

Progressive Education Society's
Modern College of Arts, Science and Commerce
(Autonomous),
Shivajinagar, Pune 5

(An Autonomous College Affiliated to Savitribai Phule Pune University)

Framework of Syllabus

For

B. A. (Psychology)

Choice Based Credit System (CBCS) Syllabus

Under National Education Policy (NEP)

To be implemented from Academic Year 2024-2025

Level:- 5.0 (Second Year) Sem:III

Course Type	Course Code	Course Title	Credits		Teaching Scheme Hr/Week		Evaluation Scheme and Max Marks		
			TH	PR	TH	PR	CE	EE	Total
Major Core T(2+2 or 4), (T/P)(2)	24ArPsyU3101	Foundations of Social Psychology	4		4		40	60	100
	24ArPsyU3102	Introduction to Positive Psychology	2		2		20	30	50
VSC P(2)	24ArPsyU3501	Lab Course on Social Behaviour		2		4	20	30	50
IKS (T/P)(2)	24ArPsyU3901	Indigenous Psychology	2		2		20	30	50
FP P(2)	24ArPsyU3002	Field Project I		2		4	20	30	50
Minor (T/P)(2+2 or 4)	24ArPsyU3301	Introduction to Social Psychology	4		4		40	60	100
GE/OE (T/P)(2)	24ArPsyU3401	Interpersonal Relationships		2		4	20	30	50
AEC T(2)	24CpCopU3703	English Communication Skills II	2		2		20	30	50
CC T(2)	24CpCopU3001	Online Course on Yoga	2		2		20	30	50
Total			16	06	16	12			550

Level:- 5.0 (Second Year) Sem:IV

Course Type	Course Code	Course Title	Credits		Teaching Scheme Hr/Week		Evaluation Scheme and Max Marks		
			TH	PR	TH	PR	CE	EE	Total
Major Core T(2+2 or 4), (T/P)(2)	24ArPsyU4101	Group Dynamics and Social Influence	4		4		40	60	100
	24ArPsyU4102	Health Psychology	2		2		20	30	50
VSC P(2)	24ArPsyU4501	Lab Course on Social Influence		2		4	20	30	50
CEP P(2)	24ArCopU4003	Community Engagement Project		2		4	20	30	50
Minor (T/P)(2+2 or 4)	24ArPsyU4301	Applied Social Psychology	4		4		40	60	100
GE/OE (T/P) (2)	24ArPsyU4401	Decision Making		2		4	20	30	50
SEC T(2)	24ArEngU4601 / 24ArGerU4601 / 24ArHinU4601 / 24ArMarU4601 /	English for Administration and Services III / Commercial German – III (DaF im Unternehmen – III) / □□□□□□ f □□ □□ □□ □□ / □□ / □□R□□s□ f□□□□ □f□□□□ï□□	2		2		20	30	50
AEC T(2)	24CpCopU4701 / 24CpCopU4702	MIL-II (Hindi) / MIL-II (Marathi)	2		2		20	30	50
CC T(2)	24CpCopU4001	Health and Wellness	2		2		20	30	50
Total			16	06	16	12			550

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Second Year of B.A. (2024 Course) Semester III

Code:- 24ArPsyU3101

Name:- Foundations of Social Psychology

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: FYBA Psychology

Course Objectives:

1. To help students recollect different fields of psychology and understand different methodologies for social research
2. To help students understand various concepts of Self.
3. To assist students in comprehending the idea of gender identity and role development
4. To help students understand the definition, nature, and components of attitude.
5. To acquaint the students to evaluate attitude with different measurements.
6. To determine ways in reducing prejudice and discrimination in society.

Course Outcomes:

On completion of the course, student will be able to–

1. recollect different fields of psychology and understand different methodologies for Social Research
2. understand various concepts of Self.
3. comprehend the idea of gender identity and role development
4. understand the nature, and components of attitude.
5. acquaint the students to evaluate attitude with different measurements

6. apply ways in reducing prejudice and discrimination in society.

