



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Arts
Semester-1(B.A.)

Subject: Social Psychology - BAT2PY11302

Type of course: Major (Core)

Prerequisite: Students should have a basic understanding of psychology, human behaviour, and social interactions.

Rationale: Understanding Social Psychology helps students explain, predict, and apply principles of human behaviour in social situations, improving interpersonal relationships and problem-solving skills.

Teaching and Examination Scheme:

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

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; LWA - Lab Work Assessment; V – Viva voce; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Course Content:

Sr. No	Course Content	Hrs.	Weightage %
1	Theory Topics • Introduction to Social Psychology • Historical Background • Research Methods in Social Psychology Practical 1: Achievement Motivation Scale Students assess their level of achievement motivation using a standardised scale and interpret the results. This helps them understand how achievement motivation influences goal setting, persistence, performance, and success in academic and everyday life. Practical 2: Questionnaire on Addiction Students complete and interpret a standardized addiction questionnaire.	T 06 P 06	20

	to assess addictive behaviors or tendencies. This activity helps them understand the factors associated with addiction and promotes awareness of healthy behavioral choices. Practical 3: The Timeline Tree (Mapping/Tree Concept) Students will create a "Roots and Branches" Concept Tree tracing the historical development of social psychology. The roots represent the Vedic and Post-Vedic period and the Concept of Dharma, the trunk represents the formal establishment of social psychology (early 20th century, Kurt Lewin, Gordon Allport), and the branches illustrate Western developments (Behaviourism, Social Learning Theory) and Indian developments (Caste Attitude Studies, 1958; Rath & Sircar, 1960). This activity helps students understand the evolution of social psychology and the relationship between its historical milestones. Format/Tool: Digital Mind Map, Poster, or Tree Diagram (Canva, MindMeister, XMind, Chart Paper). Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td> ALA 1 : Jigsaw Learning Students need to work in expert groups to study one concept of social psychology, such as its definition, scope, historical background, theoretical frameworks, or research methods, and then teach their topic to members of other groups. This activity helps students develop a comprehensive understanding of the subject through collaborative learning, peer teaching, and active participation. Students will also take photographs of the activity, prepare a collage, and upload it to the GMIU Web Portal as documentation of their learning experience. </td><td>-</td><td>10</td></tr> <tr> <td>2</td><td> ALA 2 : Social Behaviour Observation Walk Students observe social interactions on campus and record instances of cooperation, leadership, helping behaviour, communication, and group dynamics using an observation checklist. This activity helps them apply social psychology concepts to real-life situations. Documentation: Students will take photographs while respecting participants' privacy and obtaining consent where required, prepare a photo collage, and upload it along with the completed observation checklist to the GMIU Web Portal. </td><td>-</td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 1 : Jigsaw Learning Students need to work in expert groups to study one concept of social psychology, such as its definition, scope, historical background, theoretical frameworks, or research methods, and then teach their topic to members of other groups. This activity helps students develop a comprehensive understanding of the subject through collaborative learning, peer teaching, and active participation. Students will also take photographs of the activity, prepare a collage, and upload it to the GMIU Web Portal as documentation of their learning experience.	-	10	2	ALA 2 : Social Behaviour Observation Walk Students observe social interactions on campus and record instances of cooperation, leadership, helping behaviour, communication, and group dynamics using an observation checklist. This activity helps them apply social psychology concepts to real-life situations. Documentation: Students will take photographs while respecting participants' privacy and obtaining consent where required, prepare a photo collage, and upload it along with the completed observation checklist to the GMIU Web Portal.	-	10		
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	3	News Analysis (Assessment): Students will analyze a recent news article by identifying and applying relevant social psychology concepts such as group behaviour, attitudes, social influence, leadership, or prosocial behaviour. Students are required to write a 500–700 word analysis that includes a brief summary of the news, identification and explanation of the relevant social psychology concepts, their application to the event with appropriate examples, and a concluding reflection.	10	-		
	4	WSQ (Watch Summarise question): Students will be asked logical questions from given topics, and they need to describe with real examples.	10	-		
	Total		20	20		
2	Theory Topics • Types of Social Influence: Conformity, Compliance, and Obedience • Classic Studies • Western Studies • Factors Affecting Social Influence Practical 1: Spatial Segregation and Housing Advertisement Analysis Students will analyze 20–30 publicly available rental advertisements to identify housing eligibility criteria, classify the data, and present the findings using tables or graphs. This practice helps students understand prejudice, discrimination, stereotypes, and social identity in contemporary housing practices. Practical 2: Conformity Survey Students will conduct a short survey among classmates to identify situations in which peer influence affects their decisions, such as clothing choices, social media trends, food preferences, or academic activities. They will collect and analyze the responses using simple charts or graphs to understand the role of conformity in everyday life. Practical 3: Attitude Scale Students will administer a standardized attitude scale or a Likert-type questionnaire on a selected social issue, analyze the responses, and				T 06 P 06	20



