

**R. E. SOCIETY'S
R. P. GOGATE OF ARTS AND SCIENCE AND
R. V. JOGALEKAR OF COMMERCE (AUTONOMOUS), RATNAGIRI**

**DEPARTMENT OF PSYCHOLOGY
ACADEMIC YEAR 2025-26**

Syllabus for Bachelor of Psychology for the year 2025-26		
Nomenclature of the Course	Social Psychology Part I	
Class	SYBA	
Semester	III	
Course Code	UAPSY 301	
No. of Credits	4	
Nature	Theory	
Type	Major (Mandatory) / Minor	
Course Outcomes:		
CO 1: To help students in building knowledge of the basic concepts and modern trends in Social Psychology		
CO 2: To foster interest in Social Psychology as a field of study and research among Students.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1	Social Psychology: The Science of the Social Side of Life	a) Social Psychology: What it is and is not b) Social psychology: Advances at the boundaries c) How social psychologists answer the questions they ask: Research as the route to increased knowledge d) The role of theory in social psychology
2	Social Perception: Seeking to Understand Others	a) Nonverbal communication: An unspoken language b) Attribution: Understanding the causes of behavior c) Impression formation and management: Combining information about others d) What research tells us about the role of nonverbal cues in job interviews? e) What research tells us about why some people conclude they are superior to others?
3	Attitudes: Evaluating and responding to the social world	a) Attitude formation: How attitudes develop b) When and why do attitudes influence behavior? c) How do attitudes guide behavior? d) The science of persuasion: How attitudes are changed e) Resisting persuasion attempts f) Cognitive dissonance: What it is and how do we manage it? g) What research tells us about culture and attitude processes?

4	Liking, Love and Other close Relationships.	<p>a) Internal sources of liking others: The role of needs and emotions</p> <p>b) External sources of attraction: The effects of proximity, familiarity and physical beauty</p> <p>c) Sources of liking based on social interaction</p> <p>d) Close relationships: Foundations of social life</p> <p>e) What research tells us about dramatic differences in appearance between partners: Is love really blind?</p> <p>f) What research tells us about two factors that may destroy love—jealousy and infidelity</p>
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References :

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017
2. 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.
3. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
4. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
5. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
6. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Social Psychology: The Science of the Social Side of Life	Chalk and Talk, AV resources, Question – Answer,	15
2	Social Perception: Seeking to Understand Others	Chalk and Talk, AV resources, Question – Answer, Discussion	15
3	Attitudes: Evaluating and responding to the social world	Chalk and Talk, Question – Answer, Discussion	15
4	Liking, Love and Other close Relationships.	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
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Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2025-26		
Nomenclature of the Course	Social Psychology Part : II	
Class	SYBA	
Semester	IV	
Course Code	UAPSY401	
No. of Credits	4	
Nature	Theory	
Type	Major (Mandatory) / Minor	
Course Outcomes:		
CO 1: To help students in building knowledge of the basic concepts and modern trends in Social Psychology		
CO 2: To foster interest in Social Psychology as a field of study and research among students.		
CO 3: To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1	Causes, and Cures of Stereotyping, Prejudice and Discrimination	<ul style="list-style-type: none"> a) How members of different groups perceive inequality b) The nature and origins of stereotyping c) Prejudice: Feelings toward social groups d) Discrimination: Prejudice in action e) Why prejudice is not inevitable: Techniques for countering its effects f) What research tells us about the role of existential threat in prejudice
2	Social Influence: Changing Others' Behavior	<ul style="list-style-type: none"> a) Conformity: How groups – and norms – influence our behavior. 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: How others change our behaviors even when they are not trying to do so e) What research tells us about how much we really conform? f) What research tells us about using scarcity to gain compliance?
3	Aggression: Its Nature, Causes and Control	<ul style="list-style-type: none"> a) Perspectives on aggression: In search of the roots of violence b) Causes of human aggression: Social, cultural, personal and situational c) Aggression in the classroom and workplace d) The prevention and control of violence: some useful techniques e) What research tells us about the role of emotions in

		aggression? f) What research tells us about workplace aggression?
4	Prosocial Behavior: Helping Others	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) Crowd funding: A new type of prosocial behaviour e) Final thoughts: Are prosocial behaviour and aggression opposites? f) What research tells us about paying it forward: Helping others because we have been helped g) What research tells us about how people react to being helped

References :

1. Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). *Social Psychology*. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017
2. 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.
3. Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. Sage Publication. South Asia adaptation (2017).
4. Mercer, J. & Clayton, D. (2014). *Social Psychology*. New Delhi: Dorling Kindersley India pvt ltd.
5. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social psychology* (10th ed.). McGraw Hill Education.
6. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). *Social psychology* (10th ed.). Pearson Education

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Causes, and Cures of Stereotyping, Prejudice and Discrimination	Chalk and Talk, AV resources, Question – Answer,	15
2	Social Influence: Changing Others' Behavior	Chalk and Talk, AV resources, Question – Answer, Discussion	15
3	Aggression: Its Nature, Causes and Control	Chalk and Talk, Question – Answer, Discussion	15
4	Prosocial Behavior: Helping Others	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class Test	20
Home assignment	10
active class participation and attendance,	10

B) Semester End Examination: Maximum Marks:

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15
Q. 3 a) or Q. 3 b)	3	Essay Type	15
Q. 4 a) or Q. 4 b)	4	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2025-26		
Nomenclature of the Course	Developmental Psychology Part I	
Class	SYBA	
Semester	III	
Course Code	UAPSY302	
No. of Credits	2	
Nature	Theory	
Type	Major (Mandatory) / Minor	
Course Outcomes:		
CO 1: To help students in building knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology		
CO 2: To foster interest in Developmental Psychology as a field of study and research among students.		
CO 3: To make the students aware of the implications and applications of the various Concepts, principles and theories of Developmental Psychology in daily life in the Indian context		
Syllabus:		
Unit No.	Unit Title	Sub titles (Learning Points)
1	An Introduction to Lifespan Development and Adolescence Physical & Cognitive development	1A Lifespan Development a) An orientation to lifespan development b) Defining life span development c) Scope of the field (areas, age and individual differences) d) Basic influences in development (history, age, socio cultural, life events) 1B Adolescence Physical & Cognitive development e) Physical maturation f) Cognitive development and schooling g) Threats to adolescence well being
2	Social and Personality Development in Adolescence	a) Identity: Asking ‘Who am I’ b) Relationships: Family and friends c) Dating, sexual behavior and teenage pregnancy
References :		
1. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education		
2. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9 th Ed). New York: McGraw Hill co. Inc.		
3. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.		
4. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8 th Ed). India: Pearson India Education services Pvt.Ltd		

5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill,international Edition
6. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill,international Edition
7. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.
8. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	An Introduction to Lifespan Development and Adolescence Physical & Cognitive development	Chalk and Talk, AV resources, Question – Answer,	15
2	Social and Personality Development in Adolescence	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	10
Q. 2 a) or Q. 2 b)	2	Essay Type	10
Q.3	All Unit	Short Type	10

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Syllabus for Bachelor of Psychology for the year 2025-26

Nomenclature of the Course	Developmental Psychology Part II
Class	SYBA
Semester	IV
Course Code	UAPSY402
No. of Credits	2
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

- CO 1: To help students in building knowledge and understanding of the basic concepts, principles, perspectives .
- CO 2: To foster interest in Developmental Psychology as a field of study and research among students.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Physical and Cognitive Development in Early Adulthood	a) Physical Development b) Cognitive development c) College: Pursuing Higher Education
2	Social and Personality Development in Early Adulthood	a) Forging Relationships: Intimacy, Liking and Loving during Early Adulthood b) The Course of Relationships c) Work: Choosing & Embarking on a Career

References :

1. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
2. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
3. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd
4. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
6. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education.

Teaching Plan:			
Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Physical and Cognitive Development in Early Adulthood	Chalk and Talk, AV resources, Question – Answer,	15
2	Social and Personality Development in Early Adulthood	Chalk and Talk, AV resources, Question – Answer, Discussion	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	20

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1 a) or Q. 1 b)	1	Essay Type	15
Q. 2 a) or Q. 2 b)	2	Essay Type	15

Date:

Place: Ratnagiri

Signature
Chairperson and HoD

Name of the Course	Field Project (FP)
Course Code	25_UAFPPSY301
Class	B.A.
Semester	III
No of Credits	2
Nature	Practical
Type	Field Project (FP)

Guidelines and Evaluation pattern for Field Project (FP)

The field project is designed for undergraduate courses to give students the opportunity to participate in hands-on, field-based projects under faculty supervision. A field project allows students to apply their theoretical knowledge to real-world situations by conducting observations, surveys, interviews, and other activities outside the classroom. This experience helps students gain practical skills and develop their communication, innovative thinking, and teamwork abilities.

