

**COURSE CURRICULUM
FOR
FOUR YEARS
UNDERGRADUATE PROGRAMME
IN
PSYCHOLOGY**

[As per NEP-2020, w.e.f. 2023]



**DEPARTMENT OF PSYCHOLOGY
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791112**

THE PREAMBLE

The 4 Years Undergraduate Programme in Psychology (BAPSY) is designed for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of psychology. Psychology's academic significance is on the rise and so are its contributions to human welfare. Psychology is a behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices. But it is also considered as humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that enhance processes of lived life and social reality. This program will train the skills of the students in a qualitative direction where they learn to explore and employ their growing expertise in real-life fields.

BAPSY is a Four-year (eight semesters) programme of credits including major courses, minor courses, multidisciplinary courses, skills enhancement courses, value added courses and ability enhancement courses. In each semester the students will be offered theory and practical courses (credit structure and the number of courses in each semester has been given in the following detailed syllabus). The students will be offered several major courses throughout four years as per UGC guidelines.

This programme will adopt a flexible curricular structure in order to enable creative combinations of disciplinary areas. The undergraduate degree programme of 4-year duration, with multiple exit points with appropriate certifications such as: a UG certificate after completing 1 year (2 semesters) and additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study and UG degree with Honours and UG degree with Research with Honours degree after 4 years (8 semesters) of study.

The evaluation and examination procedures shall be as per the regulations and guidelines for Rajiv Gandhi University examination ordinance.

AIMS/ OBJECTIVES OF THE UNDER GRADUATE PROGRAMME IN PSYCHOLOGY

The Under Graduate Programme in Psychology (BAPSY) aims at the following goals:

1. This programme is providing learning scopes to orient the students towards scientific study of human mind and behaviour.
2. Developing knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping the abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application.
5. Promoting self-understanding, reflexivity and personal growth of the students.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

PROGRAMME LEARNING OUTCOMES

The learners who complete four years would earn an Under Graduate Honours/ Honours with Research Degree in Psychology. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

1. Disciplinary knowledge and methods including data analysis and computer literacy.
2. Basic professional skills pertaining to psychological testing, assessment and counselling.
3. Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
4. Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
5. Developing positive attributes such as empathy, compassion, social participation, and accountability.
6. Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
7. ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.
8. Analysing social problems and understanding social dynamics.
9. Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
10. Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
11. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

Duration of Programme: Eight semesters (Four years)

**SYLLABUS FOR FOUR-YEAR UNDERGRADUATE PROGRAMME
IN PSYCHOLOGY
(CHOICE BASED CREDIT SYSTEM)**

	Major		Minor		Multidisciplinary course		Ability Enhancement Compulsory Course (AECC) (2 courses)		Skill Enhancementcourse (SEC)				Semester wise Credit
	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Skill based Courses		Value based Courses		
Semester	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
I	PSY-CC-1110 Foundations of Psychology-I	4	PSY-MC-1110 General Psychology	4	PSY-MD-1110 Mental Health and Psychological Aid	3	AECC-1110	4	SBC 1	3	VAC 1	2	20
II	PSY-CC-1210 Foundations of Psychology-II	4	PSY-MC-1210 Psychology at work	4	PSY-MD-1210 Youth , Gender and Identity	3	AECC-1210	4	SBC 2	3	VAC 2	2	20

STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

SEMESTER I

Paper Code	Title	Maximum Marks			Credit Distribution	Credits
		Internal Marks	External Marks	Total	L:T:P	
PSY-CC-1110	Foundations of Psychology-I	20	80	100	3:0:1	4
PSY-MC-1110	General Psychology	20	80	100	3:1:0	4
PSY-MD-1110	Mental Health and Psychological Aid	20	80	100	2:1:0	3
AECC-1110	Compulsory Ability Enhancement course					4
SBC 1	Skill Based course I					3
VAC 1	Value based course I					2
Total of semester I						20

SEMESTER II

Paper Code	Title	Maximum Marks			Credit Distribution	Credits
		Internal Marks	External Marks	Total	L:T:P	
PSY-CC-1210	Foundations of Psychology-II	20	80	100	3:0:1	4
PSY-MC-1210	Psychology at Work	20	80	100	3:1:0	4
PSY-MD-1210	Youth, gender and Identity	20	80	100	2:1:0	3
AECC-1210*	Compulsory Ability Enhancement course					4
SBC 2*	Skill Based course II					3
VAC 2*	Value based course II					2
Total of semester II						20

**The title of the course and the distribution of marks will be provided by the University.*

SEMESTER I

PAPER: PSY-CC-1110: FOUNDATIONS OF PSYCHOLOGY-I

4(3+1) Credits

Learning Objectives:

1. To provide a basis for thinking about psychological questions and with an overview of the different specialized areas of psychology that one might choose to study in more depth in the future.
2. To introduce the key concept with an emphasis on the applications of Psychology in everyday life.

