

John Wilson Education Society's

**Wilson College
(Autonomous)**

Chowpatty, Mumbai-400007
RE-ACCREDITED 'A' grade by NAAC

Affiliated to the
UNIVERSITY OF MUMBAI



**Syllabus for Second Year (S.Y.) under
New Education Policy (NEP 2020)**

**Program: B.A
Program Code: WUAPSY Psychology Choice Based Credit System (CBCS) with effect from
Academic year 2024–2025**

PROGRAM OUTLINE 2024-2025

YEAR	Course	COURSE CODE	COURSE TITLE	CREDITS
SYBA SEM-III	Mandatory Course -I	WAPSYMJ231	Social Psychology- I	3
	Mandatory Course -II	WAPSYMJ232	Developmental Psychology: A Focus on Adolescent and Adult Development-I	3
	Skill Enhancement Course	WAPSYSE231	Stress Management	2
	Open Elective	WSPSYOE 231	Positive Psychology	2
	Project		Field Project	4
SYBA SEM-IV	Mandatory Course -I	WAPSYMJ241	Social Psychology-2	3
	Mandatory Course -II	WAPSYMJ242	Developmental Psychology:A Focus on Adolescent and Adult Development - II	3
	Vocational Skill Course	WAPSYVS241	Vocational Guidance	2
	Open Elective	WSPSYOE241	Intimacy and Relationships	2
	Project		Field Project	4

PROGRAMME SPECIFIC OUTCOME (PSOs)

At the end of the programme, the learner will be able to:

1. Discuss knowledge which forms the theoretical basis of the science of Psychology.
2. Employ Information and Communication Technology in Psychology related disciplines and careers.
3. Employ professional ethics.
4. Appraise psychological assessment tools like standardized questionnaires.

5. Appraise various fields of theoretical and applied psychology and identify which field they would like to pursue in higher education or as a career.
6. Employ research methodology, statistical knowledge and techniques to write a research paper.
7. Identify a variety of theoretical orientations and micro-skills that drive the functioning of an effective mental health professional.
8. Report foundational knowledge and skills required to function in a clinical, counselling or organisational set up.

PREAMBLE:

Bachelor of Arts (B.A.) in Psychology is an undergraduate course of the Wilson College, Chowpatty, Mumbai (Autonomous). The Choice Based Credit System to be implemented through this curriculum will allow students to develop a strong foundation in Psychology and specialize in the area of interest.

This syllabus is prepared to give sound knowledge and understanding of Psychology to undergraduate students in the second year of the B.A. degree course. The goal of the syllabus is to make the study of Psychology as stimulating, interesting and relevant to work . The syllabi are prepared with the aim of preparing students for study of advanced concepts in Psychology. An exposure to various areas of Psychology will develop an abiding interest in Psychology.

The new and updated syllabi aim at developing global competencies and enhancement of skills in students. The syllabi have intellectual vigour and depth, making them comparable to the syllabi of other universities at the same level. Conceptual understanding, development of basic research skills, gaining hands on experience through field projects, creating an interest in Applied Psychology and developing an orientation to professional work in Psychology have been kept in mind, which will be beneficial in the personal and professional life of students.

PROGRAM(s): S.Y.B.A		SEMESTER: III			
Course: III		Course Code: WAPSYMJ231			
		Course Title: Social Psychology-I			
Teaching Scheme					Evaluation Scheme
Lectures (Hour per week)	Practical (Hour per week)	Tutorial (Hour per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
03	NA	-	03	40	60
Learning Objectives:					
<ol style="list-style-type: none"> 1. To create in students knowledge of the basic concepts and modern trends in Social Psychology 2. To create interest in Social Psychology as a field of study and research among students 3. To create awareness in students of the applications of the various concepts in Social Psychology in the Indian context 					
Course Outcomes:					
The learners will be able to:					
CO1.Explain the scientific nature of social psychology.					
CO2.Explain the diverse factors that shape social thought and behavior					
CO3.Explain various methods of research used in social psychology.					
CO4 Explain the five basic nonverbal channels of communication					
CO5 Explain on theories of attribution.					
CO6 Discuss the importance of affiliation in human relationships.					
CO7 Examine the main types of close relationships formed by people.					

