

Tripura University

**Undergraduate Syllabus for
(B.A. Psychology)
Based on National Education Policy 2020**

May 2023

Programme Outcomes:

- Psychology is an academic and applied discipline which involves the scientific study of mental functions and behaviors. The current programme aims to impart basic knowledge in different areas of Psychology via various Discipline Specific Core Papers (DSC) and Discipline Specific Elective papers (DSE).
- The study of Psychology at the college level through this curriculum has focussed on developing a basic understanding and further equipping the students to choose advancement and specialization in the area.
- The programme is expected to train the students in the possible applicability of the subject in their academic, personal and social life. The core papers help in meeting with the goal of understanding human mind and behaviour by establishing general principles and also by researching specific cases.

Bachelor of Psychology (Hons.)

Semester	Major Discipline Specific Courses (Core)	Minor /Elective	Interdisciplinary Courses	Skill Enhancement Course/ Vocational	Ability Enhancement Courses (Language)	Common Value-Added Courses /Project/Internship/Survey	Qualification Title (Credit requirement)
	Course-1(4): General Psychology	Course-1(4): Educational psychology	1 (3): Mental Health	1 (3): Personality Development		1(2) Project/Internship /Survey	

I	Course-2(4): Practicum on general psychology						
II	Course-3(4): Introduction to Research Methodology Course-4(4): Introduction to Social psychology	Course-2(4): Practicum on introduction social psychology		1 (3): Leadership	1 (3): English Communicati on	1(2) Project/Internship /Survey	Certificate in Psychology (40)

SEMESTER I
Major Discipline Specific Courses (Core)

Course-1(4): General Psychology

Learning Outcomes:

- Demonstrate an understanding of the foundational concepts of the human thinking, feeling and behaviour.
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.
- Ability to identify various approaches, fields and sub-fields of Psychology

UNIT 1:

Nature and scope of Psychology, Historical Development and Current Status, Psychology in India. Biological Basis of human behaviour , Neuron, Structure and Function of Nervous System specifically brain.

UNIT 2:

Attention & Perception - Nature, Selective and Divided Attention, Perceptual processes: laws of perceptual organisations, depth perception, constancies, Illusions and factors affecting perception. Application of attention and perception.

UNIT 3:

Learning: Conditioning, Cognitive Learning, Observation learning; applications of learning;
Motivation theories;
Basic emotions.

UNIT 4:

Memory as Information Processing; Parallel distributed processing, Memory as a reconstructive process; Forgetting; Improving Memory, Application of memory.

REFERENCES

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). *Introduction to Psychology*. New York: H. B. J. Inc. (Ch. 1, pg 2-28; Ch. 5, pg 150-198; Ch 8, Pg 270-316)

Baron, R.A. & Misra, G. (2014). *Psychology*. New Delhi: Pearson Education. (Ch.1, pg 1-42; Ch. 3, pg 88-126; Ch. 6, pg 215-255; Ch. 7, pg 236-269)

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education. (UNIT 1 :Ch. 3, pg 88-126; Ch. 6, pg 212-251)

Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill. (Ch. 7, pg 210-249)

Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing. 2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill

Course-2 (4): Practicum on General Psychology:

1. Students may build a three-dimensional model of a neuron and label its various parts. They may be encouraged to be as creative and accurate as possible.
2. The rumor chain game is a very simple illustration of the reconstructive nature of long-term memory and the role of schemas (e.g. gender role expectations and prejudices) in this process. a story that is short enough to allow retelling several times in class, but detailed enough that students are unlikely to remember all aspects of it. Send a few participants out of the room. The student reads aloud a short story to the one participant in the room. She is required to repeat the story to the new participant who is brought about. This newcomer will repeat it to the next participant who is invited to the room and so on. This continues until the last student who hears the story repeats it to the class. The student observes how the story has undergone a change and the reconstructive nature of memory.
3. Students may analyse famous paintings in terms of the use of various depth cues to create certain effects on the audience.
4. Making one's emotional pie chart or list of daily emotions, along with the context in which the emotions occur for a week or ten days.
5. Activity on reframing stressful situations: The students can be asked to list situations where they feel anger or frustration or

stress. After detailing the situations they can be asked to reframe their interpretation of the situation, like looking at the positive side or shifting locus of responsibility/blame or detachment from the emotional entanglement.

