

CIRCULAR :-

A reference is invited to the Ordinances, Regulations and syllabi relating to B.A. degree in French Studies (five years integrated course) vide this office Circular No.UG/169 of 2006 dated 2nd June, 2006 ; No.UG/444 of 2008 dated 6th October, 2008 and No.UG/149 of 2009 dated 12th May, 2009 and the Head, University Department of French and the Principals of the affiliated colleges in Arts are hereby informed that the recommendation made by the Board of Studies in Latin, Greek and Modern European Languages at its meeting held on 6th February, 2009 has been accepted by the Academic Council at its meeting held on 13th February, 2009 vide Item No.4.40 and that, in accordance therewith, the revised syllabus for Five Year Integrated Course in French Studies at FYBA in Paper III entitled French Literature of the 19th and 20th centuries as illustrated by two literary works one of each century is as under and that the same has been brought into force with effect from the academic year 2009-2010:-

- (1) Paroles-Jacques Prevert (any complete edition)
- (2) Les Contes Choisis de Maupassant (as per list given below): -
 - (i) Le Pere Toine
 - (ii) Les Deux Amis
 - (iii) Le Parapluie
 - (iv) Le Papa de Simon
 - (v) Garcon un Bock
 - (vi) La Parure
 - (vii) Une Partie de Campagne
 - (viii) Au Printemps
 - (ix) L'Pa Mere Sauvage
 - (x) Mlle fifi

MUMBAI-400 032
12th May, 2009

PRIN K VENKATARAMANI
REGISTRAR

To,

The Head, University Department of French and the Principals of the affiliated colleges in Arts.

A.C./4.40/13.02.2009

No.UG/ 148-A of 2009,

MUMBAI-400 032

12th May, 2009

Copy forwarded with compliments for information to: -

- 1) The Dean, Faculty of Arts.
- 2) The Chairperson, Board of Studies in Latin, Greek & Modern European Languages.



CIRCULAR :-

A reference is invited to the Ordinances, Regulations and syllabi relating to B.A. degree course in French Studies (Five Year Integrated Course) *vide* this office Circular No.UG/169 of 2006, dated 2nd June, 2006 and No.UG/444 of 2008, dated 6th October, 2008 and the Head, University Department of French and the Principals of the affiliated colleges in Arts are hereby informed that the recommendation made by the Board of Studies in Latin Greek and Modern European Languages at its meeting held on 6th February, 2009 has been accepted by the Academic Council at its meeting held on 13th February, 2009 *vide* item No.4.39 and that, in accordance therewith, the nomenclature of Paper-III- "French Literature Illustrated by two Literary Work" at the F.Y.B.A. in Five Year Integrated Course in French Studies has been changed as "French Literature of the 19th and 20th Century as illustrated by two literary work one of each century" with effect from the academic year 2009-2010.

MUMBAI-400 032
14th May, 2009

PRIN.K.VENKATARAMANI
REGISTRAR

To,

The Head, University Department of French and the Principals of the affiliated college in Arts.

A.C./4.39/13.02.2009

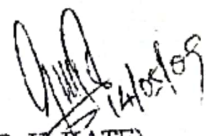
No.UG/ 149- A of 2009

MUMBAI-400 032

14th May, 2009

Copy forwarded with compliments for information to: -

- 1) The Dean, Faculty of Arts.
- 2) The Chairperson, Board of Studies in Latin Greek and Modern European Languages
- 3) The Controller of Examinations,
- 4) The Co-Coordinator, University Computerization Centre,


(D. H. KATE)
DEPUTY REGISTRAR
(U.G./P.G. Section.)

Copy to: -

The Director, Board of College and University Development, the Deputy Registrar (Eligibility and Migration Section), the Director of Students Welfare, the Executive Secretary to the Vice-Chancellor, the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information.

The Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (3 copies), the Deputy Registrar, Statistical Unit (2 copies), the Deputy Registrar (Accounts Section), Vidyanagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), the Professor-cum-Director, Institute of Distance Education (2 copies), the Deputy Registrar, Vidyanagari, (2 copies) the Deputy Registrar (Special Cell)

CIRCULAR :-

A reference is invited to the Ordinances, Regulations and syllabi relating to the B.A. degree course vide this office Circular No.UG/202 of 1999 dated 4th June, 1999 and the Principals of the affiliated colleges in Arts and Professor-cum-Director, Institute of Distance Education are hereby informed that the recommendation made by the Board of Studies in Psychology at its meeting held on 27th January, 2009 has been accepted by the Academic Council at its meeting held on 13th February, 2009 vide Item No.4.26 and that, in accordance therewith, the revised syllabi for Psychology Papers II and III at S.Y.B.A. examination is as per Appendix and that the same has been brought into force with effect from the academic year 2009-2010.

