

**Enclosure to Item No. 4.35**

**A.C. 25/05/2011**

# UNIVERSITY OF MUMBAI



## **Syllabus for the F.Y.B.A.**

**Program : B.A.**

**Course : Psychology**

(Credit Based Semester and Grading System with effect from the academic year 2011-2012)

**Programme – Bachelor of Arts (B. A.)**

**Credit Based Semester and Grading System with effect from the academic year 2011-2012**

Course code	Semester	Course Title	No. of lectures per week	No. of lectures per term	No. of Credits	Marks
UAPS101	I	Fundamentals of Psychology: Part I	4	15 lectures x 4 units = 60	<b>3</b>	100  ( 60 Marks Semester End Assessment, 40 Marks Internal Assessment)
UAPS102	II	Fundamentals of Psychology: Part II	4	15 lectures x 4 units = 60	<b>3</b>	100  ( 60 Marks Semester End Assessment, 40 Marks Internal Assessment)

<b>Internal Assessment per semester</b>	<b>Marks</b>
Two Class Tests of 10 marks each	20
One assignment	10
Active participation in class instructional deliveries	05
Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
Total marks	40

**Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.**

**To be brought into force with effect from the academic year 2011-2012**

**(Semesters I and II)**

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology
2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology
3. To make the students aware of the applications of Psychological concepts in various fields so that they understand the relevance of Psychology in different areas of life.

**Semester I. Fundamentals of Psychology: Part I (Credits = 3)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

Unit 1. The Science of Psychology

- a) What is Psychology?
- b) Psychology then: History of Psychology
- c) Psychology now: Modern Perspectives

- d) Types of Psychological professionals
- e) Psychology: The Science
- f) Ethics of Psychological Research
- g) Critical thinking
- h) Applying Psychology to everyday life - using Critical thinking

## **Unit 2. The Biological Perspective**

- a) Neurons and nerves: Building the Network
- b) The Central Nervous System
- c) The Peripheral Nervous System
- d) Inside the brain and structures of the brain
- e) The chemical connection: the Endocrine glands
- f) Applying Psychology – Differences between male and female brains

## **Unit 3. Learning**

- a) Definition of Learning
- b) Classical Conditioning
- c) Operant Conditioning
- d) Cognitive Learning Theory
- e) Observational Learning
- f) Applying Psychology – Behaviour modification of a developmentally challenged child

## **Unit 4. Memory**

- a) Memory: Encoding, Storage, Retrieval
- b) Models of memory – LOP and PDP
- c) The information-processing model – sensory, short-term and long-term memory
- d) Retrieval of Long-Term Memories
- e) The reconstructive nature of Long-Term Memory Retrieval

- f) Forgetting
- g) Memory and the brain – the physical aspects of memory
- h) Applying Psychology – Current research in Alzheimer’s disease

### **Syllabus for Psychology Core Course at the F.Y.B.A.**

#### **Semester II. Fundamentals of Psychology: Part II (Credits = 3)**

4 lectures per week; 60 lectures per term, 15 lectures per unit

#### Unit 1. Cognition: Thinking, Intelligence and Language

##### ***a) How people think***

- b) Intelligence
- c) Language
- d) Applying Psychology – Mental exercises for better cognitive health

#### Unit 2. Motivation and Emotion

- a) Approaches to understanding Motivation
- b) Hunger
- c) Emotion
- d) Applying Psychology – The how-to of happiness

#### Unit 3. An overview of Theories of Personality

- a) Sigmund Freud and Psychoanalysis
- b) The Behaviorist view of Personality
- c) The Social Cognitive view of Personality
- d) Humanism and Personality
- e) Trait Theories

- f) The biology of Personality: Behavioral Genetics
- g) Assessment of Personality
- h) Applying Psychology – Personality testing on the internet

#### Unit 4. Statistics in Psychology

- a) Why do psychologists use statistics?
- b) Descriptive Statistics – Frequency distributions, the Normal curve, other distribution types, skewed distributions
- c) Measures of central tendency – mean, median, mode
- d) Measures of variability – range and SD; z scores
- e) Inferential Statistics – statistical significance
- f) The correlation coefficient

#### **Book for Study**

Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.

#### **Books for Reference**

1. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
3. Coon, D., & Mitterer, J. O. (2007). Introduction to Psychology: Gateways to Mind and Behaviour. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 2007
4. Feldman, R. S. (2008). Understanding Psychology. (8<sup>th</sup> ed.). McGraw- Hill Publications, New York

5. Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth- Thomson Learning Publications, Belmont, USA.
6. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
7. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. (3<sup>rd</sup> ed.) McGraw- Hill Publications, International edition, New York
8. Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi
9. Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6th ed.). Pearson Education inc., Allyn and Bacon
10. Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5<sup>th</sup> ed.). Pearson Education inc., Allyn and Bacon

