



Syllabus

Gyanmanjari Institute of Arts

Semester-1 (B. A.)

Subject: General Psychology (BAT1PY11301)**Type of course:** Major (Core)**Prerequisite:** None.**Rationale:**

The course introduces foundational concepts from semantics, pragmatics, and discourse analysis, preparing students for advanced study in linguistics and literary theory.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	4	4	100	100	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Sr. No	Course content	Hrs.	Weightage																								
1	<p>Introduction to Psychology and its evolution Definition; Perspectives in the History of Psychology; evolution of Psychology from a philosophical to a scientific discipline; outline of the basic schools of psychology and its contributed to psychology: Structuralism, Functionalism, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology, Evolutionary Psychology, Biological Psychology, Gestalt Psychology, Sociocultural Psychology; multidisciplinary perspective of Psychology: How psychology is related to Anthropology, economics, Cognitive sciences etc.; current developments and challenges: Digital learning , AI, inclusiveness and diversity)</p> <p>Practical:</p> <ul style="list-style-type: none"> • Behaviour observation exercises • Case-based discussion on everyday behaviour • Digital behaviour mapping • Personality reflection activities <p>Evaluation Method:</p> <table border="1" data-bbox="282 961 1166 1304"> <thead> <tr> <th data-bbox="282 961 339 1045">Sr. No</th> <th data-bbox="339 961 964 1045">Component</th> <th data-bbox="964 961 1062 1045">SEE</th> <th data-bbox="1062 961 1166 1045">CCE</th> </tr> </thead> <tbody> <tr> <td data-bbox="282 1045 339 1098">1</td> <td data-bbox="339 1045 964 1098">Psychological School Analysis</td> <td data-bbox="964 1045 1062 1098">10</td> <td data-bbox="1062 1045 1166 1098">-</td> </tr> <tr> <td data-bbox="282 1098 339 1150">2</td> <td data-bbox="339 1098 964 1150">Behaviour Interpretation Task</td> <td data-bbox="964 1098 1062 1150">10</td> <td data-bbox="1062 1098 1166 1150"></td> </tr> <tr> <td data-bbox="282 1150 339 1203">3</td> <td data-bbox="339 1150 964 1203">Observation Journal (ALA 1)</td> <td data-bbox="964 1150 1062 1203">-</td> <td data-bbox="1062 1150 1166 1203">10</td> </tr> <tr> <td data-bbox="282 1203 339 1255">4</td> <td data-bbox="339 1203 964 1255">Digital Behaviour Reflection (ALA 2)</td> <td data-bbox="964 1203 1062 1255">-</td> <td data-bbox="1062 1203 1166 1255">10</td> </tr> <tr> <td data-bbox="282 1255 339 1304"></td> <td data-bbox="339 1255 964 1304" style="text-align: center;">Total</td> <td data-bbox="964 1255 1062 1304">20</td> <td data-bbox="1062 1255 1166 1304">20</td> </tr> </tbody> </table> <p>1. Psychological School Analysis Students are required to compare any two schools of psychology focusing on:</p> <ul style="list-style-type: none"> • view of human behaviour • method of understanding the mind • relevance today (180–200 words) <p>2. Behaviour Interpretation Task Students will analyse a short real-life behavioural scenario and explain:</p> <ul style="list-style-type: none"> • possible psychological causes • emotional and cognitive factors involved 	Sr. No	Component	SEE	CCE	1	Psychological School Analysis	10	-	2	Behaviour Interpretation Task	10		3	Observation Journal (ALA 1)	-	10	4	Digital Behaviour Reflection (ALA 2)	-	10		Total	20	20	T:02 P:04	20%
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4	Digital Behaviour Reflection (ALA 2)	-	10																								
	Total	20	20																								

