JAI HIND COLLEGE

Basantsing Institute of Science & J. T. Lalvani College of Commerce

and Sheila Gopal Raheja College of Management.

Empowered Autonomous

"A" Road, Churchgate, Mumbai - 400 020, India

Affiliated to

University of Mumbai

Bachelor of Arts

Program: BA. Psychology

Choice Based Credit System (CBCS) under NEP-2020

with effect from the academic year 2023-2024

Syllabus as approved by Statutory Committees

LOCF Document

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Preamble

The psychology programme at Jai Hind College aims to facilitate learning opportunities that orient students towards scientific and relational study of the complexities of human mind and behaviour;

Students will have knowledge of basic psychological concepts and methods; basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, organisational psychology, research); as also self-understanding & a strong sense of ethical moral responsibility; awareness of social diversity and will work towards reducing stigma associated with mental health.

A focus on Outcome based education with a need-based student-centric approach underlies the courses of the department. A Choice-based Credit System under Autonomy provides scope to the student to choose from a wide variety of courses. The progrma also serves as a stepping stone to postgraduate programs in India and around the globe.The outcomes represent subject-specific knowledge, industry-oriented soft skills, technology-enabled research and sensitivity to individual differences.

Learning outcomes-based approach to curriculum planning and development:

A psychology major is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study in psychology.

Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses with in a programme.

They are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, programme learning outcomes and course learning outcomes.

Graduate Attributes in Psychology

A psychology graduate is expected to have a good understanding & articulation of core concepts of psychology, awareness of applications of psychology, sensitivity to the socio cultural context and self-awareness. The following attributes are elaborated below

Knowledgeable: Comprehension of core psychological concepts and theories

Articulate : Can express in both written & oral modes core psychological concepts and theories

Experienced to apply psychology : Application to individual problems, societal problems and organisational problems by the usage of various psychological tools and counseling skills

Community embeddedness: Having engagement in socially driven projects, lab work and simulations

Attuned to scientific thinking : Equipped with skills of scientific inquiry research and critical thinking

Social and multicultural sensibility: Cross-cultural understanding of psychological phenomena

Global and Glocal view point: world view from international/global perspective as well as awareness of indigenous Indian perspectives.

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Aligned to a multidisciplinary view point: Awareness of the biological, medical, philosophical, sociological, behavioural, mathematical linkages of psychology

Life skill: Capabilities and ways to appreciate & organize daily living and relationships to optimise subjective wellbeing, know one's strengths and weaknesses, figuring out one's self and identity, self-growth, have insight of life plans and evolve accordingly

Empathetic communication: Demonstrate understanding & communicate what another is feeling and thinking

Addressing social stigma associated with mental health : educating self and others about mental health

Moral and ethical reasoning: Awareness of ethical principles , code of ethics, ethical behaviour in institutions.

Program objectives :

Create a foundation for higher learning self-growth and social embededness based on core and applied concepts in the fields of psychology namely social psychology, developmental psychology, clinical psychology, psychometrics, industrial organization psychology, cognitive psychology, counselling

Gain an understanding on contemporary issues related to mental health and well being

Students address the issue of social stigma attached to mental illness

Inculcate research temperament in students

Applying & extending theoretical knowledge to everyday events

Gain self-awareness and insight into others perspectives and world views

Cultivating sensitivity in students and to avoid prejudice and discrimination

Appreciation of inclusivity and acceptance of individual differences

Imbibe principles of organisational citizenship behaviour

Awareness of neurological structures and function of Cognitive process

Explore the genesis of human life from conception to death

Application of psychometrics to assessment, diagnosis and interventions

Learn creativity, problem solving, decision making, critical thinking strategies

Teaching Learning Process

Teaching is student-centric and enables various kinds of learning such as Collaborative Learning, Participative Learning,

Experiential Learning, and ICT based e-learning. The Pedagogy and teaching aids we use to facilitate these various kinds of learning are as follows:

- **Collaborative Learning:** Interactive teaching, guest lectures, workshops, peer learning
- **Participative Learning:** Quizzes, Puzzles ,Group Discussions and Debates, Class Presentations and Role Plays
- **Experiential Learning:** Self exploration, field visits, simulations,
- **ICT based e-learning:** Coglab experiments, online data analysis software, Audio-visual aids such as PPTs, films, videos; e-learning resources such as Menti polls, Jam boards, virtual whiteboards, G-suite apps (Google docs, slides and sheets) and Google Classroom; sharing and use of e-books, pdfs, open-access journal publications and digital newspapers; use of free and open-source statistical packages

Assessment Methods Evaluation Scheme:

Assessment pattern of the Major & Minor Courses:

The assessment pattern will be as follows:

•Theory - 75 marks, Practical – 25 marks

•The Theory component will comprise of 50 marks as Semester End Examination (SEE) of 2 hours ; and 25 marks Continuous Assessment (CA)

•The Practical Component will comprise of 25 marks Semester End Examination (SEE) Practical of 1.5 hour; and 25 marks for Continuous Assessment (CA). The latter will consist of 20 marks based on continuous assessment of practical conducted during regular turns and 5 marks for VIVA .