Course Contents:

Chapter 1	INTRODUCTION TO SOCIAL PSYCHOLOGY
	1.1: Definition, Meaning and Nature of Social Psychology 1.2: Levels of social behavior 1.3: Related Fields (Anthropology, Sociology, Gender Studies) 1.4: Methods of studying Social Psychology: (Survey, Observation, Experiments)
Chapter 2	SELF AND GENDER IN SOCIAL WORLD
	2.1: Nature and Types of self 2.2: Definition and Characteristics: Self concept & Self efficacy 2.3: Components: Self-esteem, Self- Presentation, Self-Regulation, Self monitoring 2.4: Gender: Gender Identity and Gender Role Development
Chapter 3	ATTITUDE
	3.1: Definition, Nature and Components of Attitude 3.2: Attitude Formation 3.3: Attitude Change 3.4: Attitude Measurement: Thurstone Scale, Likert Scale, Guttman Scale
Chapter 4	PREJUDICE AND DISCRIMINATION
	4.1: Prejudice & Stereotype: Definition and Meaning 4.2: Causes of Prejudice 4.3: Discrimination: Meaning and Nature, Exclusion 4.4: Reducing Prejudice and Discrimination

Reference Books:

1. Aronson, E., Branscombe, N., Baron, R., Wilson, T. D., Sommers, S. R., Page-Gold, E., & Lewis, N. (2022). *Social Psychology*.
2. Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University)*, 12/E (With CD). Pearson Education India.
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. SAGE.
5. Heinzen, T., & Goodfriend, W. (2020). *Social Psychology*. SAGE Publications, Incorporated.
6. Singh, A. K. (2019). *SOCIAL PSYCHOLOGY, Second Edition*. PHI Learning Pvt. Ltd.

7. Social psychology, 12h edition by Robert A. Baron, Nyla R. Branscombe, Dom R. Byrne, Goap Bhardwaj
8. Natu S.A, Vaidya A, Rajhans M (2012), □□□□□□ □□□□□□□□□□, Pearson Publications, New Delhi
9. Golwilkar S , Abhyankar S, Kher T(2012) , □□□□□□ □□□□□□□□□□, Narendra Prakashan, Pune
10. Gadekar (2013), □□□□□□ □□□□□□ □□□□□□□□□□, Diamond Publications, Pune
11. Tadsare, Tambake, Patil, Darekar (2008), □□□□□□ □□□□□□□□□□, Phadke Prakashan, Pune 008), Samajik Manasshastra, Phadke Prakashan, Pune

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Second Year of B.A. (2024 Course) Semester III

Code:- 24ArPsyU3102

Name:- Introduction to Positive Psychology

Teaching Scheme: TH: 4 Hrs/Week

Credits: 2

Examination Scheme: CIA: 20 Marks, ESE: 30 Marks

Prerequisite Course: FYBA Psychology

Course Objectives:

1. To guide students in understanding the foundational principles of Positive Psychology.
2. To help students analyze various models on well-being.
3. To facilitate students in exploring the link between subjective well-being and happiness.
4. To guide students in analyzing key positive traits and character strengths.
5. To introduce students to the concepts of flow, flourishing, and savoring, and to help them develop strategies for experiencing a fuller, more meaningful life by embracing these principles.
6. To assist students in exploring resilience and cognitive hardiness.

Course Outcomes:

On completion of this course, students will be able to-

1. understand the foundational principles of Positive Psychology.
2. analyze well-being models.
3. explore the link between subjective well-being and happiness.
4. analyze key positive traits and character strengths.
5. apply the concepts of flow, flourishing, and savoring in their lives.

6. explore resilience and cognitive hardiness.

Course Contents

Chapter 1	Introduction to Positive Psychology	
	1.1: Positive Psychology: Definitions, Assumptions & Goals (Pleasant Life, Engaged Life and Meaningful Life) 1.2: Models of Psychological well-being: Ryff's Model of Psychological Well-Being, Seligman's PERMA Model, Broaden-and-Build Theory of Positive Emotion. 1.3: Happiness: Meaning and Traditions of Happiness 1.4: Subjective and Psychological Well Being	
Chapter 2	Building Inner Strengths	
	2.1: Positive Traits and character strengths 2.2: Living Fully: The Power of Flow, Flourishing, and Savouring Life 2.3: Resilience: Definition, sources of resilience 2.4: Cognitive Hardiness: Concept, 3C's of Hardiness	

Reference Books:

1. Baumgardner, S. R., & Crothers, M. K. (2014). Positive psychology (2nd ed.). Pearson.
2. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Sage Publications.
3. Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
4. Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. Atria Books.
5. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). Oxford handbook of positive psychology (2nd ed.). Oxford University Press.

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Second Year of B.A (Psychology) Semester III (NEP) (2024 Course)

Course Code : 24ArPsyU3501

Course Name: Lab Course on Social Psychology

Teaching Scheme: TH :4 Hours/Week

Credit: 02

Examination Scheme: CIA: 20 Marks

End-Sem: 30 Marks

Prerequisite Courses: F.Y. Psychology (Major)

Course Objectives:

1. To help students revise the technique of psychological test administration.
2. To assist students in understanding the concepts related to the social aspects of behaviour.
3. To guide students in the application of theoretical understanding in measurement of social behaviour.
4. To help students build skills for hands-on experience in the administration of psychological tests.
5. To help students validate the test results with the case history of the respondent.
6. To aid students in generating the report of the test administered.

