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University of Mumbai



Revised Syllabus for the S.Y.B.A.

Program: B.A.

Course: Psychology

Semester III & IV

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

Programme – Bachelor of Arts (B. A.) Credit Based Semester and Grading System
S.Y.B.A. Psychology Syllabi
 To be implemented from the Academic year 2012-2013

Semester III

Course Code	Course Title	Units	Credits	Marks
UAPSY301	Social Psychology: Part I	1. The Field of Social Psychology	3	100 (60 +40)
		2. Social Cognition		
		3. Social Perception		
		4. Attitudes		
UAPSY302	Developmental Psychology: Part I	1.Introduction - Beginnings	3	100 (60 +40)
		2.The Start of Life; Birth and the Newborn Infant		
		3.Physical Development in Infancy		
		4.Cognitive Development in Infancy		

Semester IV

Course Code	Course Title	Units	Credits	Marks
UAPSY401	Social Psychology Part II	1. Stereotyping, Prejudice and Discrimination	3	100 (60 +40)
		2. Social Influence		
		3. Aggression		
		4. Groups and Individuals		
UAPSY402	Developmental Psychology: Part II	1. Physical, Social and Personality Development in the Preschool Years	3	100 (60 +40)
		2. Cognitive Development in Pre-school years		
		3. Physical, Social and Personality Development in Middle Childhood		
		4. Cognitive Development in Middle Childhood		

UAPSY 301 Semester III. Social Psychology: Part I (Credits = 3)

3 lectures per week; 45 lectures per Semester

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

Semester III

Unit 1: The Field of Social Psychology

- a) Social Psychology: what it is and what it does

- b) Social Psychology: its cutting edge
- c) A brief look at history: the origins and early development of Social Psychology
- d) Research as the route to increased knowledge
- e) The role of theory in Social Psychology
- f) The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate Balance

Unit 2: Social Cognition

- 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

Unit 3: Social Perception

- a) Nonverbal Communication: The unspoken Language of Expressions, Gazes and Gestures
- b) Attribution: Understanding the Causes of Others' Behaviour
- c) Impression Formation and Impression Management

Unit 4: Attitudes

- 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?

UAPSY 401 Semester IV. Social Psychology: Part II (Credits = 3)

3 lectures per week; 45 lectures per Semester

Unit 1: Stereotyping, Prejudice and Discrimination

- 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 *Not* Inevitable: Techniques for Countering Its Effects

Unit 2: Social Influence

- 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

Unit 3: Aggression

- 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

Unit 4: Groups and Individuals

- 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

Book for Study:

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

Books for Reference

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

Topics/sub-topics for the assignments -

For 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?

For 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

UAPSY 302 Semester III. Developmental Psychology: Part I (Credits = 3)

3 lectures per week; 45 lectures per Semester

Objectives: -

1. To impart knowledge and understanding of the basic concepts, principles, perspectives and modern trends in Developmental Psychology
2. To foster interest in Developmental Psychology as a field of study and research
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

Semester III

Unit 1. Introduction - Beginnings

- 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

Unit 2. The Start of Life; Birth and the Newborn Infant

- 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

Unit 3. Physical Development in Infancy

- a) First Steps; Growth and Stability
- b) Motor Development
- c) The Development of the Senses

Unit 4. Cognitive Development in Infancy

- a) Piaget's Approach to Cognitive Development
- b) Information Processing Approaches to Cognitive Development
- c) The Roots of Language

UAPSY 402 Semester IV. Developmental Psychology: Part II (Credits = 3)

Unit 1. Physical, Social and Personality Development in the Preschool Years

- a) Physical Development - the Growing Body; the Growing Brain; Motor Development
- b) Social and Personality Development - Feeling His Mother's Pain; Forming a Sense of Self; Friends and Family: Preschoolers' Social Lives; Moral Development and Aggression

Unit 2. Cognitive Development in Pre-school years

- a) Piaget's Approach

- b) Information Processing and Vygotsky's Approach to Cognitive Development
- c) The Growth of Language and Learning

Unit 3. Physical, Social and Personality Development in Middle Childhood

- 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

Unit 4. Cognitive Development in Middle Childhood

- a) Cognitive Development - Intellectual and Language Development
- b) Schooling: The Three Rs (and More) of Middle Childhood
- c) Intelligence: Determining Individual Strengths

Book for study

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

Books for reference

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

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.

