



**Faculty: Arts**

**Programme Name: Bachelor of Arts**

**Programme Code: SIUAPS**

**Subject: Psychology**

**Psychology Major and Minor**

**Choice-based Credit System Syllabus  
(Under NEP)**

**Approved by the Board of Studies in  
Psychology to be implemented from  
June 2024**

**Semester III**  
**Psychology- Major**  
**Syllabus of Child Psychology**

❖ **Learning Objectives:**

- On completion of the course students will have knowledge about concepts in Human Development.
- On completion of this course students will be able to describe physical, cognitive and psychological development across different age groups.
- On completion of this course students will be able to give examples of concepts learnt in the syllabus of developmental psychology from their daily life.

<b>Class</b>	<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>No. of Lectures per semester/per week</b>	<b>Number of credits</b>	<b>Marks</b>
<b>SYBA</b>	<b>3</b>	<b>SIUPSMJ211</b>	<b>Child Psychology</b>	<b>60/4</b>	<b>4</b>	<b>60+40= 100</b>

❖ **Course outcomes:**

On completion of this course students will be able to:

- 1) Describe the stages of prenatal development, birth, interaction of heredity and environment in the process of development.
- 2) Explain the stages and or process of physical, cognitive, social and personality development during infancy, preschool years and middle childhood
- 3) Apply the concepts taught in Child Psychology to their own or others' lives.
- 4) Make a presentation to discuss questions about the concepts taught in Child Psychology and their application in specific contexts.

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>The Start of Life; Birth and the New-born Infant</b></p> <p>a) Earliest Development  b) The Interaction of Heredity and Environment  c) Prenatal Growth and Change  d) Birth, labor, Birth Complication; Competent new born</p>	15
2	<p style="text-align: center;"><b>Infancy: Forming foundations of life</b></p> <p>a) Physical development in infancy (Growth and stability, motor development, development of senses)  b) Cognitive development in infancy (Piaget’s approach, information-processing approach, the roots of language)  c) Social and personality development in infancy (The roots of sociability, forming relationships, differences among infants)</p>	15
3	<p style="text-align: center;"><b>Preschool Years</b></p> <p>a) Physical development during preschool years (physical growth, keeping pre-schoolers healthy)  b) Cognitive development in preschool years (intellectual development, growth of language and learning)  c) Social and personality development in preschool years (Forming a sense of self, developing racial and ethnic awareness, friends and family, moral development and aggression)</p>	15
4	<p style="text-align: center;"><b>Middle Childhood Years</b></p> <p>a) Physical development in middle childhood (Physical development, keeping children fit)  b) Cognitive development in middle childhood (intellectual development, language development)  c) Social and personality development in middle childhood (The developing self, relationships, increasing children’s social competence, family and school)</p>	15

❖ **The topic “Introduction to Lifespan Development” is to be taught in brief as an Orientation to this subject. No questions should be asked on it in the examination.**

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**Semester IV**  
**Psychology- Major**  
**Syllabus of Psychology of adolescence and adulthood**

Class	Semester	Course Code	Course Name	No. of Lectures per semester/per week	Number of credits	Marks
SYBA	4	SIUPSMJ22 1	Psychology of adolescence and adulthood	60/4	4	60+40= 100

❖ **Course outcomes:**

On completion of this course students will be able to:

- 1) State the physical changes that take place during adolescence, and the cognitive, social, personality development during adolescence
- 2) Explain the stages and or process of physical, cognitive, social and personality development during early, middle and late adulthood
- 3) Apply the concepts taught in this paper in the concerned semester to their own or others' lives
- 4) Make a presentation to discuss research questions about the concepts taught in the concerned semester or their application in specific contexts