Course Outcomes:

On completion of the course students will be able to:

1. revise the technique of psychological test administration.

2. know the concepts related to the social aspects of behaviour.
3. apply their theoretical knowledge in the measurement of social behaviour.
4. build skills for hands-on experience in the administration of psychological tests.
5. validate the test results with the case history of the respondent.
6. generate the report of the test administered.

Course Contents

Sr. No.	Content
1	Parental Encouragement Scale
2	Self-Confidence Inventory
3	Social Networking Addiction Scale*
4	Dimensions of Friendship Scale
5	Optimistic Pessimistic Attitude Scale
6	Attitude Towards Mother Scale
7	Bogardus Social Distance Scale

General Instructions:

1. Each batch of practical will consist of a maximum 15 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 4 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of the credit system.

Conduct of Practical Examination of Credit System.

Evaluation of Practical-(Total 2 Credits)

There will be 20 marks for continuous (internal) assessment (1 credits) and 30 marks for the End of Semester Examination.

a) Continuous (Internal) Assessment of practical: 20 marks (1 Credits)

There will be internal practical examination after completion of five practicals and the division of 20 internal marks like following:

Items	Marks
Written Assessment	20
Total	20

b) End Semester Examination (ESE): 30 marks

Items	Marks
Instructions	05
Oral	05
Exam Report	05
Journal	15
Total	30

External examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

1. Each batch of practical examination will consist of a maximum of 15 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set a question paper.
3. Each question paper will have two subsets i.e. A and B.
4. Duration of the External practical examination will be 2 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
6. Final mark list will be submitted to the H.O.D.

References :

1. Baron R, Byrne D, Branscombe N (2014), Social Psychology, 13th edition, Pearson Publications, New Delhi
2. Baron R, Byrne D, Branscombe N, Bharadwaj (2009), Social Psychology, Indian adaptation, Pearson, New Delhi
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2020). *Essential social psychology*. Sage.
5. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
6. Agarwal K., (1986). *Manual: Parental Encouragement Scale*. Ankur Psychological Agency (Lucknow).
7. Pandey D., (2007). *Manual: Self-Confidence Inventory*. Ankur Psychological Agency (Lucknow).
8. Shahanawaz G., Ganguli N., Zou M. L., (2013) *Manual: Social Networking Addiction Scale*. Prasad Psycho Corporation (New Delhi).
9. Chandna S., Chadha N.K., (2005) *Manual: Dimensions of Friendship Scale*. National Psychological Corporation (New Delhi).
10. Parashar, D. S. (1998). *Manual: Optimistic-Pessimistic Attitude Scale*. Jabalpur: Aarohi Manovidyan Kendra.
11. Natu S., Wadkar A. J., (2005) *Manual: Attitude Towards Mother Scale (For Men): Test Manual*. Anand Agencies (Pune).
12. Bogardus, E. S. (1933). *A social distance scale*. *Sociology & Social Research*.

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Second Year of B.A. (2024 Course) Semester III

Code:- 24ArPsyU3901

Name:- Indigenous Psychology

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: FYBA Psychology

Course Objectives:

1. To help students develop an understanding of the concepts of Indian psychological thought.
2. To help students understand the process of self and personality from a developmental perspective and its involvement in health and healing.
3. To help students explore the relationship between Ayurveda and psychology.
4. To guide students in evaluating the process and impact of Yoga.
5. To aid students in analyzing emotion and motivation from an Indian perspective.
6. To assist students in examining the psychological insights within the Bhagavad Gita and Ramayana.

Course Outcomes:

On completion of this course, students will be able to-

1. understand the concepts of Indian psychological thought.

2. understand the process of self and personality from a developmental perspective and its involvement in health and healing.
3. explore the relationship between Ayurveda and psychology
4. understand the process and impact of Yoga.
5. understand emotion and motivation from an Indian perspective.
6. examining the psychological insights within the Bhagavad Gita and Ramayana.

