersonal Attraction and Close Relationship (12 L)**

- 1.1 Internal Determinants of attraction-affiliation, affect
- 1.2 External Determinants of attraction-proximity, observable factors
- 1.3 Close Relationships –family, friendship, love and Romans.
- 1.4 Marriage – preparedness and problems.
- 1.5 Need for premarital and marital counseling.

**UNIT 2: Aggression (12 L)**

- 2.1 Approaches in Aggression
- 2.2 Types of aggression.
- 2.3 Aggression: Meaning, Nature and Causes of aggression.
- 2.4 Influence of Media Violence and Culture on Aggression
- 2.5 Prevention and Control of Aggression.

**UNIT 3: Pro-Social Behavior (12 L)**

- 3.1 Prosocial Behavior-Definition and Nature
- 3.2 Dealing with Emergencies and Bystander effect
- 3.3 Internal and external factors influencing Pro-social behavior
- 3.4 Commitment to Socially responsible behavior
- 3.5 How to increase pro – social behavior



## **Justification for the mapping**

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

CO4: Research-related skills are essential for understanding and applying the basic concepts and theories in social psychology, as it involves critical examination and interpretation of psychological research.

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

CO1: Effective citizenship requires a commitment to lifelong learning and social concern, aligning with the broader goal of contributing to national development.

### **PO3: Social Competence**

CO2, CO3: Social competence is enhanced by understanding the practical implications of social psychology in everyday situations, facilitating effective social interactions. Social competence involves recognizing the significance of close relationships and pro-social behavior, which are integral components of social psychology.

### **PO4: Disciplinary Knowledge**

CO4: Disciplinary knowledge is acquired through the study of fundamental concepts and theories in social psychology, forming the basis for understanding the discipline.

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

CO5, CO6: Personal and professional competence is developed by gaining insights into factors that influence mental processes, contributing to self-awareness and effective decision-making. Human relationships are a crucial aspect of personal and professional competence, and social psychology aids in understanding and enhancing these relationships.

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

CO1: Self-directed and lifelong learning are fostered by the commitment to continuous learning, aligning with the goal of contributing to national development.

### **PO7: Environment and Sustainability**

### **PO8: Critical Thinking and Problem Solving**

CO4, CO2: Critical thinking is inherent in the study of basic concepts and theories, requiring students to analyze and evaluate the principles of social psychology. Problem-solving skills are developed by applying social psychology in everyday situations, requiring students to critically assess and address social challenges.

**Discipline specific elective Course**  
**UAPS242 Abnormal Psychology II**

**A) Learning Objectives:**

1. To acquaint students with the recent classification of psychological disorders.
2. To help students to acquire the knowledge about the causes, symptoms and treatment of various types of psychological disorders.
3. Know the etiology of mental disorder.
4. Identify the classification of the symptoms of mental disorder.
5. Understand the causes, criteria of abnormal behavior
6. To familiarize the students about different therapeutic techniques used in the management of major psychological disorders.
7. To develop awareness about Major Psychological disorders.

**B) Learning Outcomes:**

- CO1. Acquire the knowledge about the symptoms, diagnostic criteria and causes of various psychological disorders.
- CO2. Examine multiple probable causes and correlates of behavior.
- CO3. Understand critiques, limitations and implications of diagnosis and classification of psychological diseases.
- CO4. Create awareness about mental health problems in society.
- CO5. Students will be able to relate approaches of the treatments of mental disorders.
- CO6. Students will be able to develop knowledge about professional and social agencies that can help in dealing with mental disorders.
- CO7. Students will be able to identify and screen individuals showing symptoms of mental disorders.