6. Memory related practicum (any two).

(Note: Illustration Only except serial no. 6)

Minor /Elective

Course-1 (4): Educational psychology

Learning Outcomes:

1. Understanding the meaning and processes of education at individual and social plains in the Indian context.
2. Demonstrating an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
3. Developing insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
4. Understanding the social processes within the classroom and broader societal contexts that shape student's learning outcomes.

Course Content:

Unit 1:

Introduction to Educational Psychology What is Educational Psychology? Methods
Education and Schooling. School Psychology & Educational Psychology. Human Diversity and the Schools Culture, Gender, and Marginality
Educational Psychology & Teachers. Student Characteristics

Unit 2:

Individual Differences. Intelligence, Cognitive Processing, and Learning Styles. Introduction to basic concepts of Learning Disability, Dyslexia, ADHD, Behaviour Problems. The Development of Cognition, Language, and Personality Metacognition and Constructivism. Implications of Piaget and Vygotsky for Teachers.

Unit 3:

Learning and Motivation: Theories and Applications. Behavioral and Social Views of Learning; Cognitive Learning; Motivation: Expectancy, Intrinsic Motivation, Competence & Self-Efficacy. Teaching Methods and Practices Lecturing and Explaining; Discussion Method and Cooperative Learning; Individual Instruction.

Unit 4:

Classroom Ecology and Management: Creating a Positive Physical Environment. Creating a Positive Learning Environment: Communication & Listening Skills.

Classroom Management. Prevention, Intervention and Remediation. Classroom Assessment Basic Concepts in Assessment and the Interpretation of Standardized Testing; The Teacher's Assessment and Grading of Student Learning

References

1. Gage, N.L. & Berliner, C. 1998. Educational Psychology. Wadsworth Publishers.
2. Parsons, Richard, Stephanie Lewis & Debbie Sardo-Brown. 2001. Educational Psychology. Wadsworth.
3. Woolfolk, Anita. 2008. Educational Psychology (10th Ed.). Allyn & Bacon Publishers.
4. Panda, K.C. 1999. Disadvantaged Children-Theory, Research and Educational Perspectives. New Delhi.
5. Mohanty, A.K., & Misra, G. (Eds.). 2000. Psychology of Poverty and Disadvantage. New Delhi: Concept.

Interdisciplinary Courses

1 (3): Mental Health

Learning Outcomes:

1. Understanding the status of mental health problem in India and the World.
2. Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.

UNIT-1

Mental Health: Definition & Concept.

Current Mental Health scenario: India & the globe,

Importance of Mental Health, Challenges and Stigma.

UNIT-2

Mental Health Issues in Adolescence and Young Adults,
Depression: Symptoms & Types,
Anxiety: Symptoms & Types.

UNIT-3

Stress: Meaning, Types, Signs and Symptoms, Effects of stress,
Management of Stress,
Management of Anxiety & Depression.

Books/References Recommended:

1. Butcher, J. N., Hooly, J. M, Mineka, S. & Dwivedi, C. B (2007). Abnormal Psychology. New Delhi:
2. Muir-Cochrane, F., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition) Elsevier.
3. Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. (Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf)
4. WHO (2003). Investing in Mental Health. (Retrieved from https://www.who.int/mental_health/media/investing_mng.pdf)

**Skill Enhancement Course/
Vocational**

1 (3): Personality Development

Course Outline:

This formation programme provides a space for the students to know themselves (know thyself) better and shape their personality with positive traits and multiple intelligence. The central focus of this formation programme is intra-personal development. The students will undergo intellectual and values-centered formation through which they will be able to: identify their own potentials and limitations; apply ethical and moral principles in personal and professional forefronts; and develop a positive outlook towards humanity.

