

UNIVERSITY OF MUMBAI



Syllabus for the F.Y.B.Sc.

Program: B.Sc.

Course : Psychology

(Credit Based Semester and Grading System)

Introduced with effect from academic year 2011-12

Preamble

Psychology is the scientific study of behaviour and mental processes. It is based on research and evidence gathered from observation, experimentation and measurement and differs from the 'pop psych' found in self-help books, graphology, numerology, astrology which also try to explain people's problems and aim to predict behaviour and offer solutions.

Psychologists focus on describing, understanding, explaining, predicting and modifying behaviour and mental processes as well as on helping people understand themselves and others, so that they bring about change and improve the quality of life for themselves as well as those around them.

Psychology is one of the fastest growing disciplines with developments in information technology, artificial intelligence, brain imaging, molecular biology and neuroscience making it even more multidisciplinary, challenging, and exciting, than ever before.

The two courses per semester have been designed keeping this in mind, so that students get a broad understanding of the vast scope of Psychology.

F.Y.B.Sc. Psychology Syllabus
Restructured for Credit Based and Grading System
To be implemented from the Academic year 2011-2012

Semester I

| Course Code | Title | Credits |
|--|-----------------------------------|--------------------------------|
| USPS101 | Fundamentals of Psychology | 2 Credits (45 lectures) |
| Objectives: - 1. To impart knowledge of some 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 | | |
| Unit I : The Science of Psychology a) What is Psychology? b) Psychology Then: The History of Psychology c) Classic studies in Psychology d) Psychology Now: Modern Perspectives e) Types of Psychological Professions f) Psychology: The Science g) Classic studies in Psychology h) Ethics of Psychological Research i) Critical Thinking j) Applying Psychology to everyday life: Using critical thinking | | 15 Lectures |
| Unit II : The Biological Perspective a) An Overview of the Nervous System:Neurons and Nerves:Building the Network b) The Central Nervous System – The Central Processing Unit c) Psychology in the News d) The Peripheral Nervous System – Nerves on the Edge e) Peeking Inside the brain f) From the Bottom up: The Structures of the Brain g) Classic studies in psychology h) The Chemical Connection: The Endocrine Glands i) Applying Psychology to Everyday Life: Differences between Male and Female Brains | | 15 Lectures |
| Unit III : The Biological Perspective a) Approaches to Understanding Motivation b) What? Hungry again? Why people eat c) Psychology in the News d) Emotion e) Classic studies in psychology f) Applying Psychology to Everyday life: A How to of Happiness a) Brains | | 15 Lectures |
| Topics for Assignment of 10 marks - Sensation and Perception a) The ABCs of Sensation b) The Science of Seeing c) The Hearing Sense: Can You Hear Me Now? d) Psychology in the News e) Chemical Senses: It Tastes Good But It Smells Terrible f) Somesthetic Senses: The Body Knows g) The ABCs of Perception h) Classic studies in Psychology i) Applying Psychology to Everyday like: Thinking critically about ESP | | |

| Course Code | Title | Credits |
|---|--|---------------------------------|
| USPS102 | Fundamental Psychological processes | 2 Credits (45 lectures) |
| <p>Objectives: -</p> <p>1. To impart knowledge of some of the basic Psychological processes in Psychology</p> <p>2. To foster interest in the subject of Psychology and to create a foundation for further studies in Psychology</p> | | |
| <p>Unit I : Learning</p> <p>a) Definition of Learning</p> <p>b) It Makes Your Mouth Water: Classical Conditioning</p> <p>c) What's In It for Me? Operant Conditioning</p> <p>d) Classical studies in Psychology</p> <p>e) Psychology in the News</p> <p>f) Cognitive Learning Theory</p> <p>g) Observational Learning</p> <p>h) Applying Psychology to Everyday Life: Can You Really Toilet Train Your Cat?</p> | | 15 Lectures |
| <p>Unit II : Memory</p> <p>a) Models of Memory</p> <p>b) The Information Processing Model: Three Stages Of Memory</p> <p>c) Getting It Out: Retrieval of Long Term Memories</p> <p>d) Classic studies in Psychology</p> <p>e) The Reconstructive Nature of Long Term Memory Retrieval: How Reliable Are Memories</p> <p>f) What Were We Talking About? Forgetting</p> <p>g) Memory and the Brain: The Physical Aspects of Memory</p> <p>h) Applying Psychology to Everyday Life: Current Research in Alzheimer's Disease</p> | | 15 Lectures |
| <p>Unit III : Cognition: Thinking, Intelligence, and Language</p> <p>a) How People Think</p> <p>b) Psychology in the News</p> <p>c) Intelligence</p> <p>d) Classic studies in Psychology</p> <p>e) Language</p> <p>f) Applying Psychology to Everyday life: Mental Exercises For Better Cognitive Health</p> | | 15 Lectures |
| <p>Topics for Assignment of 10 marks -</p> <p>Consciousness: Sleep: Dreams. Hypnosis and Drugs</p> <p>a) What is Consciousness?</p> <p>b) Altered States Of Consciousness: Sleep</p> <p>c) Classic studies in Psychology</p> <p>d) Psychology in the News</p> <p>e) Dreams</p> <p>f) Altered States: Hypnosis</p> <p>g) Altered States: Psychoactive Drugs</p> <p>h) Applying Psychology to Everyday life: Are you Sleep Deprived</p> | | |

