

VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat



VANITA VISHRAM
WOMEN'S UNIVERSITY
SURAT

**SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY**

B.A. PSYCHOLOGY

SYLLABUS

AS PER **NEP-2020**

W.E.F 2023-24



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1 PREAMBLE – VVWU

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



2 SALIENT FEATURES

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be Offline.
- Qualified & Competent Faculty Members for effective teaching-learning.
- Employment-Generating



3 INTRODUCTION OF THE PROGRAM

B.A. Psychology is the only UG Psychology Course offered in English Medium in the South Gujarat region. It has been introduced with a vision to offer a holistic graduation to the aspirants who are interested in unravelling the mysteries of human mind and behaviour and who seek answers to questions like “Why we behave the way we do?”

This course is designed in such a way that it focuses on the academics along with skill development which is the most important requisite for Employability. This course promises the learner to have an unparalleled experience in the journey to explore Human Nature. The subjects offered (please refer to the Course Structure) are intended in such a way that the student will have the best exposure to the latest and quintessential learning from field of Psychology. The Course structure is a mixed bag of all the important, applicable and exciting subjects that shall enable the learner to become an abled graduate with a clear vision regarding her further studies and profession.

B.A. Psychology will allow the students to learn the contents of the course with the help of numerous activities, practical, projects, internships, on job training, research, Psychology Fest etc. ensuring an Effective Experiential Learning and Skill Development.

The B.A. Psychology Course is a perfect graduation for all the aspirants who want to become Mental Health Practitioners like Clinical Psychologists, Counsellors, Therapists, School Counsellors, Industrial Psychologists, Forensic Experts, Child Counsellors, Educational Psychologists and avenues to many more professions. Apart from this, B.A. Psychology essentially focuses on scientific study of Human Behaviour; hence it is a near perfect graduation for students who wish to pursue Mass Communication, Law, and Civil Services as well.



4 PROGRAMME OBJECTIVES (POs)

- PO 1. To provide students with a comprehensive understanding of the fundamental concepts, theories, and methodologies in psychology.
- PO 2. To develop critical thinking skills and the ability to analyze psychological phenomena from multiple perspectives.
- PO 3. To cultivate an understanding of the ethical considerations and professional standards in the field of psychology.
- PO 4. To promote, and appreciate the diversity of human behavior and the cultural factors that influence psychological processes.
- PO 5. To promote self-reflection and personal growth through the application of psychological principles to real-life situations.
- PO 6. To prepare students for further academic pursuits or careers in various fields related to psychology, such as counseling, research, human resources, and education.



5 PROGRAM SPECIFIC OUTCOMES (PSOs)

Upon completion of the B.A. Psychology program, the students would:

PSO 1. Demonstrate knowledge of the major theoretical perspectives, concepts, and principles in psychology.

PSO 2. Apply critical thinking skills to analyze and evaluate psychological theories and research findings.

PSO 3. Identify and analyze ethical considerations and professional standards in psychological practice.

PSO 4. Recognize and appreciate the impact of cultural, social, and individual differences on human behavior and mental processes.

PSO 5. Communicate effectively, both orally and in writing, using appropriate psychological terminology and concepts.

PSO 6. Pursue further academic or professional opportunities in psychology or related fields with a strong foundation in the discipline.



6 PROGRAM HIGHLIGHTS:

Course Level	UG						
Program	Bachelors in Arts						
Duration	3 years (6 semesters)						
Examination Type	Semester system (1-6 semesters)						
Intake	100						
Eligibility	10 + 2 in any stream						
Mapping between POs and PSOs		PSO 1.	PSO 2.	PSO 3.	PSO 4.	PSO 5.	PSO 6.
	PO 1.						
	PO 2.						
	PO 3.						
	PO 4.						
	PO 5.						
	PO 6.						
Job Positions	Social Worker, Teacher, NGO work, Corporate Sector						