Detailed Syllabus Social Psychology-I			
Course Code:-	Unit	Course/ Unit Title	03 Credits/ 45 Lectures
WAPSYMJ231	I	<u>Social Psychology: The Science of the Social Side of Life</u>	15
	1.1	Social Psychology: What it is and is not	3
	1.2	Social psychology: Advances at the boundaries	3
	1.3	How social psychologists answer the questions they ask: Research as the route to increased knowledge	3
	1.4	The role of theory in social psychology	3
	1.5	The quest for knowledge and the rights of individuals: Seeking an appropriate balance	3
	II	<u>Social Perception: Seeking to Understand Others</u>	15
	2.1	Nonverbal communication: An unspoken language	2
	2.2	Attribution: Understanding the causes of behavior	3
	2.3	Impression formation and management: Combining information about others	3
	2.4	What research tells us about the role of nonverbal cues in job interviews?	3

	2.5	What research tells us about why some people conclude they are superior to others?	4
	III	<u>Liking, Love and Other close relationships</u>	15L
	3.1	Internal sources of liking others: The role of needs and emotions	2
	3.2	External sources of attraction: The effects of proximity, familiarity and physical beauty	3
	3.3	Sources of liking based on social interaction	3
	3.4	Close relationships: Foundations of social life	3
	3.5	What research tells us about dramatic differences in appearance between partners: Is love really blind?	3
	3.6	What research tells us about two factors that may destroy love-jealousy and infidelity	1

Book for Study

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Books for Reference-

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation. Pearson India Education Pvt.Ltd.

Crisp, R.J., & Tumer, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).

Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt Ltd.

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.

Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Examination

Continuous Internal Assessment (CIA) : 40 marks

Examination/ Modality of Assessment

A. Internal

Continuous Internal Assessment (CIA): 40 marks

CIA 1 Class Test To include any of or a combination of mcqs, objectives, definitions, short notes for 20 marks

CIA 2 Case study/ field visit report/ presentation/ project/ Experiential tasks/ Assignments- for 20 marks

B. External Examination- 60 Marks per paper

Semester End Theory Examination:

Theory Examination Pattern:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:

There shall be **four theory questions** each of **fifteen marks**, **one from each unit** with **internal choice** and the **fourth question** (Five concepts – definitions or **explain in brief**) from **all units**. All questions shall be **compulsory with choice between questions**

There will be a supplementary exam.

PROGRAM(s): SYBA		SEMESTER: III			
Course:IV		Course Code: WAPSYMJ232 Course Title: Developmental Psychology:A Focus on Adolescent and Adult Development - I			
Teaching Scheme					Evaluation Scheme
Lectures (Hour per week)	Practical (Hour per week)	Tutorial (Hour per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
03	NA	--	03	40	60
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To create in students knowledge of the basic concepts, principles, perspectives and modern trends and challenges in Developmental Psychology 2. To create analytical skills involved in discussing these challenges 3. To create interest in Developmental Psychology as a field of study and research among students 4. To create awareness in students of the implications and applications of the various concepts, principles, perspectives and theories in Developmental Psychology in daily life in the Indian context 					
<p>Course Outcomes:</p> <p>The learners will be able to:</p> <p>CO1. Define the field of developmental psychology.</p> <p>CO2 Explain the areas that are covered by specialists in lifespan development.</p> <p>CO3. Explain the physical changes and disorders that are experienced by adolescents as puberty is reached.</p> <p>CO4. Discuss identity formation during adolescence.</p> <p>CO5. Discuss the nature of family and peer relationships during adolescence.</p> <p>CO6 Distinguish between reference groups, cliques and crowds</p> <p>CO7. Distinguish between different coping strategies.</p> <p>CO8 Explain the relationship between resilience and coping</p> <p>CO9. Explain cognitive development in early adulthood</p> <p>CO10.Explain the nature of postformal thought.</p> <p>CO11.Compare and contrast the different kinds of love and attachment styles</p>					

