

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 (PO_s)

- 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 analyse 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 behaviour 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 counselling, 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 analyse and evaluate psychological theories and research findings.

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

PSO 4. Recognize and appreciate the impact of cultural, social, and individual differences on human behaviour 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 (CCE) (50%)	End Semester Examination (SEE) (50%)
100%	(Internal Exam) (20%) + [1. Assignments/2. Project Work/ 3. Field Work/ 4. QUIZ/ 5. group discussion/6. Role Play/ 7. (Lab Record/Lab Performance/Lab Work) 8. (Seminar Class Performance/Poster Presentation)/ 9. Viva-Voice 10. Book Review or Article Review! 11. Case Studies/ 12. Class Test/ 13. Report Writing/ 14. Any other as per the requirement of the subject] (Any Two) (Thread-01+ Thread-02) (10% +10%) + [Attendance] (10%)	Semester End Examination (SEE) Theory Exams Whole Syllabus



8 CREDIT STRUCTURE

Semester	Major (4) Course* Cr	Minor (4) Course* Cr	Multi- Disciplinary (4)	Ability Enhancement Course (AEC) (2)	Skill Enhancement Course (SEC) (2)/ Internship (4)	Value Added Courses (VAC) (2)/ Indian Knowledge System (2)	On Job Training (OJT) (6)/ Research Project (RP) (6)	Total
1	08	04	04	02	02 (SEC)	02 (IKS)	0	22
2	08	04	04	02	02 (SEC)	02 (VAC)	0	22
3	12	-	04	02	02 (SEC)	02 (IKS)	0	22
4	12	04	-	02	02 (SEC)	02 (VAC)	0	22
5	12	08	-	-	02 (SEC)	-	0	22
6	12	04	-	02	04 (Internship)	-	0	22
Total	64	24	12	10	14	8	0	132
7	12	04	-	-	-	-	6 (OJT)	22
8	12	04	-	-	-	-	6 (OJT)	22
Total	24	8	0	0	0	0	12	44
7	12	4	-	-	-	-	06 (RP)	22
8	12	4	-	-	-	-	06 (RP)	22
Total	24	8	0	0	0	8	12	44
Grand Total	88	32	12	10	14	6	20	176

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WOMEN'S UNIVERSITY

SURAT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

B.A. PSYCHOLOGY

SEMESTER 2

SYLLABUS

AS PER **NEP-2020**

W.E.F 2023-2



9 COURSE STRUCTURE – PAPER TITLES SEMESTER 2

Semester	Major (4) Course* Cr	Minor (4) Course* Cr	Multi- Disciplinary (4)	Ability Enhanceme nt Course (AEC) (2)	Skill Enhancement Course (SEC) (2)/ Internship (4)	Value Added Courses (VAC) (2)/ Indian Knowledge System (2)	On Job Training (OJT) (6)/ Research Project (RP) (6)	Total
2	General Psychology II	General Psychology II (Minor)	Understanding Human Behaviour and Adjustment	Functional English II	Media and Psychology	Environmental Studies	-	22
	Development al Psychology II	Cultural Studies (Minor)						



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

S e m e s t e r	Course Code	Course Category	Course Title	Teaching Scheme				Examination Scheme													
				Contact Hour			T o t a l C r e d i t	Theory						Practical						T o t a l M a r k s	T o t a l C r e d i t s
				T h e o r y	P r a c t i c a l	T o t a l		C r e d i t	CCE		SEE		C C E + S E E P a s s i n g M a x	C r e d i t	CCE		SEE		C C E + S E E P a s s i n g		
									M a x	P a s s i n g	M a x	P a s s i n g			Max.	Pa s s i n g	Ma x.	Pa s s i n g			
2	PSM203-1C	Major	General Psychology II	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	PSM204-1C	Major	Developmental Psychology II	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	PSE202-1C	Minor	General Psychology II	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
			Cultural Studies																		
	MDC202-1C	Multidisciplinary	Understanding Human Behaviour and Adjustment	4	0	4	4	4	50	18	50	18	36	0	0	0	0	0	0	100	4
	AEC202-1C	AEC	Functional English – II	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
	SEC202-1C	SEC	Media and Psychology	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2
VAC201-1C	VAC	Environmental Studies	2	0	2	2	2	25	9	25	9	18	0	0	0	0	0	0	50	2	