Course Outcomes:

By the end of the course, students should be able to:

1. Enhance interpersonal skills by working in teams.
2. Improve written and verbal communication by preparing reports, presentations, and discussions on project findings.
3. Develop critical thinking through observations.
4. Apply theoretical concepts learned in the classroom to real-world situations in their respective fields.

Course Duration:

Learners have to work total 60 hours (for 2-credits) in a semester for field Project

-15 hours (for 2-credits) for classroom activities:

- Project planning and preparation for the field project.
- Preparation of report etc.

-45 hours (for 2-credits) for out-of-class activities:

- Implement the planned fieldwork activities according to the project schedule.
- Collect data through interviews, surveys, observations, etc.

Project Report should be of minimum 30 pages.

Report Structure:

The students will be required to submit a comprehensive report at the end of the Field Project (FP). A project report has to be brief in content and must include the following aspects:

1. Title Page:

Mentioning the title of the FP, student's name, program, institution, month and year.

2. Certificate of Completion:

A certificate issued by the supervisor appointed from the department confirming the successful completion of the FP.

3. Acknowledgments:

Recognizing individuals or organizations that provided support, guidance during the FP.

4. Table of Contents:

Providing a clear outline of the report's sections and page numbers.

5. Introduction:

Background information about the FP and its significance. Objectives and scope of the project.

6. Preparation for the FP:

Description of planning for data collection, such as interviews, survey etc.

7. Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

8. Conclusion & Summary:

Summary of the key findings and outcomes of the FP. Reflections on the overall experience and learning during the project

Broad guidelines for project report:

The field project report shall be prepared as per the broad guidelines given below:

- Font type and size: Times New Roman; size:12 for content and 14 for title; for Marathi kokil; size:16 for content and 18 for title; mangal; size:12 for content and 14 for title
- Line Space: 1.5 cm for content and 1 cm for table work
- Paper Size: A4
- Margin: Left-1.5cm, Up-Down-Right-1cm.

Assessment Pattern 30:20

Sr. No	Field Project work	Distribution of Marks
1	External: Field work and report	30
2.	Internal: Presentation / Viva-Voce	20

<i>Sr. No.</i>	<i>Subjects for Field Project</i>
1	Investigate relationship between social media usage & self-esteem among young adults
2	Explore how stereotypes and biases influence interactions & decision-making
3	Study how group dynamics affect conflict resolution strategies
4	Examine the relationship between empathy & prosocial behavior
5	Investigate how cultural background influences social norms & behaviors
6	Examine the role of emotional support in maintaining high quality close relationships
7	Investigate how attachment styles affect relationship satisfaction in romantic relationships/friendships
8	Study how different communication patterns impact relationship quality
9	Explore the impact of the use of technology on romantic relationships
10	Investigate how different love languages affect relationship satisfaction
11	Examine the relationship between parent-child relationship quality & romantic relationship satisfaction in adulthood
12	Examine the impact of relational (e.g. social exclusion, rumors) on individuals
13	Test frustration-aggression hypothesis
14	Investigate how cultural norms & values influence aggressive behavior
15	Examine the development of decision-making & risk-taking behaviors in young adults
16	Investigate the challenges & opportunities associated with transitioning from adolescence to adulthood
17	Investigate the prevalence & impact of mental health concerns in young adults
18	Examine the coping mechanisms & resilience strategies used by young adults to manage stress & adversity
19	Examine how social media influence's identity formation & self-expression in young adults
20	Examine the impact of romantic relationships on emotional wellbeing in young adults
21	Investigate how social media influences prosocial behavior
22	Investigate relationship between volunteering & well-being in individuals
23	Study the prevalence & characteristics of prosocial behavior in online communities
24	Investigate factors that influence bystander intervention in bullying/accident situations & develop strategies to promote helping behavior
25	Examine how group size affects bystander intervention in emergency situations
26	Investigate how gender stereotypes influence career choices among students or young professionals
27	Study the prevalence & impact of gender stereotypes on workplace dynamics & employee experiences
28	Study the differences in leadership styles between men & women in similar positions
29	Study the impact of gender on mental health outcomes
30	Examine how cultural norms & values influence bias & prejudice towards specific groups

Guidelines for Community Engagement Programme (CEP) in Psychology

Introduction:

Community engagement program (CEP) is included in undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive changes by encouraging collective decision-making, often through building trust, gathering feedback, and empowering residents to actively shape their community's future. This course requires learners to participate in community-based learning generally under the supervision of faculty. It will involve activities that expose learners to socio- economic issues in society.