Unit no.	Name of the Unit	No of lectures
1	<p style="text-align: center;"><b>Adolescence</b></p> <p>a) Physical maturation (Growth during adolescence, food, nutrition and eating disorders)</p> <p>b) Cognitive development and schooling (Piagetian approach, information processing approach, egocentrism in thinking, school performance, threats to adolescent well-being)</p> <p>c) Social and personality development in adolescence (Identity, relationships with friends, family, peers, popularity, conformity, dating, sexual behaviour, teenage pregnancy)</p>	15
2	<p style="text-align: center;"><b>Early adulthood</b></p> <p>a) Physical development in early adulthood</p> <p>b) Cognitive development in early adulthood (cognitive development, college- pursuing higher education)</p> <p>c) Social and personality development in early adulthood (forging relationships, course of relationships, work- choosing and embarking on a career)</p>	15
3	<b>Middle adulthood</b>	15

	<ul style="list-style-type: none"> <li>a) Physical development in middle adulthood (Physical development, sex in middle adulthood, health)</li> <li>b) Cognitive development in middle adulthood</li> <li>c) Social and personality development in middle adulthood (personality development, relationships, work and leisure)</li> </ul>	
<b>4</b>	<b>Late adulthood</b>	<b>15</b>
	<ul style="list-style-type: none"> <li>a) Physical development during late adulthood (Physical development, health and wellness in late adulthood)</li> <li>b) Cognitive development during late adulthood</li> <li>c) Social and personality development in late adulthood (Personality development and successful aging, daily life of late adulthood, relationships- old and new)</li> </ul>	

**Book for study**

- Feldman, R.S. (2018). *Development across the lifespan* (8<sup>th</sup> ed). Pearson

❖ **Books for reference:**

- Burman, E. (2017). *Deconstructing developmental psychology* (3rd ed). Routledge Publication
- Gillibrand, R., Lam, V. & O'Donnell, V. L. (2016). *Developmental Psychology* (2<sup>nd</sup> ed). Pearson Education Ltd.
- Kail, R.V. (2007). *Children and their Development*. (4<sup>th</sup> Ed). New Jersey: Pearson Education Inc.
- Pillemer, D.B. & White, S. H. (2005). *Developmental Psychology and Social Change: Research, History and Policy*. Cambridge University Press
- Shaffer, D. R., & Reed, S. K. (2004). *Cognition: Theory and Applications*. (6<sup>th</sup> ed.), Wadsworth/ Thomson Learning, Indian Reprint 2000

## Semester III

### Syllabus of Social Psychology

(This paper will be offered to the students with psychology Major as well as Psychology Minor)

#### ❖ Learning Objectives:

- On completion of the course students will be able to explain basic concepts in Social Psychology.
- On completion of the course students will be able apply the concepts learnt to explain incidents in real life

Class	Semester	Course code	Course Name	No. of Lectures per semester/per week	Number of credits	Marks
SYB A	3	SIUPSMN211	Social Psychology: Theoretical perspective	60/4	4	60+40 = 100

#### ❖ Course outcomes

On completion of this course students will be able to:

- 1) Explain the concepts of heuristics, schema, attribution, impression formation and management.
- 2) Illustrate the process of attitude formation, persuasion
- 3) State in detail the causes of stereotypes, prejudice and discrimination and mention the ways to deal with them
- 4) Relate the concepts learnt in the syllabus of Social Psychology to real-life incidences and explaining real-life scenarios in the light of concepts/ theories learnt
- 5) Conduct surveys to understand application of concepts learnt in the syllabus