Course Contents

Chapter 1	Indian Scriptures on Psychology	
1.1	Introduction to Indian Psychology	
1.2	Upnishad and Psychology	
1.3	Veda, Vedant and Psychology	
1.4	Ayurveda and Psychology	
Chapter 2	Indian perspectives on Psychology	
2.1	Bhagwat Geeta, Ramayan and Psychology	
2.2	Patanjali Yogsutra and Psychological Thought	
2.3	Mahavir and Gautam Buddha's Thought on Psychology	
2.4	Thoughts of Indian Saints on Psychology	

Reference Books :

1. Godbole, A. (2018). *Manaat: Manasshastrachi Utkanthavardhak Ramya Safar*. Manovikas Prakashan.
2. Krishnan, B. (2002). Typological conceptions in ancient Indian thought. In G. Mishra & A. K. Mohanty (Eds.), *Perspectives on Indigenous Psychology* (pp. 292–304). Concept Publishing Company.
3. Misra, G. (2009). *Psychology in India: Basic psychological processes and human development* (Volume 1). Pearson Education.
4. Misra, G. (2009). *Psychology in India: Social and organizational processes* (Volume 3). Pearson Education.
5. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. Cambridge University Press of India.
6. Safaya, R. (1976). *Indian psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature*. Munshiram Manoharlal Publishers.

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Second Year of B.A. (2024 Course) Semester III

Code:- 24ArPsyU3301

Name:- Introduction to Social Psychology (Minor)

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: FYBA Psychology

1. To help students recollect different fields of psychology and understand different methodologies for social research
2. To help students understand various concepts of Self.
3. To assist students in comprehending the idea of gender identity and role development
4. To help students understand the definition, nature, and components of attitude.
5. To acquaint the students to evaluate attitude with different measurements.
6. To determine ways in reducing prejudice and discrimination in society.

Course Outcomes:

On completion of the course, student will be able to–

1. recollect different fields of psychology and understand different methodologies for Social Research
2. understand various concepts of Self.
3. Comprehend the idea of gender identity and role development

4. understand the nature, and components of attitude.
5. Acquaint the students to evaluate attitude with different measurements
6. Determine ways in reducing prejudice and discrimination in society.

Course Contents:

Chapter 1	INTRODUCTION TO SOCIAL PSYCHOLOGY
	1.1: Definition, Meaning and Nature of Social Psychology 1.2: Levels of social behavior 1.3: Related Fields (Anthropology, Sociology, Gender Studies) 1.4: Methods of studying Social Psychology: (Survey, Observation, Experiments)
Chapter 2	SELF AND GENDER IN SOCIAL WORLD
	2.1: Nature and Types of self 2.2: Definition and Characteristics: Self concept & Self efficacy 2.3: Components: Self-esteem, Self- Presentation, Self-Regulation, Self monitoring 2.4: Gender: Gender Identity and Gender Role Development
Chapter 3	ATTITUDE
	3.1: Definition, Nature and Components of Attitude 3.2: Attitude Formation 3.3: Attitude Change 3.4: Attitude Measurement: Thurstone Scale, Likert Scale, Guttman Scale
Chapter 4	PREJUDICE AND DISCRIMINATION
	4.1: Prejudice & Stereotype: Definition and Meaning 4.2: Causes of Prejudice 4.3: Discrimination: Meaning and Nature, Exclusion 4.4: Reducing Prejudice and Discrimination

Reference Books:

1. Aronson, E., Branscombe, N., Baron, R., Wilson, T. D., Sommers, S. R., Page-Gold, E., & Lewis, N. (2022). *Social Psychology*.

2. Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University)*, 12/E (With CD). Pearson Education India.
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. SAGE.
5. Heinzen, T., & Goodfriend, W. (2020). *Social Psychology*. SAGE Publications, Incorporated.
6. Singh, A. K. (2019). *SOCIAL PSYCHOLOGY, Second Edition*. PHI Learning Pvt. Ltd.
7. Social psychology, 12h edition by Robert A. Baron, Nyla R. Branscombe, Dom R. Byrne, Goap Bhardwaj
8. Natu S.A, Vaidya A, Rajhans M (2012), *सामाजिक मनशास्त्र*, Pearson Publications, New Delhi
9. Golwilkar S , Abhyankar S, Kher T(2012) , *सामाजिक मनशास्त्र*, Narendra Prakashan, Pune
10. Gadekar (2013), *सामाजिक मनशास्त्र*, Diamond Publications, Pune
11. Tadsare, Tambake, Patil, Darekar (2008), *सामाजिक मनशास्त्र*, Phadke Prakashan, Pune 008), Samajik Manasshastra, Phadke Prakashan, Pune

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Second Year of B.A (Psychology) Semester III (NEP) (2024 Course)

Code:- 24ArPsyU3401

Name:- Interpersonal Relationship

Teaching Scheme: TH: 2 Hrs/Week

Credits: 2

Examination Scheme: CIA: 20 Marks, ESE: 30 Marks

Prerequisite Course: F.Y.U.G. Completed

Course Objectives:

1. To help students identify various types of relationships.
2. To acquaint students with different concepts related to relationships and to understand how and why relationships develop.
3. To help students make use of various communication skills.
4. To help students distinguish between healthy and unhealthy relationships.
5. To help students generate strategies to maintain healthy relationships.

