



SOPHIA COLLEGE FOR WOMEN
(AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: Psychology

Programme Code: SBAPSY

S.Y.B.A

2022 – 2023

(Choice Based Credit System with effect from the year 2018-19)

Programme Outline : SYBA (SEMESTER III)

Course Code	Unit No	Name of the Unit	Credits
SBAPSY301		SOCIAL PSYCHOLOGY	3
	1	Social Psychology – The Science of the Social Side of Life	
	2	Social Cognition – How we think about the social world	
	3	Social Perception – Perceiving and Understanding Others	
	4	Attitudes – Evaluating and Responding to the Social World	
SBAPSY302		DEVELOPMENTAL PSYCHOLOGY	3
	1	An Introduction to Lifespan Development	
	2	The Start of Life: Prenatal Development, Birth and the New-born Infant	
	3	Physical Development in Infancy	
	4	Cognitive and Personality Development in Infancy	

Programme Outline : SYBA (SEMESTER IV)

Course Code	Unit No	Name of the Unit	Credits
SBAPSY401		SOCIAL PSYCHOLOGY	3
	1	Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination	
	2	Social Influence – Changing Others’ Behaviour	
	3	Aggression – Its Nature, Causes, and Control	
	4	Interpersonal Attraction Close relationships and Love	
SBAPSY402		DEVELOPMENTAL PSYCHOLOGY	3
	1	Physical and Cognitive Development in the Preschool Years	
	2	Social and Personality Development in Pre-school years	
	3	Physical and Cognitive Development in Middle Childhood	
	4	Social and Personality Development in Middle Childhood	

Preamble:

Psychology is the study of the human mind and the cognitive processes that underpin behaviour. The study of psychology is based on research and evidence gathered through observation, measurement, and experimentation. The discipline focusses on describing, understanding, explaining, predicting, and modifying behaviour and mental processes. The aim is to help people understand themselves and others so that they can bring about change and improve the quality of life for themselves and those around them.

The B.A. Psychology programme focusses on exposing students to the core tenets of Psychology, accentuating the significance of interpersonal skills, and fostering within its researchers and practitioners, a scientific temper. The course has been designed to also generate awareness about mental health issues and inculcate, among students, a sensitive approach to psychosocial issues. The programme has been developed to ensure a mix of academic rigour with an exposure to real-world issues and the Department of Psychology has been organising conferences, seminars, guest lectures, and film screenings to further the learning process of students.

Psychology is one of the fastest-growing disciplines with developments in information technology, artificial intelligence, brain imaging, molecular biology, and neuroscience making it multidisciplinary, challenging, and exciting. The programme fosters empathy, critical thinking, and research skills among students, enabling them to pursue careers in mental health care, academia and research, human resources, rehabilitation, media, law, special education, neuropsychology etc.

PROGRAMME OBJECTIVES

PO 1	To understand the basic concepts of psychology.
PO 2	To create an exposure and knowledge of the discipline of psychology with a variety of papers from different fields of psychology.
PO 3	To stimulate an interest in psychology by highlighting the relevance and applications of Psychology in everyday life.
PO 4	To expose students to the theories and research in various fields of psychology.
PO 5	To generate an awareness of and a critical understanding of various ethical considerations within the field of psychology.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Knowledge: Recall and understand the basic concepts, theories and principles within the field of psychology.
PSO 2	Women's issues/Human rights issues: Evaluate and examine different perspectives of psychological reality and to generate more humane and sensitive alternatives.
PSO 3	Research Competencies: Understand, develop and apply principles and skills of experimentation and research in various domains of psychology. To explore and hone research skills.
PSO 4	Critical thinking /Practical Applications: use their knowledge of psychology to analyze and evaluate information in their environment and be aware of biases and assumptions. To recognise and acknowledge various viewpoints and perspectives

SEMESTER III

NAME OF THE COURSE	SOCIAL PSYCHOLOGY	
CLASS	SYBA	
COURSE CODE	SBAPSY301	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Initiating exposure to the field of Social Psychology, with emphasis on basic concepts as well as modern trends
CO 2.	Sharing and discussing various experiments mainly having ecological validity that would encourage understanding of difficult, abstract concepts
CO 3.	Helping students understand how people think of the world and its people, and how this thinking and evaluation affects their behaviour in response

COURSE LEARNING OUTCOMES

CLO 1.	Be well acquainted with Social Psychology and empowered to introspect as well as understand the nuances of the subject
CLO 2.	Explain the theory behind the everyday workings of the social mind
CLO 3.	Predict and justify the behaviour of people in a social setting