interpret the findings to understand attitudes and their influencing factors. (e.g., Likert Scale)				
Examination Style:				
Sr. No	Evaluation Methods	SEE	CCE	
1	ALA 3: Social Media Influence Analysis: Students will examine a social media campaign, influencer post, or viral trend to identify factors influencing conformity, persuasion, and social influence. They will present their findings with suitable examples. (Tools: Instagram, YouTube, X (Twitter), Canva.) Students will submit a brief report and upload it to the GMIU Web Portal.	-	10	
2	ALA 4: Chart/Infographic – Factors Affecting Social Influence Students will design a chart or infographic illustrating the major factors affecting social influence, including Individual Differences, Situational Factors, Group Dynamics, Social Norms, and Media & Communication. They will explain the significance of each factor using keywords, icons, and relevant real-life examples. This activity helps students understand how various psychological and social factors influence human behaviour and decision-making. Students will present their chart/infographic in class and upload it to the GMIU Web Portal.	-	10	
3	Case Study: Students will be asked for any real-time problem-based solution by the evaluator.	10	-	
4	Presentation: Evaluators will give an on-the-spot topic, and students have to prepare a PPT using AI tools and give presentations on the given topic.	10	-	
	Total	20	20	
Theory Topics				
3	• Social Cognition and Perception • Schemas and Heuristics • Stereotypes, Prejudice, and Discrimination			T 06 P 06 20

- Reducing Bias and Promoting Fair Judgement

Practical 1: Impression Formation (Short Clip):
Students observe a short video clip, record their first impressions of the characters, and compare them with the actual outcomes. This activity helps them understand how first impressions are formed and how social cues, stereotypes, and biases influence interpersonal judgments.

Practical 2: Availability Heuristic Activity
Students will complete an activity designed to demonstrate the availability heuristic by making judgments or estimates based on readily recalled information. They will compare their responses with factual evidence and discuss how memory, recent experiences, and media exposure influence decision-making.

Practical 3: Case Study Analysis
Students will analyze a case involving biased decision-making and recommend strategies to promote fairness and reduce bias. They will justify their recommendations using social psychology concepts.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	ALA 5: Design a College Policy for an Inclusive Campus: Students will work in groups to design five policies that promote an inclusive, respectful, and equitable college environment. They will apply social psychology concepts related to stereotypes, prejudice, discrimination, and fair judgement by explaining each policy, the psychological concept(s) it addresses, and why it would be effective. This activity helps students connect theoretical concepts with practical policy-making and problem-solving. Students will submit the policy document and present their recommendations in class. The final report will be uploaded to the GMIU Web Portal.	-	10
2	ALA 6: Short Video Campaign – Reducing Bias and Promoting Fair Judgement Students will work in groups to create a 2–3 minute awareness video (Public Service Announcement) on the theme of reducing bias and promoting fair judgement. The video	-	10

		should highlight the impact of stereotypes, prejudice, or discrimination and conclude with practical strategies for promoting fairness, inclusion, and respectful behaviour. (Suggested Themes: Think Before You Judge , Different Doesn't Mean Less, Choose Fairness Over Bias Respect Diversity) video will be uploaded to the GMIU Web Portal.				
3		Eyewitness Memory Experiment Students will watch a 1–2 minute video depicting a simple event (e.g., a theft or classroom incident). After viewing, they will answer a questionnaire containing both accurate and misleading questions. They will compare their responses with the actual events shown in the video and prepare a comparative report highlighting differences between their recollections and the original event. This practical helps students understand the role of schemas and the misinformation effect in reconstructing memory.	20	-		
		Total	20	20		
4		Theory Topics • Group Dynamics Group Formation and Development • The Influence of Group on Individual Behaviour • Groupthink Practical 1: Opinion Change After Group Discussion Students will record their opinions on a given social issue before participating in a group discussion. After the discussion, they will re-evaluate their opinions, compare any changes, and analyse how group influence, conformity, and social persuasion affected their judgments.			T 06 P 06	20
		Practical 2: The Co-Action Effect (Social Facilitation/Social Inhibition) Students will sit together in the same classroom and solve the same problem individually. They must not talk, discuss, or copy from each other. Each student should complete the task independently.				
		Practical 3: Leadership Style Self-Assessment				



Students conduct a self-assessment to identify their leadership style, such as autocratic, democratic, or laissez-faire. This activity improves self-awareness and leadership understanding.			
Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 7: My Ideal Leader – Five-Minute Talk Students will prepare a 5-minute presentation on their ideal leader from business, education, sports, politics, or social work. They will describe the leader's qualities, behaviours, communication skills, decision-making abilities, and leadership style, and justify these characteristics using relevant leadership theories. This activity helps students understand different leadership styles and their impact on group performance and member satisfaction. Students will submit their presentation and upload it to the GMIU Web Portal.	-	10
2	Leadership Qualities Observation Report Students will watch interviews, speeches, or documentaries of any business leader, entrepreneur, sports captain, or political leader and prepare a report identifying leadership qualities and motivational techniques used by them.	-	10
3	Club Constitution Booklet: Students will work in groups to prepare a 2–3 page Club Constitution Booklet for a newly formed student club or organization. The booklet should include the purpose of the group, membership rules, roles and responsibilities, group norms, leadership structure, decision-making process, conflict resolution strategies, and measures to prevent social loafing and groupthink. Students should use appropriate headings, diagrams, flowcharts, and illustrations to present the information in a clear and engaging format. This activity helps students understand group formation, leadership, and effective teamwork through the application of social psychology concepts.	20	-



