

NEP Based UG SYLLABUS FOR
(B.A Psychology)
Semester III and IV

ANNEXURE-1

COURSE AND CREDIT DISTRIBUTION STRUCTURE OF UNDER GRADUATE (BA/ B. Sc./ B. Com./ B. Music) PROGRAMMES UNDER TRIPURA UNIVERSITY AS PER NEP-2020 (As per the notification 7-12-2022)

Yr.	Sem.	Major Discipline Specific courses (Core)	Minor/ General Elective	Interdisciplinary courses	Skill Enhancement courses/ Internship/ Vocational/ Dissertation	Ability enhancement courses (language)	Common Value-Added Courses/ Project/ Survey	Qualification Title (Credit requirement)
1	I	Course-1 (4) Course-2 (4)	Course-1 (4)	I (3) Prerequisite allied subjects/ MOOC Course	I (3) (Prescribed Courses)	-	I (2) Prescribed VAC/ Project/ Survey	Certificate in Faculty {40}*
	II	Course-3 (4) Course-4 (4)	Course-2 (4)	-	I (3) (Prescribed Courses)	I (3) (Qualifying, Prescribed Courses)	I (2) Prescribed VAC/ Project/ Survey	
<p>Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/ Subject * provided they secure 4 credits in skill based vocational courses offered during the first year and second year Summer Term Semesters i.e. exiting students need to undertake an internship of four credits additionally.</p>								
2	III	Course-5 (4) Course-6 (4)	Course-3 (4)	I (3) Prerequisite allied subjects/ MOOC Course	I (3) (Prescribed Courses)	-	I (2) Prescribed VAC/ Project/ Survey	Diploma in Faculty {80}*
	IV	Course-3 (4) Course-4 (4)	Course-2 (4)	I (3) Prerequisite allied subjects/ MOOC Course	-	I (3) (Qualifying, Prescribed Courses)	I (2) Prescribed VAC/ Project/ Survey	
<p>Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/ Subject * provided they secure 4 credits in skill based vocational courses offered during the first year and second year Summer Term Semesters i.e. exiting students need to undertake an internship of four credits additionally.</p>								

Continued.

Yr.	Sem.	Major Discipline Specific courses (Core)	Minor/ General Elective	Interdisciplinary courses	Skill Enhancement courses/ Internship/ Vocational/ Dissertation	Ability enhancement courses (language)	Common Value-Added Courses/ Project/ Survey	Qualification Title (Credit requirement)
3	V	Course-9 (4) Course-10 (4) Course-11 (4) Course-12 (4)	Course- 5 (4)	-	-	1 (2) (Qualifying, Prescribed Courses)	-	Bachelor in Faculty with Single Major {122}
	VI	Course-13 (4) Course-14 (4) Course-15 (4) Course-16 (4)	Course- 6 (4)	-	-	-	-	
4	VII	Course-17 (4) Course-18 (4) Course-19 (4) Course-20 (4)	Course- 7 (4)	-	-	-	-	Bachelor in Faculty (Honours) in Major subject {162}
	VIII	Course-21 (4) Course-22 (4) Course-23 (4) Course-24 (4)	Course- 8 (4)	-	-	-	-	
Total Marks		2400	800	300	300	300	400	Grand Total- 4500

Note: ➤ 50% courses of minor stream must be from the relevant subject/ discipline and remaining 50% from any discipline

Semester III
Major (Core) Course 5 (4)
DEVELOPMENTAL PSYCHOLOGY

Learning outcomes:

- i)** To introduce the students with the theory behind human developmental processes;
- ii)** To help the students comprehend the role that biological, social, psychological, environmental and physical play in human development.

UNIT I: Introduction

Concept of Human Development; Nature of development, difference between growth and development. Principles of development. Maturation: concept. Relation between growth, maturation and development.

Unit II: Methods of Study

Longitudinal, observation and cross-sectional studies (basic concepts with merit and demerit). Factors of development: Biogenic, psychogenic and sociogenic, stages of development (basic concept).

UNIT III: An Overview of Theoretical Perspectives

Psychoanalytic theory, Piaget's Cognitive theory, Bandura's Social-cognitive theory of development, and Moral Development: Perspective of Kohlberg.