	<p>(180 words)</p> <p>3. Observation Journal (ALA 1) Students must maintain a weekly observation journal documenting:</p> <ul style="list-style-type: none"> • observed behaviour • possible motivations • emotional responses <p>(Minimum 5 entries)</p> <p>4. Digital Behaviour Reflection (ALA 2) Students have to analyse their own or observed digital/social media behaviour and reflect on:</p> <ul style="list-style-type: none"> • attention patterns • emotional impact • behavioural habits <p>(200 words)</p>														
2	<p>Learning, Thinking & Cognitive Processes</p> <ul style="list-style-type: none"> • Classical Conditioning (Pavlov) • Operant Conditioning (Skinner) • Trial and Error Learning (Thorndike) • Transfer of Learning • Thinking and cognition • Types of thinking: • Convergent, • Divergent, • Critical, • Reflective, • Lateral thinking, <p>Practical:</p> <ol style="list-style-type: none"> 1. Learning experiment simulations 2. Thinking style assessment 3. Problem-solving activities 4. Reflective reasoning exercises <p>Evaluation Method:</p> <table border="1" data-bbox="282 1677 1167 1860"> <thead> <tr> <th>Sr. No</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Learning Theory Application</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Thinking Process Analysis</td> <td>10</td> <td>-</td> </tr> </tbody> </table>	Sr. No	Component	SEE	CCE	1	Learning Theory Application	10	-	2	Thinking Process Analysis	10	-	T:02 P:04	20%
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	3	Learning Observation Activity (ALA 1)	-	10		
	4	Problem-Solving Reflection (ALA 2)	-	10		
		Total	20	20		
	<p>1. Learning Theory Application Students apply one learning theory to a real-life learning situation. (180–200 words)</p> <p>2. Thinking Process Analysis Students analyse a problem-solving situation and identify:</p> <ul style="list-style-type: none"> • type of thinking used • reasoning process involved (180 words) <p>3. Learning Observation Activity (ALA 1) Students observe and document:</p> <ul style="list-style-type: none"> • learning behaviour in everyday settings • reinforcement patterns • responses to stimuli <p>4. Problem-Solving Reflection (ALA 2) Students reflect on how they solved a challenging task/problem and identify:</p> <ul style="list-style-type: none"> • thinking strategies • emotional responses • decision-making patterns (200 words)					
3	<p>Emotion, Empathy & Human Relationships</p> <ul style="list-style-type: none"> • Nature and functions of emotion • Theories of emotion: • James-Lange • Cannon-Bard • Schachter-Singer • Emotional regulation • Empathy, sympathy, compassion • Active listening and emotional understanding <p>Practical:</p> <ol style="list-style-type: none"> 1. Emotional response analysis 2. Empathy-building exercises 3. Reflective listening activities 4. Observation of emotional communication 				T:02 P:04	20%

Evaluation Method:			
Sr. No.	Component	SEE	CCE
1	Emotion Theory Analysis	10	-
2	Empathy & Communication Task	10	
3	Emotional Reflection Journal (ALA 1)	-	10
4	Empathy Observation Report (ALA 2)	-	10
	Total	20	20
<p>1. Emotion Theory Analysis Students need to compare any two theories of emotion and explain how emotions influence behaviour. (180–200 words)</p> <p>2. Empathy & Communication Task Students shall analyse a real or fictional interaction focusing on:</p> <ul style="list-style-type: none"> • empathy • listening • emotional understanding <p>(180 words)</p> <p>3. Emotional Reflection Journal (ALA 1) Students must maintain a short journal reflecting on:</p> <ul style="list-style-type: none"> • emotional experiences • emotional triggers • response patterns <p>4. Empathy Observation Report (ALA 2) Students are required to observe interpersonal interaction and identify:</p> <ul style="list-style-type: none"> • empathy • sympathy • communication style <p>(200 words)</p>			
4	<p>Indian Psychology & Well-being</p> <ul style="list-style-type: none"> • Introduction to Indian Psychology • Indian vs Western perspectives • Yoga, meditation, mindfulness • Indigenous systems of well-being • Introduction to personality <p>Practical:</p> <ol style="list-style-type: none"> 1. Guided mindfulness exercises 2. Reflective observation 	T:02 P:04	20%

