

Since 1989



Devoted to Serve

Royal Higher Education Society's

**ROYAL COLLEGE
OF ARTS, SCIENCE & COMMERCE**
Empowerment through Value Education

(A Minority Autonomous Institution)

Program: **BA**

Psychology

Syllabus for Semester: III and IV

Syllabus for Undergraduate Programme as per
National Education Policy (NEP-2020) with effect from the academic year 2025-2026

List of All Courses offered from Semesters I – IV in Psychology

Level	Sem	Major subject Course titles	Minor subject Course titles	Elective Course titles	OE Course titles	VSC Course title/s	SEC Course title/s
4.5 100-199	I	RUAPYMJ101 Fundamentals of Psychology I	---	---	RUAPYOE101 Personal Effectiveness	RUAPYVSC101 Academic Excellence Skills	RUAPYSEC101 Introduction to Methods of Scientific Inquiry
	II	RUAPYMJ201 Fundamentals of Psychology II	---	---	RUAPYOE201 Social Effectiveness		RUAPYSEC201 Introduction to Statistics and Testing in Psychology
5 200-299	III	RUAPYMJ301 Social Psychology I	RCUAPYM N301 Introduction to Human Behaviour	---	---	---	---
		RUAPYMJ302 Human Development: Preschool to Adolescence	---	---	---	RUAPYVSC301 Effective Helper Skills	RUAPYSEC301 Statistical Analysis in Psychology
	IV	RUAPYMJ401 Social Psychology II	RCUAPYM N401 Introduction to Organizational Behaviour	---	---	---	RUAPYSEC401 Promotion Program in Community Setting

		RUAPYMJ40 2 Human Development Across Adulthood	---	---	---	---	---
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Programme Outcomes (POs) for BA

Sr. No.	On completing B.A., the students will be able to:
PO1	Manifest comprehensive understanding of concepts of the major and elective papers in Bachelor of Arts.
PO2	Defend scientific temperament when faced with varied worldviews.
PO3	Develop professional skills and solve presented problems during real life situations
PO4	Demonstrate integrity, tolerance, and sensitivity in social interactions in a multicultural, digital world.

Programme Specific Outcomes (PSOs) for B.A. in Psychology

Type of Learning Outcomes	Sr. No.	On completing B.A. Psychology, the students will be able to:
Academic Competence	PSLO1	Identify the influence of psychological theories and concepts in personal, social, economic, and political attitudes, values, beliefs, and actions.
	PSLO2	Critique and defend psychological theories.
Personal & Behavioural Competence	PSLO3	Summarise exhaustive–complex information in a clear and precise manner.

	PSLO4	Exercise responsibly and demonstrate accountability in applying knowledge and or skills in learning context.
Social Competence	PSLO5	Recognize and respect cultural and religious diversity in individuals, world views by fostering humility and healthy curiosity.
	PSLO6	Demonstrate an attitude to work in collaboration with others in different contexts.
Research Competence	PSLO7	Define problems, formulate research questions, and interpret data using statistical tests.
	PSLO8	Acknowledge and list all references and adopt APA style for academic writing.
Professional and Ethical Competence	PSLO9	Distinguish ethical and unethical behaviours, select, support those that align with humanistic values /global citizenship.
ICT Competence	PSLO10	Use relevant, recent and appropriate ICT in varied learning situations. (MS PowerPoint/Canva/Gama/Chat GPT, MS Excel, IBM SPSS etc.)
	PSLO11	Access, retrieve and use relevant online journals, books etc. (e.g., PubMed, PubMed Central, Google Scholar, Google Books etc.)
Environmental and Social Concerns	PSLO12	Demonstrate the ability to participate in community-engaged services/activities for promoting the well-being of society.

Major Course MJ 1: Semester III

Course/ Paper Title	Social Psychology: Part I
Course offered as	Major I
Course Code	RUAPYMJ301
Semester	III
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students understand the basic concepts and modern trends in social psychology
CLO2	To acquaint students to the scope, theories and research in social psychology
CLO3	To help students develop critical thinking in the understanding of the concepts, theories and research in social psychology.
CLO4	To help students recognise the applications of the concepts, theories and research of the field in the real world

Course Learning Outcome(s):

	On completing the course, the student will be able to:
CO1	Outline the basic concepts, scope, principles and theories of social psychology
CO2	Summarise link between social psychological concepts (attitudes, social perception, prejudice, stereotypes) and behavior
CO3	Critically evaluate the theoretical concepts and research of social psychology
CO4	Demonstrate the application of the theories and concepts learnt in the real world in the Indian context.

Semester III Detailed Syllabus

Module	Title with content	No. of lectures

I	<u>Social Psychology: The Science of the Social Side of Life</u> a) Social Psychology: Scientific nature of social psychology b) Causes of Social Behavior and Social Thought c) Social psychology: Advances at the boundaries	12
II	<u>Social Perception: Seeking to Understand Others</u> a) Nonverbal communication: An unspoken language b) Attribution: Theories & Basic sources of error in attribution c) Impression formation and impression management	14
III	<u>Attitudes: Evaluating and responding to the social world</u> a) Attitude formation: How, When and Why? b) Science of Persuasion c) Theories and Resistance of Persuasion d) Cognitive dissonance	16
IV	<u>The Causes, Effects, and Cures of Stereotyping, Prejudice, and Discrimination</u> a) Perceived inequality in groups b) The nature and origins of stereotyping c) Prejudice: feelings toward social groups d) Discrimination: prejudice in action e) Why is prejudice not inevitable?	18

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Major Course MJ 1: Semester IV

Course/ Paper Title	Social Psychology: Part II
Course offered as	Major I
Course Code	RUAPYMJ401
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students understand the basic concepts and theories in social psychology

CLO2	To help students articulate the link between social psychological concepts (social cognition, social influence, group think) and behavior
CLO3	To help students develop critical thinking in understanding the theoretical concepts and research of social psychology.
CLO4	To help students identify the application of the theories and concepts learned in the real world

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Explain the basic concepts, scope and theories of social psychology
CO2	Summarise link between social psychological concepts (social cognition, social influence, group think) and behavior
CO3	Critically evaluate the theoretical concepts and research of social psychology
CO4	Demonstrate the application of the theories and concepts learnt in social Psychology in the real world in the Indian context.