Detailed Syllabus
Developmental Psychology

Course Code WAPSYMJ232	Unit	Course/ Unit Title	03 Credits/ 45 Lectures
	I	<u>An Introduction to Lifespan Development and Adolescence Physical & Cognitive development</u>	15 L
	1.1	An orientation to lifespan development	2
	1.2	Defining life span development	3
	1.3	Scope of the field	3
	1.4	Basic influences in development	2
	1.5	Physical maturation in adolescence	2
	1.6	Cognitive development in adolescence	2
	1.7	Threats to adolescence well being	1
	II	<u>. Social and Personality Development in Adolescence</u>	15L
	2.1	Identity: Asking 'Who am I'	5
	2.2	Relationships: Family and friends	5
	2.3	Dating, sexual behaviour and teenage pregnancy	5

III	<u>Physical, Cognitive, Social and Personality Development in Early Adulthood</u>	15L
3.1	Physical and Cognitive Development	5
3.2	Forging Relationships: Intimacy, Liking and Loving during Early Adulthood	5
3.3	Work: Choosing & Embarking on a Career	5

Book for Study

Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd

Books for reference

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.

Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12^h Ed). McGraw Hill, international Edition

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12^h Ed). McGraw Hill, international Edition

Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education. Singh, A. (Ed.)

(2015). Foundations of human development: A life span approach. Orient Longman.

Examination

A. Internal

Continuous Internal Assessment (CIA): 40 marks

CIA 1 Class Test To include any of or a combination of mcqs, objectives, definitions, short notes for 20 marks

CIA 2 Case study/ field visit report/ presentation/ project/ Experiential tasks/ Assignments- 20 marks

Marks will be added together.

B. External Examination- 60 Marks per paper

Semester End Theory Examination:

Theory Examination Pattern:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:

There shall be **four theory questions** each of **fifteen marks**, **one from each unit** with **internal choice** and the **fourth question** (Five concepts – definitions or **explain in brief**) from **all units**. All questions shall be **compulsory with choice between questions**

There will be a supplementary exam.

PROGRAM(s): SYBA		SEMESTER: III			
Course: Skill Enhancement Course		Course Code: WAPSYSE231 Course Title: Stress Management			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment	Semester End Examination (Marks- 60)
02	–	–	02	-	60
Learning Objectives: To create in students knowledge of basic concepts in the field of Stress Management. To create in students an interest in the field of Stress Management. To create in students life-long learning in the field of Stress Management. To create in students knowledge of application of skills for Stress Management.					
Course Outcomes: <i>At the end of the Course, the learner will be able to:</i> CO 1 Explain some of the concepts: stressors, stress reactivity, strain and wellness, comprehensive stress management. CO 2 Explain stress theories. CO 3 Explain techniques for interpersonal interventions or anxiety management CO4 Discuss techniques of relaxation.					

Detailed Syllabus
Stress Management

Course Code:	Unit	Course/ Unit Title	02 Credits/ 30 Lectures (L)
WAPSYSE231	I	Interpersonal and Anxiety Interventions	15 L
	1.1	Stress, Types of Stress, Stress Models, Comprehensive stress Management	4
	1.2	Interpersonal Interventions	4
	1.3	Anxiety management	4

	1.4	Questionnaires – Brief Cope or Perceived Stress Scale (Self-Administration).	3
	II	Relaxation Interventions	15L
	2.1	Autogenic training, imagery, progressive relaxation, meditation	5
	2.2	Biofeedback, diaphragmatic breathing, body scanning	5
	2.3	Massage, Acupressure, yoga, aerobic exercise, music- Raagaas and Chanting	5

Book for Study

Greenberg, J.S. (2013). Comprehensive Stress Management. Thirteenth Edition. New York McGraw-Hill.