•Total of Internal Assessment + SEE for practical = 50 marks which will be converted to out of 25

•The Theory component will comprise of 25 marks as Semester End Examination (SEE) of 1 hour ; and 25 marks Continuous Assessment (CA)

•50 marks as Continuous Assessments (CA)

□**Assessment for Vocational Skill Course (VSC) will be assessed as a Practical component of 50 marks which will be as follows:**

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•The Practical component will comprise of 25 marks as Semester End Examination (SEE) of 1.5 hour ; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/ task based/ case study or any other similar

Pattern of semester end exam (see) and continuous assessment (ca):

□ SEE will be **consist of** a mix of long and short answer type questions based on Higher Order Thinking Skills (HOTS) aligned with Bloom's Taxonomy

□ One or more, but not limited to the following methods of assessment can be used for internal assessment - MCQ, quiz based, objective type, puzzle, group presentation, group or individual projects, debate, model making, poster making, role play, case studies or any other creative mode of assessment

Credit Framework

Types of Courses

Sr No	Type of Course	Learner Category
1	Major	Psychology Major
2	Minor	Psychology Minor
3	VSC	Arts Stream

Number of Courses and Credits

Type of Course	Number offered of each	Credits of each (Theory + Tutorial)
Major/Minor	02	4 (2 + 2)
VSC	02	2 (1 + 1)

Semester-wise Courses

Semester	Course Code	Course Title	Type of Course	No of Credits
I	JUAPSY-DSC 101/ JUAPSY-MIN101	Introduction to Psychology	Major / Minor	4
I	JUAPSYVSC101	Data Sampling and Representation	VSC	2
II	JUAPSY-DSC 201/ JUAPSY-MIN201	Differences in Psychology	Major / Minor	4
II	JUAPSYVSC201	Descriptive Statistics in Psychology	VSC	2

DISCIPLINE SPECIFIC CORE COURSES

Course Code JUAPSY DSC/ JUAPSY-MIN 101	**Course Title: Introduction to Psychology**	**Credits:4. Lectures/Week:4**
Course description	**Introduces the learner to psychology with an emphasis on research methods, biological foundations, human development and stressors and coping with stress**	
Learning objectives	• To have a perspective of history and scientific methods in psychology • To get an awareness of the of brain behaviour link • To enhance understanding of different phases of Human Development • To increase awareness about stressors, coping mechanisms and therapies	
Course Outcomes	Have an orientation to issues related to mental & psychological health Awareness of psychology as a scientific process with biological links Awareness of Development across the Life Span Awareness of coping with mental health issues	
	THEORY / PRACTICAL	**(60)**
Sub Unit	**Unit – I:** Psychology: What is it?	**11lectures**
	i. Perspectives ii. Goals and aims iii. Fields of psychology iv. Professions in psychology v. Bioscoio Psychological Perspective vi. Scientific method vii. Survey method viii. Observation method ix. Case study method x. Correlation xi. Experimental method xii. Ethics in research xiii. Debates in psychology xiv. Individual differences in psychology	
Practical	I Survey of job satisfaction by Spector	4

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	Unit – II: Biological Psychology	**11 lectures**
	i. Neuron ii. Axonal transmission iii. Synaptic transmission iv. Neurotransmitters v. Studying the brain vi. CNS vii. PNS viii. Brain Stem ix. MID brain x. Lobes of the cortex xi. Association areas xii. Language and brain xiii. Left brain right brain xiv. Split brain phenomenon xv. Neuroplasticity xvi. Neurogenesis **xvii.** Brain computer interface	
Practical 2	Simon effect and experiment on whole vs part learning	4
	Unit – III: Development across the Life Span	**11lectures**
	i. The Basic Building Blocks of Development ii. Prenatal Development:Process of Fertilization iii. The Three Stages of Development iv. Prenatal Hazards to development Infancy& Childhood Development: Physical Development v. Habituation as measure of Intelligence vi. Reflexes In Infancy vii. Motor Skills in Infancy viii. Development of Nervous System & Brain in Infancy ix. Senses in Infants x. Cognitive Development- Vygotsky's Theory xi. Harlow & Contact Comfort xii. Facts About Immunization xiii. Indian Adolescents xiv. Late Adulthood & Ageing	