Semester IV Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Social Cognition – How we think about the social world</u> a) Heuristics: Reduced effort in social cognition b) Schemas: mental frameworks in social settings c) Automatic and controlled processing d) Potential sources of error in social cognition	15
II	<u>Social Influence - Changing Others' Behaviour</u> a) Conformity and Reasons for Nonconformity b) Compliance: Principles and Tactics c) Symbolic social influence d) Obedience to Authority	15
III	<u>Aggression: Its Nature, Causes and Control</u> a) Perspectives on aggression: b) Causes of human aggression c) Aggression in the classroom and workplace d) The prevention and control of violence	15

IV	<p><u>Groups and Individuals</u></p> <p>a) Groups: Key components, b) Effects of the Presence of others c) Coordination in groups e) Decision making by groups: Groupthink</p>	15
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References:

Book for Study

Branscombe, N. R. & Baron, R. A., Adapted by Preeti Kapur (2017). Social Psychology. (14th Ed.). New Delhi: Pearson Education; Indian reprint 2017

Additional Books for Reference

1. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S.A. adapted by Veena Tucker (2016). Social Psychology. (9th Ed), New Jersey: Pearson Education Prentice Hall. Indian subcontinent adaptation .Pearson India Education Pvt.Ltd.
2. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Delhi: Pearson Education; Indian reprint 2014
3. Crisp, R.J., & Turner, R.N. (2014). Essential Social Psychology. Sage Publication. South Asia adaptation (2017).
4. Mercer, J. & Clayton, D. (2014). Social Psychology. New Delhi: Dorling Kindersley India pvt ltd. 8)
5. Myers, D. G., Sahajpal, P., & Behera, P. (2017). Social psychology (10th ed.). McGraw Hill Education.
6. Taylor, S. E., Sears, D. O., & Peplau, L. A. (2017). Social psychology (10th ed.). Pearson Education.

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Theory Examination Pattern for **Major Course - I**

Social Psychology Part I & II

RUAPYMJ301 & RUAPYMJ401

I	Internal Assessment	
a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Experiment, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	05 marks
	Total	40 marks

II	Semester End Examination	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 04	Short Notes	4/4 1 question from each unit	Unit 1, 2, 3, 4	5 marks each	20

Major Course MJ 2: Semester III

Course/ Paper Title	Human Development: Preschool to Adolescence
Course offered as	Major III
Course Code	RUAPYMJ302
Semester	III
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To help students in understanding of the basic concepts, perspectives and modern trends in Developmental Psychology

CLO2	To help students recognise the congruence and incongruity in the physical, cognitive, personality and social development from preschool years to adolescence
CLO3	To help students develop ability to differentiate the physical, cognitive, personality and social development from preschool years to adolescence
CLO4	To acquaint students with the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Course Outcome(s):

	On completing the course, the student will be able to:
CO1	Outline the basic concepts, perspectives and modern trends in Developmental Psychology
CO2	Recognise the congruence and incongruity in the physical, cognitive, personality and social development from preschool years to adolescence
CO3	Differentiate the physical, cognitive, personality and social development from preschool years to adolescence
CO4	Demonstrate the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life in the Indian context

Semester III Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>A) Physical and Cognitive Development in Preschool Years</u> a) Physical growth - The growing body, the growing brain, motor development. c) The growth of language and learning.</p> <p><u>B) Social and Personality Development in Preschool Years</u> a) Forming a sense of self b) Friends and family: preschoolers social lives c) Moral development and aggression</p>	17
II	<p><u>A) Physical and Cognitive Development in Middle School Years</u> a) Physical Development c) Schooling: The Three Rs (and More) of Middle Childhood</p> <p><u>B) Social and Personality Development in Middle School Years</u> a) The developing self: Self esteem and social comparison b) Relationships: Building friendship in middle childhood</p>	17

	c) Family and school: shaping children's behaviour in middle childhood.	
III	<u>Physical and Cognitive Development in Adolescence</u> a) Physical maturation b) Cognitive development and schooling c) Threats to adolescent well being	13
IV	<u>Social and Personality Development in Adolescence</u> a) Identity: Asking 'Who am I' b) Relationships: Family and friends c) Dating, sexual behaviour and teenage pregnancy	13

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Major Course MJ 2: Semester IV

