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Item No. 4.41

UNIVERSITY OF MUMBAI



Syllabus for the S.Y.B.Sc.
Program: B.Sc.
Course : Psychology

(Credit Based Semester and Grading System with
effect from the academic year 2012–2013)

S.Y.B.Sc. Psychology Syllabi
For Credit Based and Grading System
To be implemented from the Academic year 2012-2013

Semester III		
Course Code	Title	Credits
USPS301	Social Psychology Part I	2
USPS302	Developmental Psychology Part I	2
USPS303	Health Psychology Part I	2
USPSP3	Practical - 3	3
		Total = 09
Semester IV		
USPS401	Social Psychology Part II	2
USPS402	Developmental Psychology Part II	2
USPS403	Health Psychology Part II	2
USPSP4	Practical - 4	3
		Total = 09

Semester III

Course Code	Title	Credits
USPS301	Social Psychology Part I	2 Credits (45 lectures)
<u>Unit I: Social Cognition</u> a) Schemas: Mental Frameworks for Organising and Using Social Information b) Heuristics: How We Reduce Our Effort in Social Cognition c) Automatic and controlled processing: two basic modes of social thought d) Potential Sources of Error in Social Cognition e) Affect and Cognition: how feelings shape thought and thought shapes feelings		15 Lectures
<u>Unit II: Attitudes</u> a) Attitude Formation: How Attitudes Develop b) When and why do Attitudes Influence Behaviour? c) How do attitudes guide behaviour? d) The Fine Art of Persuasion: how Attitudes are changed e) Resisting Persuasion attempts f) Cognitive Dissonance: What it is and how we manage it?		15 Lectures
<u>Unit III: Stereotyping, Prejudice and Discrimination</u> a) How members of different groups perceive inequality b) The Nature and Origins of Stereotyping c) Prejudice and Discrimination: feelings and actions toward Social groups c) Why Prejudice Is <i>Not</i> Inevitable: Techniques for Countering Its Effects		15 Lectures

Topic for Assignments in Social Psychology in Semester III

Interpersonal Attraction and Close Relationships

- a) Internal determinants of attraction: the Need to Affiliate and the basic role of Affect
- b) External determinants of attraction: Proximity and others' Observable Characteristics
- c) Factors based on interacting with others: Similarity and Mutual Liking
- d) Close Relationships: family, friends, lovers, and spouses
- e) Romantic Relationships and falling in love
- f) Marriage – happily ever after - or not?

Course Code	Title	Credits
USPS302	Developmental Psychology Part I	2 Credits (45 lectures)
<u>Unit I : Introduction: Beginnings</u>		15 Lectures
a) New Conceptions; An Orientation to Lifespan Development		
b) Key Issues and Questions: Determining the Nature and Nurture of Lifespan Development		
c) Theoretical Perspectives on Lifespan Development		
d) Research Methods		
<u>Unit II : The Start of Life; Birth and the Newborn Infant</u>		15 Lectures
a) The Future Is Now; Earliest Development		
b) The Interaction of Heredity and Environment		
c) Prenatal Growth and Change		
d) A 22-Ounce Miracle; Birth and Birth Complications; Pre-term infants and the Competent newborn		
<u>Unit III : Physical and Cognitive Development in Infancy</u>		15 lectures
a) First Steps; Growth and Stability; Motor Development; The Development of the Senses		
b) Piaget's Approach to Cognitive Development, Information Processing Approaches to Cognitive Development, The Roots of Language		

Topic for Assignments in Developmental Psychology in Semester III

Social and Personality Development in infancy

- a) Developing the Roots of Sociability
- b) Forming Relationships
- c) Differences among Infants

Course Code	Title	Credits
USPS303	Health Psychology Part I	2 Credits (45 lectures)
<u>Unit 1. Health Psychology: Introduction, Future Challenges and Health Research</u>		15 Lectures
<ul style="list-style-type: none"> a) The changing field of health, Psychology's involvement in health b) Future challenges - Healthier people, the profession of health psychology, Outlook for Health Psychology c) Conducting Health Research - The placebo in treatment and research, Research methods in psychology, Research methods in Epidemiology, Determining Causation, Research tools 		
<u>Unit 2. Seeking Health Care and Adhering to Medical Advice</u>		15 Lectures
<ul style="list-style-type: none"> a) Adopting health-related behaviors, Seeking medical attention, Receiving health care b) Theories that apply to adherence, Issues in adherence, What factors predict adherence, Improving adherence 		
<u>Unit 3. Behavioral Factors in Cardiovascular Disease and in Cancer</u>		15 Lectures
<ul style="list-style-type: none"> a) The cardiovascular system and Measures of cardiovascular function b) The changing rates of cardiovascular disease and Risk factors in cardiovascular disease c) Reducing cardiovascular risk d) What is cancer; The changing rates of cancer deaths e) Cancer risk factors beyond personal control, and behavioural risk factors for cancer f) Living with cancer 		