Learning Outcomes:

1. To develop an understanding and ability regarding what Psychology is all about.
2. To explore the scope and field of Psychology.
3. To develop familiarity with basic concepts related to some foundational themes of study in Psychology such as learning, memory, perception, thinking, emotion and motivation.

Course Contents

Unit 1: Introduction to Psychology

- 1.1 Nature and Scope of Psychology: Definition, Scope of Psychology
- 1.2 Schools and fields of Psychology
- 1.2 Methods of Psychology

Unit 2: Learning and Memory

- 2.1 Learning: Nature and definition of learning, Principles and Application of Classical Conditioning, Instrumental Learning, Observational Learning
- 2.2 Memory: Definition and Models of Memory, Forgetting, Strategies for Improving Memory

Unit 3: Attention and Perception

- 3.1 Attention: Nature, definition and theories.
- 3.2 Perception: Definition, Processes and Laws of Perception

Unit 4: Motivation and Emotion

- 4.1 Motivation: Definition, Nature and Types
- 4.2 Emotion: Definition, Nature and Elements of Emotions

Books recommended:

1. Banyard, P., Davies, M.N.O., Norman, C. & Winder, B.(Eds.) (2010). *Essential Psychology: A Concise Introduction*. New Delhi: SAGE Publications.
2. Baron, R. & Misra. G. (2014). *Psychology*. New Delhi: Pearson.
3. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
4. Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.
5. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed). McGraw Hills.

Suggested Practical Work:

Any two practical from the following: Muller-Lyer Illusion, Proactive/Retroactive Interference, Zeigarnik Effect, Transfer of learning.

SEMESTER I

PAPER: PSY-MC-1110: GENERAL PSYCHOLOGY

4 Credits

Learning Objectives:

1. The goal of this course is to introduce the student to the general principles of Psychology.
2. This course is designed to provide student with a basis for thinking about Psychological questions and with an overview of the different specialized areas of Psychology that one might choose to study in more depth in the future.

Learning Outcomes:

1. To develop knowledge of the basic concepts in Psychology.
2. To develop skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.

Course Contents

Unit 1: Orientation to Psychology

- 1.1 Definition, Nature, Fields and Applications of Psychology in Everyday Life
- 1.2 Basic Concepts of Sensation, Perception and Attention
- 1.3 Basic Concepts of Learning, Memory and Problem Solving

Unit 2: Psychology of Individual Differences

- 2.1 Personality: Definition, Nature and Types of Personality
- 2.2 Intelligence: Definition, Nature and Types of Intelligence
- 2.3 Emotional Intelligence and its Assessment

Unit 3: Understanding Developmental Processes

- 3.1 Meaning, Definition, Nature and Stages of Development
- 3.2 Role of Family and Society
- 3.3 Determinants of Developmental Changes: Nature and Nurture

Unit 4: Developmental Changes and Adjustments

- 4.1 Adolescents and Adulthood
- 4.2 Developmental Changes and Adjustments, Developmental Delay
- 4.3 Issues and Challenges in Various Stages, Successful Ageing

Books Recommended:

1. Ciccarelli, S. K & Meyer, G.E (2008). *Psychology* (South Asian Edition). New Delhi: Pearson.
2. Feldman. S. R. (2009). *Essentials of Understanding Psychology* (7th Ed.) New Delhi: Tata McGraw Hill.
3. Michael, W., Passer, Smith, R.E. (2007). *Psychology The Science of Mind and Behavior*. New Delhi: Tata McGraw-Hill.
4. Carducci, B.J. (2009). *The psychology of personality. Vid points, research and application*. Hong Kong: Wiley Blackwell.
5. Feist, J. Feist, G.J. & Herman, T.A. R.W. (2018). *Theories of personality*. Tata Mc Graw Hill.

SEMESTER I

PAPER: PSY-MD-1110: MENTAL HEALTH AND PSYCHOLOGICAL AID

3 Credits

Learning Objectives:

1. The goal of this course is to introduce concept of mental health and psychological support.
2. To provide an overview of the different mental health services and its awareness among affected population.

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.
3. Learning to provide psychological first aid to people.
4. Understanding and enhancing positive mental health and wellbeing.