Course/ Paper Title	Human Development Across Adulthood
Course offered as	Major III
Course Code	RUAPYMJ402
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Learning Objectives
CLO1	To familiarize students with the physical development (physical fitness, senses and health) and cognitive development (approaches to postformal thinking, intelligence, memory, expertise)
CLO2	To provide students with an insight into the social and personality development during early adulthood focusing on forging new relationships, course of relationships, family, career choices, work and leisure, successful ageing, confronting death.
CLO3	To equip students to critically think about the influence of family, work, leisure and death on personality and relationships in adulthood in Indian context
CLO4	To familiarise students with the implications and applications of the various

	concepts, principles and theories of Developmental Psychology throughout adulthood in the real world in the Indian context
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Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Summarise the physical development (physical fitness, senses and health) and cognitive development (approaches to postformal thinking, intelligence, memory, expertise)
CO2	Identify the social and personality development during early adulthood focusing on forging new relationships, course of relationships, family, career choices, work and leisure, successful ageing, confronting death.
CO3	Critically evaluate the influence of family, work, leisure and death on personality and relationships in adulthood in Indian context
CO4	Demonstrate an understanding of the implications and applications of the various concepts, principles and theories of Developmental Psychology throughout adulthood in the real world in the Indian context

Semester IV Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Physical and Cognitive Across Adulthood</u> a) Physical Development: Senescence, Physical fitness, b) The Senses: Sound, Sight and Reaction Time c) Cognitive development: Approaches to Postformal Thinking and Memory in Adulthood d) Intelligence: What matters in early adulthood, Intelligence across adulthood, Does intelligence decline in adulthood? e) The development of Expertise	18
II	<u>Social and Personality Development in Early Adulthood</u> a) Forging Relationships b) The Course of Relationships c) Work: Choosing & Embarking on a Career	12

III	<u>Social and Personality Development in Middle Adulthood</u> a) Personality Development b) Relationships: Family in Middle Age c) Work and Leisure	12
IV	<u>Social and Personality Development in Late Adulthood</u> a) Personality Development and successful aging b) The daily life of Late Adulthood c) Relationships: Old and New d) Confronting Death e) Ethical Dilemma: Medically assisted death	18

References:

Book for Study

Feldman, R. S. & Babu, N. (2024). Development across the LifeSpan. (10th Ed). India: Pearson India Education services Pvt.Ltd

Additional Books for Reference

1. Feldman, R. S. & Babu, N. (2018). Development across the Life Span. (8th Ed). India: Pearson India Education services Pvt.Ltd
2. Cook, J. L., & Cook, G. (2009). Child Development: Principles and Perspectives. Boston: Pearson Education
3. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). Human Development. (9th Ed). New York: McGraw Hill co. Inc.
4. Feldman, R. S., & Babu, N. (2011). Discovering the Life Span. Indian subcontinent adaptation, New Delhi: Dorling Kindersley India pvt ltd.
5. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
6. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). Human Development. (12th Ed). McGraw Hill, international Edition
7. Santrock, J. (2017). Life-span development (13th ed.). Indian Edition. McGraw-Hill Higher Education. Singh, A. (Ed.) (2015). Foundations of human development: A life span approach. Orient Longman.

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Theory Examination Pattern for **Major Course - II**

Human Development: Preschool to Adolescence (RUAPYMJ302)

Human Development Across Adulthood (RUAPYMJ402)

I	Internal Assessment	
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a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Survey, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	5 marks
	Total	40 marks
II	Semester End Examination (60%)	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40
Q.II. 01 to 04	Short Notes	4/4 1 question from each unit	Unit 1, 2, 3, 4	5 marks each	20

Minor Course MN: Semester III

Course/ Paper Title	Fundamentals of Human Behaviour
Course offered as	Minor I
Course Code	RUAPYMN301
Semester	III
No. of Credits	04

No. of lecture Hours/week	04
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Sr No.	Course Learning Objectives
CLO1	To introduce students to the implications of social influence, social interaction and group behaviour in everyday life in the Indian context
CLO2	To acquaint students with an understanding of stress, implications of stress on health and strategies to cope with stress
CLO3	To familiarise students with an understanding about the determinants of human sexuality and behavior in social settings in the Indian context
CLO4	To acquaint students with career options in psychology in the Indian context

Course Outcome(s):

	On completing the course, the student will be able to:
CO1	Recognise the implications of social influence, social interaction and group behaviour in everyday life in the Indian context
CO2	Summarise the meaning of stress, the implications of stress on health and strategies to cope with stress.
CO3	Analyse the determinants of human sexuality and behavior in social settings in the Indian context.
CO4	Demonstrate the career options in psychology in the Indian context

Semester III Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Social Psychology:</u></p> <p>a) Social Influence: Conformity, Justice perception and Social relations,</p> <p>b) Social interaction; Prejudice & Discrimination</p> <p>c) Group Behaviour: Groupthink, Social facilitation, Compliance, Obedience</p> <p>d) Classic studies in Psychology</p>	15

II	<p><u>Stress and Health</u></p> <p>a) Relationship between stress and stressors b) Psychological and Environmental stressors c) Physiological factors of Stress e) Coping with Stress</p>	15
III	<p><u>Sexuality and Gender</u></p> <p>a) The Physical Side of Human Sexuality b) The Psychological side of Human sexuality: Gender, Gender identity, in the Indian context c) Human sexual behavior d) Sexual Health e) Classic studies in Psychology</p>	18
IV	<p><u>Applied Psychology and Psychology Careers</u></p> <p>a) Definition of applied psychology b) Psychology as a career c) Psychology beyond the classroom</p>	12

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

References:

Book for Study

Ciccarelli,S.K.,White ,J.N.,& Mishra,G.(2022) .Psychology. 6th Edition; Indian Adaptation. Pearson India Education Services Pvt.ltd.

