

**AC 29/4/13**  
**Item no. 4.60**

Revised Syllabi for Psychology Core Courses (Major Elective) at the F.Y.B.A.  
To be brought into force with effect from the academic year 2013-2014

Code	Semester	Course Title	Credits	Marks
UAPSY101	1	Fundamentals of Psychology: Part I	4	100 ( 60 +40)
UAPSY201	2	Fundamentals of Psychology: Part II	4	100 ( 60 +40)

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

4 lectures per week; 60 lectures per Semester

**Unit 1. The story of Psychology and thinking critically with psychological science**

- a) What is psychology? Psychology's roots; psychological science is born; psychological science develops; Contemporary Psychology: Psychology's biggest question, three main levels of analysis, and subfields; Close-up: Improve your retention and grades
- b) The need for psychological science - Did we know all along? Hindsight bias; Overconfidence; perceiving order in random events; the scientific attitude: curious, sceptical and humble; Critical thinking
- c) How do psychologists ask and answer questions? The scientific method; description; correlation; experimentation; statistical reasoning in everyday life: describing data; significant differences
- d) Frequently asked questions about Psychology

**Unit 2: The Biology of Mind**

- a) Biology, Behaviour and Mind
- b) Neural Communication – neurons, how neurons communicate, how neurotransmitters influence us
- c) The Nervous System - the peripheral and central nervous systems
- d) The Endocrine System
- e) The Brain - The tools of discovery: having our head examined; older brain structures; the cerebral cortex; our divided brain; right-left differences in the intact brain; Close-Up: Handedness

**Unit 3: Learning**

- a) How do we learn?
- b) Classical Conditioning - Pavlov's experiments; Pavlov's legacy; Operant Conditioning - Skinner's experiments; Skinner's legacy; Contrasting classical and operant conditioning; Close-up: training our partners
- c) Biology, Cognition, and Learning - Biological constraints on conditioning; cognition's influence on conditioning
- d) Learning by Observation- Mirrors and imitation in the brain; applications of observational learning; Thinking critically about: Does viewing media violence trigger violent behaviour?

**Unit 4: Memory**

- a) Studying Memory; Memory Models
- b) Building Memories - encoding and automatic processing; encoding and effortful processing
- c) Memory Storage - Retaining Information in the brain; the Amygdala, emotions, and memory; Synaptic Changes
- d) Retrieval: getting information out - measures of retention; retrieval cues
- e) Forgetting - Forgetting and the two-track mind; encoding failure; storage decay; retrieval failure; close-up: retrieving passwords
- f) Memory construction errors - misinformation and imagination effects; source amnesia; discerning true and false memories; children's eyewitness recall; repressed or constructed memories of abuse?
- g) Improving memory

### **Topics for assignment of 10 marks in Semester 1 –**

**1. Sub-fields of Psychology:** Clinical, Cognitive, Community, Counselling, Developmental, Educational, Experimental, Forensic, Health, Industrial-Organizational, Neuropsychology, Psychometry and Quantitative, Rehabilitation, School, Social, Sport

**2. Consciousness, Sleep and Dreams, Hypnosis, and Drugs** - a) Brain states and consciousness – defining Consciousness, the biology of Consciousness; selective attention. b) Sleep and Dreams – biological rhythms and sleep; sleep theories; sleep deprivation and sleep disorders; sleep and athletic performance; Dreams c) Hypnosis - Frequently asked questions about Hypnosis; explaining the hypnotized state. d) Drugs and consciousness – tolerance, dependence and addiction; types of Psychoactive drugs; influences on drug use

**3. The history of Psychology in India;** Indian Psychologists and their contributions; Current trends in the field; Misconceptions about Psychology and Psychologists

### **Semester 2. Fundamentals of Psychology: Part II** (Credits = 3)

4 lectures per week; 60 lectures per Semester

#### **Unit 1. Thinking, Language and Intelligence**

- a) Thinking – Concepts; Problem solving strategies and obstacles; Forming good and bad decisions and judgments; Thinking critically about: the fear factor- Why we fear the wrong things. Do other species share our cognitive skills?
- b) Language: Language structure; language development; close-up: living in a silent world; the brain and language; do other species have language?
- c) Thinking and Language: Language influences thinking; thinking in images
- d) What is Intelligence? Is intelligence one general ability or several specific abilities? Intelligence and creativity; emotional intelligence; is intelligence neurologically measurable?
- e) Assessing Intelligence - the origins of intelligence testing; modern tests of mental abilities; principles of test construction

#### **Unit 2. Motivation and Emotion**

- a) Motivational Concepts - Instincts and evolutionary psychology; drives and incentives; optimum arousal; a hierarchy of motives
- b) Hunger - The physiology and psychology of hunger; obesity and weight control; Close-up: Waist management
- c) The Need to Belong - Aiding survival; wanting to belong; sustaining relationships; the pain of ostracism; social networking
- d) Cognition and Emotion - Historical emotion theories; cognition can define emotion: Schachter and Singer; Cognition may not precede emotion: Zajonc, LeDoux, and Lazarus

e) Embodied Emotion - Emotions and the autonomic nervous system; the physiology of emotions; Expressed emotion - Detecting emotions in others; thinking critically about: lie detection; gender, emotion and nonverbal behaviour; culture and emotional expression; the effects of facial expression; Experienced Emotion – Anger; Happiness; Close-up: Want to be happier?