UNIT IV: Domains of development

a) Physical development, b) cognitive development c) Language development d) Social development and emotional development (from infancy to adolescence) Developmental disorders: Autism, Mental retardation, & Learning disorder.

References

1. Hurlock, E.B. (2005). *Developmental Psychology* (6th Ed.). New Delhi: Tata McGraw Hill.
2. Hurlock, E.B. (1981). *Child Development* (6th Ed.). New Delhi: McGraw Hill.
3. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
4. Feldman, R.S., & Babu, N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
5. Georgas, J., Berry., J. W., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. New Delhi: Cambridge Press.
6. Heatherington, E.B., & Parke, R.D. (1986). *Child Psychology*. New York: McGraw Hill

Semester III Major (Core) Course 6 (4)

PSYCHOLOGY OF INDIVIDUAL DIFFERENCE: THEORY AND PRACTICUM

Learning outcomes:

- To introduce the students with the concept & theory behind human individual difference and
- To get familiar with the underlying mental and behavioral processes that would enable students to develop an insight into human behavior.

UNIT I: Personality:

Concept and nature of personality; factors contributing to personality development. Psychodynamic views, Jung's analytical psychology, Karen Horney's view, Erik Erikson's theory.

UNIT II: Intelligence:

Concept of intelligence, factors of intelligence. Gardner's multiple intelligence theory; Sternberg's theory, Guilford's theory, Intelligence test (verbal and performance).

UNIT III: Emotional Intelligence:

Concept (ability model and trait model), components of emotional intelligence, application of emotional intelligence.

UNIT IV: Creativity:

Concept, nature, development, and fostering creativity.

Practicum: (Any three)

1. Measurement of Emotional intelligence by using any suitable test.
2. Measurement of Personality by using any suitable test.
3. Measurement of Intelligence using any suitable test.
4. Measurement of Creativity using any suitable test

References

- 1 Morgan, C.T.; King, R.A.; Weisse, J.R.; Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill.
2. Ciccarelli, S.K.; & Meyer, G.E. (2007). *Psychology* (South Asian Edition). New Delhi: Pearson Education Inc.
3. Kassin, Saul, M. (2001). *Psychology*. New Delhi: Prentice-Hall.
4. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill.

Minor/elective Course:3(4)
DEVELOPMENTAL PSYCHOLOGY

Learning outcome:

-To introduce the students with the theory behind human developmental processes and
-To help the students comprehend the role that biological, social, psychological, environmental, physical, and adjustment-related factors play in the process of human development.

UNIT I: Concept of Human Development and developmental psychology; Nature of development, difference between growth and development, methods of developmental psychology.

Unit II: Principles of development. Factors in development: Biogenic, psychogenic and sociogenic. Maturation concept, relation between growth, maturation, and development.

UNIT III: Theories of development: Psychoanalytic theory, Piaget's Cognitive theory, Kohlberg's moral development theory, Social cognitive theory of Bandura.

UNIT IV: Domains of human development

a) Physical, b) cognitive development c) social, e) emotional (from infancy to adolescence).

PRACTICUM

-To measure intellectual functioning by a suitable test.
-To measure emotional intelligence by a suitable test.

References

1. Hurlock, E.B. (2005). *Developmental Psychology* (6th Ed.). New Delhi: Tata McGraw Hill.
2. Hurlock, E.B. (1981). *Child Development* (6th Ed.). McGraw Hill Co. Auckland.
3. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
4. Feldman, R.S.& Babu.N. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
5. Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P.(2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.
6. Heatherington, E.B., & Parke, R.D. (1986). *Child Psychology*. New Delhi: McGraw Hill.

Semester – 3

Interdisciplinary Course 2(3): Introduction to Positive Psychology

Learning Outcomes:

- 1) To understand the concepts of positive psychology.
- 2) To understand positive emotional and cognitive states.
- 3) To understand the application of positive psychology.

Unit – I

- Concepts of positive psychology: Definition, basic assumptions, areas and importance of positive psychology.
- Eastern and Western perspective of positive psychology.
- Character strength and virtues.

Unit – II

- Concept and causes of happiness.
- The effects of happiness and strategies for enhancing of happiness.
- Emotional Intelligence : Concept and strategies for enhancing emotional intelligence.

