

Resolution No. AC// (23-24).3.RUA8

**S. P. Mandali's**  
**Ramnarain Ruia Autonomous College**  
*(Affiliated to University of Mumbai)*



**Syllabus for**

**Program: F.Y.B.A.**

**Program Code: (RUAPHI)**

(As per the guidelines of National Education Policy 2020-  
Academic year 2023-24)

(Choice based Credit System)

## PROGRAM OUTCOMES

S. P. Mandali's Ramnarain Ruia Autonomous College has adopted the Outcome Based Education model to make its science graduates globally competent and capable of advancing in their careers. The Bachelors Program in Science also encourages students to reflect on the broader purpose of their education.

<b>PO</b>	<b>PO Description</b>
<b>PO 1</b>	<p><b>A student completing Bachelor's Degree in Science program will be able to:</b></p> <p>Demonstrate understanding and skills of application of knowledge of historical and contemporary issues in the social and linguistic settings with a transdisciplinary perspective to make an informed judgement.</p>
<b>PO 2</b>	<p>Analyse and evaluate theories of individual and social behaviour in the familiar contexts and extrapolate to unfamiliar contexts in order to resolve contemporary issues.</p>
<b>PO 3</b>	<p>Effectively and ethically use concepts, vocabularies, methods and modern technologies in human sciences to make meaningful contribution in creation of information and its effective dissemination</p>
<b>PO 4</b>	<p>Explore critical issues, ideas, phenomena and debates to define problems or to formulate hypotheses; as well as analyze evidences to formulate an opinion, identify strategies, evaluate outcomes, draw conclusions and/or develop and implement solutions.</p>
<b>PO 5</b>	<p>Demonstrate oral and written proficiency to analyse and synthesise information and apply a set of cognitive, affective, and behavioural skills to work individually and with diverse groups to foster personal growth and better appreciate the diverse social world in which we live.</p>
<b>PO 6</b>	<p>Develop a clear understanding of social institutional structures, systems, procedures, and policies existing across cultures, and interpret, compare and contrast ideas in diverse social- cultural contexts, to engage reasonably with diverse groups.</p>
<b>PO 7</b>	<p>React thoughtfully with emotional and moral competence to forms of expressive direct action and apply social strategies toward eradicating threats to a democratic society and a healthy planet.</p>
<b>PO 8</b>	<p>Articulate and apply values, principles, and ideals to the current societal challenges by integrating management and leadership skills to enhance the quality of life in the civic community through actions that enrich individual lives and benefit the community.</p>

## PROGRAM SPECIFIC OUTCOMES

PSO	Description
	<b>A student completing Bachelor's Degree in Science program in the subject of Statistics will be able to:</b>
<b>PSO 1</b>	Understand and appreciate the framework of morality in the Indian and western context
<b>PSO 2</b>	Critically analyze daily life situations and problems and come up with efficient solutions
<b>PSO 3</b>	Comprehend the underlying moral dimensions of any given situation, analyze them and make morally sound judgements
<b>PSO 4</b>	Appreciate the deep-rooted heritage of Indian and Western philosophical thought and its influence on the society.
<b>PSO 5</b>	Imbibe the values of tolerance, secularism, acceptance, objectivity and respect to other people's faiths, beliefs, opinions and different.
<b>PSO 6</b>	Cultivate a spirit of rationality and logical thinking by enhancing argumentative and analytical skills involved in philosophical reasoning.
<b>PSO 7</b>	Bring various theoretical and philosophical concepts to the realm of reality and learn their implications to real life.
<b>PSO 8</b>	Develop an ethical understanding about different contemporary issues concerning the current society.

### CREDIT STRUCTURE BA

Semester	Subject 1		Subject 2	GE/ OE course (Across disciplines)	Vocational and Skill Enhancement Course (VSC) & SEC	Ability Enhancement Course/ VEC/IKS	OJT/FP/CEPCC, RP	Total Credits
	DSC	DSE						
1	4		4	4 (2*2)	VSC-2 + SEC -2	AEC- 2 (CSK) + VEC- 2 (Understanding India) + IKS- 2		22
2	4		4	4 (2*2)	VSC-2 + SEC -2	AEC-2 (CSK)+ VEC-2 (Env Sc)	CC-2	22
<b>Total</b>	<b>8</b>		<b>8</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>2</b>	<b>44</b>
Exit option: award of UG certificate in Major with 44 credits and an additional 4 credit Core NSQF course/ Internship or Continue with Major and Minor								
3	Major 8		Minor 4	2	VSC-2	AEC-2 MIL	FP -2, CC-2	22
4	Major 8		Minor 4	2	SEC-2	AEC-2 MIL	CEP-2, CC-2	22
<b>Total</b>	<b>16</b>		<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>44</b>
Exit option: award of UG Diploma in Major with 88 credits and an additional 4 credit Core NSQF course/ Internship or Continue with Major and Minor								

5	DSC 12	DS E	Minor		VSC-2- Major		CEP/FP-2	22
6	DSC 12	DS E 4	Minor 2				OJT-4	22
<b>Total</b>	<b>24</b>	<b>8</b>	<b>4</b>		<b>2</b>		<b>6</b>	<b>44</b>
	Exit option: award of UG Degree in Major with 132 credits or Continue with Major for Honours/ Research							