MUMBAI-400 032
12th May, 2009

PRIN K VENKATARAMANT
REGISTRAR

To,
The Principals of the affiliated colleges in Arts and Professor-cum-Director,
Institute of Distance Education.

A.C./4.26/13.02.2009

No.UG/ 150 - A of 2009, MUMBAI-400 032

12th May, 2009

Copy forwarded with compliments for information to: -

- 1) The Dean, Faculty of Arts
- 2) The Chairperson, Board of Studies in Psychology.
- 3) The Controller of Examinations,
- 4) The Co-Ordinator, University Computerization Centre.


(D.H. KATE)

DEPUTY REGISTRAR
(U.G./P.G SECTION)

Copy to: -

The Director, Board of College and University Development, the Deputy Registrar (Eligibility and Migration Section), the Director of Students Welfare, the Executive Secretary to the Vice-Chancellor, the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information.

The Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (2 copies), the Deputy Registrar, Statistical Unit (2 copies), the Deputy Registrar (Accounts Section), Vidyanagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), Professor-cum-Director, Institute of Distance Education, (10 copies) the Director University Computer Center (IDE Building), Vidyanagari, (2 copies) the Deputy Registrar Special Cell, the Deputy Registrar, (PRO) the Assistant Registrar, Academic Authorities Unit (2 copies) and the Assistant Registrar, Executive Authorities Unit (2 copies). They are requested to report on the copy.

UNIVERSITY OF MUMBAI



Revised Syllabus
in the Subject of
Psychology (Paper II & III)
at the S.Y.B.A.

(With effect from the academic year 2009-2010)

Revised syllabus in the subject of Psychology Paper II – 'Social Psychology' at the S.Y.B.A. to be brought into force with effect from the academic year 2009-2010

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

(3 lectures per week; 36 lectures per term; 7 lectures per topic and 1 lecture for orientation to the paper and discussion of Question paper pattern)

Term 1 (Topics 1 to 5)

Topic 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

Topic 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

Topic 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

Topic 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?

Topic 5: 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
- d) Why Prejudice Is *Not* Inevitable: Techniques for Countering Its Effects

Term 2 (Topics 6 to 10)

Topic 6: Interpersonal Attraction and Close Relationships

- a) Internal determinants of attraction: the Need to Affiliates 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 and friends

Topic 7: 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

Topic 8: 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

Topic 9: 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

Topic 10: Groups and Individuals

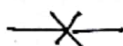
- a) Groups: When we join and when we leave
- b) The benefits of joining: what groups do for us
- c) Effects of the presence of others: from task performance to behaviour in crowds
- d) Social Loafing: letting others do the work
- e) Coordination in Groups: Cooperation or Conflict?
- f) Perceived Fairness 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. (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



Revised syllabus in the subject of Psychology - Paper III - Developmental Psychology at the S.Y.B.A. to be brought into force with effect from the academic year 2009-2010

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
- (3 lectures per week; 36 lectures per term; 7 lectures per topic and 1 lecture for orientation to the paper and discussion of Question paper pattern)

Term 1 (Topics 1 to 5)

Topic 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

Topic 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

Topic 3. Physical Development in Infancy

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

Topic 4. Cognitive Development in Infancy

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

Topic 5. Social and Personality Development in Infancy

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

Term 2 (Topics 6 to 10)

Topic 6. 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

Topic 7. 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

Topic 8. Physical and Cognitive Development in Middle Childhood

- a) Physical Development - the Growing Body; Motor Development and Safety; Children with Special Needs
- b) Cognitive Development - Intellectual and Language Development; Schooling: The Three Rs (and More) of Middle Childhood; Intelligence; Determining Individual Strengths

Topic 9. Social and Personality Development in Middle Childhood

- a) Play Time; The Developing Self
- b) Relationships: Building Friendship in Middle Childhood
- c) Family Life in Middle Childhood

Topic 10. 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 Behavior, and Teenage Pregnancy

Book for study

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

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 topics should be taught and discussed with respect to relevance/applications/implications in the Indian context. Some parts of Topics 10 – Adolescence - may be covered through classroom discussions and student presentations.