### Unit 3: Personality

- a) Psychodynamic Theories: Freud’s psychoanalytic perspective - exploring the unconscious; the neo-Freudian and psychodynamic theorists; assessing unconscious processes; evaluating Freud’s psychoanalytic perspective and modern views of the unconscious
- b) Humanistic theories - Abraham Maslow’s self-actualizing person; Carl Rogers’ person-centred perspective; assessing the self; evaluating humanistic theories
- c) Trait Theories - Exploring and assessing traits; thinking critically about: how to be a “successful” astrologer or palm reader; The Big Five factors; evaluating trait theories
- d) Social cognitive theories - reciprocal influences; personal control; Close-up: toward a more positive psychology; assessing behaviour in situations; evaluating social-cognitive theories
- e) Exploring the self - the benefits of self esteem; self-serving bias

### Unit 4: Statistics in Psychology: Understanding Data

- a) The tables are turned: a psychologist becomes a research subject
- b) Descriptive statistics: frequency distribution
- c) Measures of central tendency
- d) Measures of variability
- e) Z-scores and the normal curve
- f) Correlation
- g) Inferential statistics

### **Book for Study**

Myers, D. G. (2013). Psychology. 10<sup>th</sup> edition; International edition. New York: Worth Palgrave Macmillan

### **Book for Study for Unit 4. Statistics in Psychology**

Hockenbury, D.H., & Hockenbury, S.E. (2013). Discovering Psychology. 6<sup>th</sup> edition. New York: Worth publishers

### **Additional 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. (2008). Psychology. (Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
- 3) Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3<sup>rd</sup> edi. New Jersey: Pearson education
- 4) Feist, G.J, & Rosenberg, E.L. (2010). Psychology: Making connections. New York: McGraw Hill publications
- 5) Feldman, R.S. (2013). Psychology and your life. 2<sup>nd</sup> edi. New York: McGraw Hill publications
- 6) Feldman, R.S. (2013). Understanding Psychology. 11<sup>th</sup> edi. New York: McGraw Hill publications
- 7) King, L.A. (2013). Experience Psychology. 2<sup>nd</sup> edi. New York: McGraw Hill publications

- 8) Lahey, B. B. (2012). Psychology: An Introduction. 11th edi. New York: McGraw-Hill Publications
- 9) Schachter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). Psychology. New York: Worth Publishers.
- 10) Wade, C. & Tavris, C. (2006). Psychology. (8th ed.). Pearson Education inc., Indian reprint by Dorling Kindersley, New Delhi

### **Topics for assignment of 10 marks in Semester 2**

1. Stress and Health Stress – some basic concepts; stress and illness; promoting health – coping with stress; pets are friends, too; reducing stress; complementary and alternative medicine
2. Nature, Nurture, and Human Diversity - Behaviour genetics: predicting individual differences; evolutionary Psychology: understanding human nature; how does experience influence development? Cultural influences; gender development; reflections on Nature and Nurture
3. The dynamics of Intelligence – Stability or change? Extremes of intelligence; genetic and environmental influences on intelligence - twin and adoption studies, environmental influences, group differences in intelligence test scores; the question of bias.
4. Motivation at work – Industrial-Organizational Psychology at work; personnel Psychology; discovering your strengths; motivating achievement; doing well while doing good; the human factor
5. Applications of Psychology in India; Indian institutions and NGOs related to Psychology; Educational and career options for graduates and post-graduates in Psychology

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### **Pattern of Question Paper for Class Test of 20 marks**

The class test can be on any 1 Unit out of the 4 Units in the semester. It can be conducted in the class or if the technical facilities are available, it can be conducted online. The specific questions asked in Class Test should not be repeated in the Semester end examination.

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 4 out of 6, 5 marks each)
2. Explain the terms in brief. (Any 10 out of 14, 2 marks each)
3. Fill in the blanks (Any 20 out of 24, 1 mark each)
4. Multiple choice question with 4 options (Any 20 out of 24, 1 mark each)
5. Part A, 10 marks – Any 2 Short Notes out of 4; Part B, 10 marks - Fill in the blanks or MCQ with 4 options (Any 10 out of 14, 1 mark each)
6. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, 2 marks each); Part B, 10 marks - Fill in the blanks or MCQ with 4 options (Any 10 out of 14, 1 mark each)
7. Part A, 10 marks – Explain the terms in brief. (Any 5 out of 10, each 2 marks); Part B, 10 marks - Write short notes. (Any 2 out of 4, 5 marks each)
8. Part A, 10 marks - Fill in the blanks (Any 10 out of 14, 1 mark each); Part B, 10 marks - Multiple choice question with 4 options (Any 10 out of 14, 1 mark each)
9. Part A, 10 marks – one essay-type question; Part B, 10 marks - Multiple choice question with 4 options (Any 10 out of 14, 1 mark each)

If the Class Test in Semester 2 is on Unit 4. Statistics in Psychology, the Pattern of Question Paper for Class Test will be -

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

**Part B 10 marks** - Calculate Mean, Median, Mode and Range of given raw scores. The number of scores can be between 9 and 12. Scores should be 2-digit. Use of calculators is allowed. Mean 5 marks; Median 3; Mode 1; Range 1. Each step in the calculations should be written, as marks will be assigned for each step, and not just for the final answer.