UNIT 1	Social Psychology - The Science of the Social Side of Life (12 LECTURES)
1.1	Social psychology: an overview; advances at the boundaries
1.2	How social psychologists answer the questions they ask: research as the route to increased knowledge; the role of theory in social psychology
1.3	The quest for knowledge and rights of individuals: in search of an appropriate balance
UNIT 2	Social Cognition – How we think about the social world (12 LECTURES)
2.1	Heuristics: how we reduce our effort in social cognition
2.2	Schemas: mental frameworks for organizing social information
2.3	Automatic and controlled processing: two basic modes of social thought
2.4	Potential sources of error in social cognition
2.5	Affect and cognition
UNIT 3	Social Perception – Perceiving and Understanding Others (12 LECTURES)
3.1	Nonverbal communication: the unspoken language of expressions, gaze, gestures, and scents
3.2	Attribution: understanding the causes of others' behaviour
3.3	Impression formation and impression management: combining information about others
UNIT 4	Attitudes - Evaluating and Responding to the Social World (12 LECTURES)
4.1	Attitude formation: how attitudes develop
4.2	When and why do attitudes influence behaviour? How do attitudes guide behaviour?
4.3	The fine art of persuasion: how attitudes are changed; Resisting persuasion attempts
4.4	Cognitive dissonance: what it is and how do we manage it?

BOOKS FOR STUDY:

- Baron, R. A., & Branscombe, N. R. (2017). *Social Psychology*. (14th ed.). New Delhi: Pearson Education; Indian reprint 2014

OTHER REFERENCES:

- Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th ed.), New Jersey: Pearson Education Prentice Hall
- Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2014). *Social Psychology*. (13th ed.). New Delhi: Pearson Education, Indian adaptation 2014
- Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Fundamentals of Social Psychology* (Briefer edition.). New Delhi: Pearson Education, Indian adaptation 2012
- Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
- Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th ed.), Thomson Wadsworth International student edition, USA
- Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York: McGraw Hill co.
- Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th ed.). Pearson Education Allyn and Bacon, Boston
- Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th ed.). New Delhi: Pearson Education

NAME OF THE COURSE	DEVELOPMENTAL PSYCHOLOGY	
CLASS	SYBA	
COURSE CODE	SBAPSY302	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To enable students to understand the basic principles of development.
-------	---

CO 2.	To develop an appreciation for the field and its real-life applications.
CO 3.	To increase student's awareness of the implications and applications of the various concepts, principles, and theories of Developmental Psychology in daily life in the Indian context

COURSE LEARNING OUTCOMES

CLO 1.	Students will develop the ability to critically analyse the different theories pertaining to the field.
CLO 2.	Students will be able to apply their theoretical knowledge to evaluate cases from the field and explain the practical implications of different developmental trajectories.
CLO 3.	Students will be able to apply and understand concepts, principles and theories of Developmental psychology in various aspects of the Indian context and relevant situations at the global level

UNIT 1	An Introduction to Lifespan Development (12 LECTURES)
1.1	An orientation to lifespan development
1.2	Key issues and questions: determining the nature and nurture of lifespan development
1.3	Theoretical perspectives on lifespan development
1.4	Research methods
UNIT 2	The Start of Life: Prenatal Development, Birth and the Newborn Infant (12 LECTURES)
2.1	Earliest development, prenatal growth, and change
2.2	Birth, birth complications
UNIT 3	Physical Development in Infancy (12 LECTURES)
3.1	The competent new-born
3.2	Growth and stability
3.3	Motor development
3.4	The development of the senses
UNIT 4	Cognitive and Personality Development in Infancy (12 LECTURES)
4.1	Piaget's Approach to Cognitive Development
4.2	Information Processing Approaches to Cognitive Development
4.3	The Roots of Language

4.4	Differences among infants
-----	---------------------------

BOOK FOR STUDY:

- Feldman, R. S. (2018). *Development Across the Life Span*. (8th Ed). New Jersey: Pearson Education

BOOKS FOR REFERENCE:

- Berk, L. E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- 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.
- Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5th Ed). McGraw Hill co.
- Feldman, R. S., & Babu, N. (2011). *Discovering the Life Span*. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India Pvt Ltd.
- Kail, R. V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
- McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3rd Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). McGraw Hill, International Edition
- Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007

SEMESTER IV

NAME OF THE COURSE	SOCIAL PSYCHOLOGY	
CLASS	SYBA	
COURSE CODE	SBAPSY401	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Exposing students to various branches in the field of Social Psychology through a plethora of theories, real-life examples, and social experiments
CO 2.	Aiming to increase students' interest, awareness as well as inclination towards knowing and understanding social psychology; not just theoretically, but also practically
CO 3.	Critically analysing various negative phenomena of the social world such as discrimination, bullying, and destructive obedience - their causes and solutions

COURSE LEARNING OUTCOMES

CLO 1.	Understand the intricacies of complex subjects such as prejudice, inequality, conformity, obedience, violence, attraction, etc.
CLO 2.	Develop awareness and sensitivity regarding the multiple perspectives and contexts through which social phenomena is studied and experienced
CLO 3.	Creatively explore social phenomena through their personal lens, applying it to their lives, and increasing their relatability to the field

