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Hindi Vidya Prachar Samiti's Ramniranjan Jhunjhunwala College
of Arts, Science & Commerce (Empowered Autonomous College)

F.Y.B.A. Psychology Syllabus Semester I & II



Hindi Vidya Prachar Samiti's

RAMNIRANJAN JHUNJHUNWALA COLLEGE OF ARTS, SCIENCE & COMMERCE

(EMPOWERED AUTONOMOUS COLLEGE)

Affiliated to

UNIVERSITY OF MUMBAI

Syllabus for the F.Y.B.A.

Program: B.A. PSYCHOLOGY

Program Code: RJAUPSY

National Education Policy (NEP 2020)

Level 4.5

Revised Syllabus

(CBCS 2026-2027)



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PREAMBLE

WHY PSYCHOLOGY?

Throughout history, early philosophers from both the West and even in India were found to be inquisitive about human behaviour and mental processes - or 'the mind'. With the emergence of Psychology as a formal discipline, it started attracting the attention of many, in the hope of finding the best explanations for human behaviour and mental processes.

The nature of this discipline itself has garnered a lot of curiosity as it is significantly difficult — if not impossible to separate psychology from any sphere of human and even non-human life. Even today, with every new development in the field, the community of Psychology does not fail to identify new avenues to explore and increase the curiosity around human nature. Psychology distinguishes itself from other faculties of humanities with a strong emphasis on empirical evidence, but with equal focus on creative contemplation. As such, it has established itself as a Social Science with a strong 'Scientific' base. With its interdisciplinary scope, the subject has widened its horizons exploring the concepts of Philosophy, Morality, Sociology, Economics, Politics, Biology, Evolution, Management, Leadership, and many other disciplines. For the students of Psychology, this not only provides an enormous amount of avenues as professions, but also an equal scope for intrinsic motivation and satisfaction. These areas of opportunities include clinical, counselling, industrial-organizational, consumer-centric, academic and applied research, teaching, social, and many other settings. With increasing awareness about the importance of mental health, the significance of mental health and mindfulness practitioners is also on the rise. Along with the treatment of mental and behavioural ailments,

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emerging schools like 'Positive Psychology' also attempt to explore the human strengths and how to promote them in order to lead a better life. To re-encapsulate, wherever the human element, Psychology is inherent; and as long as there is a human element, Psychology will continue to thrive.

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WHY PSYCHOLOGY IN R. J. COLLEGE?

The Department of Psychology has been instituted recently in 2021. The fresh perspective of the department helps it to stand out and to provide a less crystalized form of learning. With an emphasis on the strong research culture of the institution, it provides especially a better scope for the students of Psychology to be exposed to wide opportunities for application of their learnings. There is also a great scope for student active participation in various events of the college, the department, the Psychology Students' Association – 'PsychoSphere' and the annual festival of the department – Manaş (मनस). Exposure to professionals from various avenues in Psychology arranged through guest lectures, field visits, internships, and other opportunities is helpful for the students to broaden their horizons with respect to career opportunities and competencies. The department currently offers a three year B.A. Psychology program as well as a two year M.A. Psychology program with Clinical Psychology specialization in Part 1, and research focused training and courses in Part 2. The department's emphasis on interdisciplinary application, research aptitude, social presentation skills, and the pragmatic teaching approach facilitates an overall growth necessary for efficiency and success after education. Cultivating a moral, ethical, and socially responsible attitude in its students, it strives to facilitate mindful and competent professionals for the future.

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A **Programme Outcome (PO)** defines the knowledge, skills, values, and competencies that a student is expected to demonstrate upon successful completion of the Bachelor of Arts (B.A.) programme. These outcomes equip graduates with disciplinary expertise, critical and analytical abilities, ethical values, research aptitude, and lifelong learning skills, enabling them to contribute effectively to society and pursue higher education and professional careers.

PO1. **Domain** **Knowledge**
Demonstrate comprehensive knowledge and understanding of the fundamental concepts, principles, theories, and applications of the discipline, and apply this knowledge in academic, professional, and real-life contexts.

PO2. **Critical** **Thinking**
Apply critical and reflective thinking to analyse information, evaluate evidence, identify assumptions, formulate logical arguments, and make informed decisions to address complex issues and challenges.

