



Savitribai Phule Pune University
(Formerly University of Pune)

Three Year B.A. (Bachelor of Arts) Degree Program in Psychology
(Faculty of Humanities)

F.Y.B.A. PSYCHOLOGY

Choice Based Credit System

Syllabus

To be implemented from Academic Year 2019-2020

1: Title of the course: B. A. with Psychology

2: Background:

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing New Education Policy (NEP) in our country to bring out reforms in Indian education system. University Grants Commission (UGC) participates more actively in developing National Education Policy, its execution and promotion of higher education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course- curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system.

The education plays enormously significant role in building of a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. Majority of them have entered recently into semester system to match with international educational pattern. However, our present education system produces young minds lacking knowledge, confidence, values and skills. It could be because of complete lack of relationship between education, employment and skill development in conventional education system. The present alarming situation necessitates transformation and/or redesigning of education system, not only by introducing innovations but developing “learner-centric approach in the entire education delivery mechanism and globally followed evaluation system as well.

Majority of Indian higher education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose inter-disciplinary, intra-disciplinary and skill-based courses. This can only be possible when choice based credit system (CBCS), an internationally acknowledged system, is adopted. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. The CBCS has more advantages than disadvantages.

This course aims at enriching the minds of students and it has aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Use of ICT and mass media and web based

sources is highly recommended to make the teaching-learning process interactive and interesting.

3: Structure of the course:

Year	Semester	Paper No.	Title of the Paper	Lectures per week	Credit for semester
First Year	1	DSC-PSY-1A	Foundations of Psychology	03	03
	2	DSC-PSY-1B	Introduction to Social Psychology	03	03

4: Implementation of UG course structure:

- 1: This is 6 semester 132 credit degree course.
- 2: Each theory credit is equivalent to 15 clock hours of teaching and each practical credit is equivalent to 30 clock hours of laboratory teaching in a semester.
- 3: There is 15 to 18 weeks (90 days) of teacher-student interaction during the semester.

Each semester shall have 3 credits for teaching. Each credit is equal to 15 hours, so this course shall have 45 teaching hours. In addition to that there shall be three hours allotted to internal evaluation. Changes as per the university guidelines shall be communicated from time to time.

F.Y.B.A. Psychology
(w.e.f. 2019-2020)
(Choice Based Credit System) 70:30-Pattern
(70-Semester-End Exam & 30-Internal Evaluation)

Course DSC-PSY- 1B : Introduction to Social Psychology

Course objectives and learning outcomes:

After the completion of this course students will be able to demonstrate the following competencies:

- a) Understand the basics of social psychology.
- b) Understand the nature of self, concept of attitude and prejudice of the individual.
- c) Assess the interactional processes, love and aggression in our day today life. .
- c) Understand group dynamics and individual in the social world.

Unit 1: Introduction:

(Total 12 Lectures)

- 1.1 Definition, Brief history of social psychology (special emphasis on India),
- 1.2 Scope of social psychology
- 1.3 Levels of social behaviour
- 1.4 Approaches towards understanding social behaviour
- 1.5 Application: Community mental health

Unit- 2.Individual Level Processes

(Total 12 Lectures)

- 2.1 Difference between Social Cognition & Social Perception.
- 2.2 Self –Concept: Nature, Self-regulation and self-presentation.
- 2.3 Attitude: Definition, components, Dimensions and formation of attitude
- 2.4 Prejudice: Causes.
- 2.5 Application: Formation of attitude and Prejudice eradication

Unit 3: Interpersonal processes:

(Total 12 Lectures)

- 3.1 Interpersonal attraction, love
- 3.2 Pro-social behaviour
- 3.3 Locus of control, increasing our helping nature.
- 3.4 Aggression: Meaning, Nature and causes of Aggression
- 3.5 Application: Prevention and reducing aggression

Unit- 4.Group Dynamics

(Total 12 Lectures)

- 4.1 Groups: When we join and when we leave, The benefits of joining
- 4.2 Cooperation and Conflict
- 4.3 Conformity; Factors affecting Conformity, Obedience & Authority
- 4.4 Group decision making
- 4.5 Application: Team Building

Books for Reference

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, Gopa. (2008). Social Psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009
2. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall
3. Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA
4. Myers, D. G. (2006). Social Psychology. (8th edi.), Tata McCraw- Hill Publication.