Topics for Assignments in Health Psychology in Semester III

1. Using alcohol and other drugs

- a) Alcohol consumption yesterday and today; The effects of alcohol
- b) Why do people drink; Changing problem drinking
- c) Other drugs – types, misuse and abuse, treatment for drug abuse, preventing and controlling drug use

2. Eating, Weight and Exercising

The digestive system; factors in weight maintenance; overeating and obesity; dieting and eating disorders; Types of physical activity; Reasons for exercising; Physical activity and cardiovascular health; other health benefits of physical activity; Hazards of physical activity; How much is enough but not too much; Adhering to physical activity program

USPSP3	<u>Practicals based on Courses in Theory</u>	3	9
	<p>Group A - On Social Psychology</p> <ul style="list-style-type: none"> i. Nonverbal Communication ii. Attribution: Process and errors iii. Impression Formation and Impression Management iv. Social – Counterfactual processing, Framing, Heuristics v. Gender prejudice <p>Group B - On Developmental Psychology</p> <ul style="list-style-type: none"> (i) Child Observations (ii) My Virtual Child <p>Group C - On Health Psychology</p> <ul style="list-style-type: none"> (i) Questionnaires on health (ii) Relevant Personality Tests (iii) Statistical analysis of health-related data 		

Semester IV

Course Code	Title	Credits
USPS401	Social Psychology Part II	2 Credits (45 lectures)
<u>Unit I: Social Influence</u>		15 Lectures
<ul style="list-style-type: none"> a) Conformity: Group Influence in Action b) Compliance: To Ask – Sometimes - Is to Receive c) Symbolic social influence: how we are influenced by others even when they are not there d) Obedience to Authority 		
<u>Unit II: : Aggression</u>		15 Lectures
<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 Long-term Relationships: Bullying and Aggression at Work d) The Prevention and Control of Violence: Some Useful Techniques 		
<u>Unit III: Groups and Individuals</u>		15 Lectures
<ul style="list-style-type: none"> a) Groups: When we join and when we leave b) The benefits of joining: what groups do for us c) Effects of the presence of others: from task performance to behaviour in crowds d) Social Loafing: letting others do the work e) Coordination in Groups: Cooperation or Conflict? f) Perceived Fairness in Groups: Its nature and effects g) Decision Making by Groups: How it occurs and the pitfalls it faces 		

Topics for Assignments in Social Psychology in Semester IV

Prosocial Behaviour

- a) Why people help: motives for Prosocial Behaviour
- b) Responding to an Emergency: Will Bystanders help?
- c) External and internal influences on helping behaviour
- d) Long-term commitment to prosocial acts

Course Code	Title	Credits
USPS402	Developmental Psychology Part II	2 Credits (45 lectures)
<u>Unit 1. Physical, Cognitive, Social and Personality Development in the Preschool Years</u>		15 Lectures
<ol style="list-style-type: none"> a) Physical Development - the Growing Body; the Growing Brain; Motor Development b) Piaget's Approach Information Processing and Vygotsky's Approach to Cognitive Development, The Growth of Language and Learning c) Social and Personality Development - Feeling His Mother's Pain; Forming a Sense of Self; Friends and Family: Preschoolers' Social Lives; Moral Development and Aggression 		
<u>Unit 2. Physical, Social and Personality Development in Middle Childhood</u>		15 Lectures
<ol style="list-style-type: none"> a) Physical Development - the Growing Body; Motor Development and Safety; Children with Special Needs b) Play Time; The Developing Self c) Relationships: Building Friendship in Middle Childhood d) Family Life in Middle Childhood 		
<u>Unit III : Cognitive Development in the Preschool Years and in Middle Childhood</u>		15 Lectures
<ol style="list-style-type: none"> a) Piaget's Approach b) Information Processing and Vygotsky's Approach to Cognitive Development c) The Growth of Language and Learning d) Cognitive Development - Intellectual and Language Development e) Schooling: The Three Rs (and More) of Middle Childhood f) Intelligence: Determining Individual Strengths 		

Topics for Assignments in Developmental Psychology in Semester IV

Adolescence

- a) Physical Development in Adolescence - Physical Maturation; Threats to Adolescents' Well-Being
- b) Cognitive Development in Adolescence - Overcoming the Obstacles; Cognitive Development; School Performance

- c) Social and Personality Development in Adolescence - Identity: Asking “Who Am I?”; Relationships: Family and Friends; Dating, Sexual Behaviour, and Teenage Pregnancy