11 SYLLABUS: SEMESTER 2

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of Psychology****BA Psychology Program****FY B.A****Semester II****PSM203 – 1C: General Psychology II****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 behaviour, cognitive processes, and learning theories. The subject allows students to gain insight into the complexities of human behaviour 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. The course aims to foster critical thinking, develop analytical skills, and promote a deeper appreciation for the complexities of human behaviour and mental processes. CO 2. A foundation for understanding and exploring key topics in psychology, including memory, intelligence, motivation, and emotion. CO 3. Explore different psychological models and their implications for real-world applications. CO 4. Analyse the relationship between psychological constructs.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Memory Processes of Memory Models of Memory Types of Memory Forgetting	25 %	15 Hours
2	Intelligence Definitions Theories of Intelligence Measuring Intelligence Nature VS Nurture Regarding Intelligence	25 %	15 Hours
3	Cognitive processes Mental Imaginary Concepts and Prototypes Problem Solving and Decision Making Creativity	25 %	15 Hours
4	Motivation and Emotion Approaches to motivation Hunger and Motivation Three elements of emotion Theories of Emotion	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	Students will have a solid foundation in the field of psychology, enabling them to apply psychological knowledge to various domains and pursue further studies or careers related to psychology.
CO 2	Students will develop an appreciation for the relevance of psychology in personal and professional contexts, fostering personal growth and lifelong learning.
CO 3	Students will apply critical thinking skills to evaluate and analyse psychological theories and concepts.
CO 4	Students will critically examine the assumptions, biases, and limitations inherent in psychological research and theories.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Memory				
2	Intelligence				
3	Cognitive Processes				
4	Motivation and Emotion				

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 II****PSM204 – 1C: Developmental Psychology II****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	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.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)



Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Adolescence Physical Development in Adolescence Cognitive Development in Adolescence Social and Emotional Development in Adolescence Kohlberg's Theory of Moral Development	25 %	15 Hours
2	Adulthood Early, Middle and Late Adulthood Physical Development in Adulthood Cognitive Development in Adulthood Social and Emotional Development in Adulthood	25 %	15 Hours
3	Old Age Physical and Cognitive Development in Old Age Social Development in Old Age Emotional Development in Old Age Erikson's Stages of Development	25 %	15 Hours
4	Problems related to Development Normal vs Abnormal Development Definition and meaning of Developmental Disorders Causes of Developmental Disorders Types of Developmental Disorders	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	Adolescence				
2	Adulthood				
3	Old Age				
4	Problems related to Development				

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 II****PSE202 – 1C: General Psychology II (Minor)****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 behaviour, cognitive processes, and learning theories. The subject allows students to gain insight into the complexities of human behaviour 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. The course aims to foster critical thinking, develop analytical skills, and promote a deeper appreciation for the complexities of human behaviour and mental processes. CO 2. A foundation for understanding and exploring key topics in psychology, including memory, intelligence, motivation, and emotion. CO 3. Explore different psychological models and their implications for real-world applications. CO 4. Analyse the relationship between psychological constructs.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Memory Processes of Memory Models of Memory Types of Memory Forgetting	25 %	15 Hours
2	Intelligence Definitions Theories of Intelligence Measuring Intelligence Nature VS Nurture Regarding Intelligence	25 %	15 Hours
3	Cognitive processes Mental Imaginary Concepts and Prototypes Problem Solving and Decision Making Creativity	25 %	15 Hours
4	Motivation and Emotion Approaches to motivation Hunger and Motivation Three elements of emotion Theories of Emotion	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	Students will have a solid foundation in the field of psychology, enabling them to apply psychological knowledge to various domains and pursue further studies or careers related to psychology.
CO 2	Students will develop an appreciation for the relevance of psychology in personal and professional contexts, fostering personal growth and lifelong learning.
CO 3	Students will apply critical thinking skills to evaluate and analyse psychological theories and concepts.
CO 4	Students will critically examine the assumptions, biases, and limitations inherent in psychological research and theories.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Memory				
2	Intelligence				
3	Cognitive Processes				
4	Motivation and Emotion				