7 SCHEME OF ASSESSMENT

Following is the scheme of assessment followed by the university –

Weightage (%)	Continuous Assessment (CA) (40%)	End Semester Examination (ESE) (60%)
100%	[Internal written Theory Exam] (20%) + [Assignments/Presentations/Viva/group discussion/Journal/ MCQ/QUIZ + Attendance] (20% - Any Three)	End Semester Examination (ESE) Theory Exams Whole Syllabus



8 CREDIT STRUCTURE

Proposed UG Credit structure for UG -2023

According to Curriculum and Credit Framework for Undergraduate Programme

Semester	Major (4) Course* Cr	Minor (4) Course* Cr	GE (3)	Ability Enhancement Course (AEC) (4)	Skill Enhancement Course (SEC) (3)	Value Added Courses (VAC) (2)	Summer Internship/ Project/ Certificate Course (Online/Offline)	Dissertation	Total
1	12	0	0	4	3	2	0	0	21
2	12	0	3	4	0	2	0	0	21
3	12	4	3	0	0	0	0	0	21
4	12	4	3	0	3	2	0	0	22
5	8	8	0	0	0	0	4	0	20
6	8	8	0	0	3	2	0	0	21
Total	64	24	9	8	9	8	4	0	126
7	12	4	0	0	0	0	0	8	24
8	8	4	0	0	0	0	0	12	24
Total	20	8	0	0	0	0	0	20	48
Grand Total	84	32	9	8	9	6	4	20	174

* If anyone wants to exit after 2nd/ 4th Sem and wants a certificate/Diploma respectively, should complete an internship of 4 credits (60 hrs).



Proposed UG Credit structure for UG -2023

According to Curriculum and Credit Framework for Undergraduate Programme

Semester	Major (4) Course* Cr	Minor (4) Course* Cr	GE (3)	Ability Enhancement Course (AEC) (4)	Skill Enhancement Course (SEC) (3)	Value Added Courses (VAC) (2)	Summer Internship/ Project/ Certificate Course (Online/Offline)	Dissertation	Total
1	12	0	0	4	3	2	0	0	21
2	12	0	3	4	0	2	0	0	21
3	12	4	3	0	0	0	0	0	21
4	12	4	3	0	3	2	0	0	22
5	8	8	0	0	0	0	4	0	20
6	8	8	0	0	3	2	0	0	21
Total	64	24	9	8	9	8	4	0	126
7	20	4	0	0	0	0	0	0	24
8	20	4	0	0	0	0	0	0	24
Total	40	8	0	0	0	0	0	0	48
Grand Total	108	32	9	8	9	6	4	0	174

* If anyone wants to exit after 2nd/ 4th Sem and wants a certificate/Diploma respectively, should complete an internship of 4 credits (60 hrs)

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DEPARTMENT OF PSYCHOLOGY

B.A. PSYCHOLOGY

SEMESTER 1

SYLLABUS

AS PER **NEP-2020**

W.E.F 2023-24

**9 COURSE STRUCTURE – PAPER TITLES SEMESTER 1**

Proposed Integrated (UG) Course structure for year – 2023									
Semester	Major (4) Course* Cr	Minor (4) Course* Cr	GE (3)	Ability Enhancement Course (AEC) (4)	Skill Enhancement Course (SEC) (3)	Value Added Courses (VAC) (2)	Summer Internship/ Project/ Certificate Course (Online/Offline)	Dissertation	Total
1	General Psychology I	-	-	Communicative English	Life Skills	Environmental Studies	-	-	21
	Developmental Psychology I	-							
	Social Psychology I	-							



10 TEACHING AND EVALUATION SCHEME FOR BA PSYCHOLOGY ACADEMIC YEAR 2023-24

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme													
					Contact Hour			Total Credit	Theory					Practical					Total Marks	Total Credits		
					Theory	Practical	Total		Credit	CA		ESE		CA+ESE Passing Max.	Credit	CA		ESE			CA+ESE Passing	
										Max.	Passing	Max.	Passing			Max.	Passing	Max.				Passing
1		DSC	General Psychology I	Psychology	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
		DSC	Developmental Psychology I	Psychology	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
		DSC	Social Psychology I	Psychology	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
		AEC	Communicative English	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
		SEC	Life Skills	Psychology	3	0	3	3	3	40	14	60	21	35	0	0	0	0	0	0	100	3
		VAC	Environmental Studies		2	0	2	2	2	40	14	60	21	35	0	0	0	0	0	0	100	2