Books for Reference

- 1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). Stress Mastery: The Art of Coping Gracefully. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd
- 2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 3) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 4) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.
- 5) Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 7) Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Examination/ Modality of Assessment

Will be based on single Semester end exam of 60 marks

Exam paper will include objectives, theory, answer in brief,

Twenty Objectives from all units.

20 marks

2 Theory questions of 10 marks each, with internal choice, from two different units.

20 marks

4 Answer in brief (of 5 marks each)

20 marks

Marks will be converted into grades.

Please Note

NO ATKT UNDER NEP

Supplementary exam will be held.

PROGRAM(s):		SEMESTER: III			
Course: Open Elective		Course Code: WSPSYOE 231 Course Title: Positive Psychology			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment	Semester End Examination
02	–	–	02	30+30	NIL
Learning Objectives: 1. To create in students knowledge of basic concepts in the field of Positive Psychology. 2. To create in students an interest and passion for Positive Psychology. 3. To create interest in application of principles, knowledge and skills of Positive psychology in personal and professional lives.					
Course outcomes: At the end of the programme the learners will be able to: Explain positive emotions and happiness or hope and optimism or Positive Institutions or mental health or self-efficacy or hope or forgiveness or empathy or resilience through TWO written assignments.					

Detailed Syllabus
Positive Psychology

Course Code: WSPSYOE 231	Unit	Course/ Unit Title Open Elective	02 Credits/ 30 Lectures
	I	Positive Psychology: An Introduction	15L
	1.1	Positive Psychology-Assumptions, Goals and Definitions	3

	1.2	Positive Emotions	3
	1.3	The Broaden and Build Theory of Positive Emotions	3
	1.4	Intervention Programs based on positive emotions	3
	1.5	Positive Psychology exercises	3
	Unit II	Positive subjective states and Positive Individual Traits	15L
	2.1	Optimism and Hope	3
	2.2	Self-Efficacy	4
	2.3	Forgiveness and Flow	4
	2.4	Gratitude, Empathy and kindness	4

Book for study

Lopez, S. J., Pedrotti, J.T., Snyder, C.R. (2019). Positive Psychology : The Science and Practical Explorations of Human Strengths (Fourth Ed.). New Delhi: Sage South Asia Edition.

References

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology* (14th Ed.). New Delhi:

Pearson Education; Indian reprint 2017

Fredrickson, B. L. (2002). Positive emotions. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*. New York: Oxford University Press. pp. 120–134.

Fredrickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91, 330-335

Patnaik, G. (2021). *Positive Psychology for improving mental health and well-being*. Notion Press.

Peterson, C. (2006). *A primer in Positive Psychology*. Oxford: Oxford University Press.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5–14.

Examination/ Modality of Assessment

Will be based on TWO assignments/Projects of 30 marks each.

Marks will be converted into grades.

PROGRAM(s): SYBA		SEMESTER: IV			
Course: III		Course Code: WAPSYMJ241 Course Name: Social Psychology-2			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
3	-	-	03	40	60
Learning Objectives:					
1.To create knowledge of the basic concepts and modern trends in Social Psychology					
2.To create interest in Social Psychology as a field of study and research among students					
3.To create awareness of the applications of the various concepts in Social Psychology in the Indian context					
Course outcomes:					
The learners will be able to:					
CO1 Compare and contrast the concepts of stereotyping, prejudice and discrimination and evaluate gender stereotypes and their impact on organizational hierarchy.					
CO2 Discuss various techniques for reducing prejudice.					
CO3 Explain the causes of prejudice.					
CO4 Explain the theoretical perspectives on aggression.					
CO5 Discuss the causes of aggression.					
CO6 Evaluate techniques for reducing aggression.					
CO7 Identify the factors that influence conformity					
CO8 Explain the six principles of compliance. Outline the various tactics based on these principles.					
CO9 Describe Milgram's experiment on destructive obedience.					
CO10.Explain various ways to resist the effects of destructive obedience.					

