

Tripura University

**Undergraduate Syllabus for
(B.A. Psychology)**

Based on National Education Policy 2020

May 2023
July 2023
November 2023

Revised in December 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)
I	Course-1(4): General Psychology	Course-1(4): Educational psychology	1 (3): Mental Health	1 (3):		1(2) Project/ Internship/ Survey	Certificate in Psychology (40)
	Course-2(4): Practicum on general psychology						
II	Course-3(4): Introduction to Research Methodology Course-4(4): Social psychology: Theory and Practicum	Course-2(4): Introduction to Social Psychology		1 (3):	1 (3):	1(2) Project/ Internship/Survey	

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;
Maslow's theory, and 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:

Unit-I: 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.

Unit-II: 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.

Unit-III: Any two from the following:

- Students may analyze famous paintings in terms of the use of various depth cues to create certain effects on the audience.
- 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.
- Activity on reframing stressful situations, they 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 by looking at the possible solutions.

Unit-IV: **Memory** related practicum (any two).

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:

Theories and Applications of classical conditioning, operant conditioning and social learning theory. 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.

UNIT-4:

Management of Depression.
Management of Anxiety &
Management of stress.

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))**

~~The Skill Enhancement Courses/ Vocational/ Dissertation/ Value Added Courses/ Ability Enhancement Courses/ Minor may be conducted with teachers having the following qualification:-~~

- ~~a] Electronics Technology- All those who are eligible to teach Physics at Undergraduate level.~~
- ~~b] Tourism, Transport and Travel Management- All those fulfilling the necessary conditions for undergraduate teaching having Masters/ PG degree in Tourism/ Transport/ Travel Management or possessing MBA degree.~~
- ~~c] Company Law and Practice- All those who are eligible for teaching Commerce at the undergraduate level.~~
- ~~d] Desktop Publishing- All those who are eligible for teaching IT at the undergraduate level.~~
- ~~e] Mushroom Biology & Production- All those who are eligible for teaching Zoology/ Botany/ Agriculture Sciences/ Forestry at the undergraduate level.~~
- ~~f] Vermiculture & Vermicomposting- All those who are eligible for teaching Zoology/ Botany/ Agriculture Sciences/ Forestry at the undergraduate level.~~
- ~~g] NSS- Any Post graduate with certification as National Service Volunteer/ Post Graduates with NSS as an elective in PG programme/ MSW.~~
- ~~h] Physical Education- All those who are eligible for teaching Physical Education at the undergraduate level.~~
- ~~i] Indian Knowledge System- All those who are eligible for teaching Philosophy at the undergraduate level.~~
- ~~j] Foundation of Yoga and Meditation- All those who are eligible for teaching Physical Education at the undergraduate level.~~
- ~~k] Understanding and Connecting with Environment- All those who are eligible for teaching Environmental Sciences at the undergraduate level.~~

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):

Social psychology: Theory and practicum

COURSE LEARNING

OUTCOMES

- Understanding assessment of attitude.
- Understanding assessment of social behavior.
- Understanding assessment of Self-esteem.
- Self-esteem assessment FIRO theory

Unit-I: Assessment of attitude.

Attitude & Attitude Change: Structure, formation of attitudes, Attitude Change: Theories of attitude change (**classical conditioning and operant conditioning**). Strategies of promoting attitude and behavior change in India.

Unit-II: Measurement of social behavior.

Concept and causes of interpersonal attraction; prejudice: definition and formation. Process of persuasion, related factors

Unit-III: Self-esteem assessment.

Concept of Self, Social self and Self-esteem. Significance of self-esteem.

Unit-IV: Fundamental interpersonal relationship orientation of behavior (FIRO-B).

FIRO theory and its applications.

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).

Nugent, W. R. (2006). *Approaches to measuring human behaviour in the social environment*. N. Delhi: Routledge.

Schutz, W.C. (1958). *FIRO: A Three-Dimensional Theory of Interpersonal Behaviour*. New York, NY: Holt, Rinehart, & Winston.

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 Coultis, L.M. (eds) (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problem*. New Delhi: Sage Publications. (Unit 1: Chapter 1, 4).

Minor /Elective

Course-2(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: Definitions, historical development of the field and current status, Methodological approaches in social psychology: experimental and non- experimental.

UNIT 2

Social Cognition: Nature of social cognition, social schema, Attribution theory (Heider, Kelley) perception: impression formation and management (definition, process and factors).

UNIT 3

Interpersonal attraction and relationships: Concept and causes, and its biases, type of relationships. Sternberg's triangular theory of love and FIRO theory.

UNIT 4:

Attitude & Attitude Change: Structure, formation of attitudes, Attitude Change: Process of persuasion, related factors, Theories of attitude change (**classical conditioning and operant conditioning**). Strategies of promoting attitude and behavior change in India.

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).

~~**Skill Enhancement Course/ Vocational**~~

~~**1 (3): Common Value-Added Courses /Project/Internship/Survey**~~

~~The Skill Enhancement Courses/ Vocational/ Dissertation/ Value Added Courses/ Ability Enhancement Courses/ Minor may be conducted with teachers having the following qualification: =~~