**TOPICS/CONTENTS:**

**UNIT-I DISSOCIATIVE DISORDERS AND SOMATOFORM DISORDER (12 L)**

- 1.1 Definition and Types of dissociative disorders
- 1.2 Somatic symptoms and related disorders
- 1.3 Etiology and treatment of Dissociative and Somatic Symptom Disorder
- 1.4 Factitious Disorder

**UNIT-II EATING DISORDERS SLEEP- WAKE DISORDES AND ADDICTIVE DISORDERS (12 L)**

- 2.1 Major types of Eating disorders
- 2.2 Obesity-Nature, Causes and Treatment
- 2.3 Types of sleep-wake disorder
- 2.4 Gambling Disorder, Internet and cell phone addiction

**UNIT-III SEXUAL DISORDERS AND CHILDHOOD DISORDERS (12 L)**

- 3.1 Sexual Abuse (Childhood sexual abuse, Pedophilia, incest and rape)
- 3.2 Types of Sexual Dysfunction
- 3.3 Intellectual disabilities: Types, causes and treatment.
- 3.4 Types of childhood disorder - Autism, Hyper activity disorder and Learning disorder.

## UNIT-IV–PERSONALITY DISORDERS

(12 L)

4.1 Definition and characteristics of personality disorder and Gender Differences

4.2 Cluster -A Personality disorders

4.3 Cluster -B Personality disorders

4.4 Cluster -C Personality disorders.

### References:

- 1) Alloy, L. B., Riskind, J. H., & Manos, M. J. (2005) *Abnormal Psychology: Current perspectives*. 9<sup>th</sup> Edn. Tata McGraw- Hill: NewDelhi, India.
- 2) American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, DSM -5<sup>th</sup>, Fifth Edition*.
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- 13) Puri, B. K., Laking, P. J. & Treasaden, I. H. *Text book of psychiatry*,
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## Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem. IV)

Subject: Psychology

Course: Abnormal Psychology-II

Course Code: UAPS 242

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

### Justification for the mapping

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

CO1, CO3, CO5: It involve acquiring knowledge and understanding the various aspects of psychological disorders, which require research skills to gather and analyze relevant information.

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

CO4, CO6: It focus on raising awareness about mental health problems and understanding the role of professional and social agencies, which aligns with the principles of effective citizenship and ethical responsibility.

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

CO4, CO6, CO7: It emphasize developing social competence by creating awareness about mental health, understanding support systems, and being able to identify individuals who may require assistance.

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

CO1, CO2, CO3, CO5: These course outcomes directly align with the acquisition of disciplinary knowledge in the field of psychology, covering various aspects of psychological disorders, their causes, and different treatment approaches.

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

CO1, CO2, CO3, CO5, CO6, CO7: These course outcomes contribute to the development of personal and professional competence by providing knowledge and understanding of psychological disorders, their causes, and treatment approaches, as well as the ability to identify and support individuals in need.

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

CO1, CO2, CO3, CO5, CO6, CO7: These course outcomes promote self-directed and life-long learning by encouraging students to continuously update their knowledge and understanding of psychological disorders, their causes, and treatment approaches, as well as staying informed about available support resources.

#### **PO7: Environment and Sustainability**

CO4: It contributes to the awareness of mental health problems, which is essential for creating a supportive and sustainable environment for individuals facing psychological disorders.

#### **PO8: Critical Thinking and Problem Solving**

CO2, CO3: These course outcomes require critical thinking skills to analyze and evaluate different causes and correlates of behavior, as well as to understand the critiques, limitations, and implications of diagnosis and classification in the field of psychological diseases.

**Discipline specific elective Course**  
**UAPS: 243 Growth and Development Psychology-II**

**Learning Objectives:**

1. Understand the Principle of Human Growth and Development.
2. Describe Physical Development Across the life Span.
3. Explain Cognitive Development.
4. To analyze Social and Emotional Development.
5. Explore moral and ethical Development.
6. To investigate gender and Cultural influence on various developmental Stages.
7. Apply Developmental psychology to real life Situation.

**Learning Outcomes:** After the completion of this course students will be able to:

CO1. Students should be able to describe the key principles that underlie human growth and development.

CO2. Students should be able to explain the physical changes that occur from Adolescence to old age, including motor development, puberty, aging, and the factors that influence these processes.