Detailed Syllabus
Social Psychology-2

Course Code:	Unit	Course/ Unit Title Social Psychology-2	03 Credits/ 45 Lectures
WAPSYMJ241			
	I	Causes, and Cures of Stereotyping, Prejudice and Discrimination	15L
	1.1	How members of different groups perceive inequality	3

	1.2	The nature and origins of stereotyping	4
	1.3	Prejudice : Feelings toward social groups	3
	1.4	Discrimination: Prejudice in action	2
	1.5	Why prejudice is not inevitable: Techniques for countering its effects	2
	1.6	What research tells us about the role of existential threat in prejudice	1
	II	Aggression: Its Nature, Causes and Control	15L
	2.1	Perspectives on aggression: In search of the roots of violence	3
	2.2	Causes of human aggression: Social, cultural, personal and situational	4
	2.3	Aggression in the classroom and workplace	3
	2.4	The prevention and control of violence: some useful techniques	2
	2.5	What research tells us about the role of emotions in aggression?	2
	2.6	What research tells us about workplace aggression	1
	III	Social Influence: Changing Others' Behavior	15L
	3.1	Conformity: How groups - and norms - influence our behavior.	3
	3.2	Compliance: To ask- sometimes- is to receive	3

	3.3	Obedience to authority: Would you harm someone if ordered to do so?	3
	3.4	Unintentional social Influence: How others change our behaviors even when they are not trying to do so	3
	3.5	What research tells us about how much we really conform?	2
	3.6	What research tells us about using scarcity to gain compliance	1

Book for Study:

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology* (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Books for Reference-

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). *Social Psychology*. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation .Pearson India Education Pvt.Ltd.

Crisp, R.J., & Tumer, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asian adaptation (2017).

Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt Ltd.

Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.

Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education.

Examination

Continuous Internal Assessment (CIA) : 40 marks

Examination/ Modality of Assessment

A. Internal

Continuous Internal Assessment (CIA): 40 marks

CIA 1 Class Test To include any of or a combination of mcqs, objectives, definitions, short notes for 20 marks

CIA 2 Case study/ field visit report/ presentation/ project/ Experiential tasks/ Assignments- for 20 marks

B. External Examination- 60 Marks per paper

Semester End Theory Examination:

Theory Examination Pattern:

1. Duration - These examinations shall be of two hours duration.

2. Theory question paper pattern:

There shall be four theory questions each of fifteen marks, one from each unit with internal choice and the fourth question (Five concepts – definitions or explain in brief) from all units. All questions shall be compulsory with choice between questions

There will be a supplementary exam.

PROGRAM(s): SYBA		SEMESTER: IV			
Course: IV		Course Code: WAPSYMJ242 Course Title: Developmental Psychology:A Focus on Adolescent and Adult Development - II			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
03	–	–	03	40	60
Learning Objectives:					
<ol style="list-style-type: none"> 1. To create knowledge of the basic concepts, principles, perspectives, modern trends and challenges in Developmental Psychology 2. To create analytical skills involved in discussing these challenges 3. To develop interest in Developmental Psychology as a field of study and research among students 4. To develop aware of the implications and applications of the various concepts, principles, perspectives and theories in Developmental Psychology in daily life in the Indian context 					
Course Outcomes:					
The learners will be able to:					
CO 1. Define the concept of senescence.					
CO 2 Explain physical and sensory changes that accompany senescence, as well as disorders in middle adulthood.					
CO 2. Discuss changes in marital satisfaction and phenomena of divorce in middle adulthood.					
CO 3 Explain phenomena faced by middle-aged adults such as the empty nest syndrome, sandwich generation, helicopter parenting and other phenomena occurring in middle age.					
CO 4. Explain the cultural roots of domestic violence, the stages of spousal abuse and the cycle of violence.					
CO 5. Explain the chronic and debilitating physical and psychological disorders affecting individuals in late adulthood.					
CO 6. Explain the role played by lifestyle choices in wellness and suggest ways of promoting good health in aged populations.					
CO 7. Discuss how learning and education continue in late adulthood.					
CO 8. Explain personality development in adulthood.					