1. Baron, R. A., &Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon
2. Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian subcontinent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd.
3. Ciccarelli, S. K., & White, J. N. (2017). Psychology.4th Edi. New Jersey: Pearson education
4. Ciccarelli,S.K.,White ,J.N.,& Mishra,G.(2018) .Psychology. 5th Edition; Indian Adaptation. Pearson India Education Services Pvt.ltd. Additional Books for Reference
5. Feldman, R.S. (2013). Understanding Psychology.11th edition. New York: McGraw Hill publications

Minor Course MN: Semester IV

Course/ Paper Title	Introduction to Organisational Behaviour
Course offered as	Minor

Course Code	RUAPYMN401
Semester	IV
No. of Credits	04
No. of lecture Hours/week	04

Sr No.	Course Objectives
CLO1	To introduce students to the role and importance of psychological factors and processes in the world of work
CLO2	To help students develop understanding of the basic concepts of and theories in organizational behavior.
CLO3	To familiarize students with employees' individual and group behaviour at the workplace
CLO4	To help students develop an understanding of employee motivation and satisfaction, organisational communication and workplace harassment

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Identify the importance of psychological factors and processes in the world of work
CO2	Outline the basic concepts of and theories in organizational behavior.
CO3	Compare employees' individual and group behaviour at the workplace
CO4	Evaluate concepts and theories associated with employee motivation and satisfaction, organisational communication and workplace harassment

Semester IV

Module	Title with content	No. of lectures
I	<u>Group Behaviour, Teams and Conflict</u> a) What is a group, Reasons for joining a group, Factors affecting group performance, b) Team and its types, How teams or groups develop, c) Group conflict: Types, Causes, Resolving conflicts	13

II	<u>Organizational Communication</u> a) Types of organizational communication b) Business communication: telephone calls, video conferencing, email, voicemail, business Meetings c) Problems in Communication d) Improving employee communication skills	17
III	<u>Employee Motivation</u> a) Individual differences and work motivation, b) Employee motivation and self-regulation behaviour, c) Goal setting and employee motivation, d) Incentive system for employees	15
IV	<u>Employee Satisfaction, Workplace Harassment and Emotions at Work</u> a) Nature of Job satisfaction, Antecedents of job satisfaction, b) Potential effects of Job satisfaction c) Harassment and its types d) Emotions at Work	15

References:

Books for Study

Aamodt, M. G. (2024). Industrial Psychology (9th Ed). Cengage Learning

Robbins, S. P. Judge, T. A; Vohra, N. (2022). Organizational Behavior. (18th ed.), Indian subcontinent adaptation, Pearson India Education Services Private Limited

Spector, P. E. (2012). Industrial and Organizational Psychology: Research and Practice. Singapore: John Wiley & Sons Pte. Ltd. (Indian reprint 2015)

Additional Books for Reference

1. Aamodt, M.G. (2004). Applied Industrial/Organizational Psychology. (4th ed). Wadsworth/ Thomson Learning
2. Aswathappa, K. (2005). Human Resource and Personnel Management – Text and Cases, 4th ed, New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
3. Dessler, G., & Verkkey, B. (2009). Human Resource Management. 11th ed., Pearson Education, Dorling Kindersley India, New Delhi
4. French, W.L., Bell, C.H. Jr, & Vohra, V. (2006). Organization Development: Behavioural science interventions for organization improvement. 6th ed., Pearson Education, Dorling Kindersley India, New Delhi
5. Greer, C.R. (2001). Strategic Human Resource Management; A general managerial approach. 2nd ed., Pearson Education, 6th Indian reprint 2004
6. Jones, G.R., & Mathew, M. (2009). Organisational theory, design, and change. 5th ed., Pearson Education, Dorling Kindersley India, New Delhi

7. Landy, F. J., & Conte, J. M. (2013). Work In The 21st Century: An Introduction to Industrial and Organizational Psychology, 4th Edition, John Wiley & sons, USA (Indian reprint 2015)
8. Robbins, S. P. Judge, T. A; Vohra, N. (2022). Organizational Behavior. (15th ed.), Indian subcontinent adaptation, Pearson India Education Services Private Limited.

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Theory Examination Pattern for **Minor Course**

Fundamentals of Human Behaviour (RUAPYMN301)

Introduction to Organizational Behaviour (RUAPYMN401)

I	Internal Assessment	
a	One class test (Short answers/Objectives/ Multiple Choice)	20 marks (30 minutes)
b	Assignment/ Project/ Presentation/Book or research paper Review/ Open Book Essay/Educational Visit/Guest Lectures/Movie Review, Field Experiment, Skit, Advertisement analysis and discussion.	15 marks
	Attendance	05 marks
	Total	40 marks
II	Semester End Examination (60%)	60 Marks
	Duration	2 hours

Question Paper Pattern

Question No	Description	Question Options	Question From	Marks	Total Marks
Q. I. 01 to 08	Essay	Any 4/8 (2 questions from each unit)	Unit 1, 2, 3, 4	10 marks each	40

Q.II. 01 to 04	Short Notes	4/4 1 question from each unit	Unit 1, 2, 3, 4	5 marks each	20
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Vocational Skills Course: Semester III

Course/ Paper Title	Effective Helper Skills
Course offered as	VSC
Course Code	RUAPYVSC301
Semester	III
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To have students understand the role of helper and types of helper and build knowledge and understanding of the basic skills of helpers in applied psychology
CLO2	To help students identify and apply the basic microskills of effective helpers

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Describe helpers, their types, basic skills in effective helping relationship
CO2	Identify the effective helpers' skills and its use in the real world