Practical 3	Practical on positive psychology	4
	Unit – IV: Stress and Health	**11 lectures**
	i. Definition of Stress ii. Homeostasis and Stress Curve iii. Nature of Stressors iv. Hans Selye v. General Adaptation Syndrome vi. The Immune System (IS)& Stress vii. Lazarus's Cognitive Appraisal Approach viii. Individual Differences & Reactions to Stress: Personality Types ix. Explanatory Style: Optimists & Pessimists x. Coping Strategies: xi. Problem Focused Coping& Emotion Focused Coping xii. Use of Humour xiii. Meditation xiv. Visualization xv. Biofeedback xvi. Coping with Stress: Social Support xvii. Coping with Stress: Cultural Issues xviii. Coping with Stress: Religious Effects	
5	Practical on psychological disorders	4
	Evaluation Scheme CA: 25 marks CA Practical: 12.5 marks SEE: 50 marks theory Practical SEE: 12.5 marks	
References:	Baron, R. A., &Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd. Ciccarelli, S. K., White, J. N. & G. Misra (2015). Psychology.5th edi. New Jersey: Pearson education	

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Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	3	4.5	5	12.5
II	3	4.5	5	12.5
III	3	4.5	5	12.5
IV	3	4.5	5	12.5
TOTAL MARKS PER OBJECTIVE	12	18	20	50
% WEIGHTAGE	24	36	40	100

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Course Code JUAPSY DSC201/ JUAPSY MIN 201	Course Title: Individual Differences in Psychology	Credits:4. Lectures/Week:4
Course description	**Students is expected to learn about the various constructs in psychology like personality consciousness motivation and memory that show individual differences**	
Learning objectives	• Understand the various kinds of consciousness • Explain and evaluate personality theories • Describe memory experiments and research in psychology and their application • Understand motivation, its components and applications	
Course Outcomes	• Explain psychological concepts of memory personality consciousness and motivation • Use techniques of motivation, meditation, mnemonics • Self-administer and interpret personality instruments	
	THEORY / PRACTICAL	**(60)**
Sub Unit	**Unit – I:**Consciousness	**11lectures**
	i. Principles of perceptual organization ii. Laws of closure iii. Laws of depth perception iv. Sleep v. Stages of sleep vi. Functions of sleep vii. Brain connections of sleep viii. Sleep deprivation ix. Sleep disorders x. Dreams xi. Dream theories xii. Dream functions xiii. Dream analysis	

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	xiv. Hypnosis xv. Suggestibility xvi. Contrasting theories of hypnosis xvii. Uses of hypnosis xviii. Meditation	
Practical	Practical	4
	Unit – II: Memory	**11 lectures**
	i. Three processes of Memory ii. Types of Memory Storage Systems iii. Models of Memory: iv. Memory Store Houses v. Characteristics of STM / WM vi. Sensory Memory: Echoic Memory vii. Short Term Memory: viii. Long Term Memory ix. Organization in Long Term Memory Organization: Semantic Network Model x. Classic Studies in Psychology: Loftus & Eyewitnesses xi. Effects of Supplements on Memory	
Practical 2	Practical experiment on memory	4
	Unit – III: Motivation	**11 lectures**
	i. Definition& elements of Motivation ii. Intrinsic Motivation & Extrinsic Motivation iii. Instinct & The Evolutionary Approach iv. Drive-Reduction Theory: The 'Push' Theory v. Arousal Theory- Yerkes-Dodson Law vi. Individual Differences in Sensation Seeking vii. Incentive Approaches: The 'Pull' Theory viii. McClelland's Social Motives ix. Hunger Motive Early Theories	

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	x. Hormonal Influences xi. The Role of the Hypothalamus xii. Hunger Motive: Weight Set Point xiii. Hunger Motive: Social Components xiv. Factors leading to Obesity	
Practical 3	Practical	4
	Unit – IV: Personality i. Psychoanalysis ii. Freuds' theory, states, stages iii. Neo Freudians iv. Critique of theory v. Application of theory vi. Humanistic perspective vii. Maslow theory viii. Rogers theory ix. Critique of theory x. Applications xi. Social learning theory xii. Bandura's work xiii. Reciprocal determinism xiv. Critique of the theory xv. Applications xvi. Trait approach vs type approach xvii. Trait approaches from Alport to OCEAN xviii. Critique of trait approach xix. Application of trait approach	**11 lectures**
Practical 4	Practical personality questionnaire	**4**
	Evaluation Scheme CA: 25 marks CA Practical: 12.5 marks SEE: 50 marks theory Practical SEE: 12.5 marks	Total marks SEE + CA = 100
References:	Baron, R. A., &Kalsher, M. J. (2008). Psychology: From Science to Practice. (2nd ed.). Pearson Education inc., Allyn and Bacon Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology(Indian sub-continent adaptation).	