Topics/sub-topics for the assignments -

For Semester III

Social and Personality Development in Infancy

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

For 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

**Programme – Bachelor of Arts (B. A.)
Credit Based Semester and Grading System
General Applied Component at S.Y.B.A. Option A - Health Psychology**

Course code	Semester	Course Title	No. of lectures per week	No. of lectures per term	No. of Credits	Marks
	III	Health Psychology Part I	4	15 x 4 = 60	2	100 (60 + 40)
	IV	Health Psychology Part II	4	15 x 4 = 60	2	100 (60 + 40)

Syllabus to be brought into force with effect from the academic year 2012-2013

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Health Psychology
2. To foster interest in Health Psychology as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context

Semester III - Health Psychology Part I (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Health Psychology: Introduction, Future Challenges and Health Research

- 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

Unit 2. Seeking Health Care and Adhering to Medical Advice

- 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

Unit 3. Behavioral Factors in Cardiovascular Disease

- 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

Unit 4. Behavioral Factors in Cancer

- a) What is cancer; The changing rates of cancer deaths
- b) Cancer risk factors beyond personal control, and behavioural risk factors for cancer
- c) Living with cancer

Semester IV - Health Psychology Part II (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Defining and Measuring Stress; Stress and Disease

- 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?

Unit 2. Living with Chronic Illness

- 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

Unit 3. Understanding Pain; Managing Stress and Pain

- 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

Unit 4. 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

Book for study

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

Books for reference

- 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

Topics/sub-topics for the assignments -1. 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

2. 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

3. Preventing injuries

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

**Programme – Bachelor of Arts (B. A.) Credit Based Semester and Grading System
General Applied Component at S.Y.B.A. Option B – Psychology of Adjustment**

Course code	Semester	Course Title	No. of lectures per week	No. of lectures per term	No. of Credits	Marks
	III	<u>Psychology of Adjustment: Part I</u>	4	15 x 4 = 60	2	100 (60 + 40)
	IV	<u>Psychology of Adjustment: Part II</u>	4	15 x 4 = 60	2	100 (60 + 40)

Syllabus to be brought into force with effect from the academic year 2012-2013

Objectives: -

1. To impart knowledge of the basic concepts and modern trends in Psychology of Adjustment
2. To foster interest in Psychology of Adjustment as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Psychology of Adjustment in the Indian context

Semester III - Psychology of Adjustment: Part I (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Self-direction in a changing world and seeking selfhood

- a) Social change
- b) The challenge of Self-direction
- c) Themes of personal growth
- d) What is Self-concept; Core characteristics of Self-concept
- e) The Self-concept and personal growth

Unit 2. Towards better health

- a) Body image
- b) Psychological factors and physical illness
- c) Coping with illness
- d) Promoting wellness

Unit 3. Taking charge and Managing motives and emotions

- a) Mastery and personal control
- b) Personal resolve and decision making; Decisions and personal growth
- c) Understanding motivation
- d) Understanding emotions

Unit 4. Sexuality, Love and commitment

- a) Men and women; Sexual responsiveness; Practical issues
- b) Love and intimacy; Commitment; Adjusting to intimate relationships
- c) Divorce and its consequences

Semester IV - Psychology of Adjustment: Part II (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Stress

- a) Understanding Stress
- b) Reactions to Stress
- c) Managing Stress

Unit 2. Understanding mental disorders

- a) Psychological disorders
- b) Anxiety disorders
- c) Mood disorders
- d) Other common disorders

Unit 3. Therapy and Treatment

- a) Insight therapies
- b) Cognitive-behavioural therapies
- c) Other approaches to treatment
- d) How well does therapy work

Unit 4. Good grief and death

- a) Death and dying
- b) Bereavement and grief
- c) Life and death in perspective

Book for Study

Duffy, K.G., & Atwater, E. (2008). Psychology for Living – Adjustment, Growth, and Behaviour Today. (9th ed.). New Jersey: Pearson Prentice Hall

Books for reference

1. Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
2. Baumgardner, S. & Crothers, M. (2009). Positive Psychology. Pearson Education
3. Brannon, L. & Feist J. (2007). Introduction to Health Psychology. Thomson Wadworth. New Delhi: Indian edition
4. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). McGraw Hill publications

5. Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
6. Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
7. Snyder, C.R., & Lopez, S.J. (2007). Positive Psychology – The scientific and practical explorations of human strengths. New Delhi: Sage publications India pvt ltd, South Asia edition
8. Taylor S. E. (2003). Health Psychology (5th Ed). McGraw Hill Higher Education. International Edition.
9. Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life - Adjustment in the 21st century. (8th ed.) Cengage Learning India
10. Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Topics/sub-topics for the assignments -