<b>Unit No.</b>	<b>Topics</b>	<b>No of lectures</b>
<b>1</b>	<p align="center"><b>Social Perception</b></p> <p>a) Nonverbal Communication: An unspoken language  b) Attribution: Understanding the causes of behaviour  Impression formation and Management: Combining information about others</p>	<b>15</b>
<b>2</b>	<p align="center"><b>Social Cognition</b></p> <p>a) Heuristics: How we employ simple rules in Social Cognition  b) Schema: Mental frameworks for organizing social information  c) Automatic and Controlled Processing in social thought  d) Potential sources of error in social cognition: Why total rationality is rarer than you think; Affect and Cognition: How feelings shape thought and thought shapes feelings</p>	<b>15</b>
<b>3</b>	<p align="center"><b>Attitudes</b></p> <p>a) Attitude formation: How attitudes develop? When and why do attitudes influence behaviour? How do attitudes guide behaviour?  b) The science of persuasion: How attitudes are changed; Resisting persuasion attempts  c) Cognitive Dissonance: What it is and how we can manage it?</p>	<b>15</b>
<b>4</b>	<p align="center"><b>Causes, cures of Stereotyping, Prejudice and discrimination</b></p> <p>a) How members of different groups perceive inequality  b) Nature and origins of stereotyping  c) Prejudice: Feelings towards social groups; Discrimination: Prejudice in action  d) Why prejudice is not inevitable: Techniques for countering its effects</p>	<b>15</b>

❖ **The topic “Social Psychology: The Science of the Social Side of Life” is to be taught in brief as an Orientation to this subject. No questions should be asked on it in the examination.**

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### Semester IV: Social Psychology

Class	Semester	Course code	Course Name	No. of Lectures per semester/per week	Number of credits	Marks
SYBA	4	SIUPSMN221	Social Psychology: Applications	60/4	4	60+40=100

#### ❖ Course outcomes

On completion of this course students will be able to:

- 1) Explain the concepts of conformity, compliance and obedience to authority
- 2) Compare and contrast different theories of aggression and prosocial behaviour, critically evaluate the factors that increase or decrease aggression and prosocial behaviour
- 3) Describe in detail the dynamics of working in groups by giving real-life examples of the same
- 4) Relate the concepts learnt in the syllabus of Social Psychology to real-life incidences and explaining real-life scenarios in the light of concepts/ theories learnt
- 5) Conduct surveys to understand application of concepts learnt in the syllabus

Unit No.	Topics	No of lectures
1	<p style="text-align: center;"><b>Social Influence</b></p> <p>a) Conformity: How groups and norms influence our behaviour                      b) Compliance: To ask-Sometimes-Is to receive                      c) Obedience to authority: Would you harm someone if ordered to do so?                      d) Unintentional social influence</p>	15
2	<p style="text-align: center;"><b>Prosocial Behaviour</b></p> <p>a) Why people help: Motives for prosocial behaviour                      b) Responding to an emergency: Will bystanders help?                      c) Factors that increase or decrease the tendency to help                      d) Crowdfunding: A new type of prosocial behaviour                      e) Are prosocial behaviour and aggression opposites?</p>	15
3	<p style="text-align: center;"><b>Aggression</b></p> <p>a) Perspectives on Aggression: In search of the roots of violence                      b) Causes of Human aggression: Social, cultural, personal, situational                      c) Aggression in the classroom and workplace                      d) The prevention and control of aggression: Some useful techniques                      e)</p>	15
4	<p style="text-align: center;"><b>Groups and Individuals</b></p> <p>a) Groups: When we join, when we leave                      b) Effects of presence of others: From task performance to behaviour in crowds</p>	15



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|---|--|
| <p>c) Coordination in groups: Cooperation or conflict?<br/> d) Perceived fairness in groups: Its nature and effects<br/> e) Decision making by groups: How it occurs and its pitfalls</p> |  |
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**Book for study:**

Baron, R.A., Branscombe, N.R., Kapur, P (2017). *Social Psychology* (14<sup>th</sup> ed). Pearson Education Ltd.

● **Reference material:**

Aronson, E., Wilson, T.D. & Akert, R.M. (2007). *Social Psychology* (6<sup>th</sup>ed), New Jersey, Pearson Education, Prentice Hall

Baumister, R.F., Bushman, B. J. (2008). *Social Psychology and Human Nature*. International Student edition, Thomson Wadsworth

Crawford, L. A. & Novak, K.B.(2018). *Individual and Society: Sociological social Psychology* (2<sup>nd</sup> ed). Routledge Taylor and Francis Group

Dalal, A. K. & Misra, G. (2002). Social Psychology in India: Evolution and Emerging Trends. In Dalal, A. K. & Misra, G. (Eds) *New Directions in Indian Psychology (vol. 1: Social Psychology)*, pp 1-26.