CO3. Students should be able to discuss the major theories of cognitive development, and apply these theories to real-life examples. They should also understand how cognitive abilities change with age.

CO4. After completing the course, students should be able to analyze the social and emotional development of individuals across the lifespan, including attachment, identity formation, socialization, and emotional regulation.

CO5. Students should be able to explore how individuals develop their moral and ethical reasoning.

CO6. Students should be able to investigate how gender and culture impact human development.

They should understand how cultural and societal norms, as well as gender identity, influence various aspects of growth and development.

CO7. Students should be able to apply their knowledge of developmental psychology to practical, real-world situations. This might include understanding child-rearing practices, educational strategies, and approaches to supporting healthy development in different age groups.

**TOPICS/CONTENTS:**

**Unit-I Adolescence**

**(12 L)**

- 1.1 Physical Development and maturity
- 1.2 Threats in Adolescence
  - i) Sexually Transmitted Diseases and Teenage Pregnancy
  - ii) Substance Abuse (Drugs, Alcohol, Tobacco)
- 1.3 Identity and cognitive development
  - i) Piaget's cognitive development theory



- ii) Information processing Approach
- iii) Marcia's Approach to Identity Development

#### 1.4 Relationships –

- i) Family
- ii) Friends

### **Unit-II Early Adulthood**

**(12 L)**

#### 2.1 Career and Employment

#### 2.2 Dealing with Life Challenges

- i) Stress and Coping

#### 2.3 Marriage and other relationship choices: Liking and Loving, Happiness seeking Intimacy

#### 2.4 Cognitive development :Sternberg's theory

### **Unit-III Middle Adulthood**

**(12 L)**

#### 3.1 Physical Development and Health

- i) Physical Changes as per gender differences
- ii) Preventive Health care

#### 3.2 Cognitive development

#### 3.3 Relationships- Marriage, Divorce, Remarriages

#### 3.4 Stress-

- Isolation, unemployment
- Leisure time

### **Unit-IV Ageing**

**(12 L)**

#### 4.1 Physical Changes

- a) Signs of Ageing
- b) Slowing Reactions
- c) The Senses

#### 4.2 Health and Wellbeing

- a) Physical and Psychological Problems
- b) Importance of Nutrition, Yoga and Exercise

#### 4.3 Daily life of adjustment in Ageing: Abuse

#### 4.4 Process of Dying

## References:

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## Mapping of Program Outcomes with Course Outcomes

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

**Subject:** Psychology

**Course:** Growth & Development Psychology-II

**Course Code:** UAPS243

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

## **Justification for the mapping**

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

CO7: Research-related skills are crucial for understanding and addressing practical issues related to human development. Students will need to apply research methods to analyze and solve real-world problems in the field.

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

CO7: Effective citizenship requires an understanding of moral and ethical principles. By exploring these principles in the context of human development, students can better understand their role as responsible citizens.

### **PO3: Social Competence**

CO4: Social competence is directly related to understanding how individuals develop socially and emotionally. Students need to grasp concepts such as attachment and socialization to enhance their social competence.

### **PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO5, CO6, and CO7: The course outcomes collectively contribute to building a strong foundation of disciplinary knowledge in developmental psychology.

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

CO7: Personal and professional competence requires the ability to apply theoretical knowledge to practical situations. Understanding the application of developmental psychology is essential for personal and professional competence.

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

CO1, CO2, CO3, CO4, CO5, CO6, and CO7: The course promotes the development of self-directed learning by encouraging students to apply knowledge to diverse situations, fostering a mindset of continuous learning throughout their lives.

### **PO7: Environment and Sustainability**

CO6: Understanding how environmental factors, including cultural and societal norms, impact human development aligns with broader discussions on sustainability.

### **PO8: Critical Thinking and Problem Solving**

CO7: Problem-solving is inherent in the application of developmental psychology to real-world situations. Students need critical thinking skills to analyze and address challenges in child-rearing practices, education, and supporting healthy development.

