Updated in July 2024

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.

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 , pg215-255; 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, pg212-251)

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

MAJOR   Course-2 **(4): Practicum on General Psychology:**   **Sem 1**

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 storyrepeats 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 plainsin the Indian context.
2. Demonstrating an appreciation of various theoretical perspectives on cognition andlearning 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 contextsthat 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

Sem 1

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.
    (Retrievefrom
    http://www.aaptuk.ord/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.~~

Major Discipline Specific Courses (Core)

Course-3(4):
Introduction to Research Methodology

COURSE LEARNING OUTCOMES
- o To develop a basic understanding of fundamental of research.
  - To learn to develop hypotheses.
  - Understading 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

<u>COURSE LEARNING</u>
<u>OUTCOMES</u>
- 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 Coults, 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   **Minor 201**

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.

Paper 301

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 plays 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) Languagedevelopment 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: CambridgePress.
6. Heatherington, E.B., & Parke, R.D. (1986). Child Psychology. New York: McGraw Hill

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 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: Rutledge.
- 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 behavior 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.

UNIT3:
Learning: nature and factors of learning, Conditioning, classical conditioning, and operant conditioning. Applications of learning.

UNIT4:
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 , pg215-255; Ch. 7, pg236-269)

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, pg212-251)

Passer, M.W. & Smith, R.E. (2013). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata Mc Graw-Hill (Ch. 7 , pg210-249)

Sternberg, R. (2000). *Psychology: In Search of the Human Mind*. Wadsworth Publishing. 2015).Psychology:TheScience ofMindand Behaviour.London: TataMcGraw-Hill

Semester IV

Interdisciplinary (3)

BASICS OF SOCIAL AND ORGANIZATIONALPSYCHOLOGY

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: OrganizationalPsychology: 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.