Course Code:-	Unit	Course/ Unit Title Developmental Psychology:A Focus on Adolescent and Adult Development - II Paper - Four	03 Credits 45 Lectures
WAPSYMJ242			
	I	Physical and Cognitive Development in Middle Adulthood	15L
	1.1	Physical development	5
	1.2	Health	5
	1.3	Cognitive development	5
	II	Social and Personality Development in Middle Adulthood	15L
	2.1	Personality Development	5
	2.2	Relationships: Family in Middle Age	5
	2.3	Work & Leisure	5
	III	Physical, Cognitive, Social and Personality Development in Late Adulthood	15L
	3.1	Physical and Cognitive development in Late Adulthood	5

	3.2	Health, wellness and daily life in Late Adulthood	3
	3.3	Personality Development and successful aging	4
	3.4	Relationships: Old & new	3

Book for Study

Feldman, R. S. & Babu, N. (2018). **Development across the Life Span**. (8th Ed). India: Pearson India Education services Pvt.Ltd

Books for reference

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.

Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12^h Ed). McGraw Hill, international Edition

Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (I 2^h Ed). McGraw Hill, international Edition

Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.

Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Examination

Continuous Internal Assessment (CIA) : 40 marks

CIA 1 Class Test To include any of or a combination of mcqs, objectives, definitions, short notes for 20 marks

CIA 2 Case study/ field visit report/ presentation/ project/ Experiential tasks/ Assignments-20 marks

External Examination: 60 marks

Semester End Theory Examination:

Theory Examination Pattern:

1. Duration - These examinations shall be of **two hours** duration.

2. Theory question paper pattern:

There shall be **four theory questions** each of **fifteen marks**, **one from each unit** with **internal choice** and the **fourth**

question (Five concepts – definitions or **explain in brief**) from **all units**. All questions shall be **compulsory with choice** between questions

PROGRAM(s): SYBA		SEMESTER: IV			
Course: Vocational Skill Course		Course Code: WAPSYVS241 Course Title: Vocational Guidance			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
02	–	–	02		60
Learning Objectives:					
<p>1.To create knowledge of the basic concepts and principles in Vocational Guidance.</p> <p>2.To develop interest in Vocational Guidance as a field of study among students</p> <p>3.To develop awareness of the applications, of the various concepts and principles, in Vocational Guidance. For instance, the tests and inventories used for the purpose of vocational guidance.</p>					
Course Outcomes:					
<p>. At the end of the Course, the learner will be able to:</p> <p>CO 1 Explain the concepts vocation, vocational guidance, career, work, career guidance, occupation, job, occupational information.</p> <p>CO 2 State the objectives of vocational guidance</p> <p>CO 3 Explain on psychological factors in vocational guidance.</p> <p>CO 4: Explain on Ginzbergs’or Supers’ or Hollands’ theory of career development.</p> <p>CO 5: Describe the role of psychological tests in vocational guidance.</p> <p>CO 6: Discuss psychological tests used in vocational guidance.</p>					

Course Code:-	Unit	Course/ Unit Title Vocational Skill Course	02 Credits/ 30 Lectures
WAPSYVS241	I	An Overview of Vocational Guidance	15L
	1.1	Overview of Vocational Guidance	3
	1.2	Definitions of important terms	4
	1.3	Objectives of vocational guidance	4
	1.4	Psychological factors in Vocational Guidance	4
	II	Psychological Tests and Theories of Vocational Guidance and Counseling	15L
	2.1	Theories of career development -Ginzberg, Super, Holland- Counseling implications	3
	2.2	16PF Cattell and Mead, Kuder Preference Record, RIASEC	4
	2.3	Types of Tests used in Counseling- Aptitude Tests, Interest inventories, Personality inventories	4
	2.4	Importance of Vocational Guidance and Career Development.	4

Book for Study

Brown, S.D. & Lent, R. W. (eds.) (2013). Career Development and Counseling. Putting Theory and Research to work (2nd ed.) New Jersey: John Wiley.