### **Additional References**

1. Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4<sup>th</sup> ed). Wadsworth/ Thomson Learning
2. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
3. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning. First Indian reprint 2007
4. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
5. Greenberg, J. S. (2008). Comprehensive Stress Management. (10<sup>th</sup> ed). New York: McGraw Hill publications
6. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
7. Pareek, U. (2003). Training Instruments in HRD and OD (2nd ed.), Tata McGraw-Hill Publishing Company, Mumbai
8. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21<sup>st</sup> century. (8<sup>th</sup> ed.) Cengage Learning India
9. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

### **Note -**

*In order to enrich learning, the contents of the CD 'Live!Psych' that accompanies the Book for Study (interactive media simulations, animations and experiments) should be integrated with teaching through computer-assisted demonstrations and discussions.*

*While teaching Unit 4 'Statistics in Psychology' in Semester II, raw scores can be generated by administering some simple Psychological scales/ Personality questionnaires available online on the websites mentioned in the Book for Study or included in some books like 'Comprehensive Stress Management' by Greenberg (2008, 10<sup>th</sup> edition), 'Psychology Applied to Modern Life: Adjustment in the 21<sup>st</sup> century' (Weiten, & Lloyd, 2006, 8<sup>th</sup> edition), 'Applied Industrial/ Organizational Psychology' (Aamodt, 2004), 'Training Instruments in HRD and OD' (Pareek, 2003). Or, the scores obtained by students on the Quiz given in each chapter can be used for data analysis.*

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### **Psychology Core Course at the F.Y.B.A.**

#### **Pattern of Question Paper for Semester End Assessment**

**To be brought into force with effect from the academic year 2011-2012**

Duration of examination = 2 hours    Marks = 60 (per semester)

All 4 questions carry 15 marks and are compulsory.

Q. No. 1, 2, 3 and 4 will be on the 4 units taught in the semester and each will have 2 parts, A and B.

The A part carrying 5 marks, will be any of the following types –

- i. Write a short note. (Any 1 out of 2)
- ii. Explain the contributions made by or the theory given by the following. (Any 1 out of 2 names)
- iii. Discuss/Explain the following statements. (Any 1 out of 2 given statements which will be in quotation marks “----- ”)
- iv. Differentiate between .... and ..... (Any 1 out of 2)
- v. Describe any one research study that investigated the following principle/ concept/ phenomenon. (Any 1 out of 2)
- vi. Explain the following with the help of a diagram/graph/flowchart. (Any 1 out of 2; 2 marks for diagram/graph/flowchart and 3 marks for the explanation)

The B part, carrying 10 marks, will be any of the following types –

- i. Explain the terms in brief. (Any 5 out of 6, each having 2 marks)
- ii. Give reasons for the following. (Any 5 out of 6, each having 2 marks)
- iii. State whether the following statements are True or False and give the reason why True or False. (Any 5 out of 6, each having 2 marks)



		Example 1	Marks	Example 2	Marks
Q. 1	On Unit 1	A. Explain contributions of / theory. (Any 1 out of 2)	5	A. Explain with diagram/ graph/flowchart (any 1 out of 2)	5
		B. Give reasons (Any 5 out of 6, each having 2 marks)	10	B. True or False with reason (Any 5 out of 6, each having 2 marks)	10
Q. 2	On Unit 2	A. Write a short note. (Any 1 out of 2)	5	A. Discuss/Explain the statement. (Any 1 out of 2)	5
		B. True or False with reasons (Any 5 out of 6, each having 2 marks)	10	B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10
Q. 3	On Unit 3	A. Differentiate between. (Any 1 out of 2)	5	A. Describe research study. (Any 1 out of 2)	5
		B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10	B. Give reasons (Any 5 out of 6, each having 2 marks)	10
Q. 4	On Unit 4	A. Describe research study. (Any 1 out of 2)	5	A. Differentiate between. (Any 1 out of 2)	5
		B. Explain terms in brief. (Any 5 out of 6, each having 2 marks)	10	B. True or False with reason (Any 5 out of 6, each having 2 marks)	10

**For the Question on Unit 4: Statistics in Psychology in Semester II –**

Part A will be Write a short note. (Any 1 out of 2)

Part B will be Calculation of Mean, Median, Mode, and Range of given raw scores. The number of scores will be between 9 and 12. Scores can be 2-digit or 3-digit. Use of simple calculators is allowed. The marks for each are as follows – Mean – 5 marks; Median – 3; Mode – 1; Range -1.

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Each step in the calculations should be written, as marks will be assigned for each step, and not just for the final answer.

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### **2 Class Tests in each semester (10 marks per test)**

There will be 2 class tests per semester, on any 2 units out of the 4 units for that semester, as decided and announced by the professor. Example –

Semester I - Class Tests on unit 1 and 3, or 1 and 4, or any other combination of 2 units out of 4.

Semester II - Class Tests on unit 2 and 3, or 1 and 4 or any other combination of 2 units out of 4.

The tests can be conducted in the class or if the technical facilities are available, they can be conducted online.