1. Making and Keeping Friends

- a) Meeting People – first impressions and mistaken impressions; shyness
- b) Keeping Friends – friendships are precious; when friends get together; self-disclosure - those little secrets; same-sex and opposite-sex friends; staying friends

2. At Work and Play

- a) Choosing career – taking stock of yourself; identifying compatible careers; arriving at your career decision; preparing for your career
- b) Career outlook – forecasting your career’s growth; changing jobs or careers
- c) Contemporary issues in the world of work – job satisfaction, technology and work, diversity in the workplace
- d) Leisure time – what is leisure? Work and leisure; using leisure positively

Programme – Bachelor of Arts (B. A.)
Credit Based Semester and Grading System
General Applied Component at S.Y.B.A. Option C - Stress Management

Course code	Semester	Course Title	No. of lectures per week	No. of lectures per term	No. of Credits	Marks
	III	Stress Management Part I	4	15 x 4 = 60	2	100 (60 + 40)
	IV	Stress Management Part II	4	15 x 4 = 60	2	100 (60 + 40)

Syllabus to be brought into force with effect from the academic year 2012-2013

Objectives: -

1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management
2. To foster interest in Stress Management as a field of study and research
3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context

Semester III. Stress Management: Part I (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Stress and Stress Psychophysiology

- a) The Pioneers, Stress theory, The Stressor, Stress Reactivity, A Definition of Stress, Stress Management Goals
- b) Stress Psychophysiology: The brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

Unit 2. Stress and Illness/Disease, and Intervention

- a) Hot Reactors, Psychosomatic Disease, Stress and the Immunological System, Stress and Serum Cholesterol, Specific Conditions, Post-traumatic Stress Disorder, Stress and Other Conditions
- b) Intervention – A model of stress, Setting up roadblocks, Comprehensive stress management, Eustress and the model, Taking control and Making a commitment

Unit 3. Intrapersonal and Interpersonal Life-Situation Interventions –

- a) Intrapersonal Interventions: – Eliminating unnecessary stressors; nutrition and stress; noise and stress; life events and stress; hassles and chronic stress; success analysis
- b) Interpersonal Interventions – Asserting oneself, conflict resolution, communication, time management, social support networking

Unit 4. Relaxation Techniques

- a) Meditation and Autogenic Training and Imagery
- b) Progressive Relaxation, Biofeedback and Other Relaxation Techniques

Semester IV. Stress Management: Part II (Credits = 2)

4 lectures per week; 60 lectures per semester

Unit 1. Exercise and Strategies for decreasing stressful behaviours

- a) Physiological Arousal Intervention: Exercise
Exercise and Health, the Healthy Way to Exercise, Principles of Exercise, Assessing Cardio-respiratory Fitness, Starting an Exercise Program, Choosing an Exercise Program, Exercise and the elderly, Where to get more information, Exercise – keep it going
- b) Strategies for decreasing stressful behaviours -

Health and lifestyle behaviours, health-behaviour assessment, selected lifestyle behaviours, barriers to action, locus of control, various methods for decreasing stressful behaviours, application of behaviour change techniques

Unit 2. Occupational Stress

- a) Occupational Stress Cycle, What is occupational stress, Why is occupational stress of concern, Gender and occupational stress, Disease and Occupational Stress, Occupational Stressors
- b) The Workaholic, Burnout, Women and Work Outside the Home, Sexual Harassment at Work, Working in the Home
- c) Interventions
- d) Managing Occupational Stress

Unit 3. Family Stress

- a) The Family, Marriage, Cohabitation, Divorce, Single-Parent Families, Gay and lesbian families
- b) Family Stressors
- c) A Model of Family Stress
- d) Interventions

Unit 4. Stress and the Elderly

- a) The Elderly: A Description, Test of Knowledge About the Elderly, Adjustment in the Later Years, Exercise and the elderly
- b) Retirement, Care-giving; Death, Dying and Grief
- c) Interventions

Book for Study

Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications

Books for Reference

- 1) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
- 2) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
- 3) Rice, P.L. (1999). Stress and Health. (3rd ed). Brooks/Cole publishing co.
- 4) Schafer, W. (2000). Stress Management for Wellness. (4th ed). Wadsworth/ Thomson Learning
- 5) Schafer, W. (2002). Stress Management. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008
- 6) Wilson, E. (2007). Stress Proof Your Life: 52 Brilliant Ideas for Taking Control. New Delhi: Pearson Power