PO3. **Analytical** **and** **Problem-Solving** **Skills**
Identify, analyse, and interpret problems using appropriate theoretical frameworks and methodologies, and develop effective, evidence-based solutions in diverse situations.

PO4. **Research** **Competence**
Demonstrate the ability to formulate research questions, design and conduct qualitative and quantitative research, analyse and interpret data using appropriate statistical techniques, and communicate research findings in accordance with professional and ethical standards.

PO5. **Communication** **and** **Social** **Skills**
Communicate ideas, knowledge, and research findings effectively through oral, written, and digital modes while demonstrating interpersonal skills, empathy, collaboration, and respect for diversity.

PO6. **Teamwork** **and** **Leadership**
Work effectively as an individual and as a member or leader of diverse teams, contributing responsibly towards the achievement of shared goals through collaboration, coordination, and mutual respect.

PO7. **Ethical** **Values** **and** **Professional** **Responsibility**
Demonstrate integrity, ethical reasoning, social responsibility, and professional conduct while respecting diversity, inclusivity, human rights, and environmental sustainability in personal and professional practices.

PO8. **Digital** **Literacy**
Use Information and Communication Technology (ICT) and digital tools effectively for learning, research, data analysis, problem-solving, and professional communication while adhering to principles of digital ethics and cybersecurity.

PO9. **Lifelong** **Learning**
Recognise the need for continuous learning, self-reflection, adaptability, and professional development to respond effectively to emerging knowledge, technological advancements, and societal changes.

PROGRAM SPECIFIC OUTCOMES (PSOs) FOR B. A. PSYCHOLOGY

Sr. No.	A student completing the three year B. A. Psychology program will able to:
PSO 1	Develop core competency in the discipline of Psychology with an understanding of its fundamental concepts, theories, perspectives, and practical conduct – including: Social & Developmental Psychology, Psychological Testing, Abnormal & Positive Psychology, and Cognitive & Experimental Psychology, among others.
PSO 2	Appraise applications of Psychological Discipline such as in Industrial Psychology, Counselling Psychology, Adjustment Psychology, etc. as well as the contemporary dimensions and knowledge of allied fields.
PSO 3	Extend learnings of the Psychological discipline for local needs of the Indian Society as well as contributing to contemporary Global needs.
PSO 4	Inspect the aspects of human behaviour and mental processes for self-growth as well as in social cause.
PSO 5	Identify the scope of Psychological Science to extend its learnings through applications along with other disciplines such as Biology, Neuroscience, Statistics, other pure & applied sciences, Philosophy, Sociology, Politics, & other branches of humanities and social sciences.
PSO 6	Recognize the empirical nature of Psychological Science and using its scientific methods, apply the foundations of evaluating and conducting Research in Psychology.
PSO 7	Explore wide-ranging career opportunities in the field of Psychology; and seek out employability, vocational skills training, field experience, and professional experience opportunities.
PSO 8	Build strong foundations of Psychological Learning and hone Human Values in order to become an ethical and competent Psychology Professional.
PSO 9	Encourage themselves to inculcate lifelong learning and at the same time - contribute further to the theory, practice, and research in Psychology.

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F.Y.B.A. PSYCHOLOGY

Credit structure as per NEP-2020 implemented from the academic year 2026-2027

Mandatory Courses for Students opting Psychology Major:				
NEP-2020 Verticals	Course Code	Semester I	Semester II	Credits
Department Specific Course Major I	RJMAJPSY111 & RJMAJPSY121	Fundamentals of Psychology - Part 1	Fundamentals of Psychology - Part 2	03
Department Specific Course Major II	RJMAJPSY112 & RJMAJPSY122	Positive Psychology - Part 1	Positive Psychology - Part 2	03

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Details of Other Courses (to be taught by other Departments):				
NEP-2020 Verticals	Specified Course or To be elected from Basket	Semester I	Semester II	Credits
Minor Subject Papers I & II	Elect any one from the Basket of Arts Faculty	[Economics / Political Science / Philosophy] / [Marathi / Hindi / English]		03 + 03
Generic/Open Elective	Elect any one from the Basket of Science or Commerce Faculty	[Statistics / Botany / Zoology / Physics / Chemistry / Mathematics / Commerce]		02
Ability Enhancement Course	Specified Course	-----	Communication Skills in English	02
Value Education Course	Specified Course	Environmental Studies - Part 1	Environmental Studies - Part 2	02
Co-Curricular Courses	Elect any from the Basket of courses offered:	[Health & Wellness / Yoga Education / Sports / Fitness / Cultural Activities / NSS / NCC / DLLE / Rotaract / Fine -/ Applied -/ Visual -/ Performing Arts]		02