Semester III Detailed Syllabus

Module	Title with content	No. of lectures
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I	<p><u>Helper and Basics of Effective Helper Skills</u></p> <p>a) Effective Helper definition, Types of helper, Active listening principles by Carl Rogers and Richard E Farson, Reflective listening techniques by Thomas Gordon, Microskills by Egan Resse, Barriers to effective listening</p> <p>b) Importance of Observation, Techniques for accurate and unbiased observation, Analysing observed behaviours and interactions</p> <p>c) Importance of Documentation in helping relationships, Detailed and objective note-taking, Translating observations into clear, concise, and accurate reports, Avoiding bias and maintaining objectivity in report writing</p> <p>d) Ethical considerations and cultural sensitivity in communication, observation and report writing improvement and reflective practice</p>	15
II	<p><u>The Application and Practice of Helper Skills</u></p> <p>a) Application of listening skills in professional setting, Role-play exercises to practise various listening techniques,</p> <p>b) Practise observational skills in role plays</p> <p>c) Detailed and objective note-taking, Translating observations into clear, concise, and accurate reports, Avoiding bias and maintaining objectivity in report writing,</p>	30

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Book for Study

Egan, G. & Reese, R. J. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. (11th Edition) Cengage Learning.

Egan, G. & Reese, R. J. (2019). *A Manual to Accompany the Skilled Helper: a Problem-management & Opportunity-development Approach to Helping* (11th edition). Cengage Publication

Books for Reference

1. Gladding, S. T. (2014). *Counselling: A Comprehensive Profession*. (7th Ed.). Pearson Education. New Delhi: Indian subcontinent version by Dorling Kindersley India
2. Ivey, Allen E. & Ivey, Mary B. (2007). *Intentional Interviewing and Counselling*. Thomson: Brooks/Cole. Evans,
3. Mei-whei Chen and Nan J. Gibling (2018). *Individual counselling skills and therapy skills and techniques*, Third Edition, Routledge, Taylor & Francis publication.

4. Nelson-Jones, R. (2012). *Basic Counselling Skills: A helper's manual*. 3rd ed., Sage South Asia edition
5. Nugent, F.A., & Jones, K.D. (2009). *Introduction to the Profession of Counselling*. (5th ed.). New Jersey: Pearson Education

VSC

Effective Helper Skills (RUAPYVSC301)

I	Internal Assessment	
a	Identify active listening skills, objective observation based documentation skills/ Practice active listening and observation skills in sessions with peer and instructor feedback/ Practice documenting observations using detailed and objective note-taking techniques/ Write observation-based reports based on documented observations/ Write a reflection paper on the listening experience, highlighting successes and challenges/Identify specific listening skills to improve and set goals for future practice.	20 marks
b	MCQ/explain the term/Short notes/Essay	25 marks
d	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Skill Enhancement Course: Semester III (Dept. of Psychology)

Course/ Paper Title	Statistical Analysis in Psychology
Course offered as	SEC
Course Code	RUAPYSEC301
Semester	III
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To help students develop an understanding of the meaning and basic concepts of descriptive statistics
CLO2	To make the students aware of the practical applications of statistics in psychological testing and assessment and research.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Outline scales of measurement, types of scores, percentile, percentile rank, correlation - types, standard scores (z-score, t score, stanine, linear and nonlinear transformation)
CO2	Calculate correlation using Pearson r and Rank order method, percentile and percentile rank, graphically plot polygon, cumulative frequency curve, ogive and polygon of smoothed frequencies

Semester III Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Scales of Measurement, Types of scores, Graphical representations, Percentile and Percentile Rank</u></p> <p>a) Scales of Measurement: Nominal, ordinal, interval and ratio, Types of Scores: continuous and discrete scores – meaning and difference smoothed frequencies: method of running averages.</p> <p>b) Graphical representations: Frequency polygon, cumulative frequency curve, ogive, polygon of smoothed frequencies</p> <p>c) Percentile and Percentile rank – meaning, merits, limitations, and uses, Calculation of Percentile ranks and Percentile Scores.</p>	15
II	<p><u>Correlation and Standard Scores</u></p> <p>a) Meaning and types of correlation – positive, negative and zero; Graphical representations of correlation - Scatterplots</p> <p>b) The steps involved in calculation of Pearson's product-moment correlation coefficient and Calculation of rho by Spearman's rank-difference method; Uses and limitations of correlation coefficient</p> <p>c) Standard Scores: z, t, Stanine; Linear and non-linear transformation</p>	15

(Two units for a two-credit course and four units for a four-credit course.

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Book for Study

Cohen, J. R., & Swerdlik, M. E., (2018). Psychological Testing and Assessment: An introduction to Tests and Measurement. (9th ed.). New York. McGraw-Hill International edition. (Indian reprint 2018)

Mangal, S.K. (2010). Statistics in Psychology and Education.(2nd edition). New Delhi: PHI Learning Private Limited

Rashid, A.A, (2016). Easy Statistics for Social Sciences. Kindle version

Books for reference

1. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4th ed.). Pearson Education, Indian reprint 2007.
2. Garrett,H.E (1929). Statistics in Psychology and education.
3. Gravetter, F.J., & Wallnau, L.B. (2017). Statistics for the Behavioural Sceinces. (10th edition). Cengage Learning
4. Guilford,J.P.,&Fruchter,B (1978) Fundamental statistics in Psychology and education.(6th ED).McGraw Hill International Edition.
5. Gupta, S .P.(1991)Statistical Methods.(26th Ed),Sultan Chand & Sons,New Delhi. 11. 5. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley

Royal College of Arts, Science and Commerce

(Autonomous)

Theory Examination Pattern for

SEC

Statistical Analysis in Psychology (RUAPYSEC301)

I	Internal Assessment	
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a	Calculation of correlation, percentile and percentile rank graphical plotting of polygon, cumulative frequency curve, ogive and polygon of smoothed frequency	20 marks
b	MCQ/explain the term/Short notes/Essay	25 marks
d	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Skill Enhancement Course: Semester IV

Course/ Paper Title	Promotion Program in Community Setting
Course offered as	SEC
Course Code	RUAPYSEC401
Semester	IV
No. of Credits	02
No. of lecture Hours/week	02

Sr No.	Course Objectives
CLO1	To help students develop an understanding of the meaning and basic concepts of community psychology, mental health promotion and prevention
CLO2	To make the students aware of the practical applications of mental health promotion and prevention programs in community settings.
CLO3	To equip students to apply their understanding of mental health prevention and promotion and prevention in community settings.