Course Objective:

- Know themselves better
- Identify their own potentials and accept their own limitations
- Consciously overcome their limitations and move towards self esteem
- Maximise their own potential in enabling a holistic development

Unit I: Academic coping strategies

1. Memory
2. Art of listening
3. Note making
4. Seminar presentation
5. Art of learning and writing guidelines
6. How to study
7. Time management
8. Receptive skills
9. Classroom etiquettes
10. Cyber knowledge

UNIT II: Personal Competence and Maturity

1. Motivation
2. Developing rapport
3. Giving and receiving constructive criticism
4. Assertiveness and negotiation skills

Unit III: Integrated Personality Development

1. Recognizing the gradual growth in different dimension of one's personality such as (a).Physical (b). Intellectual (c). Emotional (d). Moral (e). Social and (f). Spiritual
2. Learning the Development process- Tools and Skills
3. Helping to maximize one's potentials
4. Enhancing one's self image, self-esteem and self- confidence

Common Value-Added Courses /Project/Internship/Survey

1(2):

Project/Internship/Survey

Note: A competent teacher may guide it.

SEMESTER II

Major Discipline Specific Courses (Core)

Course-3(4):

Introduction to Research Methodology

COURSE LEARNING OUTCOMES

- To develop a basic understanding of fundamental of research.
 - To learn to develop hypotheses.
 - Understanding of research problems.
 - Identifying research variables.

UNIT 1

Introduction: Meaning of research and its purposes; the notion of variable and its types: Independent, dependent and control; the concepts of predictor and criterion, the process and steps of scientific research; Identifying a research problem;

UNIT 2

Hypotheses: Basic concept and Types;
Population. Sampling; Types.

UNIT 3

Types of research: Descriptive, Exploratory, Experimental, and Correlational; Ethics in Psychological Research

UNIT 4

Methods of Data Collection: Experimental method, Case study (Brief Introduction), Observation, Interview, Survey method. Quantitative and qualitative research.

REFERENCES

- Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology* (4th ed). India: Prentice Hall. (Unit 4 : Ch. 3 and Ch. 11)
- Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers. (Unit 1 : Appendix 1, Unit 2 : Ch. 2,3,4 and 5; Unit 3: Ch. 7)
- Kothari, C.R. (2007). *Research Methodology: Research and Techniques*. New Age International (P) Ltd. (UNIT 1: Ch. 1 and 2, UNIT 2: Ch. 6, UNIT 3: Ch. 7)

Course-4(4):

Introduction to Social psychology

COURSE LEARNING OUTCOMES

- Describe the key concepts and methods relevant to the study of social psychology
- Differentiate between the fields of social psychology & applied social psychology
- Understand and improve the relationship between self and others
- Understand the significance of Indigenous social psychology and apply social psychological processes in promoting change in Indian society.

UNIT 1

Introduction: Social Psychology & Applied Social Psychology: Definitions, historical development of the field and current status, Methodological approaches in social psychology: experimental and non- experimental; Social psychology in India.

UNIT 2

Social Cognition: Nature of social cognition, social schema, heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).

UNIT 3

Interpersonal attraction and relationships: Defining interpersonal attraction and its biases, nature of interpersonal relationships, type of

relationships and theories.

UNIT 4:

Attitude & Attitude Change: Structure, functions, formation of attitudes, attitude-behavior relationship, Attitude Change: Process of persuasion, related factors, Theories of attitude change. Strategies of promoting attitude and behavior change in India-illustrative case studies in Indian context.

References

Aronson, E., Wilson, T.D., Akert, R.M. & Somers, S.R. (2017). *Social Psychology (10th ed.)*. Indian adaptation. India: Pearson Education Pvt. Ltd. (Unit 1: Chapters 1 and 2; Unit 2: chapter 3 and Chapter 4; Unit 4: Chapter 7).

Baumeister, R.F., & Bushman, B.J.(2013). *Social Psychology & Human Nature*. Wadsworth (Unit 2: Chapter 3 and 5).

Chambers, R. (1994). *Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm*. *World Development*, Vol.22, No.10, pp. 1437-1454. (Unit 1)

Hogg, M., & Vaughan, G.M.(2008) *Social Psychology*. Prentice Hall.(Unit 1: Chapter:1; Unit 2: Chapter 2, Chapter 3 Unit 3: Chapter 14; Unit 4: Chapter 5, Chapter 6).

Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi. Pearson.

Myers, D.G. (2005). *Social Psychology (8th ed.)*. New Delhi: Tata McGraw Hill Pub. Co. Ltd. (Unit 1: Chapter 1; Unit 4: Chapter 4, Chapter 7).

Minor /Elective

Course-2(4):

Practicum on introduction social psychology

- Four practicums to be done, two each from the following two areas:

- Methodological approaches to social psychology:
 - Construction of attitude rating scale (*illustration only*)
 - Adaptation of attitude rating scale or questionnaire on any aspect of social behavior, related to the course contents in Indian setting, such as domestic violence, relationship questionnaire, self- esteem questionnaire or any other (*Illustration only*)
 - Experimental approach to assess any aspect of social behavior.
- Assessing self, such as self-concept, self-identity, attribution process relationship characteristics, relationship conflicts, attitudes using any qualitative method
 - Case study on attitude change and behavior in the Indian context, such as a case study of change in attitude and behavior toward sanitation, corruption, cleanliness or any other
- Training and adopting strategies of change.
 - Self-improvement strategies (Improving self-esteem, dealing with self-identity issues or self- biases, attribution errors or any other)
 - Strategies and skills of maintaining relationships
 - Effective attitude change

Reference

- Aronson, E., Wilson, T.D., Akert, R.M. & Somers, S.R. (2017). *Social Psychology (10th ed.)*. Indian adaptation. India: Pearson Education Pvt. Ltd. (Unit 1: Chapters 1 and 2; Unit 2: chapter 3 and Chapter 4; Unit 4: Chapter 7).
- Baumeister, R.F., & Bushman, B.J.(2013). *Social Psychology & Human Nature*. Wadsworth (Unit 2: Chapter 3 and 5).
- Chambers, R. (1994). *Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm*. *World Development*, Vol.22, No.10, pp. 1437-1454. (Unit 1)
- Hogg, M., & Vaughan, G.M.(2008) *Social Psychology*. Prentice Hall.(Unit 1: Chapter:1; Unit 2: Chapter 2, Chapter 3 Unit 3: Chapter 14; Unit 4: Chapter 5, Chapter 6).
- Misra, G. (2009). *Psychology in India: Social and Organizational Processes*. Delhi. Pearson.
- Myers, D.G. (2005). *Social Psychology (8th ed.)*. New Delhi: Tata McGraw Hill Pub. Co. Ltd. (Unit 1: Chapter 1; Unit 4: Chapter 4, Chapter 7).

ADDITIONAL RESOURCES

Fisher, R.J (1982). *Social Psychology: An Applied Approach* New York: St. Martin's Press. Inc. (Unit 1: Chapters 1, 2 and 3).

Schneider, F.W., Gruman, A. and Coult, L.M.(eds) (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problem*. New Delhi: Sage Publications. (Unit 1:Chapter 1, 4).

Skill Enhancement Course/ Vocational

1 (3): Leadership

Unit I: Leadership: Definition and meaning, Importance, Leadership and Management, Leader vs Manager, Essential qualities of an effective leader

Unit II: Theories of Leadership: Trait theory, Behavioral theories, Contingency theory

Unit III: Types of Leaders, Leadership styles: Traditional, Transactional, Transformational, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership, Trust as a factor, Gender and Leadership

References:

1. Luthans, F. (2008). *Organizational Behaviour*. New Delhi: McGraw- hill.
2. Robbins, S. P., & Sanghi, S. (2005). *Organizational Behaviour*, 11 th Edition. New York: Pearson Publication
3. Yukl, G. A. (2005). *Leadership in Organizations*. 6th Edition. New York: Prentice Hall.

Ability Enhancement Courses (Language)

1 (3):
English Communication

Note: The common syllabus adopted by the institution may be used.

Common Value-Added Courses /Project/Internship/Survey

1(2):
Project/Internship/Survey

Note: A competent teacher may guide it.