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Total Credits Semester II = 12	
Major I & II (03 + 03)	Minor I & II (03 + 03)

Total Credits Semester I = 12	
Major I & II (03 + 03)	Minor I & II (03 + 03)

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DISTRIBUTION OF TOPICS AND CREDITS

SEMESTER I

Major Paper I: Fundamentals of Psychology

Course Code	Nomenclature	Credits	Topics
RJMAJPSY111	Fundamentals of Psychology – Part 1	03	1. The Science of Psychology 2. The Biological Perspective 3. Memory

Major Paper II: Positive Psychology

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Course Code	Nomenclature	Credits	Topics
RJMAJPSY112	Positive Psychology – Part 1	03	1. Introduction to Positive Psychology 2. Identifying Strengths within 'the Self' 3. Positive Interpersonal Experience

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DISTRIBUTION OF TOPICS AND CREDITS

SEMESTER II

Major Paper I: Fundamentals of Psychology

Course Code	Nomenclature	Credits	Topics
RJMAJPSY121	Fundamentals of Psychology – Part 2	03	1. Motivation and Emotion 2. Theories of Personality 3. Statistics in Psychology

Major Paper II: Positive Psychology

Course Code	Nomenclature	Credits	Topics
RJMAJPSY122	Positive Psychology – Part 2	03	1. Promoting the Search for Optimal Experiences 2. Positive Psychology Interventions: Psychotherapy 3. Applications for Specific Populations & Settings

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Learning Objectives & Course Outcomes

Major Paper I: Fundamentals of Psychology

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Semester	:	I & II	
Title of the Course	:	Fundamentals of Psychology – (Part 1 & Part 2)	
Course Code	:	RJMAJPSY111 / RJMAJPSY121	
Credits	:	03	
Duration	:	45 Lecture Hours	
LEARNING OBJECTIVES			
1.	Understand various historical & modern traditions in the field of Psychology.		
2.	Identify biological, developmental, cognitive, emotional, & personality processes involved in the empirical study of Psychology.		
3.	Develop a holistic & fundamental understanding of Psychological Discipline.		
COURSE LEARNING OUTCOMES			
On completing the course, the student will be able to:		PSO(s) Addressed	Bloom's Level(s) Addressed
CLO 1	Describe a scientific approach in understanding Behaviour & Mental Processes throughout the development of the field of Psychology.	1, 4, 6, 8	1, 2
CLO 2	Outline the workings of biology, behaviour, cognition, emotion, and personality relevant to psychological understanding.	1, 3, 4, 5	2
CLO 3	Illustrate fundamental understanding of the concepts studied in & the scope of Psychology.	1, 4, 7, 8	3

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SEMESTER I		L	CR
Major Paper I Fundamentals of Psychology – Part 1	Paper Code : RJMAJPSY111	45	03
Unit I: The Science of Psychology		15	
1. Scientific Approach; Historical & Modern Perspectives; Psychology Professions			
2. Scientific Research in Psychology; Ethics of Psychological Research			
3. Applying Psychology – Using Critical Thinking			
Unit II: The Biological Perspective		15	
1. Neurons: Structure; Neural Impulse; Neurotransmission			
2. The Nervous System; Endocrine Glands; & Brain Structures			
3. Applying Psychology: Classic Studies			
Unit III: Memory		15	
1. Memory: Three Processes; Memory Models			
2. Retrieval of Long-Term Memory; Flashbulb Memory; Reconstructive Nature			
3. Forgetting; Neuroscience; & Everyday Applications			