Unit – III

- Concept and development of hope.
- Concept and development of optimism.
- Concept and characteristic of flow.

Unit – IV

- Concept and importance of positive psychology in work place.
- Concept and importance of positive education. Development of positivity in school.
- Positive psychology, physical and mental health - their relationship.

Suggested Readings:

- 1) Carr, A. (2004). Positive Psychology. The Science of happiness and human strength UK: Routledge.

- 2) Snyder, C.R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
- 3) Seligman, M. E. P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free press/ Simon and Schuster.

Semester IV Major(core) Course 7 (4)

STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH

Learning outcomes:

- i) Understanding the relevance of statistical methods for psychological research,
- ii) Learning to present numerical data graphically.
- iii) Knowing the properties and computation of the various measures of central tendency and variability.

UNIT-I Concept of statistics, uses of statistics Concept Evaluation and measurement Relevance of Statistics in Psychological Research; Descriptive and inferential statistics, components of percentile and percentile ranks.

Unit II: Concept of graphical representation of data. Steps for preparation, drawing, and application of histogram, frequency polygon, bar diagram, cumulative percentage curve.

UNIT-III Measures of Central tendency: The mean, the median, the mode, Properties, advantages and disadvantages, uses and calculation.

UNIT-IV Measures of variability, range, average, deviation quartile-properties and uses, calculations of standard deviation and quartile deviation.

References

- Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.
- Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.
- Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning
- SINGH, A.K. (2019). *Tests, Measurement and research methods in behavioral science* . Bharti Bhawan

Semester IV Major(core)

COURSE 8(4)

POSITIVE PSYCHOLOGY: THEORY AND PRACTICUM

Learning outcomes:

- i) Understanding the concept of positive psychology
- ii) Knowing concepts of positive emotions.
- iii) Applying the knowledge of Positive Psychology in work, education and health.

UNIT I Positive Psychology: Concept, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and Virtues

UNIT II Happiness, concept of happiness, measurement of happiness, effects of happiness, causes of happiness, strategies for enhancing happiness.

UNIT III Concept and development of Self-efficacy, Optimism, and Hope

UNIT IV Applications of positive psychology:

Education, work and health.

Practicum:

5. Measurement of wellbeing by using any suitable test.
6. Measurement of happiness by using any suitable test.
7. Measurement of Self-efficacy by using any suitable test.

REFERENCES

- Baumgardner, S.R., & Crothers, M.K. (2010). Positive Psychology. New Delhi: Prentice Hall.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez, S.J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage

Semester IV (Minor) Course 4 (4)
Introduction to General Psychology: Theory and Practicum

Learning Outcomes:

- i) Demonstrate an understanding of the foundational concepts of the human behaviour and cognition.
- ii) Demonstrate comprehension of the theoretical concepts of psychology such as perception, memory, motivation, learning, etc.
- iii) 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.

UNIT 2:

Attention & Perception - Nature, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations: Illusions and hallucinations, factors affecting perception.

UNIT 3:

Learning: nature and factors of learning, Conditioning, classical conditioning, and operant conditioning. applications of learning;

UNIT 4:

Memory: Concept, stages and types. Strategies to improve memory. Forgetting: Concepts and causes

PRACTICUM:

- Determination of the effects of meaningfulness of learning material on memorization.
- Demonstrate the phenomena of incidental learning.

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

Interdisciplinary (3)

BASICS OF SOCIAL AND ORGANIZATIONAL PSYCHOLOGY

Unit 1: Introduction: Nature and scope of social psychology. Basics concepts of leadership.

Unit 2: Group: Nature of groups; Influence of group on individual behavior; crowd and mob behavior. Social issues: Public opinion and Propaganda.

Unit 3: Organizational Psychology: Concept of psychology and organizational behavior: Aim and scope.

Units 4: Work and Environment: Illumination, Ventilation, Temperature, Noise. Accidents in organization: Causes and Prevention. Organizational commitment.

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology and Human Nature. New York: Wadsworth.
- Franzoi, S. L. (2009). Social Psychology (5th Ed.). New Delhi: McGraw-Hill.
- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. New Delhi: Prentice
- Kuppuswamy (2009). An Introduction to Social Psychology. Chennai: Media Promoters and Publishers Pvt Ltd.