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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 the human behaviour and mental processes - or 'the mind'. With the emergence of Psychology as a formal discipline, it started attracting 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, the 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 – Manas (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.

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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
Skill Enhancement - Course	RJSECPSY121	-----	Stress Management	02

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Total Credits Semester II = 02
Skill Enhancement Course (02)

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DISTRIBUTION OF TOPICS AND CREDITS

SEMESTER I

Skill Enhancement Course (SEC): Stress Management

Course Code	Nomenclature	Credits	Topics
RJSECPSY121	Stress Management	02	1. Understanding Stress 2. Coping with Stress

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Learning Objectives & Course Outcomes

Skill Enhancement Course: Stress Management

Semester	:	II	
Title of the Course	:	Stress Management	
Course Code	:	RJSECPSY121	
Credits	:	02	
Duration	:	30 Lecture Hours	
LEARNING OBJECTIVES			
1.	Understand the types, psychophysiology, and theories of stress as well as reactions to stressors.		
2.	Get oriented to various types of interventions for managing stress.		
COURSE LEARNING OUTCOMES			
On completing the course, the student will be able to:		PSO(s) Addressed	Bloom's Level(s) Addressed
CLO 1	List down the types of stress, theories of stress, psychophysical aspects as well as various reactions to stressors.	1, 2, 3, 4, 7	1,
CLO 2	Compare cognitive, emotion-focused, & behavioural interventions for Stress Management.	1, 7, 8	2,

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SEMESTER II		L	CR
Skill Enhancement Course: Stress Management	Paper-Code : RJSECPSY121	30	02
Unit I: Understanding Stress		15	
1. Definition, Types, & Psychophysiology			
2. Theories of Stress			
3. Reactions to Stressors			
Unit II: Coping with Stress		15	
1. Cognitive Interventions			
2. Emotion focused Interventions			
3. Behavioural interventions			

Note: This course will only be a part of Semester II syllabus.

- A centralized alternative Skill Enhancement Course may be offered by the college. Students should confirm with the faculty, which course is offered in a given semester and complete its respective credit requirements.

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Pattern: 20-30 (20 Marks Internal Assessment, 30 Marks Semester End Exam)

Internal Assessment (Total 20 Marks):

One Internal Assessment (IA) will be conducted of 20 marks.

-----Modes of Evaluation: Essay Assignment / Open Book Test / Individual or Group Presentations
/ Discussions (to critically analyze and discuss research findings) / Projects / MCQs / Movie
Screening – Report or Group Discussion / Debate

Semester End Examination (Total 30 Marks):

Two brief questions will be asked – one from each unit respectively (10 Marks each); & Two Short notes (05 Marks each) (total four 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.	I & II (attempt any 2)	A) _____ B) _____ C) _____ D) _____	10

Reference Books:

**Greenberg, J. S. (2013). *Comprehensive stress management*
(13th ed.). McGraw-Hill Education.**

**Hariharan, M., & Rath, R. (2008). *Coping with life stress: The Indian
experience*. New Delhi: Sage publications India pvt ltd.**