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SEMESTER II		L	CR
Major Paper I Fundamentals of Psychology – Part 2	Paper Code : RJMAJPSY121	45	03
Unit I: Motivation and Emotion		15	
1. Motivation: Early Approaches, Psychological Needs, Arousal & Incentives, Humanistic Approaches			
2. Hunger: Physiological & Social Components			
3. Emotions: Three Elements; Culture; Various Theories; Positive Emotions			
Unit II: Theories of Personality		15	
1. Psychodynamic Perspective; Behavioural and Social Cognitive Perspective			
2. Humanistic Perspective; Trait Approach			
3. Personality, Genetics, & Culture; Assessment of Personality			
Unit III: Statistics in Psychology		15	
1. Purpose of Studying Statistics & its Role in Psychology			
2. Descriptive Statistics & Graphical Representation			
3. Inferential Statistics: Logic of Statistical Significance			

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EVALUATION (TOTAL 75 MARKS PER SEMESTER)

Pattern: 25-50 (25 Marks Internal Assessment, 50 Marks Semester End Exam)

Internal Assessment (Total 25 Marks):

1. One Internal Assessment (IA) will be conducted of 25 marks.

2. Modes of Evaluation: MCQs

Semester End Examination (Total 50 Marks):

Three questions will be asked – one from each unit respectively (10 Marks each); &

Four Short notes (05 Marks each) (total six short notes will be asked, two from each unit). Each question will have an internal option(s).

Question No.	Unit	Internal Option	Max. Marks
1.	I	A) _____ or B) _____	10
2.	II	A) _____ or B) _____	10

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3.	III	A) _____ or B) _____	10
4.	I to III (attempt any 4)	A) _____ B) _____ C) _____ D) _____ E) _____ F) _____	20

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Reference Books:

Ciccarelli, S. K., White, J. N., & Misra, G. (2018). *Psychology*. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt. Ltd.

Baron, R. A., & Kalsher, M. J. (2008). *Psychology: From Science to Practice*. (2nd ed.). Pearson Education inc., Allyn and Bacon

Coon, D., & Mitterer, J. O. (2007). *Introduction to Psychology: Gateways to Mind and Behaviour*. (11th ed.) Wadsworth/Thomson Learning Publications, New Delhi; first Indian reprint 2007

Feist, G.J., & Rosenberg, E.L. (2010). *Psychology: Making connections*. New York: McGraw Hill publications

Feldman, R.S. (2013). *Psychology and your life*. (2nd ed.). New York: McGraw Hill publications

Kalat, J. W. (2005). *Introduction to Psychology*. (7th ed.). Wadsworth-
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King, L.A. (2013). *Experience Psychology*. (2nd ed.). New York: McGraw Hill publications

Lahey, B. B. (2012). *Psychology: An Introduction*. (11th ed). New
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Myers, D. G. (2013). *Psychology*. 10th edition; International edition. New York:
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Wade, C. & Tavris, C. (2006). *Psychology*. (8th ed.). Pearson Education inc.,
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Zimbardo, P. G., Johnson, R. L., & Weber, A. N. (2008). *Psychology: Core
Concepts*. (5th ed.). Pearson Education inc., Allyn and Bacon

Journal Articles:

American Psychological Association. (2017). Ethical principles of
psychologists and code of conduct (2002, amended effective June
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Guilford, J. P. (1967). Creativity: Yesterday, Today and Tomorrow. *The Journal of Creative Behavior*, 1(1), 3–14.

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McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. *American Psychologist*,

52(5), 509–516. [https://doi.org/10.1037/0003-](https://doi.org/10.1037/0003-066x.52.5.509)

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Pavlov, I. P. (1906). The scientific investigation of the psychical faculties or processes in the higher animals. *Science*, 24(620), 613–619. <https://doi.org/10.1126/science.24.620.613>

Phelps, E. A. (2006). Emotion and cognition: Insights from studies of the human amygdala. *Annual Review of Psychology*, 57(1), 27–53. <https://doi.org/10.1146/annurev.psych.56.091103.070234>

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Semester	:	I & II
Title of the Course	:	Positive Psychology – (Part 1 & Part 2)
Course Code	:	RJMAJPSY112 / RJMAJPSY122
Credits	:	03
Duration	:	45 Lecture Hours

LEARNING OBJECTIVES

1.	Understand the need and foundations of Positive Psychological perspective.
2.	Identifying personal strengths through emotion-focused, cognition-focused, interpersonal, and experiential & process focused Positive Psychological aspects.
3.	Compare the measurement tools and applications of Positive Psychology principles in various settings.