Course Code	Title	Credits
USPS403	Health Psychology Part II	2 Credits (45 lectures)
<u>Unit 1. Defining and Measuring Stress; Stress and Disease</u>		2
a) The nervous system and the physiology of stress, theories, measurement and sources of stress, coping with stress b) Physiology of the immune system, Psycho-neuro-immunology, Does stress cause disease?		
<u>Unit 2. Living with Chronic Illness</u>		
a) Living with Alzheimer’s disease b) Adjusting to diabetes c) The impact of asthma d) Dealing with HIV and AIDS e) The impact of chronic disease		
<u>Unit 3. Understanding Pain; Managing Stress and Pain</u>		
a) Pain and the nervous system, the meaning and measurement of pain, Pain Syndromes, Preventing pain b) Medical treatment for stress and pain, Alternative and complementary medicine, Behavioral techniques for managing stress and pain		

Topics for Assignments in Health Psychology in Semester IV

1. Smoking tobacco

Smoking and the respiratory system; A brief history and health consequences of tobacco use; Choosing to smoke; Interventions for reducing smoking rates; Effects of quitting

2. Preventing injuries

Unintentional injuries; strategies for reducing unintentional injuries; Intentional injuries; strategies for reducing intentional injuries

USPSP4	Practicals based on courses in theory Group A - On Social Psychology i. Conformity/Techniques to increase Compliance ii. Aggression – causes and control	3	9
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	iii. Social facilitation/ social loafing / decision making Group B - On Developmental Psychology i. Child Observations ii. My Virtual Child – with CD Group C - On Health Psychology i. Questionnaires on health ii. Relevant Personality Tests iii. Statistical analysis of health-related data		
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Book For Study for Social Psychology Parts I and II

Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009

Important Note –To give a general orientation to the Field of Social Psychology, the following sub-topics should be taught, but questions will not be set on them.

- a) Definition and History of Social Psychology
- b) Major trends in modern Social Psychology
- c) Research methods of Social Psychology
- e) The role of theory and Ethical issues in Research in Social Psychology

Books for Reference for Social Psychology Parts I and II

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
3. Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th edi.), Thomson Wadsworth International student edition, USA
4. Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.
5. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interacton. (4th edi.). Pearson Education Allyn and Bacon, Boston
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th edi.). New Delhi: Pearson Education

Book For Study for Developmental Psychology Parts I and II

Feldman, R. S. (2009). Discovering the Life Span. Pearson Prentice Hall. Indian reprint

Books for reference for Developmental Psychology

1. Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.

2. Berk, L. E. (2004). Development through the lifespan. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
3. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
4. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
5. Dacey, J. S. & Travers, J. F. (2004). Human Development across the lifespan. (5th Ed). McGraw Hill co.
6. Kail, R. V. (2007). Children and their Development. (4th Ed). New Jersey: Pearson Education Inc.
7. McDevitt, T. M., & Omrod, J. E. (2007). Child Development and Education. (3rd Ed). New Jersey: Pearson Education Inc.
8. Papalia, D. E., Olds, S. W., & Feldman, R. (2004). Human Development. (9th Ed). McGraw Hill, international Edition
9. Shaffer, D. R., & Kipp, K. (2007). Developmental Psychology: Childhood and Adolescence. (7th Ed). Thomson Learning, Indian reprint 2007

Book for study for Health Psychology Parts I and II

Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Wadsworth Thomson Learning, First Indian reprint 2007

Books for reference for Health Psychology Parts I and II

- 1) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 2) Dimatteo, M. R. & Martin, L. R. (2002). Health Psychology. Pearson Education; Indian reprint 2007
- 3) Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications
- 4) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 5) Marks, D. F., Murray M., Evans, B., Willig C., Woodall, C., & Sykes, C. M. (2005). Health Psychology: Theory, Research and Practice. (2nd ed.), New Delhi, Sage Publications India Pvt. Ltd, Sage South Asia edition 2008
- 6) Ogden, J. (2007). Health Psychology: A Textbook. (4th ed.), Open University Press, McGraw Hill
- 7) Taylor S. E. (2003). Health Psychology (5th Ed). McGraw Hill Higher Education. International Edition.
- 8) Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Important Note - In view of today's increased multiculturalism, socio-cultural dimensions of all units should be taught and discussed with respect to relevance/ applications/ implications in the Indian context.