### CREDIT STRUCTURE BSc

Semester	Subject 1		Subject 2	GE/ OE course (Across disciplines)	Vocational and Skill Enhancement Course (VSC) & SEC	Ability Enhancement Course/ VEC/IKS	OJT/FP/CEPCC, RP	Total Credits
	DSC	DSE						
1	4		4	4 (2*2)	VSC-2 + SEC -2	AEC- 2 (CSK) + VEC- 2 (Env Sc.) + IKS-2		22
2	4		4	4 (2*2)	VSC-2 + SEC-2	AEC-2 (CSK)+ VEC-2 (Understanding India)	CC-2	22
<b>Total</b>	<b>8</b>		<b>8</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>2</b>	<b>44</b>
Exit option: award of UG certificate in Major with 44 credits and an additional 4 credit Core NSQF course/ Internship or Continue with Major and Minor								
3	Major 8		Minor 4	2	VSC-2	AEC-2 MIL	FP -2, CC-2	22
4	Major 8		Minor 4	2	SEC-2	AEC-2 MIL	CEP-2, CC-2	22
<b>Total</b>	<b>16</b>		<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>44</b>
Exit option: award of UG Diploma in Major with 88 credits and an additional 4 credit Core NSQF course/ Internship or Continue with Major and Minor								

5	DSC 12	DS E 4	Minor 2		VSC-2		CEP/FP-2	22
6	DSC 12	DS E 4	Minor 2				OJT-4	22
<b>Total</b>	<b>24</b>	<b>8</b>	<b>4</b>		<b>2</b>		<b>6</b>	<b>44</b>
	Exit option: award of UG Degree in Major with 132 credits or Continue with Major for Honours/ Research							

**Course Code: RUASECPHI.O101**

**Course Title: Listening Skills**

**Type of Course: Skill- Enhancement Course**

**Academic year 2023-24**

**COURSE OUTCOMES:**

<b>COURSE OUTCOME</b>	<b>DESCRIPTION</b> <b>A student completing this course will be able to:</b>
<b>CO 1</b>	Identify the basic characteristics of a good listener
<b>CO 2</b>	Understand the importance of listening skills in the field of psychology
<b>CO 3</b>	Distinguish between active and distracted listening
<b>CO 4</b>	Acknowledge the importance of body language and questioning technique essential for active listening



## DETAILED SYLLABUS

Course Code	Unit	Course/ Unit Title	Credits/ Hours
RUASECPHI.O101		<b>Essential skills for Psychology-Listening Skills</b>	<b>2</b>
	<b>Unit I</b>	<b>Basics of listening skills</b>	<b>15</b>
		a) What does it mean to be a good listener and how it is important in Psychology b) Communication blockers: why don't people listen c) How to become a better listener: active v/s distracted listening	
	<b>Unit II</b>	<b>Active listening techniques</b>	<b>15</b>
		a) Active listening: Suspending our own needs, keeping the prejudices aside b) Body language and questioning techniques while listening c) Active listening exercises	

### References:

- William R. Miller, *Listening well: The Art of Empathic Understanding*, WIPF & STOCK, 2018
- Michael P. Nicholas and Martha B. Straus, *The Lost Art of Listening: how learning to listen can improve relationships*, Third Edition, The Guilford Press, 1995 (originally published)
- Debra Worthington and Margaret Fitch-Hauser, *Listening: Processes, Functions and Competency*, Pearson Education, 2011.

## Modality of Assessment: Skill- Enhancement Course (2 Credit Theory Course for BA)

### A) Internal Assessment- 40%- 20 Marks

Sr No	Evaluation type	Marks
1	Class Test/ Project / Assignment / Presentation	20

### B) External Examination (Semester End)- 60%- 30 Marks

#### Semester End Theory Examination:

1. Duration – The duration for these examinations shall be of **One hour**
2. Theory question paper pattern:

#### Paper Pattern:

Question	Options	Marks	Questions Based on
1	A or B	15	Unit I
2	A or B	15	Unit II
	<b>TOTAL</b>	<b>30</b>	

**Course Code: RUASECPHI.E111**

**Course title: Interviewing skills**

**Type of course: Skill- Enhancement Course**

**Course Outcomes:**

By successfully completing this course students will be able to -

<b>COURSE OUTCOME</b>	<b>DESCRIPTION</b>
<b>CO 1</b>	Understand the importance of interviewing in the field of psychology.
<b>CO 2</b>	Grasp the detailed process of interviewing.
<b>CO 3</b>	Get acquainted with the process of note taking and documentation of the interview.
<b>CO 4</b>	Acknowledge the essential characteristics of the interviewer.

**DETAILED SYLLABUS:**

<b>Course Code/ Unit</b>	<b>Unit</b>	<b>Course/ Unit Title</b>	<b>Credits/ Lectures</b>
<b>RUASECPHI.E111</b>		<b>Essential skills for Psychology- Interviewing Skills</b>	<b>2</b>
	<b>Unit I</b>	<b>Basics of interviewing skills</b>	<b>15</b>
		a) Interviewing for counselling: Why do we interview and how do we interview b) Preparations for interview: how to prepare mentally, opening communication c) Confidentiality, warmth, genuineness	
	<b>Unit II</b>	<b>Techniques of interviewing</b>	<b>15</b>
		a) Types of interviews b) Notes taking and documentation of the interview c) Listening responses during interview: clarification, paraphrasing, summarization	

**Books for Reference:**

- Tracy Prout and Melanie Wadkins, *Essential Interviewing and counselling Skills: An Integrated Approach to Practice*, Springer Publishing Company, 2014.
- Michel Hersen and Vincent B. Van Hasselt, *Basic Interviewing: A Practical Guide for Counsellors and Clinicians*, Psychology Press, 1998.
- Allen V. Ivey, Mary Bradford Ivey and Carlos P. Zalaquett, *International Interviewing and Counselling: Facilitating Client Development in a Multicultural Society*, Brooks/Cole cengage learning, 1983.

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2	A or B	15	Unit II
	<b>TOTAL</b>	<b>30</b>	