COURSE LEARNING OUTCOMES

On completing the course, the student will be able to:		PSO(s) Addressed	Bloom's Level(s) Addressed
CLO 1	Restate the importance of Positive Psychology focus as it is observed through various cultural traditions.	1, 3, 4	1, 2
CLO 2	Compare the theoretical understanding of various emotion focused, cognition-focused, interpersonal, & process focused Positive Psychological variables and their measurement.	1, 4	2, 3
CLO 3	Outline the applications of Positive Psychology in psychotherapy, for children and elderly, in schools, workplaces, and communities, as well as in sports.	2, 7, 8	2, 3

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SEMESTER I		L	CR
Major Paper II Positive Psychology – Part 1	Paper Code : RJMAJPSY112	45	03
Unit I: Introduction to Positive Psychology		15	
1. Introduction to Positive Psychology			
2. Eastern Vs. Western Psychology			
3. Deconstruction of Illness ideology vs. Building of Strengths			
Unit II: Identifying Strengths within 'the Self'		15	
1. Resilience – Persevering through Setbacks			
2. Self-Esteem & the Positive Appraisal of Oneself			
3. Self-Efficacy – Believing You Can			
Unit III : Positive Interpersonal Experience		15	
1. Compassion & Empathy			
2. Gratitude – A Positive Virtue			
3. Forgiveness & its Positive Aspects			

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SEMESTER II		L	CR
Major Paper II Positive Psychology – Part 2	Paper Code : RJMAJPSY122	45	03
Unit I: Promoting the Search for Optimal Experiences		15	
1. Mindfulness - A Positive State of Mind			
2. Concept of 'Flow' - Search for Absorption			
3. 'Spirituality' & its Cultural Variants			
Unit II: Positive Psychology Interventions: Psychotherapy		15	
1. Positive Change & Validated Interventions in Positive Psychology			
2. Positive Psychology Models of Therapy & Positive Psychology Exercises			
3. Guidelines for developing Treatment Plans			
Unit III: Applications for Specific Populations & Settings		15	
1. Childhood through a Positive Lens			
2. Aging through a Positive Lens			
3. Setting up Positive Environments : in Schooling & at Work			

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EVALUATION (TOTAL 75 MARKS PER SEMESTER)

Pattern: 25-50 (25 Marks Internal Assessment, 50 Marks Semester End Exam)

Internal Assessment (Total 25 Marks):

1. One Internal Assessment (IA) will be conducted of 25 marks.
2. Modes of Evaluation: MCQs

Semester End Examination (Total 50 Marks):

Three questions will be asked – one from each unit respectively (10 Marks each); &
Four Short notes (05 Marks each) (total six short notes will be asked, two from each
unit). Each question will have an internal option(s).

Question No.	Unit	Internal Option	Max. Marks
1.	I	A) _____ or B) _____	10
2.	II	A) _____ or B) _____	10
3.	III	A) _____ or B) _____	10

4.	I to III (attempt any 4)	A) _____ B) _____ C) _____ D) _____ E) _____ F) _____	20
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Reference Books / Articles:

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2019). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths* (4th ed.). SAGE Publications, Inc.

Snyder, C. R., & Lopez, S. J. (2002). *Handbook of Positive Psychology*. Oxford University Press.

Brady, A., & Grenville-Cleave, B. (2018). Introducing positive psychology and its value for sport and physical activity. In A. Brady & B. Grenville-Cleave (Eds.), *Positive psychology in sport and physical activity: An introduction* (pp. 7–19). Routledge/Taylor & Francis Group. <https://doi.org/10.4324/9781315304397-2>

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TEACHING LEARNING PROCESS

The teaching–learning methods have been designed with a **student-centric approach**, with the primary objective of imparting domain-specific knowledge while fostering critical thinking, research aptitude, logical analysis, and the holistic development of students. The teaching pedagogy incorporates a variety of interactive, experiential, and technology-enabled methods to facilitate conceptual understanding and practical application. The key teaching–learning methods include:

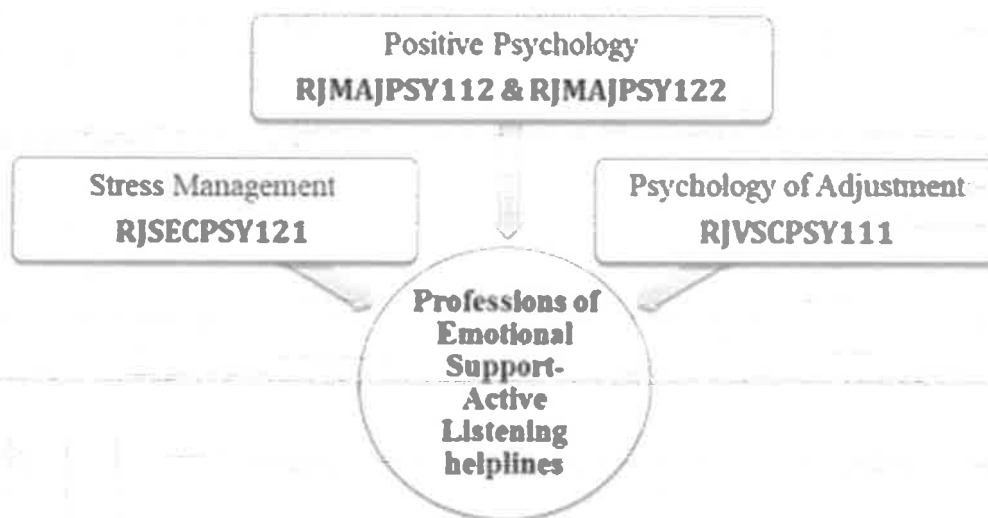
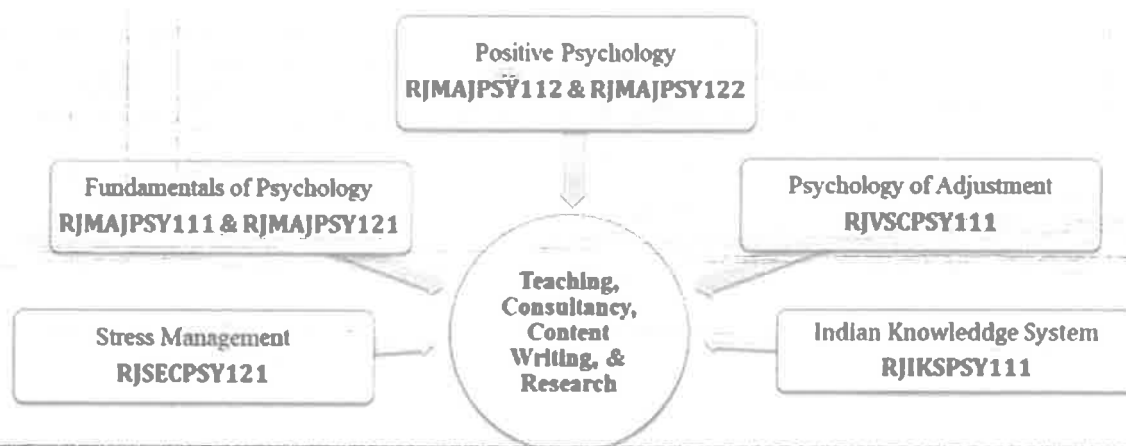
- **Classroom Teaching:** Explanation of concepts, theories, and methodologies related to the subject through chalk-and-board teaching and audio-visual presentations. Concepts are reinforced through illustrative examples, real-life experiences, case-based discussions, and relevant metaphors.
- **Blended Learning:** Integration of face-to-face classroom teaching with online learning through video-conferencing platforms such as Zoom. Students are provided with explanatory videos, documentaries from YouTube and other credible sources, as well as relevant research papers, articles, and online resources.
- **Knowledge Repository:** Use of digital platforms such as Google Classroom and departmental WhatsApp groups for the effective dissemination, sharing, and communication of study materials, learning resources, announcements, and other relevant academic content.
- **Group Discussions:** Conduct of group discussions both online and in the classroom to facilitate deeper understanding of curricular concepts, encourage peer learning, develop communication skills, and provide an alternative mode of assessment.
- **Research Paper Discussions:** Critical discussion and analysis of original research studies included in research-oriented papers such as Social Psychology, Cognitive Psychology, and other relevant courses. This approach helps students develop research awareness and analytical skills.
- **Presentations:** Individual and group presentations conducted both online and in the classroom to facilitate conceptual understanding, enhance communication and presentation skills, encourage independent learning, and serve as an alternative mode of