**Psychology Courses at S.Y.B.Sc.
Pattern of Question Paper for Semester End Assessment
To be brought into force with effect from the academic year 2012-2013**

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

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- 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 Psychological 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 with the help of the relevant psychological principle or theoretical or empirical/ research basis. (Any 5 out of 6, each having 2 marks)
- iii. State whether the following statements are True or False and give the reasons why True or False with the help of the relevant psychological principle or theory and/or research. (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	10	B. Give reasons (Any 5 out	10

		out of 6, each having 2 marks)		of 6, each having 2 marks)	
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

Pattern of Question Paper for Class Test of 10 marks –

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

1. Write short notes. (Any 2 out of 3, each having 5 marks)
2. Explain the terms in brief. (Any 5 out of 7, each having 2 marks)
3. Fill in the blanks (Any 10 out of 14, each having 1 mark)
4. Multiple choice question, each item with 4 options (Any 10 out of 14, each having 1 mark)
5. Part A, 5 marks – 1 Short Note; Part B, 5 marks - Fill in the blanks or Multiple choice question with 4 options, Any 5 out of 8
6. Part A, 6 marks – Explain the terms in brief. (Any 3 out of 4, each having 2 marks)
Part B, 4 marks - Fill in the blanks or Multiple choice question with 4 options, Any 4 out of 6

Thus any question will be of 13 to 15 marks with options.

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

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

Format for Internal Assessment per semester at S.Y.B.Sc. -

One class test of 10 marks on any 1 Unit out of the 4 Units and Two assignments of 10 marks each -

In the beginning of the semester, the concerned teacher should give an orientation about the topics of assignments, the nature of various types of assignment work and requirements/ format of the written report of the assignments. The assignments should be relevant to any one of the Topics/Sub-Topics for Assignments given for the particular course. The assignments in each semester should be on a different sub-topic. Assignments will be the written/typed report of any of the following types of work –

1. Preparation and class presentation of materials (verbal/ visual, multi-media) for a social awareness campaign
2. Small survey using a questionnaire or interview schedule
3. Field visit/s to an Institute/NGO
4. Review of Literature on a sub-topic
5. Review of a Book on a relevant sub-topic

6. Case study/studies on a relevant sub-topic
7. Preparation of educational aids – 3 or 4 charts/ posters/ photo essays (on A-4 size paper) / PowerPoint / self-made videos or CDs of 5-15 minutes duration and class presentation/exhibition of the same
8. Conduct a workshop for a small group
9. Conduct any 2 experiments using the CD that accompanies the Book for Study (wherever applicable)
10. Interview an expert/professional in the field
11. Cut a relevant article or news report from a current newspaper and discuss it with the help of psychological theories/concepts
12. Write a script for a skit or a role play and class presentation
13. Application-based open-book test
14. Review of a Film from the socio-psychological perspective, following the class screening of the film, on the basis of various pointers given by the professor
15. Compilation of cartoons on a relevant sub-topic and discussion with the help of psychological theories/concepts

Internal Assessment per semester	Marks
One Class Tests of 10 marks on any 1 Unit out of the 3 Units	10
Two assignments of 10 marks each	20
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	40

The assignments to be submitted may be either typed or hand-written on A-4 size of paper, minimum 1 and a half pages (sides) and maximum 3 sides of actual content (Word limit 500 to 750 words). Additional pages may be used for the Title page, Tables and Figures if any, Bibliography and Appendix etc.

Assignments of a very high quality may be given 9 marks out of 10 and those of exceptional quality may be given 10 out of 10.

5 Marks per semester for Active participation in class instructional deliveries

Some pointers for this are –

Answering questions in class, Preparing answers to questions for presentation in class, Presentation of a sub-topic with or without PPT, Acting in skits on a sub-topic, Participation in developing crosswords/quizzes, Participation in debates and formal/organized discussions based on the topics in the syllabus, Presentations of additional information beyond the prescribed Book for Study (5-10 minute presentation) based on online or library reference, and Presentations of field visits or experiments relevant to a topic

(The following can be submitted for the assignment of 10 marks –

The PPTs with explanatory notes, Written skit or role play, Crosswords/quizzes prepared, The perspective taken in debates/discussions, Presentations based on what was learnt by the student from online reference or field visits or experiments, Descriptive report of the field visit, A Psycho-social perspective of the film screened, Posters/charts alongwith their explanation, Report of the group guidance/social awareness programme, Report of the workshop conducted for a small group)

5 Marks per semester for Overall conduct as a responsible student, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities

Aspects that can be considered –

Regular attendance, Submissions on time, Seriousness of purpose (attending peer tutoring, attention in class), Participation in experiments, Volunteering for activities/programmes related to psychology (could be in collaboration with the NSS unit or the Film or Nature club of the college), Participation in programmes like field visits, films screenings, competitions etc.

Higher marks will be given to those who display Leadership qualities in organizing programmes/activities like Field trips, Film screening and discussion, Talk by guest speakers, Exhibition, Quiz or other competitions, Group guidance/ awareness programmes, Skits or role plays on psychology-related topics, Peer counselling or helping academically weaker students, Conducting a workshop for a small group