**Schafer, W. E. (2000). *Stress Management for Wellness* (4th ed.). Wadsworth
Publishing.**

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TEACHING LEARNING PROCESS

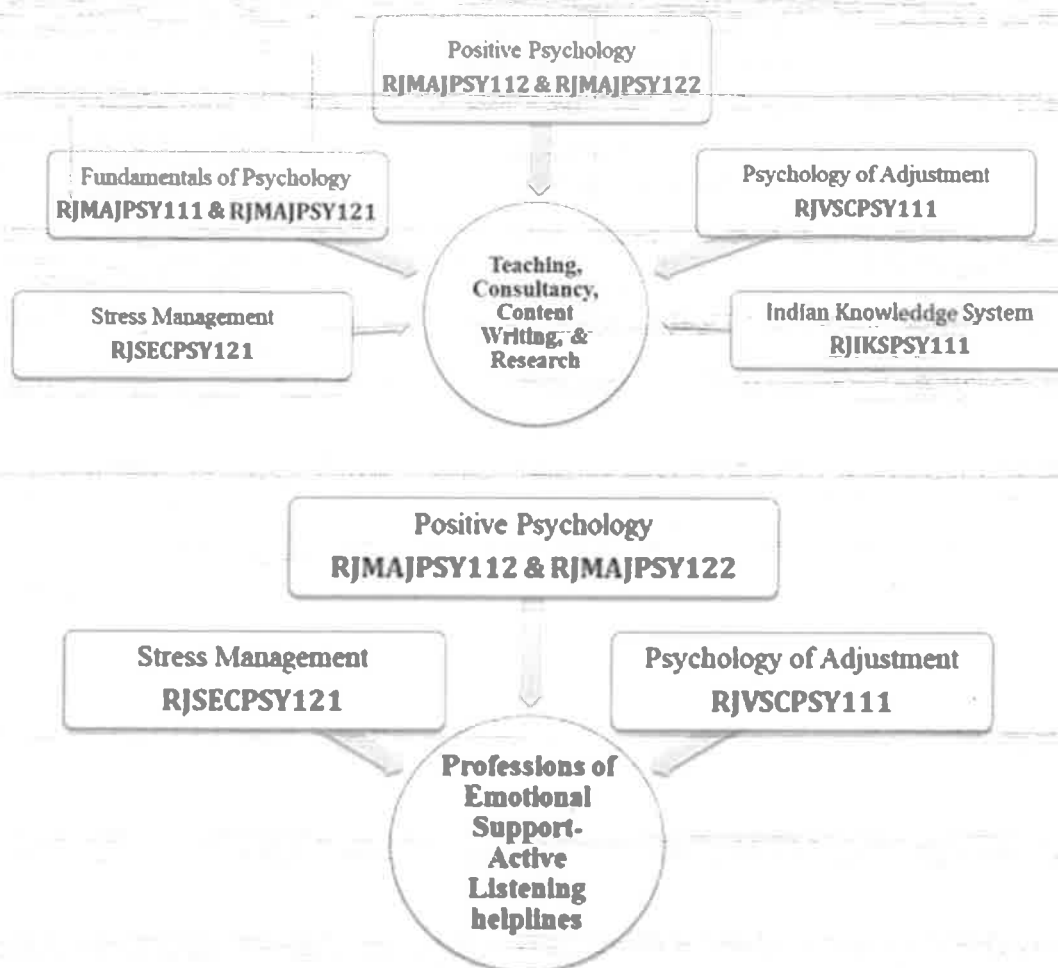
The teaching-learning methods have been designed with a **student-centric approach**, with the primary objective of imparting domain-specific knowledge while fostering critical thinking, research aptitude, logical analysis, and the holistic development of students. The teaching pedagogy incorporates 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.

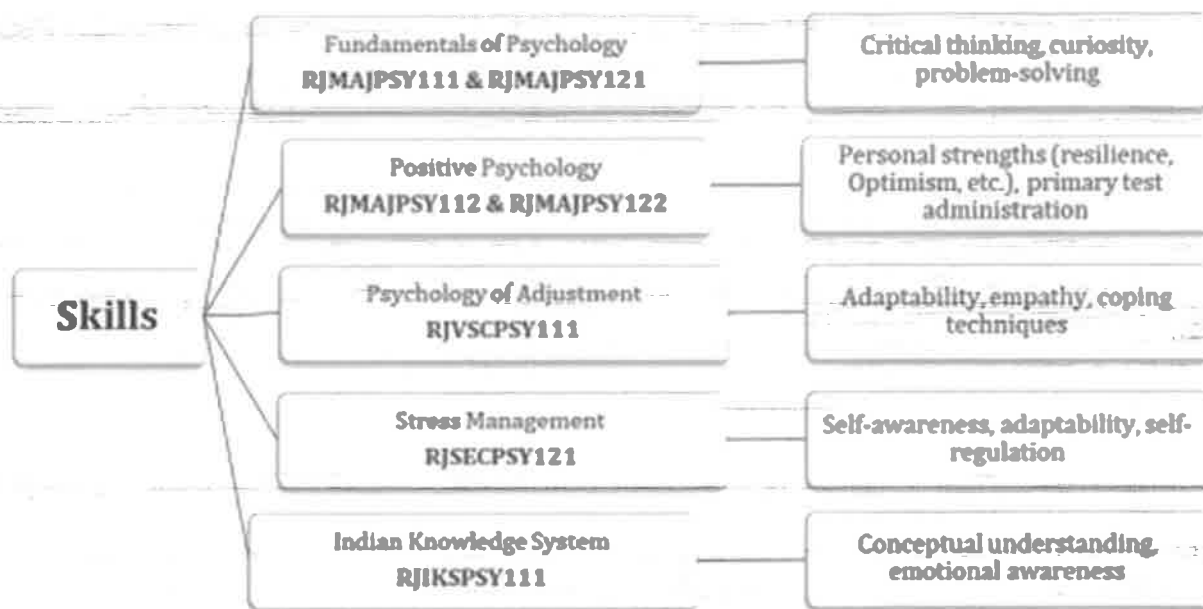
- **Presentations:** Individual and group presentations conducted both online and in the classroom to facilitate conceptual understanding, enhance communication and presentation skills, encourage independent learning, and serve as an alternative mode of evaluation.
- **Field and Industrial Visits:** 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**



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**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
RJSECPSY121	Stress Management	Local, Regional, National, Global	Professional Ethics, Gender, Human Values

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