11 SYLLABUS: SEMESTER 1



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology
BA Psychology Program
FY B.A
Semester I

COURSE CODE: General Psychology I

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	General Psychology serves as an introductory course that familiarises students with the basic concepts, theories, and perspectives of psychology. It provides a comprehensive overview of the field, covering topics such as the history of psychology, biological bases of behavior, cognitive processes, and learning theories. The subject allows students to gain insight into the complexities of human behavior and the factors that influence it. It explores various psychological processes and phenomena, helping students understand why individuals think, feel, and behave the way they do.
Course Objective	CO 1. To provide students with a comprehensive understanding of the key concepts, theories, and methodologies in the field of psychology. CO 2. To understand different perspectives of Schools of Psychology. CO 3. To develop critical thinking and analytical skills necessary for evaluating psychological theories. CO 4. To understand and analyse learning processes
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Nature and History of Psychology Definition, fields and schools of psychology Relevance of Psychology in India History and current status Psychology as a science: Empirical Methods to study psychology	25 %	15 Hours
2	Schools of Psychology Psychoanalytic Perspective Cognitive Behavioural Humanistic	25 %	15 Hours
3	Sensation and Perception Sensation and Sensory Threshold Habituation and Sensory Adaptation Introduction to Perception Gestalt Principles	25 %	15 Hours
4	Learning Classical Conditioning Operant Conditioning Cognitive Learning Theory Observational Learning	25 %	15 Hours

REFERENCE**Core references:**

Ciccarelli Sandra K. and White J. Noland, Psychology (4th Edition/Global Edition), Pearson: London, 2015

Reference books:

Introduction to Psychology; Author, Robert A. Baron; Publisher, Pearson Education, 2001; ISBN, 053681390

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)



CO 1	Demonstrate knowledge and understanding of the major concepts, theories, and research methods in psychology.
CO 2	Apply contextual knowledge of Schools of Psychology into different areas of Psychology.
CO 3	Understanding the principles of sensation and perception. Applying the principles of perception to real world situations.
CO 4	Apply psychological principles to analyze and explain human behaviour and mental processes through learning theories.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Nature and History of Psychology				
2	Schools of Psychology				
3	Sensation and Perception				
4	Learning				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of Psychology****BA Psychology Program****FY B.A****Semester I****COURSE CODE: Developmental Psychology I****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	Students learn about various theories and models of development proposed by renowned psychologists such as Jean Piaget, Erik Erikson, and Lev Vygotsky. They explore the principles and concepts that explain human development across different stages of life
Course Objective	Understand the concepts of human development and growth. Explain theories of development with a lifespan perspective. Explore different phases of development like infancy, childhood, and adolescence. Learn different aspects of development like physical, emotional, social, and cognitive development of the various different phases.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review /Revision	June 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Developmental Psychology Definition. Importance and Scope of developmental psychology Characteristics of developmental psychology Biological, Cognitive, and Socioemotional Processes Periods of Development	25 %	15 Hours
2	Prenatal Stage of Development Evolutionary Perspective of Development Genetic Foundation of Development (Nature vs Nurture Debate) Stages of Prenatal Development, Teratology and Hazards to Prenatal Development Birth Process and Postpartum period of Development	25 %	15 Hours
3	Infancy Physical Development in Infancy, Motor Development, Sensory and Perceptual Development Cognitive Development, Piaget's theory of Development Emotional and Personality Development Social Development	25 %	15 Hours
4	Childhood Early, Middle and Late Childhood Physical and Cognitive Development Socio-emotional Development Vygotsky's Theory of Development	25 %	15 Hours
REFERENCE			
Core references: Santrock, John W. (2002). Life-span development (Ed.8). New York: McGraw-Hill. Reference books: Berk, L. (2014). Development through Lifespan, 6th Edition. Pearson Publications. Hurlock, E. (2017). Developmental Psychology: A Lifespan Approach, 5th Edition. McGraw Hill			