evaluation.-

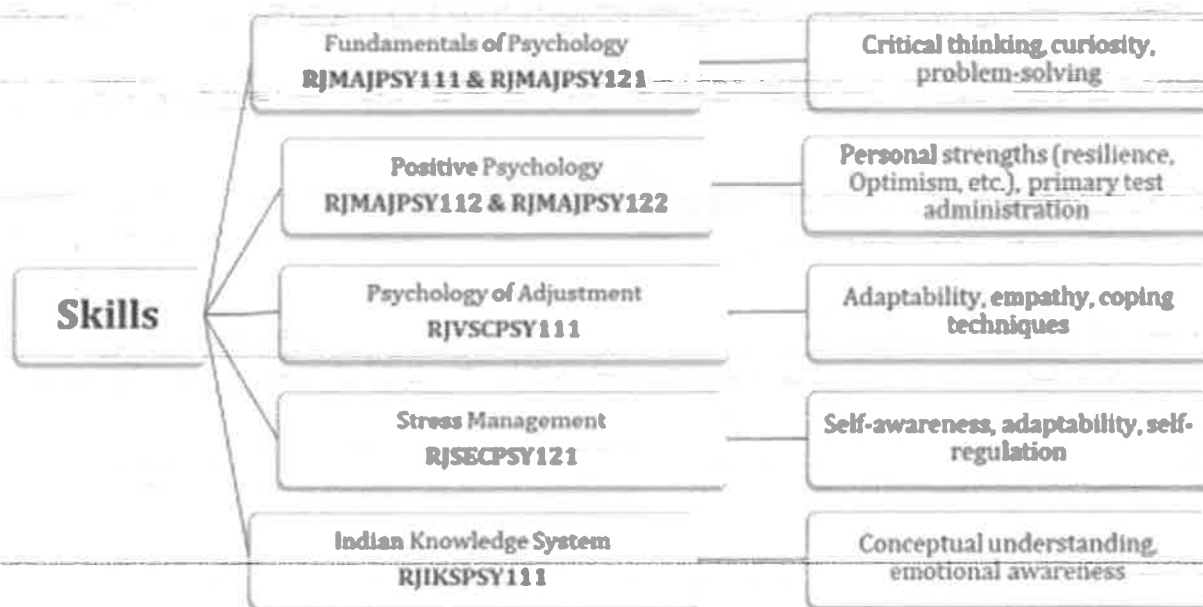
- **Field and Industrial Visits:** Visits to professional and organizational settings relevant to the discipline, providing students with practical exposure to academic, research, professional, and career opportunities in Psychology and related fields.
- **Guest Lectures:** Interactive sessions conducted by industry professionals, practitioners, researchers, and subject experts to provide students with insights into professional practices, industry experiences, and the nuances of various Psychology-related careers.
- **Digital Learning:** Training and orientation in the use of digital tools and technologies to enhance students' digital literacy and support technology-enabled learning and academic activities.
- **Software Learning:** Hands-on orientation to data analysis and research tools such as **Microsoft Excel and R**, as well as experimentation software such as **CogLab and PEBL**, enabling students to apply theoretical concepts through data analysis, experimentation, and research-based activities.

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**MAPPING OF COURSES WITH RELEVANT EMPLOYABILITY /
ENTREPRENEURSHIP / SKILL DEVELOPMENT**



F.Y.B.A. Psychology Syllabus Semester I & II



F.Y.B.A. Psychology Syllabus Semester I & II

**MAPPING OF COURSES IN RELEVANCE TO LOCAL, REGIONAL, NATIONAL,
GLOBAL, & DEVELOPMENTAL NEEDS**

**AND WITH CROSS CUTTING ISSUES: PROFESSIONAL ETHICS, GENDER, HUMAN
VALUES, ENVIRONMENT, & SUSTAINABLE DEVELOPMENT GOALS**

Course Code	Subjects	Relevance to Various Needs	Relevance to Cross-Cutting Issues
RJMAJPSY11 1 & RJMAJPSY12 1	Fundamentals of Psychology - Part 1 & 2	Local, Regional, National, Global	Gender, Human Values
RJMAJPSY11 2 & RJMAJPSY12 2	Positive Psychology – Part 1 & 2	Local, Regional, National, Global	Professional Ethics, Gender, Human Values, Environment

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