Semester II

| Course Code | Title | Credits |
|---|-----------------------------|--------------------------------|
| USPS201 | Fields of Psychology | 2 Credits (45 lectures) |
| Objectives: - 1. To introduce the students to some fields of Psychology and to make them aware of the applications of concepts in them 2. To foster interest in the fields of Psychology and to create a foundation for further studies in them | | |
| Unit I : Development across the Life Span a) Issues in Studying Human Development b) Prenatal Development c) Psychology in the News d) Infancy and Childhood Development e) Current Issues in Psychology f) Classic Studies in Psychology g) Adolescence h) Adulthood i) Applying Psychology to Everyday Life: ADHD – Not Just For Children | | 15 Lectures |
| Unit II : Social Psychology a) Social Influence: Conformity, Compliance and Obedience b) Attitudes c) Impression Formation and Attribution d) Prejudice and Discrimination e) Classic Studies in Psychology f) Liking and Loving: Interpersonal Attraction g) Aggression and Prosocial behaviour h) Classic Studies in Psychology i) Applying Studies to Everyday Life: Anatomy of a Cult | | 15 Lectures |
| Unit III : <u>Overview of Theories of Personality</u> a) Theories of Personality b) The Man and the Couch: Sigmund Freud and Psychoanalysis c) The Behaviourist's View of Personality d) The Social Cognitive View of Personality e) The Third Force: Humanism and Personality f) Trait Theories: Who are You? g) The Biology of Personality: Behavioural genetics h) Classic studies in Psychology i) Assessment of Personality j) Applying Psychology to Everyday Life: Personality Testing on the Internet | | 15 Lectures |
| Topics for Assignment of 10 marks - 1. Applied Psychology and Psychology Careers – a) What is Applied Psychology? b) Psychology as a Career c) Psychology and Health, Education, Sports, Law, and the Environment d) Psychology and Work e) Applying Psychology to Everyday Life: Techniques Used By Sports Psychologists 2. 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 | | |

| Course Code | Title | Credits |
|---|-----------------------------|--------------------------------|
| USPS202 | Psychological health | 2 Credits (45 lectures) |
| <p>Objectives: -</p> <ol style="list-style-type: none"> 1. To impart knowledge of the basic concepts related to Psychological health and to make them aware of their applications in everyday life 2. To foster interest in the subject of Psychological health and to create a foundation for further studies in it | | |
| <p>Unit I : Stress and Health</p> <ol style="list-style-type: none"> a) Stress b) Current Issues in Psychology c) Factors in the Stress Reaction d) Coping with Stress e) Applying Psychology to Everyday Life: Focus on Wellness | | 15 Lectures |
| <p>Unit II : Psychological Disorders</p> <ol style="list-style-type: none"> a) What is Abnormality? b) Models of Abnormality c) Current Issues in Psychology d) Diagnostic and Statistical Manual, Version IV, Text Revision (DSM-IV-TR) e) Anxiety Disorders: What, Me Worry? f) Somatoform Disorders: Sickness as a State of Mind g) Disassociative Disorders: Altered Consciousness h) Current Issues in psychology i) Mood Disorders: The Effect of Affect j) Schizophrenia: Altered Reality k) Personality Disorders: I'm Okay, It's Everyone Else Who's Weird l) Applying Psychology to Everyday Life: Seasonal Affective Disorder (SAD) | | 15 Lectures |
| <p>Unit III : Psychological Therapies</p> <ol style="list-style-type: none"> a) Two Kinds of Therapy b) The Early Days of Therapy: Ice Water Baths and Electric Shocks c) In the Beginning: Psychoanalysis d) Humanistic therapy: To Err is Human e) Behaviour Therapies: Learning One's Way To Better Behavior f) Cognitive Therapies: Thinking Is Believing g) Group therapies: Not For The Shy h) Current Issues in Psychology: Does Psychotherapy Really Work? i) Biomedical Therapies j) Applying Psychology to Everyday Life: Should Anti-Depressants Be Prescribed For Children And Adolescents? | | 15 Lectures |
| <p>Topics for Assignment of 10 marks - Sexuality and Gender</p> <ol style="list-style-type: none"> a) The Physical Side of Human Sexuality b) The Psychological Side of Human Sexuality: Gender c) Current Issues in Psychology d) Human Sexual Behavior e) Classic studies in Psychology f) Sexual Dysfunctions g) Sexually Transmitted Diseases h) Applying Psychology to Everyday Life: How To Protect Yourself From Sexually Transmitted Diseases | | |

Book for Study for all 4 Courses in Semesters I and II

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

Important 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 demonstrations and discussions.