### **Pattern of Question Paper for Class Tests –**

Duration of examination = 45 minutes; Marks = 10 per test

The questions can be any of the following types, according to suitability to the particular unit and the need to vary the combination of unit and question each year.

- i. Write short notes. (Any 2 out of 3, each having 5 marks)
- ii. Explain the terms in brief. (Any 5 out of 7, each having 2 marks)
- iii. Fill in the blanks (Any 10 out of 14, each having 1 mark)
- iv. Multiple choice question, each item with 4 options (Any 10 out of 14, each having 1 mark)

Example 1	Example 2	Example 3	Example 4
Class test on Unit 1 (10 marks)	Class test on Unit 2 (10 marks)	Class test on Unit 3 (10 marks)	Class test on Unit 2 (10 marks)
Write short notes. (Any 2 out of 3, each having 5 marks)	Explain the terms in brief. (Any 5 out of 7, each having 2 marks)	Fill in the blanks (Any 10 out of 14, each having 1 mark)	Multiple choice question (Any 10 out of 14, each having 1 mark)

**Important note** – The specific questions asked in Class Tests should not be repeated in the Semester end examination.

**One assignment of 10 marks in each Semester**

The professor should give an orientation about the topics of assignments and the nature of assignments. A handout may be given to the students about the requirements/format of the written assignment. The assignment should be based on any one of the sub-topics from the 3 topics suggested. The assignment in each semester should be on a different sub-topic. Assignments can be any of the following types –

- 1) Small survey using a questionnaire
- 2) Field visit/s to an Institute/NGO and report of the visit/s
- 3) Review of Literature
- 4) Book review
- 5) Case study
- 6) Preparation of charts/posters (educational aids), and class presentation/exhibition
- 7) Conduct a workshop for a small group
- 8) Conduct any 2 experiments using the CD 'Live!Psych' that accompanies the Book for Study and write a report.
- 9) Interview an expert/professional in the field

**Suggested Topics/sub-topics for the assignments -**

**1. Psychology in India**

- a) The history of Psychology in India
- b) Current trends in the field
- c) Applications of Psychology
- d) Indian Psychologists and their contributions
- e) Indian institutions and NGOs related to Psychology
- f) Misconceptions about Psychology and Psychologists
- g) Educational and career options for graduates and post-graduates in Psychology

## **2. Consciousness: Sleep, Dreams, Hypnosis, and Drugs**

- a) What is Consciousness? Definition, altered states
- b) Sleep – the necessity of sleep, the price of not sleeping, the stages of sleep, REM sleep, REM madness, murderous dreams, sleep disorders, causes of sleep deprivation
- c) Dreams – Freud’s interpretation, activation-synthesis hypothesis, what do people dream about?
- d) Hypnosis – steps in Hypnotic induction, facts and myths – what can Hypnosis really do, theories of Hypnosis
- e) Psychoactive Drugs – physical dependence, Psychological dependence, stimulants, depressants, alcohol, narcotics, hallucinogens, marijuana

## **3. Stress and Health**

- a) Stress – Definition, Stressors, cognitive factors in Stress, sources of Stress, Stress and suicide
- b) Factors in the Stress Reaction – General Adaptation Syndrome, immune system and stress, personality and Stress, social factors in Stress
- c) Coping with stress – problem-focused coping, emotion-focused coping, Psychological defence mechanisms, meditation as a coping mechanism, how culture affects coping, how religion affects coping
- d) Focus on wellness

The written assignment to be submitted may be either typed or hand-written on A-4 Size of paper. The Word limit is 750 to 1000 words and Page limit is 3 to 5 pages (excluding the preliminary section of the assignment which may contain the Title page, Index, Declaration, Acknowledgements, List of Tables and Figures if applicable, and the last section which contains Bibliography and Appendix). Assignments of a very high quality may be given a maximum of 9 marks out of 10.

**10 marks per semester –**

**5 Marks for Active participation in class instructional deliveries and 5 Marks for Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities**

Some pointers for these 2 aspects are -

1. Punctuality and Regularity
2. Seriousness and sincerity of purpose
3. Submission of report of assignment on time
4. Initiatives taken for online or library reference beyond the Book for study
5. Volunteering for activities/programmes related to psychology

Example

- i. Average/below average attendance and no classroom participation = 1 mark
- ii. High attendance but no classroom participation = 2 marks
- iii. High Attendance with occasional classroom participation (asking questions and/or giving answers) = 3 marks
- iv. High Attendance with regular classroom participation = 4 marks
- v. High Attendance with effective classroom participation (interesting questions and good answers, good contributions) or making a PowerPoint or oral presentation on a sub-topic = 5 marks

Leadership qualities in organizing programmes/activities like –

1. Field trips
2. Film screening and discussion
3. Talk by guest speakers
4. Exhibition
5. Quiz or other competitions
6. Group guidance/awareness programmes
7. Skits or role plays on psychology-related topics
8. Peer counselling or helping academically weaker students

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