6. To practice effective conflict management techniques.

Course Outcome:

After completion of this course, students will be able to-

1. identify various types of relationships.
2. understand how and why relationships develop.
3. make use of various communication skills.
4. distinguish between healthy and unhealthy relationships
5. generate strategies to maintain healthy relationships.
6. practice effective conflict management techniques.

Course Content:

Chapter 1	FOUNDATIONS OF RELATIONSHIPS	
	1.1: The Building Blocks of Relationships 1.2: Features of Relationships 1.3: Communication and Relationships 1.4: Group Interactions	
Chapter 2	RELATIONSHIPS WITH VARIOUS AREAS OF LIFE	
	2.1: Intimate Relationships 2.2: Psychology of Friendship 2.3: Family Dynamics: Parenting styles 2.4: Workplace Relationships	

References:

1. Baron R, Byrne D, Branscombe N (2014), Social Psychology, 13th edition, Pearson Publications, New Delhi
2. Baron R, Byrne D, Branscombe N, Bharadwaj (2009), Social Psychology, Indian adaptation, Pearson, New Delhi
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2020). *Essential social psychology*. Sage.

5. Taylor, Pepleau and Sears(2005), *Social Psychology*, 12th edition, Pearson, NewDelhi
6. Aamodt, M. G. (2015). *Industrial/Organizational Psychology: an Applied Approach*. Cengage Learning

SEM IV

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Second Year of B.A. (2024 Course) Semester IV

Code:- 24ArPsyU4101

Name:- Group Dynamics and Social Influence

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: SYBA Psychology

Course Objectives:

1. To help students understand the essentials of communication skills
2. To assist students investigate various concepts involved in Group Behaviour.
3. To help students understand the key concepts of social influence, including conformity, obedience, and compliance, and their impact on behavior.
4. To help students explore the factors influencing interpersonal attraction and the dynamics of forming and maintaining close relationships.
5. To help students explore the meaning, nature, and levels of aggression, and how environmental, media, and cultural factors influence it.

6. To assist students in understanding bullying, abuse, violence, and strategies for managing aggression.

Course Outcomes:**On completion of this course, students will be able to-**

1. understand the essentials of communication skills
2. investigate various concepts involved in Group Behaviour.
3. understand the key concepts of social influence, including conformity, obedience, and compliance, and their impact on behavior.
4. Explore the factors influencing interpersonal attraction and the dynamics of forming and maintaining close relationships.
5. explore the meaning, nature, and levels of aggression, and how environmental, media, and cultural factors influence it.
6. understand bullying, abuse, violence, and strategies for managing aggression.

Course Contents

Chapter 1	COMMUNICATION AND GROUP PROCESSES	
	1.1: Communication: Definition, Meaning, Process and Types of Communication 1.2: Communication Skills: Presentation, Interview, Group Discussion 1.3: Definition, Characteristics, Types of Groups and Formation of Group 1.4: Group Decision Making Process	
Chapter 2	SOCIAL INFLUENCE	
	2.1: Introduction to Social Influence: Definition, Types, and Key Concepts (Loafing, Social Inhibition) 2.2: Conformity: Theories, Factors, and Social Norms 2.3: Obedience: The Role of Authority and Psychological Mechanisms & Types (Milgram and Zimbardo Experiment) 2.4: Compliance: Principles, Techniques and Factors Influencing Compliance	
Chapter 3	INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS	
	3.1: Nature and Determinants of Attraction 3.2: Close Relationships: Friendship, types and its importance 3.3 Close Relationships: Family, types and its importance 3.4 Love: Types and Sternberg's theory of Love	
Chapter 4	AGGRESSION	
	4.1: Meaning, Nature and levels of aggression 4.2: Factors affecting aggression: Environmental, Media, Cultural 4.3: Bullying, Abuse & Violence 4.4: Managing aggression	

Reference Books:

1. Aronson, E., Branscombe, N., Baron, R., Wilson, T. D., Sommers, S. R., Page-Gold, E., & Lewis, N. (2022). *Social Psychology*.
2. Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University)*, 12/E (With CD). Pearson Education India.
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. SAGE.
5. Heinzen, T., & Goodfriend, W. (2020). *Social Psychology*. SAGE Publications, Incorporated.
6. Singh, A. K. (2019). *SOCIAL PSYCHOLOGY, Second Edition*. PHI Learning Pvt. Ltd.