Course Structure:

Name of the Course	Community Engagement Programme (CEP) in Psychology
Course Code	25_UACEPPSY401
Class	SYBA
Semester	IV
No of Credits	02
Nature	Practical
Type	CEP

Course Objectives:

After completing this program, the learners will be able to;

1. Appreciate the culture and life-style of the society
2. Sensitize to the needs and challenges of the community
3. Identify causes for social problems faced by community and explore solutions for the same.

Course Outcomes:

The Community engagement program should attempt to provide opportunities for learners to;

CO1- Expose to socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

CO2- Gain an understanding of local community life, Indian culture and social realities. CO3-

Develop a sense of social responsibility and civic engagement.

CO4- Develop a sense of empathy and bonds of mutuality with local community.

CO5 -Empower to become active participants in decision-making processes by building leadership skills.

CO6 - Implement community-driven program that address identified local needs and contribute to positive social change.

General Guidelines for CEP:

1. Learners are expected to complete this program in their fourth semester.
2. 2 credits will be allocated to the CEP.
3. Learners are expected to complete 60 hours of participation.
4. CEP must be separate from regular programs such as NSS, NCC and similar activities.

Implementation Mechanism of CEP:

1. The implementation mechanism of the CEP course will be decided by concerned department
2. The department concerned will appoint a mentor who will be a faculty member.
3. Each learner should keep a separate fieldwork diary to record their fieldwork experiences. Planning and preparation for CEP as well as working hours should be recorded in a diary.
4. Each learner must submit their CEP work report to the department concerned.
5. The work diary must be verified and signed by the assigned mentor.
6. Internal Viva - Voce will be conducted by the concerned department.

Evaluation Pattern: (20:30)

Evaluate each learner for 50 marks per semester at department level.

Sr. No.	Evaluation Pattern	Distribution of Marks
1	Internal Evaluation: Presentation / Viva-Voce	20
2	External Evaluation: Actual work and work report	30

Report Structure of CEP:

- The students will be required to submit a comprehensive report at the end of the CEP.
- The report should be of minimum 10 pages.
- **The report must include the following aspects:**
 1. **Title Page:** Name of the student, programme, institution, month and year.
 2. **Certificate of Completion:** A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.
 3. **Acknowledgments:** Recognizing individuals or organizations that provided support, guidance during the CEP.
 4. **CEP Work Experience:** Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.
 5. **Conclusion & Summary:** Reflections on the overall experience and learning during the CEP activity.

Appendix:

- CEP work Dairy must be attached along with the report.
- CEP Events Photographs

Total No. of Hours :	
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Name & Sign.of Student

Name & Sign. of CEP Mentor

Sign. of concerned authority (HoD)

Suggested list for CEP Activities:

Sr. No.	<i>Activities for Community Engagement Program.</i>
1.	Mental Health Awareness Outreach Program (workshops/campaigns/partnerships with local groups etc.)
2.	Working with NGOs for older people
3.	Working with orphanages
4.	Working with NGOs for specially disabled children
5.	Conducting Mental Well-being Workshops in schools and communities
6.	Wellness Workshops (mindfulness, self-care, stress-management)
7.	After-school program for children focusing on academic support, social skills, and emotional development
8.	Parenting workshops
9.	Health Promotion Campaign (promoting healthy behaviors – exercise, nutrition, sleep hygiene)
10.	Educational events (workshops, book/reader clubs)
11.	Needs assessment to identify community needs and priorities
12.	Tutoring or recreational activities for individuals with disabilities
13.	Support for older adults – companionship, transportation and health promotion
14.	Organizing Social Events to promote social connections and community building (games, outdoor activities, community festivals, etc.)
15.	Volunteer events (community clean-up, food drives, charity events, environmental events)
16.	Health Fairs – providing health information and resources
17.	Value education and soft skills camp for children
18.	Career development support to the unreached – providing resources and support for resume building, job search strategies, etc.
19.	Mental Health First Aid Training for Community Members – recognizing signs of mental health issues and providing support
20.	Relationship Building – Teaching effective communication skills, building healthy relationships by providing information and resources on empathy, trust, boundaries, etc.

21.	Intergenerational Programs (art, storytelling, music, etc.) bringing together people of different ages
22.	Support community policing initiatives
23.	Tutoring and mentoring for students (including homework help, test preparation, project help, etc.)
24.	Organize service projects (volunteering for stray animals' care/ participating in community clean-up) to teach children the value of giving back to the community
25.	Any other subject of your choice approved by the CEP mentor.

Date:
Place: Ratnagiri

Signature
Chairperson & HoD