Additional Books/Links for Reference

https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edugudcou-III.pdf

<https://nou.edu.ng/coursewarecontent/VTE%20414.pdf>

<https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/08/Vocational-Guidance.pdf>

Examination/ Modality of Assessment

Will be based on single Semester end exam of 60 marks

Exam paper will include objectives, theory, answer in brief:

Twenty Objectives from all units.

20 marks

2 Theory questions of 10 marks each, with internal choice, from two different units.

20 marks

4 Answer in brief (of 5 marks each)

20 marks

PROGRAM(s): SYBA		SEMESTER: IV			
Course: Open Elective		Course Code: WSPSYOE241			
		Course Title: Intimacy and Relationships			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA)	Semester End Examination (Marks- 60)
02	–	–	02	30 +30	
Learning Objectives:					
<ol style="list-style-type: none"> 1. To create knowledge of basic concepts in Close Relationships 2. To create interest in the field of Close Relationships 3. To apply knowledge and skills in students' personal and professional relationships. 					
Course Outcomes:					
At the end of the Course student will be able					
At the end of the programme the learner will be able to :					
Explain the different types of love OR Explain on factors contributing to successful marriages OR Explain factors contributing to divorce in India OR discuss boundaries in relationships OR discuss relationship resilience OR discuss red flags in dating and marriage in two written projects.					

Detailed Syllabus
Intimacy and Relationships

Course Code:- WSPSYOE241	Unit	Course/ Unit Title Open Elective	02 Credits/ 30 Lectures
	I	Love and commitment	15L
	1.1	Love and Attachment	3
	1.2	Marriage and other committed relationships	4
	1.3	Adjusting to intimate relationships	4
	1.4	Divorce and its consequences	4
	II	Types of Relationships	15L
	2.1	Understanding Healthy and Unhealthy Relationships-Characteristics , Benefits, Factors affecting relationships	3
	2.2	Communication – Steps to a loving relation, styles of communication	4
	2.3	Rights and responsibilities in relationships	4
	2.4	Abusive relationships	4

Book/Links for Study

Kirsh, S.J., Duffy, K.G., & Atwater, E.(2017). Psychology for Living- Adjustment, Growth, and Behaviour Today. Digitally Printed in India.

https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_e_lesson_1.pdf

https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_e_lesson_2.pdf

https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/rm/module_e_lesson_3.pdf

Examination/ Modality of Assessment

Will be based on TWO assignments/Projects of 30 marks each.

Marks will be converted into grades.

Please Note

NO ATKT UNDER NEP

Provision for Supplementary Exam

The SYBA students will need to acquire four credits in Semester Three and Semester Four, through Field Projects, Research Projects, On Job Training and Community Engagement Programmes.

The broad areas of evaluations for the Research Projects and Field Projects, as decided by the Academic Monitoring Committee, Wilson College, are as follows:

- 1) maintaining a log book (as continuous assessment) (approximately 30% weightage)
- 2) project report (approximately 40% weightage)
- 3) oral presentation/ viva (approximately 30% weightage)

The weightage of these may vary depending on projects.

The students will be graded on a 10 point Grading System. :

The SYBA Psychology students, will be given the option of a Field Project at Ahura Support. The Wilson College has signed a Memorandum of Understanding with Ahura Support for the last two years (2022-2023 and 2023-2024). Ahura Support is a secular registered charitable trust with registration number B.P. T.-E-24373. It focuses on families of differently abled individuals.