7. Social psychology, 12h edition by Robert A. Baron, Nyla R. Branscombe, Dom R. Byrne, Goap Bhardwaj
8. Natu S.A, Vaidya A, Rajhans M (2012), □□□□□□ □□□□□□□□□□, Pearson Publications, New Delhi
9. Golwilkar S , Abhyankar S, Kher T(2012) , □□□□□□ □□□□□□□□□□, Narendra Prakashan, Pune
10. Gadekar (2013), □□□□□□ □□□□□□ □□□□□□□□□□, Diamond Publications, Pune
11. Tadsare, Tambake, Patil, Darekar (2008), □□□□□□ □□□□□□□□□□, Phadke Prakashan, Pune 008), Samajik Manasshastra, Phadke Prakashan, Pune

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Second Year of B.A. (2024 Course) Semester IV

Code:- 24ArPsyU4102

Name:- Health Psychology

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: FYBA Psychology

Course Objectives:

1. To help students understand the significance of health psychology.
2. To assist students in exploring various models of health psychology.
3. To guide students in learning Mind-Body Relationship.
4. To help students understand the concepts of primary prevention.
5. To assist students in exploring effective health promotion interventions.
6. To facilitate students in developing an understanding about levels of illness prevention.

Course Outcomes:

On completion of this course, students will be able to-

1. understand the significance of health psychology.
2. explore various models of health psychology
3. learn Mind-Body Relationship.
4. learn about the concepts of primary prevention.
5. analyze effective health promotion interventions.
6. understand the levels of illness prevention.

Course Contents

Chapter 1	Introduction to Health Psychology	
	1.1: Health Psychology: Definition, Nature, Aims 1.2: Mind-body Relationship 1.3: Biopsychosocial Model (Advantages, Clinical Implications) 1.4: Need for Health Psychology (Changing patterns of Illness, Expanded Health Care services, Increased Medical Acceptance)	1.1. Gadekar pg 3) 1.2 Gadekar (Pg 10) 1.3 Gadekar (pg 15) 1.4 Gadekar (Pg. 29)
Chapter 2	Primary Prevention and Health Promotion	
	2.1: Quality of Life and Health Behaviour (Changing Health Habits and Health Beliefs- Attitude Change and Placebo Effect) 2.2: Health Compromising Behaviour (Obesity, Smoking, Drinking) 2.3: Health Promoting Behaviour (Diet, Exercise, Sleep, Rest, Vaccination, Screening, Accident Prevention) 2.4: Levels of Illness Prevention: Primary, Secondary, Tertiary	2.1. (Gadekar pg 148) 2.2 Gadekar (Pg 158) 2.3 Gadekar (pg: 179) 2.4 Gadekar (Pg.

Reference Books:

1. Brannon, L., & Feist, J. (2018). *Health psychology: An introduction to behavior and health* (9th ed.). Cengage Learning.
2. DiMatteo, M. R., & Leslie, R. M. (2017). *Health psychology* (1st ed.). Pearson.
3. Gadekar, K. (2021). *Health Psychology: Theory, Research and Practice* (1st ed.). Diamond Publications.
4. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health Psychology: Theory, research and practice* (5th ed.). SAGE Publications.
5. Rajhans, M. (2020). *Health Psychology: Biopsychosocial interactions* (1st ed.). Unmesh Publications.
6. Sarafino, E. P., & Smith, T. W. (2022). *Health Psychology: Biopsychosocial interactions* (10th ed.). Wiley.
7. Taylor, S. E. (2021). *Health Psychology* (11th ed.). McGraw-Hill.

*Progressive Education Society's***Modern College of Arts, Science and Commerce (Autonomous)****Shivajinagar, Pune 5****(An Autonomous College Affiliated to Savitribai Phule Pune University)****Second Year of B.A (Psychology) Semester IV (NEP) (2024 Course)****Course Code : 24ArPsy4501****Course Name: Lab Course on Cognitive Processes****Teaching Scheme: TH :4 Hours/Week****Credit: 02****Examination Scheme: CIA: 20 Marks****End-Sem: 30 Marks****Prerequisite Courses: F.Y. Psychology (Major)****Course Objectives:**

1. To help students understand the key concepts and theories of cognitive processes through hands-on experimentation and observation.
2. To assist students in applying experimental methods and techniques to investigate cognitive phenomena such as memory, attention, and perception.
3. To acquaint students with various cognitive models and frameworks by conducting experiments that demonstrate their practical applications in real-world settings.
4. To guide students in analyzing the outcomes of cognitive experiments, enabling them to critically assess and interpret data related to mental processes.

Course Outcomes:

On completion of the course students will be able to:

1. understand the key concepts and theories of cognitive processes through hands-on experimentation and observation.
2. apply experimental methods and techniques to investigate cognitive phenomena such as memory, attention, and perception.
3. understand various cognitive models and frameworks by conducting experiments that demonstrate their practical applications in real-world settings.
4. analyze the outcomes of cognitive experiments, enabling them to critically assess and interpret data related to mental processes.