		Total	20	20										
	Theory Topics • Attribution Theory • Impression Formation and Management • The Elaboration Likelihood Model (ELM) Practical 1: Social Norms Illustration Report Students illustrate and describe examples of social norms observed in everyday life through drawings, photographs (with appropriate consent and respect for privacy), or diagrams. They analyze how these norms influence individual behaviour and present their findings in a brief report.													
	Practical 2: Attribution Analysis Report Students will analyze five everyday situations and identify whether the behaviour is explained by internal or external attribution. They will justify their responses using Heider's, Jones and Davis', or Kelley's attribution theories.													
	Practical 3: Reflection Journal Students will write a 300–500 word reflection describing a real-life situation in which they made an incorrect first impression or attribution about a person or event. They should explain the situation, identify the attribution or impression bias involved, describe how their perception changed, and reflect on the lessons learned. This activity helps students understand attribution theory, impression formation, and the importance of fair and accurate social judgments.				T 06 P 06	20								
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	2	First Impression Activity Students observe a photograph or a 30-second silent video of a person and write their first impression. After receiving additional background information, they compare whether their impressions changed and discuss the factors influencing impression formation. After that they will upload a link on GMIU Web Portal.	-	10		
	3	Scenario-Based Viva Students will be given a short scenario during the examination and will explain which social psychology concepts apply, providing appropriate justification.	10	-		
	4	Infographic Comparison Students will create an infographic comparing Internal vs. External Attribution, Central vs. Peripheral Route, or Ethical vs. Unethical Persuasion, supported by real-life examples.	10	-		
		Total	20	20		

Suggested Specification table: 100

Distribution of Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	20%	20%	10%	30%	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	Understand basic fundamental concepts, historical development, and research methods of Social Psychology, and apply basic research principles to understand human behaviour in social contexts.
CO2	Analyze the processes and factors influencing social behaviour by applying concepts of conformity, compliance, obedience, and social influence to real-life situations and classic psychological studies.
CO3	Examine social cognition, perception, schemas, heuristics, stereotypes, prejudice, discrimination, and strategies for reducing bias to promote fair judgement in social interactions.
CO4	Evaluate the influence of group dynamics, cohesion, and groupthink on individual behaviour and apply strategies for effective teamwork and collaborative decision-making.
CO 5	Illustrate the application of attribution theory, impression formation, and the Elaboration Likelihood Model in real-life social and communication contexts.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of Students.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.



Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.

Reference Books:

- [1] Ciccarelli, Saundra 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.

Suggested Guidelines:

SEE	Topic	Part	Criteria	Marks	Description
1	News Analysis (Assessment)	A	Concept Coverage and Accuracy	5	The news analysis accurately applies relevant social psychology concepts to a recent news event and demonstrates critical understanding through appropriate examples and logical interpretation.
		B	Evaluation skills	5	The news analysis is well-structured, logically organized, and effectively communicates the application of social psychology concepts through clear explanation and relevant examples.
2	WSQ (Watch Summarise question)	A	Summary & Understanding	5	Summarizes concepts logically with proper understanding of the topic.
		B	Real Example Application	5	Uses suitable real-life examples to support explanations effectively.



3	Case Study	A	Problem Analysis & Understanding	5	Clearly identifies and explains the Social problem logically.
		B	Solution & Practical Application	5	Provides practical, feasible, and justified solutions for the problem.
4	Presentation	A	Content Creation using AI Tools	5	AI tools are effectively used to create structured and relevant content.
		B	Presentation & Delivery	5	Topic is presented confidently with proper explanation and PPT design.
5	Eyewitness Memory Experiment	A	Observation accuracy	10	Accurately observes, compares, and interprets eyewitness memory using relevant psychological concepts.
		B	Interpretation of results	10	Accurately interprets the findings and demonstrates conceptual understanding through logical conclusions.
6	Club Constitution Booklet	A	Creativity and Presentation	10	Designs a visually appealing and well-organized booklet using appropriate layouts, diagrams, and illustrations.
		B	Practical Relevance	10	Develops realistic and feasible policies and procedures that promote effective teamwork and group functioning.



7	Scenario-Based Viva	A	Communication Skills	5	Communicates ideas clearly, confidently, and in a logical manner.
		B	Application of Concepts	5	Appropriately applies social psychology concepts to interpret the scenario.
8	Infographic Comparison	A	Visual Design	5	Designs a visually appealing and well-organized infographic using appropriate layouts, graphics, and visual elements.
		B	Practical Application	5	Demonstrates the practical relevance of the concepts through appropriate real-life examples.

