



Course Syllabus  
Gyanmanjari Institute of Arts  
Semester-5 (B.A)

**Subject:** Adaptive Human Behavior – BATPY15319

**Type of course:** Minor

**Prerequisite:** NA

**Rationale:**

The rationale behind incorporating psychology into the understanding of effective behavior is grounded in the idea that human behavior is complex and influenced by various psychological factors. Psychology provides valuable insights into the ways individuals think, feel, and act, and understanding these psychological processes can contribute to the development of strategies for promoting effective behavior.

**Teaching and Examination Scheme:**

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	0	0	4	100	30	70	200

**Legends:** CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE-End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.

4 Credits \* 25 Marks = 100 Marks (each credit carries 25 Marks)

SEE 100 Marks will be converted in to 50 Marks

CCE 100 Marks will be converted in to 50 Marks

It is compulsory to pass in each individual component



**Course Content:**

Unit	Course content	Hrs	% Weightage
1	<b>Understanding Stress</b> <ul style="list-style-type: none"> <li>• What is Stress</li> <li>• Symptoms of Stress</li> <li>• Causes of Stress</li> <li>• Sources of stress</li> </ul> <b>1. Frustration</b> <ul style="list-style-type: none"> <li>• The Meaning of Frustration</li> <li>• Causes of Frustration</li> </ul> <b>2. Conflict</b> <ul style="list-style-type: none"> <li>• The Meaning of conflict</li> <li>• Types of conflict</li> </ul> <b>3. Pressure</b> <ul style="list-style-type: none"> <li>• Meaning of Pressure</li> <li>• Sources of Pressure</li> <li>• Causes of Pressure</li> </ul>	15	25
2	<b>Career and Work Life</b> <ul style="list-style-type: none"> <li>• Concept and Meaning of Work Psychology</li> <li>• Fundamentals of Psychology and Industrial/ Organizational Psychology</li> <li>• Changing Perspectives on Business and Work Culture</li> <li>• Proper Career Choice and Career Planning</li> <li>• The Role of Education in Career Planning</li> <li>• Vocational Preferences and Influence of Prior Learning Experiences</li> <li>• Work Place Stress</li> <li>• Workplace Attitudes and Work Psychology</li> <li>• Working Women</li> </ul>	15	25
3	<b>Rational / Intellectual Ability</b> <ul style="list-style-type: none"> <li>• Factors related to learner</li> <li>• Learning Content Factors</li> <li>• Method of learning</li> <li>• Response</li> </ul>	15	25
4	<b>Social Competence</b> <ul style="list-style-type: none"> <li>• Social competence</li> <li>• Recognition of mutual objectives, rights and responsibilities</li> <li>• A realistic view of self and others</li> <li>• Adequate structure and communication</li> <li>• Factors in Satisfactory Interpersonal Accommodation</li> </ul>	15	25





**Continuous Assessment:**

Sr. No	Active Learning Activities	Marks
1	<b>Exploring Learning Styles:</b> In this activity, students have to collect information about different learning styles and create short video about different learning techniques which they will upload to the GMIU web portal.	10
2	<b>Effect of Music on Mood :</b> Students have to investigate how different types of music affect people's moods and emotions and prepare a small survey report on it and upload on GMIU web Portal.	10
3	<b>Happiness Diary:</b> In this activity, students are required to keep a diary of the moments they enjoy every day. They are also required to write about the activities that bring them joy and upload them along with photographs to the GMIU web portal. The aim is to identify positive experiences and sources of happiness.	10
4	<b>Activity:</b> In this activity, students have to create a 10-question (questionnaire quiz) based on psychological problems, After creating this questionnaire, they have to upload on GMIU web portal.	10
5	<b>Adolescent Mental Health Study:</b> In this activity, students will visit a higher secondary school. There, they will collect information about the psychological state of the students currently studying by interacting with the psychology teachers and students. Based on this information, students will prepare a detailed report. The main objective of this activity is to understand the mental health and challenges of higher secondary school students.	10
6	<b>Exploring Job Roles:</b> In this activity, each student has to choose one job role (like HR Manager or Teacher etc.). Student has to find out what that job involves its duties, needed skills, and what the cause of stress in that job and then make a simple Job Analysis Report. After completing the report, upload it to the GMIU web portal. <b>Instructions:</b> <ul style="list-style-type: none"> <li>Students can collect information from the internet, books, or by taking interview of people doing that job.</li> <li>Make sure your report is clear, neat, and well-organized.</li> </ul>	10
7	<b>Attendance</b>	10
Total		70





**Suggested Specification table with Marks (Theory):**

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	30%	30%	20%	20%	-	-

**Note:** This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcome:**

After learning the course the students should be able to:	
CO1	Know about adjustment issues, Psychological Stress, Self-Reflection, Empathy and Compassion.
CO2	Understand the Labor Market, Workplace Dynamics, Financial Literacy, Ethical and Social Responsibility.
CO3	Gain knowledge of Logical Reasoning, Cognitive Biases, and Self-Awareness.
CO4	Aware about Effective Communication, Social Dynamics, Conflict Resolution, etc.

**Instructional Method:**

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

**Reference Books:**

- [1] Bhatt, Y.H. and other author (2004-5). 3<sup>rd</sup> Ed. "Psychology and Effective Behaviour" C. Jamnadas Co. Ahmadabad, Page No. 1, 24, 49.
- [2] Coleman, J.C. (1987). 1<sup>st</sup> Ed. 'Psychology and Effective behavior, D.B. Toraporevala Sons & Co., Bombay-1 P.No. 28, 110.
- [3] Morgan, C.T. King, R. A. Weisz J. R. Sohopler, J., (1986) 7<sup>th</sup> Ed., 'Introduction to psychology' Mc. grow Hill book, Delhi, P.No. 50, 115.
- [4] Cowen, E.L. (1952). 1<sup>st</sup> Ed. 'The Influence of Varying Degrees of psychological stress on problem solving rigidity'. The Journal of Abnormal and Social psychology, P.No. 47, 512-519.