**One assignment of 10 marks in each semester -**

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 format of the report of the assignments. The assignments should be relevant to any one of the Topics for Assignments given for the particular semester. 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. Interview an expert/professional in the field
10. Cut a relevant article or news report from a current newspaper and discuss it with the help of psychological theories/concepts
11. Write a script for a skit or a role play, and class presentation
12. 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
13. Compilation of cartoons on a relevant sub-topic and discussion with the help of psychological theories/concepts

The following can be submitted as the assignment in written or typed form - 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.

Word limit - maximum 750 words, 3 pages (sides) of A-4 size paper. Additional pages (maximum 2 or 3) may be used for Bibliography and Tables, Figures and Appendix if any. Assignments of a very high quality may be given maximum 9 marks out of 10.

**5 Marks per semester for Active participation in class instructional deliveries**

**Some pointers for this are** – Regular attendance, Answering questions in class, Preparing questions and/or 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

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 – 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, seminars, workshops, conferences organized by the department 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.

### **Semester 1 - Pattern of Question Paper for Semester End Assessment**

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

All 4 questions carry 15 marks and are compulsory.

There will be internal choice in each Question. Students can answer either part A or part B of each question. The A and B parts in each question will be based on any 2 different units out of the 4 units covered in the semester, in any combination like 1 and 2, 1 and 4, 2 and 4, and so on.

Both A and B parts in Q. no. 1 and 2 will have essay-type question of 15 marks.

Both A and B parts in Q. no. 3 and 4 will be short-answer type, of any of the following nature according to suitability to the particular Unit and the need to vary the combination of Unit and question each year.

1. Explain the terms in brief. (Any 5 terms out of 6, 3 marks each)
2. Give reasons for the following with the help of the relevant psychological principle or theoretical or empirical/ research basis. (Any 3 out of 4, 5 marks each)
3. 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 3 out of 4, 5 marks each)
4. Explain the contributions made by or the theory given by the following. (Any 3 out of 4 names, 5 marks each)
5. Discuss/Explain the following statements. (Any 3 out of 4 given statements which will be in quotation marks “-----”, 5 marks each).
6. Write any 3 short notes out of 4, 5 marks each.
7. Differentiate between .... and ..... (Any 3 out of 4, 5 marks each)
8. Describe any one research study that investigated the following principle/ concept/ phenomenon. (Any 3 out of 4, 5 marks each)
9. Explain the following with the help of a diagram/graph/flowchart. (Any 3 out of 4; 2 marks for diagram/graph/flowchart and 3 marks for the explanation)
10. Identify the psychological principle or theoretical or empirical basis for the following. (Any 3 out of 4, 5 marks each)

Example 1			Example 2		
Q.	Units	Attempt either A or B in each question.	Q	Units	Attempt either A or B in each question.
1	1, 3	A. Essay-type on Unit 1. B. Essay-type on Unit 3.	1	1, 4	A. Essay-type on Unit 1. B. Essay-type on Unit 4.

2	2 , 4	A. Essay-type on Unit 2. B. Essay-type on Unit 4.	2	2 , 3	A. Essay-type on Unit 2. B. Essay-type on Unit 3.
3	3 , 4	A. Explain terms on Unit 3. B. Differentiate between on Unit 4.	3	3 , 1	A. True/False with reasons on unit 3. B. Explain contributions on unit 1.
4	1 , 2	A. Write short notes on Unit 1. B. Discuss statements on Unit 2.	4	4 , 2	A. Give reasons on unit 4. B. Explain terms on Unit 2.

In Semester 2, Unit 4 is on Statistics. So, instead of full-length Essay-type question on this unit, the question will be - Write short notes (Any 3 out of 4, 5 marks each). And instead of short-answer type of question, there will be a question on Calculations, as shown below – 1 example -

Q.	Units	Attempt either A or B.
1	1 , 3	A. Essay-type on Unit 1. B. Essay-type on Unit 3.
2	2 , 4	A. Essay-type on Unit 2. B. Write short notes (Any 3 out of 4) on Unit 4, Statistics.
3	3 , 1	A. Explain terms on Unit 3. B. Differentiate between on Unit 1.
4	2 , 4	A. Give reasons on Unit 2. B. On Unit 4. Statistics – Calculate Mean, Median, Mode, Range and SD of given raw scores. (Mean 5 marks; Median 2; Mode 1; Range 1; and SD 6 marks) The number of scores can be between 9 and 12. Scores should be 2-digit. Use of calculators is allowed. Each step in the calculations should be written, as marks will be assigned for each step, and not just for the final answer.