Topics/sub-topics for the assignments –

1. Perception Interventions – Selective awareness; stop to smell the roses; perspective and selective awareness; an attitude of gratitude; humour and stress; Type A behaviour pattern; self-esteem; locus of control; anxiety management; hardiness
2. Spirituality and Stress - Spiritual health, religion and spirituality, spirituality and health, how spirituality and religion affect health, forgiveness and health, volunteerism as a spiritual and healthy activity; closing thoughts on spirituality, health and managing stress
3. Diversity and stress - Minority defined; health status, poverty and educational level, family life, age and physical disability
4. Stress and the College Student - The Younger College Student, HIV-AIDS, the Older College Student, the Minority College Student, Interventions

Programme – Bachelor of Arts (B. A.) Credit Based Semester and Grading System

Pattern of Question Paper and format of Internal Assessment

To be brought into force with effect from the academic year 2012-2013

For Syllabi in Psychology at the S.Y.B.A. Semesters III and IV

Core Courses (Major Electives)

1. Social Psychology: Parts I and II
2. Developmental Psychology: Parts I and II

General Applied Components at S.Y.B.A.

1. Option A - Health Psychology Parts I and II
2. Option B – Psychology of Adjustment Parts I and II
3. Option C - Stress Management Parts I and II

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.

Q. No. 1, 2, 3, and 4 will be on the 4 Units covered in the semester.

There will be internal choice in each Question. Students can answer either part A or part B of each question.

The A part in each Question will have an essay-type question of 15 marks and the B part 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, each having 3 marks)
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, each having 5 marks)

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, each having 5 marks)
4. Explain the contributions made by or the theory given by the following. (Any 3 out of 4 names, each having 5 marks)
5. Discuss/Explain the following statements. (Any 3 out of 4 given statements which will be in quotation marks “-----”, each having 5 marks).
6. Write any 3 short notes out of 4, each having 5 marks.
7. Differentiate between and (Any 3 out of 4, each having 5 marks)
8. Describe any one research study that investigated the following principle/ concept/ phenomenon. (Any 3 out of 4, each having 5 marks)
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, each having 5 marks)

Note – In 1 or 2 questions out of the 4 questions, both parts A and B can have essay-type questions of 15 marks.

Example 1

Q. 1	On Unit 1	Attempt either A or B. (15 marks) A. Essay-type question. B. Essay-type question.
Q. 2	On Unit 2	Attempt either A or B. (15) A. Essay-type question. B. Explain the terms in brief (any 5 out of 6)
Q. 3	On Unit 3	Attempt either A or B. (15) A. Essay-type question. B. Differentiate between and (Any 3 out of 4)
Q. 4	On Unit 4	Attempt either A or B. (15) A. Essay-type question. B. Discuss/Explain the following statements. (Any 3 out of 4)

Example 2

Q. 1	On Unit 1	Attempt either A or B. (15 marks) A. Essay-type question. B. Explain contributions/theory (Any 3 out of 4)
Q. 2	On Unit 2	Attempt either A or B. (15) A. Essay-type question. B. Write short notes (Any 3 out of 4)
Q. 3	On Unit 3	Attempt either A or B. (15) A. Essay-type question. B. Essay-type question.
Q. 4	On Unit 4	Attempt either A or B. (15) A. Essay-type question. B. Describe one research study (Any 3 out of 4)

Format for Internal Assessment per semester at S.Y.B.A.

One Class Test of 20 marks

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

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.

One assignment of 10 marks -

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. 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
14. Compilation of cartoons on a relevant sub-topic and discussion with the help of psychological theories/concepts

The written assignment 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.

Internal Assessment per semester	Marks
One class test on any 1 Unit out of the 4 Units	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	40

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.

Programme – Bachelor of Arts (B. A.) Credit Based Semester and Grading System
Revised format of Internal Assessment and Pattern of Question Paper
To be brought into force with effect from the academic year 2012-2013

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

UAPSY101, Semester I, Fundamentals of Psychology: Part I, 60 + 40 = 100 Marks

UAPSY102, Semester II, Fundamentals of Psychology: Part II, 60 + 40 = 100 Marks

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.

Q. No. 1, 2, 3, and 4 will be on the 4 Units covered in the semester.

There will be internal choice in each Question. Students can answer either part A or part B of each question. The A part in each Question will have an essay-type question of 15 marks and the B part 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.

One Class Test of 20 marks - Pattern of Question Paper

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

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.

If the **Class Test in Semester II** 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, 2-digit or 3-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.