UNIT 1	The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination (15 LECTURES)
1.1	How members of different groups perceive inequality
1.2	The nature and origins of stereotyping
1.3	Prejudice: feelings toward social groups; Discrimination: prejudice in action
	Why prejudice is not inevitable: techniques for countering its effects
UNIT 2	Social Influence - Changing Others' Behaviour
2.1	Conformity: Group Influence in Action
2.2	Compliance: To Ask – Sometimes - Is to Receive
2.3	Symbolic social influence

2.4	Obedience to Authority
UNIT 3	Aggression - Its Nature, Causes, and Control
3.1	Perspectives on aggression: in search of the roots of violence
3.2	Causes of human aggression: social, cultural, personal, and situational
3.3	Bullying: singling out others for repeated abuse
	The prevention and control of violence: some useful techniques
UNIT 4	Interpersonal Attraction Close relationships and Love
4.1	Internal sources of attraction: The role of needs and emotions
4.2	External sources of attraction: The effects of proximity and physical beauty
4.3	Factors based on social interaction: Similarity and social liking.
4.4	Close relationships: Foundations of social life

BOOKS FOR STUDY:

- Baron, R. A., & Branscombe, N. R. (2017). *Social Psychology*. (14th ed.). New Delhi: Pearson Education; Indian reprint 2014

OTHER REFERENCES:

- Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th ed.), New Jersey: Pearson Education Prentice Hall
- Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2014). *Social Psychology*. (13th ed.). New Delhi: Pearson Education, Indian adaptation 2014
- Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Fundamentals of Social Psychology* (Briefer edition.). New Delhi: Pearson Education, Indian adaptation 2012
- Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
- Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th ed.), Thomson Wadsworth International student edition, USA
- Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York: McGraw Hill co.
- Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th ed.). Pearson Education Allyn and Bacon, Boston
- Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.

- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th ed.). New Delhi: Pearson Education

NAME OF THE COURSE	DEVELOPMENTAL PSYCHOLOGY	
CLASS	SYBA	
COURSE CODE	SBAPSY402	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	48	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Attempt to map out the developmental changes – physical, cognitive, social and personality; that occur in children across pre-school and middle childhood
CO 2.	Be informed about various theories and processes that children undergo as a part of these developmental changes.

COURSE LEARNING OUTCOMES

CLO 1.	Students will learn to be aware of these milestones in children and will be able to govern them mindfully to understand development and related concerns in children.
CLO 2.	Students will be appreciative of cultural and individual differences and will be able to apply these frameworks to real-life situations and problems such as in parenting, education as well as healthcare understanding.
CLO 3.	Students will be empowered to incorporate the developmental psychology approach and will be able to apply and execute it onto their professional skillset.

UNIT 1	Physical and Cognitive Development in the Preschool Years (12 LECTURES)
1.1	Physical growth - the growing body, the growing brain, motor development
1.2	Intellectual development
1.3	The growth of language and learning
UNIT 2	Social and Personality Development in Pre-school years (12 LECTURES)
2.1	Forming a sense of self
2.2	Friends and family: pre-schoolers social lives
2.3	Moral development and aggression
UNIT 3	Physical and Cognitive Development in Middle Childhood (12 LECTURES)
3.1	Physical Development
3.2	Intellectual development
3.3	Schooling: The Three Rs (and more) of Middle Childhood
UNIT 4	Social and Personality Development in Middle Childhood (12 LECTURES)
4.1	The developing self
4.2	Relationships: Building friendships in middle childhood
4.3	Family and school: shaping children's behaviour in middle childhood

BOOKS FOR STUDY:

- Feldman, R. S. (2018). *Development Across the Life Span*. (8th Ed). New Jersey: Pearson Education

BOOKS FOR REFERENCE:

- Berk, L. E. (2006). *Child Development*. (7th Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.
- 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.
- Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5th Ed). McGraw Hill co.
- Feldman, R. S., & Babu, N. (2011). *Discovering the Life Span*. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India Pvt Ltd.

- Kail, R. V. (2007). *Children and their Development*. (4th Ed). New Jersey: Pearson Education Inc.
- McDevitt, T. M., & Omrod, J. E. (2007). *Child Development and Education*. (3rd Ed). New Jersey: Pearson Education Inc.
- Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12th Ed). McGraw Hill, International Edition
- Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian reprint 2007

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

- Three Internal Assessments were conducted.
- The nature of the assessment will be decided by the Examiner and may include Written reports, assignments/ Crosswords/ MCQs/ Short notes and/or any other type of combination of objective, analytical or descriptive type tests.
- Learners will be informed about the marks they have got after every assessment.

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- There shall be 5 compulsory questions 10 marks each
- There will be 50% internal choice for every question.
- The questions can be short notes, long answers or definitions.