Course Outcome(s):

	On completing the course, the students will be able to:
CO1	Outline the meaning and basic concepts of community psychology, mental health

	promotion and prevention
CO2	Identify the practical applications of mental health promotion and prevention programs in community settings.
CO3	Apply their understanding of mental health prevention and promotion and prevention in community settings.

Semester IV Detailed Syllabus

Module	Title with content	No. of lectures
I	<p><u>Introduction to Community Psychology</u></p> <p>a) Community Psychology meaning, importance b) Community Psychology practices adopted across the globe c) Diversity in communities in Indian context</p> <p>Practical</p> <p>a) Create a digital media content identifying and highlighting the significance of Indian festivals in culturally centered preventions and community bonding OR b) Conduct an unstructured interview focusing on the influence of culture on individuals. (Explore - place of origin, spoken language, male and female roles, occupation, religious practice and beliefs, traditions, values, source of pride and shame associated with culture and ethnicity - Present in class.</p>	15
II	<p><u>Mental Health Promotion and Prevention</u></p> <p>a) Introduction to prevention and promotion, Primary prevention initiatives b) Challenges in implementing programs, elements of effective community change initiatives, c) Role of community care counsellors, emerging trends in community psychology</p> <p>Practical</p> <p>Reflective report based on observatory field visits to primary health care centres, community clinics, children homes, old age homes, women's shelter, juvenile homes, protection homes, etc. Reflective report points: role of race, gender, caste, economic background in community concerns OR</p>	15

	Prepare a promotion or preventive community health (physical and psychological) plan OR Design a promotional and or preventive insta-reel or brochure in any Modern Indian language OR Conduct a survey/interview focusing on any one community concern	
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(Two units for a two-credit course and four units for a four-credit course.)

1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

Books for Study

Saxena S, & Mauli P.K.,(2020). Prevention and Promotion to Mental Health. World Health Organization. Geneva

Jason A.L., Glantsman O., O'Brien J.F., & Ramian K.N., Introduction to Community Psychology: Becoming an Agent of Change. Reubes Press Community.
<https://press.rebus.community/introductiontocommunitypsychology/chapter/prevention-and-promotion/>

Royal College of Arts, Science and Commerce

(Autonomous)

Theory Examination Pattern for

SEC

Promotion Programs in Community Setting (RUAPYSEC401)

I	Internal Assessment	
a	Psychskit, street play in the community promoting health (any one area) in community Or any practical component mentioned above	20 marks
b	MCQ/Explain the term/Short notes/Essay	25 marks
d	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Open Elective OE: Semester III

Course/Paper Title	Life Skills in a Digital World
Course offered as	Open Elective
Course Code	RUASOOE301
Semester	III
No.of Credits	2
No.of lecture Hours/week	2/WEEK

Sr. No.	Course Objectives:
CLO 1	To familiarize students with the fundamental financial and digital literacy concepts
CLO 2	To help students to understand the impact of political, social, and economic factors on financial planning
CLO 3	To help students identify misinformation, fake news, and propaganda in digital media.
CLO 4	To help students to develop civic and social responsibilities

Course Outcomes

	On completing the course, the student will be able:
CO1	Define and explain essential financial planning concepts, including budgeting, saving, and investments.
CO2	Articulate the impact of political, social, and economic factors on financial planning
CO3	Recognize and assess misinformation, fake news, and propaganda in digital media.
CO4	Demonstrate awareness of civic responsibilities and actively participate in ethical digital interactions.

Semester III Detailed Syllabus

Module	Title with content	No. of lectures
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I	<p><u>Financial and Digital Literacy for Everyday Life</u></p> <p>a. Financial planning: Budgeting, saving, and investment strategies for financial security.</p> <p>b. Political factor: Taxation policies.</p> <p>c. Behavioural aspects of money—: How to be a judicious consumer in a world of Digital economy (gpay, paytm, phone pay, online shopping) Social and Economic factors: Practical Tips of financial budgeting and investment for students to promote financial independence</p>	15 Lectures
II	<p><u>Digital and Social Awareness in a Changing World</u></p> <p>a. Media Literacy: Identifying the influence of misinformation, fake news, and propaganda.</p> <p>b. Cyber Security and Privacy: Protecting personal data in a digital world.</p> <p>c. Civic Responsibility: Understanding rights, responsibilities, and social activism.</p>	15 lectures

(Two units for a two credit course and four units for a four credit course. 1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

References

1. Agarwalla, S. K., Barua, S. K., Jacob, J., & Varma, J. R. (2013). Financial literacy among working young in urban India. *World Development*, 47, 1-13. <https://doi.org/10.1016/j.worlddev.2013.11.007>
2. Bauman, Z. (2000). *Liquid modernity*. Polity Press.
3. Bhandari, V., & Sinha, A. (2021). Digital financial literacy and consumer behavior in India. *Journal of Business and Management*, 23(2), 45-58.
4. Castells, M. (2012). *Networks of outrage and hope: Social movements in the Internet age*. Polity Press
5. Chattopadhyay, S., & Dasgupta, A. (2015). Financial inclusion, digital payments, and their impact on Indian economy. *Economic & Political Weekly*, 50(49), 59-67.
6. Deibert, R. (2020). *Reset: Reclaiming the internet for civil society*. House of Anansi.
7. Fuchs, C. (2021). *Social media: A critical introduction* (3rd ed.). SAGE Publications.
8. Ghosh, S. (2020). *Digital literacy and media awareness in India: A critical analysis*. Oxford University Press.