	<p>3. Personality awareness activities 4. Meditation response journaling</p> <p>Evaluation Method:</p> <table border="1" data-bbox="282 306 1167 646"> <thead> <tr> <th>Sr. No</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Comparative Psychology Analysis</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Well-being Reflection Task</td> <td>10</td> <td></td> </tr> <tr> <td>3</td> <td>Meditation Reflection Journal (ALA 1)</td> <td>-</td> <td>10</td> </tr> <tr> <td>4</td> <td>Personality Observation Activity (ALA 2)</td> <td>-</td> <td>10</td> </tr> <tr> <td></td> <td>Total</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>1. Comparative Psychology Analysis Students must compare Indian and Western psychological approaches focusing on:</p> <ul style="list-style-type: none"> • Mind • self • well-being <p>(200 words)</p> <p>2. Well-being Reflection Task Students are required to reflect on the role of mindfulness/yoga in emotional regulation and mental health. (180 words)</p> <p>3. Meditation Reflection Journal (ALA 1) Students need to practice guided mindfulness for 5 days and maintain reflections on:</p> <ul style="list-style-type: none"> • attention • emotion • awareness <p>4. Personality Observation Activity (ALA 2) Students shall observe personality traits in real-life interactions and connect them with psychological concepts.</p>	Sr. No	Component	SEE	CCE	1	Comparative Psychology Analysis	10	-	2	Well-being Reflection Task	10		3	Meditation Reflection Journal (ALA 1)	-	10	4	Personality Observation Activity (ALA 2)	-	10		Total	20	20		
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5	<p>Psychology in Everyday Life & Society</p> <ul style="list-style-type: none"> • Psychology in communication and relationships • Media and behavioural influence • Social perception and attitudes • Digital psychology and attention • Introduction to psychological research and observation <p>Practical:</p> <p>1. Media behaviour analysis</p>	T:02 P:04	20%																								

	<p>2. Attention and perception activities 3. Social interaction observation 4. Mini behavioural research activity</p> <p>Evaluation Method:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sr. No</th> <th style="width: 50%;">Component</th> <th style="width: 20%;">SEE</th> <th style="width: 20%;">CCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Behavioural Case Analysis</td> <td>10</td> <td>-</td> </tr> <tr> <td>2</td> <td>Media & Attention Analysis</td> <td>10</td> <td></td> </tr> <tr> <td>2</td> <td>Behaviour Observation Report (ALA 1)</td> <td>-</td> <td>10</td> </tr> <tr> <td>3</td> <td>Mini Behavioural Study (ALA 2)</td> <td></td> <td>10</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>1. Behavioural Case Analysis Students need to analyse behavioural situations and explain:</p> <ul style="list-style-type: none"> • psychological factors • emotional influence • social context <p>(200 words)</p> <p>2. Media & Attention Analysis Students are required to analyse how media platforms influence:</p> <ul style="list-style-type: none"> • attention • emotion • behaviour <p>(180–200 words)</p> <p>3. Behaviour Observation Report (ALA 1) Students have to observe social interaction in a real-world setting and document:</p> <ul style="list-style-type: none"> • communication patterns • behavioural responses • emotional indicators <p>4. Mini Behavioural Study (ALA 2) Students will conduct a small observation-based study on:</p> <ul style="list-style-type: none"> • habits • attention • communication behaviour <p>and submit findings in report format.</p>	Sr. No	Component	SEE	CCE	1	Behavioural Case Analysis	10	-	2	Media & Attention Analysis	10		2	Behaviour Observation Report (ALA 1)	-	10	3	Mini Behavioural Study (ALA 2)		10	Total		20	20		
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Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	15%	25%	25%	15%	10%	10%

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 the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Explain foundational concepts and schools of psychology.
CO2	Apply learning and thinking theories to real-life situations.
CO3	Analyse emotions, empathy, and interpersonal behaviour critically.
CO4	Compare Indian and Western psychological approaches to well-being.
CO5	Evaluate behavioural patterns in digital and social contexts.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).

Continuous assessment via ALAs, portfolios, peer review.

Corpus-based tools (basic exposure) may be introduced where feasible.

Reference Books:

[1] Ciccarelli, Sandra K., and J. Noland White. Psychology. Pearson, 2021.

- [2] Baron, Robert A. Psychology. Pearson Education, 2019.
- [3] Feldman, Robert S. Understanding Psychology. McGraw-Hill, 2018.
- [4] Cornelissen, Matthijs, Girishwar Misra, and Suneet Varma, editors. Foundations of Indian Psychology. Pearson, 2013.
- [5] Goleman, Daniel. Emotional Intelligence. Bantam Books, 2005.