Delamater, J.D.& Myers, D.J. (2007). *Social Psychology* (6<sup>th</sup>ed), Thomson Wadsworth International student edition

Greifeneder, R., Bless, H. & Fiedler, K. (2017). *Social Cognition: How people construct social reality* (2<sup>nd</sup> ed). Psychology Press

House, J.S. (1977). The Three Faces of Social Psychology, *Sociometry*, 40 (2), 161-177.

Misra, G. (Eds) (2015). *Applied Social Psychology in India*. Sage Publications.

Myers, D., & Twenge, J. M. (2017). *Exploring Social psychology* (8<sup>th</sup> ed). McGraw Hill Publication

Pandey, J. & Singh, P. (2005). Social Psychology in India: Social roots and development. *International Journal of Psychology*, 40 (4), 239-253

Rohall, D.E., Milkie, M.A. & Lucas, J. W. (2011). *Social Psychology: Sociological Perspectives* (2<sup>nd</sup> ed). Pearson

## PATTERN OF EVALUATION

- In each Semester a student will be assessed for 100 marks.
- The 100 marks are divided as 60 marks (theory paper) + 40 marks (Internal Assessment)

### **Paper pattern for 60 marks Semester-end Examination:**

- There will be 4 Questions, one per unit, each carrying 15 marks. All questions are compulsory but there will be internal option in each question.

### **Pattern for Internal Assessment of 40 marks**

- 40 marks of Internal Assessment are divided as:
  - 20 marks for Written test on any one of the topics taught in that paper during the concerned semester
  - 20 marks for assignment
- **Assignments should be done on any topic from any unit taught in that semester for that subject. It is important to get the topic approved from the teacher-in-charge.**
- For the paper of Social Psychology, during semester 3, the topic “The Self: Answering the question Who Am I?” and during semester 4, the topic- “Liking, love and other close relationships” can be considered only for assignment.
- Please note, assignments to be completed by students in both the semesters are **GROUP ASSIGNMENTS**
- One of the following options can be chosen for assignment by the group:

- Poster/ PPT presentations:** Students should make and present posters or PPTs on the topic chosen by them, elaborate on the concept chosen by them or discuss about the question selected by them, specifying recent research about that concept, and real-life examples or applications of the same. (They must get the topic approved by the teacher before they start working on the poster).
- Skit presentation:** Students will be divided in groups. The group must choose a topic for skit; get it approved by the concerned teacher. They should present a small skit on the topic chosen, and at the end of it discuss the major aspects of the concept/s covered.
- Student symposium:** A group of students must choose a topic/ a question related to topics taught in the syllabus. They must get this topic approved by the teacher-in-charge. The members of the group should make a presentation about various aspects of the topic/ question chosen.
- Survey:** A group of students can choose a topic related to the syllabus. They must get the topic/ research question approved by the teacher-in-charge. They can conduct a small survey in the college or their neighbourhood to collect information about the topic chosen. The group must get the questions they will be asking survey participants approved by the teacher-in-charge. Ethical guidelines

for data collection must be followed. Information gathered should be presented to the teacher-in-charge/ they should write a brief report about the information gathered.

- e) **Child Psychology- Action project:** For Developmental Psychology, a group of students can choose a toy/game/ book/ physical activity and explain how it is related to a specific physical/ cognitive/ social/ psychological developmental stage. They should make a presentation/ write a report having following subtopics:
- Description of the toy or a play (they can show actual toy/ pictures of the same/ pictures of the play or game/ book)
  - Which developmental stage (physical/ cognitive/ social/ psychological) or a theory is it related to? How?
  - Developmental benefits of playing that game/ playing with that toy
  - Improvements/ additions/ suggestions, if any, for the toy/play/ game/ book