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 II****PSE202-1C: Cultural Studies (Minor)****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	The Cultural Studies course is a dynamic exploration of the intricate relationship between culture and human behaviour and societal structures. It covers foundational concepts such as the meaning and elements of culture, students will also explore how culture shapes human behaviour and emotion. The course emphasizes the importance of cultural context in understanding various core social motives. Through a variety of readings, discussions, and activities, students will gain a foundational understanding of Culture and human behaviour.
Course Objective	CO 1. Understand the Fundamental Concepts of Cultural Studies, including the Definition of Culture, its Elements, and Various Types. CO 2. Examine the Role of Culture in Shaping Human Experiences. CO 3. Examine Cultural Variations in understanding Intelligence, Gender, and Emotions. CO 4. Exploring Cultural Influences in Understanding Motivation.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Culture and Human Behaviour
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weightage of Unit	Hours
1	Foundations of Culture Definition of culture Elements of Culture Types of Culture Theoretical Perspectives of Cultures	25%	15 Hours
2	Cultural Perspectives Humans as a Cultural Species Evolutionary Foundations Individualism vs Collectivism Cultural Perspectives on Self-Concept	25%	15 Hours
3	Culture and Human Experiences Culture and Intelligence Culture and Gender Culture and Emotions Culture and Love	25%	15 Hours
4	Culture and Motivation Motivation for Self-Enhancement and Self-Esteem Motivation for Uniqueness Agency and Control Use of Symbols & Communication	25%	15 Hours

REFERENCE**Core References**

1. Conerly, Tonja R., Holmes, Kathleen, Tamng, Asha Lal (2021). Introduction to Sociology. Texas: OpenStax.

Reference books

Triandis, H. C. (1994). Culture and Social Behavior (First Edition). McGraw-Hill College.



COURSE OUTCOMES

Upon successful completion of the course,

CO 1	Students will attain a thorough grasp of cultural studies, including the definition, elements, and diverse types of culture.
CO 2	Students will critically analyse the influence of culture on human experiences, intelligence, gender, and emotions.
CO 3	Students will develop a nuanced awareness of cultural variations in intelligence, gender roles, and emotional expressions.
CO 4	Students will demonstrate competence in recognizing and understanding cultural influences on motivation across diverse contexts.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Foundations of Culture				
2	Cultural Perspectives				
3	Culture and Human Experiences				
4	Culture and Motivation				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 II****SEC202 – 1C: Media and Psychology****Credit 2****Contact Hour per week 2****Outline of the Course:**

Course type	Theory
Purpose of Course	Teaching media and psychology to students serves the purpose of fostering a nuanced understanding of the dynamic relationship between human behaviour and media influences. This interdisciplinary approach aims to cultivate critical thinking by analysing how media shapes perceptions and societal norms. The curriculum emphasizes media literacy, empowering students to critically evaluate information dissemination in a media-saturated world. By integrating these disciplines, the goal is to prepare students for the diverse impact of media on mental health and well-being.
Course Objective	CO 1. To develop a critical Social Awareness Skill of the underlying psychological processes involved in Consumer Behaviour. CO 2. To develop effective Decision-Making Skill using psychological mechanisms behind media influence. CO 3. Emphasizing the importance of Empathetic Engagement as a skill on Social Platforms and managing media related stressors. CO 4. To understand the effect of Media on Cognitive Processes and develop effective strategies to enhance Interpersonal Relationship Management Skill.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Psychology
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)

**Course Content**

Units	Particulars	% Weight age of Unit	Minimum Nos. of Hours
1	Introduction to Psychology and Media History of Media Types of Media Relationship between Psychology and Media Mass Media and Communication	25 %	11 Hours
2	Media Consumption and Identity Media and Adolescence Representation of Social Groups Consumption and Happiness Fans and Fandom	25 %	12 Hours
3	Consumer Needs and Advertising Psychology behind Advertising Attitude and Theories Social Media and Gratification Media and Health	25 %	11 Hours
4	Media Influence Violence and Media Media and Personality Cognitive Factors Prosocial Media	25 %	11 Hours

REFERENCE**Core references:**

Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.

Reference books:

Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.