## **Skill Enhancement Course (SEC) – (2 Credits)**

### **UAPSSEC2: Psychology of Wellness**

#### **Learning Objectives:**

- 1) To explore the role of psychology in mental and physical health.
- 2) To understanding stress and coping styles.
- 3) Understanding the various factors associated with pain.
- 4) Understanding quality of life and promoting good health.
- 5) To know the correlation between coping with stress and cognition.
- 6) To introduce students to the field psychology of health and its relevance in everyday life.
- 7) To learn about behavior change and interventions related to health psychology.

#### **Learning Outcomes:**

After completing this course students will be able to:

- CO1. Understand psychology of health and reach an introduction to the role of psychology in health.
- CO2. Understand the nature of coping with stress.
- CO3. Understand the various factors associated with health and disease.
- CO4. Understanding quality of life and promoting good health.
- CO5. Students will be able to apply various theories of psychology of health in daily life.
- CO6. Students will be able to relate and understand the current lifestyle changes and the role of stress in life.
- CO7. Students will be able to synthesize intervention modules to change habits and reduce stress.
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#### **Unit-I: Coping with Stress (10 L)**

- 1.1 Coping with stress – Definition, Nature
- 1.2 Coping with stress and Cognition
- 1.3 Helping people cope with stress: Interventions

#### **Unit-II: Management of Pain (10 L)**

- 2.1 Theories of Pain
- 2.2 Measurement of Pain
- 2.3 Treatment on pains

#### **Unit-III Women's health (10 L)**

- 3.1 Abortion, Effects of Abortion on Mental Health
- 3.2 Pregnancy and Delivery
- 3.3 Menopause and its effects on women's mental and physical health

**References:**

1. Ogden, J. (2017). Health psychology: A textbook (4th ed.). McGraw Hill Education.
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**Mapping of Program Outcomes with Course Outcomes****Class:** SYBA (Sem. IV)**Subject:** Psychology**Course:** Psychology of Wellness**Course Code:** UAPSSEC2**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		
CO 2			3	3				3
CO 3			3	3			3	
CO 4		3		2				3
CO 5				2	3	3		3
CO 6				3	3	3		3
CO 7				3	3	2		3

**Justification for the mapping****PO1: Research Related Skills**

CO1: Understanding the psychology of health requires students to engage in research to comprehend the various psychological aspects affecting health. Research skills are crucial for gaining insights into these topics.

**PO2: Effective Citizenship and Ethics**

CO4: Understanding and promoting good health involves ethical considerations. Being an effective citizen in the context of health requires knowledge about quality of life and health promotion, which is covered.

**PO3: Social Competence**

CO2 and CO3: Coping with stress (CO2) and understanding various factors associated with health and disease (CO3) both involve social aspects. Social competence is necessary for navigating stress and understanding the social determinants of health.

**PO4: Disciplinary Knowledge**

CO1, CO2, CO3, CO4, CO5, CO6, and CO7: Disciplinary knowledge is encompassed in all the

course outcomes. Understanding psychology in health, coping with stress, factors associated with health and disease, quality of life, applying theories in daily life, and synthesizing intervention modules all contribute to disciplinary knowledge in the field.

**PO5: Personal and Professional Competence**

CO5, CO6, and CO7: Applying various theories of psychology of health in daily life, relating current lifestyle changes and the role of stress, and synthesizing intervention modules to reduce stress contribute to developing personal and professional competence in managing health.

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

CO1, CO5, CO6, and CO7: Understanding the psychology of health, applying theories in daily life, relating to current lifestyle changes and stress, and synthesizing intervention modules all require a commitment to self-directed and life-long learning to stay updated in the dynamic field of health psychology.

**PO7: Environment and Sustainability**

CO3: Understanding various factors associated with health and disease involves considering environmental factors and sustainability in the context of health.

**PO8: Critical Thinking and Problem Solving**

CO2, CO4, CO5, CO6, and CO7: Coping with stress, understanding quality of life, applying theories in daily life, relating to lifestyle changes and stress, and synthesizing intervention modules all require critical thinking and problem-solving skills.