Course Contents:

Sr. No.	Content
1	Muller Lyer
2	Maze Learning
3	Problem Solving
4	Recall-Recognition
5	Stroop Effect
6	Habit Interference
7	Reaction Time
8.	STM*
9.	Concept Formation*
10	Knowledge of Result*
11.	Mental Set

General Instructions:

1. Each batch of practical will consist of a maximum 15 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 4 lecture periods.
4. Students will be required to maintain a journal for this course and obtain the completion certificate from the teacher in-charge and certified by H.O.D. Without this certificate, the students will not be allowed to appear for the Internal Examination and End Semester Examination (ESE) as per the rules of the credit system.

Conduct of Practical Examination of Credit System.

Evaluation of Practical-(Total 2 Credits)

There will be 20 marks for continuous (internal) assessment (1 credits) and 30 marks for the End of Semester Examination.

a) Continuous (Internal) Assessment of practical: 20 marks (1 Credits)

There will be internal practical examination after completion of five practicals and the division of 20 internal marks like following:

Items	Marks
Written Assessment	20
Total	20

b) End Semester Examination (ESE): 30 marks

Items	Marks
Instructions	05
Oral	05
Exam Report	05
Journal	15
Total	30

External examination will be conducted at departmental level and subject teacher and one expert appointed by H.O.D. will conduct the examination:

1. Each batch of practical examination will consist of a maximum of 15 students.
2. Subject teacher and expert appointed by H.O.D. will jointly set a question paper.
3. Each question paper will have two subsets i.e. A and B.
4. Duration of the External practical examination will be 2 hours per batch.
5. Marks are given by both examiners; average of the same will be calculated and considered as final marks of the students under the given heading.
6. Final mark list will be submitted to the H.O.D.

References :

1. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
2. Kerlinger, F.N. (1995). *Foundations of behavioral research*. New York: Rinehart Winston. Inc. Surjeet Publications.
3. Kothari, C.R. (reprint 2009). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
4. Singh, A.K. (2006). *Tests, Measurements and research methods in behavioral sciences*. Patna: Bharati Bhavan.

Progressive Education Society's
Modern College of Arts, Science and Commerce (Autonomous)
Shivajinagar, Pune 5
(An Autonomous College Affiliated to Savitribai Phule Pune University)
Second Year of B.A. (2024 Course) Semester IV

Code:- 24ArPsyU4301

Name:- Applied Social Psychology

Teaching Scheme: TH: 4 Hrs/Week

Credits: 4

Examination Scheme: CIA: 40 Marks, ESE: 60 Marks

Prerequisite Course: SYBA Psychology

Course Objectives:

1. To help students understand the essentials of communication skills
2. To assist students investigate various concepts involved in Group Behaviour.
3. To help students understand the key concepts of social influence, including conformity, obedience, and compliance, and their impact on behavior.
4. To help students explore the factors influencing interpersonal attraction and the dynamics of forming and maintaining close relationships.
5. To help students explore the meaning, nature, and levels of aggression, and how environmental, media, and cultural factors influence it.
6. To assist students in understanding bullying, abuse, violence, and strategies for managing aggression.

Course Outcomes:

On completion of this course, students will be able to-

1. understand the essentials of communication skills
2. investigate various concepts involved in Group Behaviour.
3. understand the key concepts of social influence, including conformity, obedience, and compliance, and their impact on behavior.
4. explore the factors influencing interpersonal attraction and the dynamics of forming and maintaining close relationships.
5. explore the meaning, nature, and levels of aggression, and how environmental, media, and cultural factors influence it.
6. understand bullying, abuse, violence, and strategies for managing aggression.

Course Contents

Chapter 1	COMMUNICATION AND GROUP BEHAVIOUR	
	1.1: Communication: Definition, Meaning, Process and Types of Communication 1.2: Communication Skills: Presentation, Interview, Group Discussion 1.3: Definition, Characteristics, Types of Groups and Formation of Group 1.4: Group Decision Making Process	
Chapter 2	SOCIAL INFLUENCE	
	2.1: Introduction to Social Influence: Definition, Types, and Key Concepts (Loafing, Social Inhibition) 2.2: Conformity: Theories, Factors, and Social Norms 2.3: Obedience: The Role of Authority and Psychological Mechanisms (Milgram and Zimbardo Experiment) 2.4: Compliance: Techniques and Factors Influencing Compliance	
Chapter 3	INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS	
	3.1: Nature and Determinants of Attraction 3.2: Close Relationships: Friendship, types and its importance 3.3: Close Relationships: Family, types and its importance 3.4: Love: Types and Sternberg's theory of Love	
Chapter 4	AGGRESSION	
	4.1: Meaning, Nature and levels of aggression 4.2: Factors affecting aggression: Environmental, Media, Cultural 4.3: Bullying, Abuse & Violence 4.4: Managing aggression	