COURSE OUTCOMES

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

CO 1	Students will be able to Identify and analyse the psychological processes influencing consumer behaviour.
CO 2	Students will be able to Utilize psychological mechanisms to make informed decisions in the context of media influence. Evaluate and analyse the impact of media on decision-making processes.
CO 3	Students will develop empathetic communication strategies to enhance relationships in digital environments.
CO 4	Students will analyse and apply knowledge of cognitive processes to improve communication and relationship dynamics influenced by media.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Introduction to Psychology and Media				
2	Media Consumption and Identity				
3	Consumer Needs and Advertising				
4	Media Influence				

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****FY B.A****Semester II****MDC202-1C: Understanding Human Behaviour and Adjustment****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory/Practical
Purpose of Course	The Human Behaviour & Adjustment course aims to provide a foundational understanding of the complexities surrounding human behaviour and the processes of adjustment. This introductory course delves into the fundamental nature of adjustment, its meaning and its importance in understanding behaviour. Students will explore the intricacies of adaptation and interpersonal relationships, addressing the psychological mechanisms involved in coping with various life challenges and changes.
Course Objective	CO 1. Understand the meaning, nature, and types of adjustment, recognizing its crucial role in understanding human behaviour. CO 2. Identify various stressors, comprehend their types and sources, and analyse the role of stress in adjustment issues, fostering skills for stress management. CO 3. Explore adjustment across different life stages, including childhood, adolescence, adulthood, and old age, recognizing unique challenges and coping strategies. CO 4. Investigate the intricacies of interpersonal relationships, covering themes of love, commitment, friendships, and workplace dynamics, enhancing insights into human behaviour and adjustment.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	December 2023
Prerequisite	Elementary knowledge of Human Behaviour and Adjustment
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Assessment (CA) 50% End Semester Examination (ESE)



Course Content

Units	Particulars	% Weightage of Unit	Hours
1	Understanding Human Behaviour and Adjustment Meaning of Adjustment Nature of Adjustment Importance of Adjustment in understanding human behaviour Types of Adjustment Problems	25%	15 Hours
2	Adjustment in Different Ages Childhood Adolescence Adulthood Old age	25%	15 Hours
3	Stress and Adjustment Meaning, Types and Sources of Stress Role of Stress in Adjustment Issues Stress Management Taking Charge and Decision Making	25%	15 Hours
4	Interpersonal Relationships Love and Commitment Friendships Adjustment at Workplace Seeking Selfhood	25%	15 Hours

REFERENCE

Core References

1. Sorenson, H., & Malm, M. (1948). Psychology for living. McGraw-Hill.

Reference books

1. Moritsugu, J., Vera, E., Jacobs, J. H., & Kennedy, M. (2016). Psychology of Adjustment (1st ed.). SAGE Publications.
2. Heider, F. (1958) The Psychology of Interpersonal Relations. New York: John Wiley & Sons. <http://dx.doi.org/10.1037/10628-000>
3. Oxington, K. V. (Ed.). (2005). *Psychology of stress*. Nova Biomedical Books.



COURSE OUTCOMES:

Upon successful completion of the course,

CO 1	Students will demonstrate a comprehensive understanding of adjustment concepts, including their meaning, nature, types, and the significance of adjustment in comprehending human behaviour.
CO 2	Apply knowledge of stress factors, types, and sources to real-life scenarios, demonstrating the ability to recognize and manage stress effectively for improved adjustment outcomes.
CO 3	Evaluate and apply adjustment strategies across different life stages, demonstrating the ability to recognize and address unique challenges in childhood, adolescence, adulthood, and old age.
CO 4	Students will demonstrate competence in understanding various aspects of interpersonal dynamics, developing a nuanced understanding of how these factors contribute to human behaviour and adjustment.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes			
		CO1	CO2	CO3	CO4
1	Understanding Human Behaviour and Adjustment				
2	Adjustment in Different Ages				
3	Stress and Adjustment				
4	Interpersonal Relationships				

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 / presentations 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 the 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 things practically through interaction, working methods and employment practices. Moreover, it gives exposure from an academic point of view. Main aim of the industrial visit is to provide an exposure to students about the 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 team work 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 II
- Developmental Psychology II
- General Psychology II (Minor)
- Cultural Studies
- Media and Psychology
- Understanding Human Behaviour and Adjustment