Books for Reference for Courses in Semesters I and II

1. Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4th 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. Barlow, D.H., & Durand, V.M. (2005). Abnormal Psychology: An Integrative Approach. (4th ed.). New Delhi: Wadsworth Cengage Learning
4. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009
5. Baron, R. A., & Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
6. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning. First Indian reprint 2007
7. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). Abnormal Psychology. (13th ed.). Indian reprint 2009 by Dorling Kindersley, New Delhi
8. Ciccarelli, S. K. & Meyer, G. E. (2006). Psychology. Pearson Education inc. and Dorling Kindersley Publishing inc. New Delhi; first Indian reprint 2007
9. 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
10. Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications, New York
11. Feldman, R. S. (2009). Discovering the Life Span. Pearson Prentice Hall, Indian reprint
12. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. Wadsworth New Delhi: Cengage Learning

13. Gladding, S. T. (2009). Counseling: A Comprehensive Profession. (6th Ed.). Pearson Education. New Delhi: Indian edition by Dorling Kindersley India pvt ltd.
14. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications
15. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
16. Helgeson, V. S. (2005). Psychology of Gender. (2nd ed). New Delhi: Pearson Education. First Indian reprint 2006
17. Joshi, S. R., & Prasad, K. (2009). (Eds). Feminist Development Communication: Empowering Women in the Information Era. New Delhi: The Women Press
18. Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth- Thomson Learning Publications, Belmont, USA.
19. Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications, New York
20. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behaviour. (3rd ed.) McGraw- Hill Publications, International edition, New York
21. Schultz, D., & Schultz, S. E. (2010). Psychology and Work Today. (10th ed.). Pearson Prentice Hall
22. Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi
23. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
24. Welfel, E. R., & Patterson, L. E. (2005). The Counseling Process: A Multi-theoretical Integrative Approach. (6th ed.). Thomson Brooks/ Cole
25. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power
26. Wood, S.E., Wood, E. G., & Boyd, D. (2008). The world of Psychology. (6th ed.). Pearson Education inc., Allyn and Bacon
27. Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). Psychology: Core Concepts. (5th ed.). Pearson Education inc., Allyn and Bacon

**Psychology Core Courses at F.Y.B.Sc.
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, and 3 will be on the 3 units taught in the semester and each will have 2 parts, A and B.

The A part in Questions 1, 2, and 3, 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 in Questions 1, 2, and 3, carrying 10 marks, will be any of the following types

- i. Define the following terms. (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)

Q. no. 4 will be based on all 3 units.

Explain the terms in brief. (Any 5 out of 7 terms, each having 3 marks; two terms each from any 2 units and three terms from the remaining unit)

Thus, questions 1, 2, and 3 will be of 22 marks with options and Q. no. 4 will be of 21 marks with options.

| | | 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. Define the terms (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. Define the terms (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 All 3 units | Explain terms in brief. (Any 5 out of 7, each having 3 marks) | 15 | Explain terms in brief. (Any 5 out of 7, each having 3 marks) | 15 |

Internal Assessment for 40 Marks

2 Class Tests per course in each semester (10 marks for each test)

There will be 2 class tests per course per semester, on any 2 units out of the 3 units for that course, as decided and announced by the professor. Example –

Class Tests on units 1 and 2, or 1 and 3, or 2 and 3.

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

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) |

Thus, the question for the class test will be of 14 or 15 marks with options.

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

Guidelines about conduct of Assignments:

One assignment of 10 marks per course in each Semester

The assignment should be based on any one of the sub-topics suggested for the course.

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 of Psychology

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 course per semester (5 + 5)

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-unit = 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 units
8. Peer counselling or helping academically weaker students

Guidelines about conduct of Tutorials

The tutorials should be conducted in batches formed as per the University norms.

Tutorials may involve -

1. Experiments conducted on computer using the 'Live!Psych' CD that accompanies the Book for Study
2. Demonstrations and exercises on the units taught
3. Administration of some simple Psychological scales/ Personality questionnaires available online on the websites mentioned in the book for study or included in some other books like 'Comprehensive Stress Management' by Greenberg (2008, 10th edition), 'Psychology Applied to Modern Life: Adjustment in the 21st century' (Weiten, & Lloyd, 2006, 8th edition), 'Applied Industrial/ Organizational Psychology' (Aamodt, 2004), 'Training Instruments in HRD and OD' (Pareek, 2003)
4. Suitable statistical analysis of the scores obtained by students on the Psychological scales/ Personality questionnaires (Frequency distribution, Measures of central tendency – mean, median, mode, Measures of variability – range and SD, correlation coefficient, z scores).

Participation of student in the tutorial sessions should also be monitored to help in finalizing the marks for 'Active participation in class instructional deliveries'.