Reference Books:

1. Aronson, E., Branscombe, N., Baron, R., Wilson, T. D., Sommers, S. R., Page-Gold, E., & Lewis, N. (2022). *Social Psychology*.
2. Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University), 12/E (With CD)*. Pearson Education India.
3. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
4. Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. SAGE.
5. Heinzen, T., & Goodfriend, W. (2020). *Social Psychology*. SAGE Publications, Incorporated.
6. Singh, A. K. (2019). *SOCIAL PSYCHOLOGY, Second Edition*. PHI Learning Pvt. Ltd.
7. Social psychology, 12h edition by Robert A. Baron, Nyla R. Branscombe, Dom R. Byrne, Goap Bhardwaj
8. Natu S.A, Vaidya A, Rajhans M (2012), *सामाजिक मनशास्त्र*, Pearson Publications, New Delhi
9. Golwilkar S , Abhyankar S, Kher T(2012) , *सामाजिक मनशास्त्र*, Narendra Prakashan, Pune
10. Gadekar (2013), *सामाजिक मनशास्त्र*, Diamond Publications, Pune
11. Tadsare, Tambake, Patil, Darekar (2008), *सामाजिक मनशास्त्र*, Phadke Prakashan, Pune 008), Samajik Manasshastra, Phadke Prakashan, Pune

Progressive Education Society's**Modern College of Arts, Science and Commerce (Autonomous)****Shivajinagar, Pune 5****(An Autonomous College Affiliated to Savitribai Phule Pune University)****Second Year of B.A (Psychology) Semester IV (NEP) (2023 Course)****Code:- 24ArPsyU4401****Name:- Decision Making**

Teaching Scheme: TH: 2 Hrs/Week

Credits: 2

Examination Scheme: CIA: 20 Marks, ESE: 30 Marks

Prerequisite Course: F.Y.U.G. Completed

Course Objectives:

1. To help students understand nature and importance of decision making in day-to-day life
2. To aid students in comparing different types of decisions
3. To help students evaluate various methods of decision making
4. To guide students in applying decision making skills in day –to -day life
5. To encourage students evaluate decision making skills in interpersonal relations
6. To encourage students to solve problems by using effective decision making skills

Course Outcomes:**After completion of this course students will able to:**

1. understand nature and importance of decision making in day –to -day life
2. compare different types of decisions
3. evaluate various methods of decision making
4. apply decision making skills in day –to -day life
5. evaluate decision making skills in interpersonal relations
6. solve students problems by using effective decision making skills

Course Contents

Chapter 1	Decision Making : Nature
	1.1: What is decision making? Importance of making good decisions. 1.2: Types of Decisions 1.3: Decision Making Heuristics: structure and functions 1.4: Reasoning, Problem solving and decision making
Chapter 2	Applications of Decision making skills in everyday life
	2.1: Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices 2.2: Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions. 2.3: Decision making at the workplace: developing competencies and skills required for effective decision making. 2.4: Organizational decision making

References:

1. Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India
2. Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.
3. Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.
4. Weber, E., & Johnson, E. (2009). Mindful judgment and decision making. Annual Review of Psychology, 60, 53-85.
5. Slovic, P., Finucane, M., Peters, E., & MacGregor, D. G. (2002). The affect heuristic. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), Heuristics and biases: The psychology of intuitive judgment (pp. 397–420). New York: Cambridge University Press.
6. Thaler, R. H., & Sustein, C. R. (2008). Nudge: Improving decisions about health, wealth, and happiness. Yale University Press.
7. Kahneman, D., & Frederick, S. (2002). Representativeness revisited: Attribute substitution in intuitive judgment. In T. Gilovich, D. Griffin, & D. Kahneman (Eds.), Heuristics and biases: The psychology of intuitive judgment (pp. 49–81). New York: Cambridge University Press.
8. Griffin, D., Gonzalez, R., & Varey, C. (2001). The heuristics and biases approach to judgment under uncertainty. In A. Tesser & N. Schwarz (Eds.), Blackwell handbook of social psychology: Intraindividual processes (Vol. 1, p. 207–235). London: Blackwell.
9. Becker, G. M., & McClintock, C., G. (1967). Value: behavioral decision theory. Annual Review of Psychology. 18, 239-286.