Suggestive Evaluation Criteria:

Sr No.	Rubrics																																													
1	<p>Module 1: Introduction to Psychology & Human Behaviour</p> <p>1. Psychological School Analysis / Behaviour Interpretation Tasks (10 Marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Criteria</th> <th style="width: 50%;">Description</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td>Conceptual Understanding</td> <td>Understanding of psychological schools/concepts</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Application to Behaviour</td> <td>Ability to relate concepts to real-life behaviour</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Analytical Explanation</td> <td>Quality of interpretation and reasoning</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Clarity & Organisation</td> <td>Structured and coherent presentation</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p>2. Observation Journal / Reflection Tasks (10 Marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Criteria</th> <th style="width: 50%;">Description</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td>Observation Accuracy</td> <td>Relevance and detail of observations</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Reflective Insight</td> <td>Depth of reflection and behavioural understanding</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Consistency & Effort</td> <td>Completion and regularity of entries</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Presentation</td> <td>Organisation and clarity of submission</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p>Module 2: Learning, Thinking & Cognitive Processes</p> <p>1. Learning Theory & Thinking Analysis Tasks (10 Marks)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Criteria</th> <th style="width: 50%;">Description</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td>Understanding of Theory</td> <td>Accuracy in explaining learning/thinking concepts</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Application to Situations</td> <td>Use of theory in real-life examples</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Analytical Thinking</td> <td>Ability to identify reasoning/thinking process</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Clarity & Structure</td> <td>Logical presentation of ideas</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Criteria	Description	Marks	Conceptual Understanding	Understanding of psychological schools/concepts	3	Application to Behaviour	Ability to relate concepts to real-life behaviour	3	Analytical Explanation	Quality of interpretation and reasoning	2	Clarity & Organisation	Structured and coherent presentation	2	Criteria	Description	Marks	Observation Accuracy	Relevance and detail of observations	3	Reflective Insight	Depth of reflection and behavioural understanding	3	Consistency & Effort	Completion and regularity of entries	2	Presentation	Organisation and clarity of submission	2	Criteria	Description	Marks	Understanding of Theory	Accuracy in explaining learning/thinking concepts	3	Application to Situations	Use of theory in real-life examples	3	Analytical Thinking	Ability to identify reasoning/thinking process	2	Clarity & Structure	Logical presentation of ideas	2
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2. Reflective & Observation Activities (10 Marks)		
Criteria	Description	Marks
Observation & Documentation	Detail and relevance of observations	3
Reflective Analysis	Ability to connect experience with concepts	3
Engagement with Task	Active participation and effort	2
Presentation Quality	Clarity and organisation	2
Module 3: Emotion, Empathy & Human Relationships		
1. Emotion Theory / Empathy Analysis Tasks (10 Marks)		
Criteria	Description	Marks
Understanding of Emotional Concepts	Accuracy in explaining emotions/empathy	3
Interpretation of Behaviour	Ability to analyse emotional responses	3
Critical Insight	Depth of analysis and interpretation	2
Organisation & Clarity	Coherent and structured response	2
2. Reflection & Observation Reports (10 Marks)		
Criteria	Description	Marks
Reflective Depth	Understanding of emotional experiences	3
Application of Concepts	Connection with empathy/emotion theories	3
Observation Quality	Detail and relevance of examples	2
Presentation	Clarity and organisation	2
Module 4: Indian Psychology & Well-being		
1. Comparative & Well-being Analysis Tasks (10 Marks)		
Criteria	Description	Marks
Understanding of Psychological Perspectives	Understanding Indian and Western approaches	3

	Comparative Analysis	Ability to compare concepts critically	3
	Application to Well-being	Relevance to emotional and mental health	2
	Clarity & Structure	Logical presentation and coherence	2
2. Reflection & Personality Observation Tasks (10 Marks)			
	Criteria	Description	Marks
	Reflective Understanding	Insight into mindfulness/personality	3
	Observation Skills	Relevance and accuracy of observations	3
	Engagement & Consistency	Participation and completion of activities	2
	Presentation Quality	Clarity and organisation	2
Module 5: Psychology in Everyday Life & Society			
1. Behavioural & Media Analysis Tasks (10 Marks)			
	Criteria	Description	Marks
	Understanding of Behavioural Concepts	Application of psychology to media/social behaviour	3
	Analytical Interpretation	Ability to analyse behavioural patterns critically	3
	Contextual Understanding	Connection with real-life situations	2
	Clarity & Organisation	Structured and coherent response	2
2. Behavioural Study & Observation Reports (10 Marks)			
	Criteria	Description	Marks
	Data/Observation Quality	Relevance and detail of observations	3
	Interpretation & Reflection	Ability to interpret findings meaningfully	3
	Effort & Participation	Engagement with study/activity	2
	Presentation & Structure	Clear and organised submission	2