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Bloom's Taxonomy in Evaluation Scheme

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II	3	4.5	5	12.5
III	3	4.5	5	12.5
IV	3	4.5	5	12.5
TOTAL MARKS PER OBJECTIVE	12	18	20	50
% WEIGHTAGE	24	36	40	100

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Course Code JUAPSY-VSC 101	Course Title: Data Sampling and Representation	Credits: 2. PDs //Week:2
Course description	A vocational course that maps on to the role of data collection as a psychologist	
Learning objectives	Study data grouped ungrouped Prepare class intervals Make histograms bar graphs pie charts Prepare graphs on excel with data collection and Interpret graphs	
Course Outcomes	Students will learn the skills of statistical sampling, variables identification measurement, creating frequencies and plotting graphs and interpreting graphical data	
	THEORY / PRACTICAL	**30**
Sub Unit	**Unit – I:**Introduction to sampling and measurement	**Practical demonstration 15**
1.	Types of sampling • random • convenience • stratified	
2.	Scales of measurement • Ordinal • Nominal • Interval • ratio	

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3.	Percentiles • Various percentiles • Calculation • uses	
	Unit II – Data representation	**Practical demonstration 15**
1.	Frequency distribution Class intervals identification Grouped vs ungrouped data	
2.	Graphical representation Histogram Polygon PIE	
3.	Interpreting Graphical Representation Scatterplots Bar graphs	
	Evaluation Scheme Practical work CA of 25 marks SEE of 25 marks	
References:	References: References Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4 ed.). Pearson Education, Indian reprint 2007 Garrett, H.E. (2009) Statistics in Psychology&Education 6th edition Paragon International Publishers Guilford, J P (1965). Fundamental statistics in psychology and education 4th edn. New York: McGraw-Hill Mangal S.K. (2004) Statistics in Psychology and Education, 2/E New Delhi: Prentice Hall India Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology.(Indian sub-continent adapta-tion). New Delhi: Dorling Kindersley (India) pvt ltd. Ciccarelli, S. K., White, J. N. & G. Misra (2015). Psychology.5th edi. New Jersey: Pearson education	

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Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	6	9	10	25
II	6	9	10	25
TOTAL MARKS PER OBJECTIVE	12	18	20	50

Course Code JUAPSY-VSC 201	Course Title: Descriptive Statistics in Psychology	Credits: 2. PDs //Week:2
Course description	A vocational course that maps on to the role of statistical analyst as a psychologist	
Learning objectives	Use measures of central tendency on data Use measures of variability on data Interpret measures of central tendency and variability Use Excel for descriptive measures	
Course Outcomes	Students will learn to use measures of descriptive statistics with an appreciation of their particular uses and problems in the field of psychology	
	THEORY / PRACTICAL	**(30)**
Sub Unit	**Unit – I:**Measures of central tendency	**Practical demonstration 15**
1.	Use of Descriptive Statistics	
2.	Mean median mode	
3.	Uses and problems of central tendency measures	
	Unit – II Measures of Variability	**Practical demonstration 15**
1.	Standard deviation	
2.	Other measures of variability	
3.	Uses and problems of variability	

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	Evaluation Scheme Practical work CA of 25 marks SEE of 25 marks	
References:	References: References Aaron, A., Aaron, E. N., & Coups, E. J. (2006). Statistics for Psychology. (4 ed.). Pearson Education, Indian reprint 2007 Garrett, H.E. (2009) Statistics in Psychology&Education 6th edition Paragon International Publishers Guilford, J P (1965). Fundamental statistics in psychology and education 4th edn. New York: McGraw-Hill Mangal S.K. (2004) Statistics in Psychology and Education, 2/E New Delhi: Prentice Hall India Ciccarelli, S. K. & Meyer, G. E. (2008). Psychology(Indian sub-continent adaptation). New Delhi: Dorling Kindersley (India) pvt ltd. Ciccarelli, S. K., White, J. N. & G. Misra (2015). Psychology.5th edi. New Jersey: Pearson education	

Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	6	9	10	25
II	6	9	10	25
TOTAL MARKS PER OBJECTIVE	12	18	20	50

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