9. McChesney, R. W. (2013). *Digital disconnect: How capitalism is turning the internet against democracy*. The New Press.
10. Pennycook, G., & Rand, D. G. (2019). Fighting misinformation on social media using "psychological inoculation": Evidence that misinformation is more compelling than corrective information. *Psychological Science*, 30(11), 1874–1885. <https://doi.org/10.1177/0956797619864889>
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13. Roy, A., & Basu, P. (2021). The role of social media in shaping public opinion: A case study of digital activism in India. *Asian Journal of Communication*, 31(4), 289-307.
14. Sen, A. (2009). *The idea of justice*. Harvard University Press.
15. Sharma, R., & Gupta, A. (2019). *Cyber threats and data privacy: Issues and solutions in India*. Springer Publications.
16. Sundararajan, A. (2016). *The sharing economy: The end of employment and the rise of crowd-based capitalism*. MIT Press.

Open Elective OE: Semester IV

Course/Paper Title	Social Skills
Course offered as	Open Elective
Course Code	RUASOOE401
Semester	IV
No.of Credits	2
No.of lecture Hours/week	2/Week

Sr. No.	Course Objectives:
1	To understand and analyze different leadership styles, their impact, and their role in social influence.
2	To apply persuasion, negotiation, and emotional intelligence techniques to enhance leadership effectiveness
3	To evaluate risk assessment strategies and decision-making models in ethical and social contexts
4	To analyze and apply ethical principles to resolve dilemmas in personal, professional, and community settings

On completing the course, the student will be able:	
CO1	Identify and compare different leadership styles and their effectiveness in various organizational and social contexts.
CO2	Demonstrate negotiation and persuasion skills to influence group behavior and power dynamics effectively.
CO3	Critically assess the role of perceived fairness, equality, and ethical decision-making in society.
CO4	Apply ethical frameworks to solve real-world dilemmas in decision-making processes.

Semester IV Detailed Syllabus

Module	Title with content	No. of lectures
I	<u>Leadership, Communication, and Social Influence</u> a) Leadership, Types of leadership b) Persuasion, negotiation, and emotional intelligence in leadership. c) Group behaviour, power dynamics, and social influence	15 Lectures
II	<u>Decision Making, Ethics and Social Responsibility</u> a) Risk assessment and decision making b) Social justice, perceived fairness and equality, and ethical decision-making in communities c) Ethical dilemmas in decision making	15 lectures

(Two units for a two credit course and four units for a four credit course. 1 credit = 1 lecture hour/week 1 credit = 2 practical hours/week

References

1. Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). Psychology Press.
2. Chatterjee, D. (2016). Timeless leadership: 18 leadership sutras from the Bhagavad Gita. Wiley India.
3. Goleman, D. (1998). Working with emotional intelligence. Bantam Books.
4. Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.
5. Kidder, R. M. (2005). Moral courage. HarperCollins.
6. Nair, K. (2013). Beyond charisma: Transformational leadership for
7. Pareek, U., & Rao, T. V. (2008). Designing and managing human resource systems (3rd ed.). Oxford & IBH Publishing.
8. Rawls, J. (1999). A theory of justice (Rev. ed.). Harvard University Press.

9. Rest, J. R., Narvaez, D., Thoma, S. J., & Bebeau, M. J. (1999). Postconventional moral thinking: A neo-Kohlbergian approach. Psychology Press.
10. Sen, A. (2009). The idea of justice. Harvard University Press.
11. Singh, N. (2015). Emotional intelligence at work: A professional guide. Sage Publications.
12. Thaler, R. H., & Sunstein, C. R. (2008). Nudge: Improving decisions about health, wealth, and happiness. Yale University Press.
13. Treviño, L. K., & Nelson, K. A. (2021). Managing business ethics: Straight talk about how to do it right (8th ed.)

OE

Life Skills in a Digital World (RUASOOE301)

Social Skills (RUASOOE401)

I	Internal Assessment	
a	Project/Presentation/Assignment	20 marks
b	01 Essay/04 Short Notes/ MCQ	25 marks
c	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Skill Enhancement Course SEC: Semester III (BA)

Course/ Paper Title	Academic Writing in Social Science
Course offered as	SEC
Course Code	RUASOSEC301
Semester	III
No. of Credits	02
No. of lecture Hours/week	02

Sr. No.	Course Objectives:
CLO 1	To help students develop ability to critically engage with texts through close reading strategies and articulate their ideas clearly and coherently

CLO 2	To help students develop understanding of plagiarism, emphasizing the role of quotations and paraphrasing in scholarly work.
CLO 3	To familiarize students with various citation formats (e.g., APA, MLA, Chicago) to ensure accurate referencing
CLO 4	To help students develop interpretation skills.