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)



CO 1	Remembering the concepts that are important in Human Development.
CO 2	Understanding the contributions of socio-cultural context toward shaping Human Development.
CO 3	Applying the theories and approaches significant in development to daily life.
CO 4	Evaluating the milestones in diverse domains of human development across life stages.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction				
2	Prenatal Stage				
3	Infancy				
4	Childhood				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of Psychology****BA Psychology Program****FY B.A****Semester I****COURSE CODE: Social Psychology I****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	Social psychology focuses on the scientific study of how individuals think, feel, and behave in social contexts. It provides insights into the underlying processes that shape human behavior, including topics such as social influence, attitudes, group dynamics, conformity, and interpersonal relationships. By studying social psychology, students can gain a deeper understanding of why people act the way they do, and help them navigate social interactions more effectively.
Course Objective	<p>CO 1. The course aims to introduce students to the fundamental concepts, theories, and principles of social psychology, providing a solid theoretical framework for understanding human behavior within a social context.</p> <p>CO 2. Students will learn to critically analyze and evaluate various aspects of social behavior, such as attitudes, social cognition, conformity, obedience, stereotypes, prejudice, group dynamics, and interpersonal relationships.</p> <p>CO 3. The course will emphasise the importance of research methods in social psychology. Students will learn to design, conduct, and interpret social psychology research studies, including experiments, surveys, and observational methods.</p> <p>CO 4. The course aims to enhance students' critical thinking abilities by encouraging them to question assumptions, evaluate evidence, and think analytically about social phenomena and their underlying psychological processes.</p>
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review /Revision	June 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Social Psychology Introduction and History Psychology, Social Psychology, and Sociology Social Perception, Social Cognition and Social Behaviour Introduction to Social Experiments	25 %	15 Hours
2	Social Behaviour and Social Cognition Introduction to Attitude Attribution and its theory Schemas and Heuristics Stereotypes and Biases	25 %	15 Hours
3	Prosocial Behaviour and Mass Behaviour Introduction to Prosocial Behaviour Bystander effect and Empathy Gender, Social Class and Culture Social Media, Asocial Behaviour and Antisocial Behaviour	25 %	15 Hours
4	Group Behaviour and Group Dynamics Prejudice Discrimination Leadership Crime and Mob Mentality	25 %	15 Hours

REFERENCE**Core references:**

Baron, R., Branscombe, N, Byrne, D and Bharbwaj, G. (2010). Social Psychology, 12th Edition, Pearson: New Delhi.

Reference books:

Heinzen, T and Goodfriend, W. (2019). Social Psychology, Sage Publication.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)



CO 1	Students will acquire a comprehensive understanding of the key theories, concepts, and empirical findings in social psychology, enabling them to explain and analyze social behavior.
CO 2	Students will be able to apply social psychology theories and concepts to explain and understand various social phenomena and everyday behavior, such as persuasion, conformity, aggression, and helping behavior.
CO 3	Students will gain an appreciation for cultural diversity and understand how culture shapes social behavior, attitudes, and values.
CO 4	The course may involve collaborative projects and discussions, enabling students to enhance their communication and teamwork skills, which are crucial for working in diverse social settings.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Social Psychology				
2	Social Behaviour and Social Cognition				
3	Pro Social Behaviour and Mass Behaviour				
4	Group Behaviour and Group Dynamics				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology
BA Psychology Program
FY B.A
Semester I

COURSE CODE: Life Skills

Credit 3

Contact Hour per week 3

Outline of the Course:

Course type	Theory
Purpose of Course	Life skills courses aim to foster the holistic development of students by equipping them with essential skills and knowledge beyond their academic subjects. These skills are meant to prepare students for various challenges and opportunities they may encounter in their personal and professional lives. These skills are often related to effective communication, problem-solving, critical thinking, decision-making, time management, stress management, teamwork, leadership, and adaptability.
Course Objective	CO 1. Helping individuals develop a deep understanding of themselves, their emotions, values, strengths, and weaknesses. Teaching techniques for managing emotions, stress, and conflicts effectively. CO 2. Enhancing verbal and non-verbal communication skills, active listening, empathy, teamwork, negotiation, and conflict resolution skills. CO 3. Developing analytical thinking, logical reasoning, creative problem-solving, decision-making skills, and the ability to evaluate and interpret information. CO 4. Teaching effective time management techniques, setting priorities, goal setting, planning, and organizational skills to improve productivity and efficiency.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

Course Content:



Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Life Skills Defining Life Skills Identifying Core Life Skills Morals And Ethics Life Skills and Health	25 %	11 Hours
2	Components Of Life Skills Communication, Types of Communication and Models of Communication Personal And Interpersonal Development Emotional Intelligence and Self-Awareness Mannerism	25 %	12 Hours
3	Social Cognition and Social Behaviour Problem Solving Creativity And Magical Thinking Empathy And Prosocial Behaviour Leadership And Teamwork	25 %	11 Hours
4	Overall Well Being Happiness And Positive Psychology Emotions And Well Being Stress, Stress Management Relaxation Technique	25 %	11 Hours

REFERENCE

Core references:

Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes. (1997).

Reference books:

Goleman, D. (2006). Emotional intelligence. Bantam.

Global framework on transferable skills. (2019).

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to (keep number of COs according to units)



CO 1	Attaining a comprehensive understanding of the chosen field of study, including theoretical concepts, practical skills, and industry-specific knowledge.
CO 2	Developing critical thinking, research skills, problem-solving abilities, analytical reasoning, and effective communication skills.
CO 3	Acquiring the necessary skills and competencies required to excel in the chosen profession or industry, which may include technical expertise, practical experience, and proficiency in relevant tools and technologies.
CO 4	Promoting ethical behavior, integrity, social responsibility, and an understanding of professional ethics within the chosen field of study.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Life Skills				
2	Components of Life Skills				
3	Social Cognition and Social Behaviour				
4	Overall Wellbeing				

Course Articulation Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						



12 TEACHING METHODOLOGY

A teaching method comprises the principles and methods used by teachers to enable student learning. In order to achieve its objective of focused process- based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES/CLASS WORKS:

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning. Classwork has the ability to enhance relationships between teachers and students. Create goal- oriented tasks for students to prepare and enable self-learning.

12.2 DISCUSSIONS/ SEMINARS/PRESENTATION:

Discussions / seminars / presentation are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES/ SELF-STUDY:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned. Technology is transforming higher Education learning and teaching through various case studies to improve overall standards.



12.4 PRACTICAL/PROBLEM SHEET:

Practical ability is the essential requirement for psychology undergraduates' ability structure, and it emphasizes that psychology undergraduates should have a good grasp of theory from practice and then apply the theory to practice, improving their own software developing skills and employability.

12.5 ASSIGNMENTS:

Psychology assignments not only help students overcome their fear and stress but also help them learn more interesting facts about the subjects of psychology which are part of their syllabus and also out of curriculum.

12.6 INDUSTRIAL TOURS:

Psychology students have to know the things practically through interaction, working methods and employment practices. Moreover, it gives exposure from an academic point of view. The main aim of an industrial visit is to provide an exposure to students about a practical working environment.

12.7 TEAM WORK:

Teamwork-based projects challenge the student to apply the technical knowledge they gain in college to solve meaningful and complex problems. Positive collaboration in the form of teamwork is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of teamwork, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.



13 KEYWORDS

- Bachelor of Arts (B.A.) in Psychology
- General Psychology I
- Developmental Psychology I
- Social Psychology I
- Life Skills