Books in Marathi Language:

1. नातू, वैद्य आणि राजहंस (२००८). सामाजिक मानसशास्त्र. पिअर्सन
2. गाडेकर, पाटील, इनामदार (२००७). प्रगत सामाजिक मानसशास्त्र. डायमंड, पुणे.
3. तडसरे, तंबाके, पाटील, दरेकर (२००३). सामाजिक मानसशास्त्र. फडके प्रकाशन, कोल्हापूर.
4. ढोरमारे आणि रसाळ (२०१५). सामाजिक मानसशास्त्र. उन्मेष प्रकाशन, पुणे.

घटक १ : ओळख

(१२ तास)

- १.१ सामाजिक मानसशास्त्र ची व्याख्या, थोडक्यात इतिहास (भारतीय संदर्भ)
- १.२ सामाजिक मानसशास्त्र विषयाची व्याप्ती
- १.३ सामाजिक वर्तनाचे स्तर
- १.४ सामाजिक वर्तन समजावून घेताना दृष्टीकोन
- १.५ उपयोजन : लोकसमुहाचे मानसिक आरोग्य

घटक २ : व्यक्ती स्तरावरील प्रक्रिया

(१२ तास)

- २.१ सामाजिक बोधन आणि सामाजिक संवेदन यातील फरक
- २.२ स्व संकल्पना : स्वरूप, स्व-नियमन आणि स्व सादरीकरण
- २.३ अभिवृत्ती: व्याख्या, घटक, अभिवृत्ती चे घटक आणि निर्मिती
- २.४ पूर्वग्रह : कारणे
- २.५ उपयोजन : अभिवृत्ती निर्मिती आणि पूर्वग्रह निर्मुलन

घटक ३ : आंतरव्यक्तिक प्रक्रिया

(१२ तास)

- ३.१ आंतरव्यक्तिक आकर्षण, प्रेम
- ३.२ समाज-अनुकूल वर्तन
- ३.३ नियंत्रण केंद्र, सहकार्य वर्तन वाढविणे
- ३.४ आक्रमकता : अर्थ, स्वरूप आणि आक्रमकतेची कारणे
- ३.५ उपयोजन : आक्रमकता प्रतिबंधन आणि कमी करणे

घटक ४ : समूह गतिमानता

(१२ तास)

- ४.१ समूह : आपण समुहात केव्हा दाखल होतो आणि केव्हा सोडून देतो, समूह सदस्य होण्याचे फायदे
- ४.२ सहकार्य आणि संघर्ष
- ४.३ अनुपालन : अनुपालन वर परिणाम करणारे घटक, आज्ञाधारकता आणि अधिकार
- ४.४ सामुहिक निर्णय घेणे
- ४.५ उपयोजन : संघभाव वाढविणे

Question Paper Pattern for Each Semester (2019-20)

(Choice Based Credit System)

F Y B A Psychology:

(70-Semester-End Exam & 30-Internal Evaluation)

Hours: Three

Marks: 70

Q1 Answer the following questions in 100 words each (any four)

Ask six questions- each question for 5 marks 5X4 =20

Q2 Answer the following questions in 200 words each (any two)

Ask four questions -each question for 10 marks 10X2 =20

Q3 Answer the following questions in 400 words each (any one)

Ask two questions -each question for 20 marks 20X1 =20

Q4 write short notes (any Two)

Ask four short notes -each short note for 5 marks 5X2 =10

-----**Total = 70 Marks**

Pattern for Internal Evaluation:

- | | | |
|------------------------------------------------|---|------------|
| 1. Internal Mid-Semester Examination– | - | - 20 Marks |
| 2. Home Assignments/Oral/Lecture Notes/Project | | – 10 Marks |

TOTAL–30 Marks