Course Outcomes

	On completing the course, the students will be able to:
CO1	Demonstrate proficiency in close reading techniques and compose well-structured research papers
CO2	Integrate sources ethically into their writing.
CO3	Apply various citation styles in their academic work, demonstrating attention to detail and respect for intellectual property.
CO4	Effectively present their reports, supported by logical reasoning and textual evidence, contributing meaningfully to academic discussions.

Detailed Syllabus Semester III

Module	Title with content	No. of lectures
I	Introduction a. Textual reading and writing b. Techniques for reading and writing c. Analyzing social science texts	15
II	Borrowing Materials a. Quotations and plagiarism b. Citation styles c. Interpretations	15

(Two units for a two-credit course and four units for a four-credit course. 1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week

References:

1. Babbie, E. (2020). *The practice of social research*. Cengage Learning.
2. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
3. Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
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6. Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
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8. Sarantakos, S. (2012). *Social research*. Palgrave Macmillan.
9. Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.
10. Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications.

Skill Enhancement Course SEC: Semester IV

Course/ Paper Title	Research Skills on the Field
Course offered as	SEC
Course Code	RUASOSEC401
Semester	IV
No. of Credits	02
No. of lecture Hours/week	02

Sr. No.	Course Objectives:
CLO 1	To help students develop field research skills
CLO 2	To equip students to use visual aids, record and document findings
CLO 3	To help students develop an understanding of various aspects of rural life and research methods
CLO 4	To equip students with knowledge of compiling and presenting report

Course Outcomes

	On completing the course, the students will be able to:
CO1	Apply observational skills and conduct field visit
CO2	Use visual aids for data collection and document findings
CO3	Identify appropriate research methods and tools for village profiling
CO4	Compile and present report

Detailed Syllabus Semester III

Module	Title with content	No. of Lectures
I	Introduction a. Field visit and observational skills through visuals b. Use of visual aids c. Recording and documenting of findings	15
II	Prepare Village Profile a. Socio-psychological, Economic, Political and Cultural information of the village b. Use methods: Observation, survey, interview, focus group c. Report Writing	15

(Two units for a two-credit course and four units for a four-credit course. 1 credit = 1 lecture hour/week

1 credit = 2 practical hours/week)

References:

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research*. University of Chicago Press.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE Publications.
- Cottrell, S. (2019). *The study skills handbook*. Macmillan International Higher Education.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Gibaldi, J. (2009). *MLA handbook for writers of research papers*. Modern Language Association of America.
- Graff, G., & Birkenstein, C. (2021). *They say, I say: The moves that matter in academic writing*. W.W. Norton & Company.
- Lipson, C. (2011). *Doing honest work in college: How to prepare citations, avoid plagiarism, and achieve real academic success*. University of Chicago Press.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.

10. Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.

11. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations*. University of Chicago Press.

SEC
Academic Writing Skills in Social Science (RUASOSEC301)
Research Skills on the Field (RUASOSEC401)

I	Internal Assessment	
a	Peer Review/ Field Visit/Visual Observation/Reflection Report/Class presentation	20 marks
b	01 Essay/04 Short Notes/ MCQ	25 marks
c	Attendance	05 marks
	Total	50 marks
II	Semester End Examination	Nil

Board of studies in Psychology

	Category	Name and Designation	Affiliation
1	One expert, nominated by the Vice-Chancellor from a panel of six recommended by the College Principal.	Dr Arohi Khar Associate Professor, Head Dept of Psychology	University of Mumbai
2	Subject expert from the Parent University nominated by the Academic Council.	Prof (Dr) Kranti Gawali Head, Dept. of Psychology	University of Mumbai


3	Subject expert from outside the Parent University nominated by the Academic Council.	Dr. A Zarina Associate Professor, Head Dept of Psychology (Shift 1)	University of Madras
4	One representative from industry/corporate sector/allied area relating to placement.	Ms. Chitra Kelkar Certified Life Coach & Certified NLP and Mindfulness Practitioner	Manovedh Psychotherapy & Mindfulness Center
5	One postgraduate meritorious alumnus nominated by the Principal. (Please give three to four names of your alumnus)	Shah Aqshahnaz Mohd Shorab (Batch 2018-2019) Educator ISC Psychology Freelance Counsellor	Vibgyor International School
6	One postgraduate meritorious alumnus nominated by the Principal. (Please give three to four names of your alumnus)	Sana Sheikh (Batch 2021 – 2022) Visiting Faculty MA Part II - Semester III (Workplace Counselling)	Eastern Anglican Shipping Company
7	Chairperson (Head of Department)	Ms Rita Duraipandi Asst. Prof.	University of Mumbai
8	Member (Faculty of the Department)	Ms Poonam Tripathi	University of Mumbai

Justification for B.A. (PSYCHOLOGY)

1.	Necessity for starting the course:	B.A. (Psychology) equips individuals with critical thinking and communication skills. It enhances understanding of human behavior and relationships. Fosters self-awareness and personal growth leading to a wide range of career opportunities.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24	The course has already commenced in the university and in the academic year 25-26, it is restructured under NEP 2020
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available:	This course is self-financed based on sanction given by University of Mumbai to affiliated colleges time to time.
5.	To give details regarding the duration of the Course and is it possible to compress the course?	The duration of the program is three years (6 semesters). It is not possible to compress the program.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	The intake capacity is 120 at the entry level based on sanction received from the University.
7.	Opportunities of Employability / Employment available after undertaking these courses:	B.A. (Psychology) graduates are socially astute, emotionally intelligent. They have diverse career prospects in: academia and research, social services and counseling, politics and policy-making, economics and business.


Ms. Rita Duraipandi
Chairperson
BOS in Psychology




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