Course Content:

Unit 1: Mental Health

- 1.1 Concept of Mental Health, Definition and General Scenario
- 1.2 Issues of Mental Health in India and the Globe
- 1.3 Importance of Mental Health, Challenges and Stigma

Unit 2: Mental Health Issues: Anxiety and Depression

- 2.1 Anxiety: Signs and Symptoms, Types and Nature
- 2.2 Depression: Signs and Symptoms, Types and Nature
- 2.3 Mental Health Issues in Adolescence and Young Adults

Unit 3: Reaching Out and Initial Help

- 3.1 Stress: Meaning, Nature, Signs and Symptoms, Effects and Stress Models
- 3.2 Psychological Support: Management of Stress, Anxiety, Depression and Anger
- 3.3 Psychological Aid: Utilizing the RAPID Model

Books/References Recommended

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
2. Muir-Cochrane, E., 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_mnh.pdf).

SEMESTER II

PAPER: PSY-CC-1210: FOUNDATIONS OF PSYCHOLOGY-II

4 (3+1) Credits

Learning Objectives:

1. To introduce the student to the historical antecedents of Psychology.
2. To provide student with a basis for thinking about psychological questions including indigenous Psychological growth.

Learning Outcomes:

1. Building an understanding about the theories and historical development of Psychology.
2. Understanding the historical roots and key features of Indian Psychology.

Course Contents

Unit 1: Development of Psychology as a Discipline

- 1.1 Historical Roots: Structuralism and Functionalism
- 1.2 Contribution to the Development of Psychology: Titchener and William James

Unit 2: Psychodynamic Psychology

- 2.1 Freudian Psychoanalysis: Structure, Dynamics and Developmental Stages
- 2.2 Neo-Freudian Psychoanalysis: Carl Jung's Theory and Adler's Theory

Unit 3: Behavioristic Orientation to Psychology

- 3.1 Developments in Behaviorism (Watson)
- 3.2 Neo-Behavioristic Traditions (Pavlov and Skinner)

Unit 4: Psychology in India

- 4.1 Psychology in India: History and Major Works of Psychology in India
- 4.2 Current Status of the Discipline and Emergence of Indian Psychology

Books Recommended

1. Brennan, J. F. (2005). *History and systems of psychology*. Delhi, India: Pearson Education. Ciccarelli,
2. S.K., Meyer, G. E. & Misra, G. (2013). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology—Theories and Concepts* (Vol. 1). New Delhi, India: Pearson.
4. Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on Indigenous Psychology*. New Delhi, India: Concept Publishing Company.
5. Pickren, W. E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New Jersey: John Wiley.
6. Wade, C., & Tavris, C. (2006). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.

Suggested Practical Work (Illustrations only):

Any two practical from the following: Intelligence Test, Personality Test, Cognitive Style Test, Adjustment Test.

SEMESTER II

PAPER: PSY-MC-1210: PSYCHOLOGY AT WORK

4 Credits

Learning Objectives:

1. To enable the student to understand principles of human interaction at workplace.
2. To familiarize students about factors determining an effective workplace behavior.
3. To develop an understanding of communication in organisations.

Learning Outcomes:

1. Understanding the meaning and basic principles of human behavior at workplace settings.
2. Knowing how to apply the knowledge of Psychology to the real work settings.
3. Knowing how to apply communication skills in organisations.

Course Contents

Unit I: Introduction to Workplace Psychology

- 1.1 Definition, Nature and Scope
- 1.2 Brief History of Organizational Psychology
- 1.3 Contemporary Trends and Challenges in Workplace Psychology in Indian Perspective

Unit II: Work Motivation

- 2.1 Meaning and Definition of Work Motivation
- 2.2 Applications of Work Motivation: Job Characteristics, Model and Job Re-Design
- 2.3 Models and Theories: Maslow, Herzberg and Goal Setting

Unit III: Communication in Organizations

- 3.1 Definition and Nature of Communication, Communication Process
- 3.2 Purpose of Communication in Organizations
- 3.3 Barriers to Effective Communication and Managing Communication

Unit IV: Leadership

- 4.1 Definition, Nature and Types of Leaders
- 4.2 Early Approaches to Leadership: Trait and Behavioural Theories
- 4.3 Contemporary Approaches to Leadership: Transformational & Transactional Leadership

Books Recommended:

1. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
2. Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior* (9th Ed) .New Delhi: Prentice Hall of India.
3. Luthans, F. (2009). *Organisational Behaviour*, New Delhi: McGraw Hill
4. Aamodt, M.G. (2016). *Industrial/ Organisationational Psychology. An applied approach*. Boston: cengage learning
5. Pareek, U. (2007). *Understanding organizational behavior*, New Delhi: Oxford University Press.
6. Pareek, U. & Gupta, R.K. (2010). *Organizational Behavior*, New Delhi: Tata McGraw Hill.

SEMESTER II

PAPER: PSY-MD-1210 : YOUTH, GENDER AND IDENTITY

3 Credits

Learning Objectives:

1. To introduce the concept of role of youth, gender and identity among students.
2. To provide awareness about the major issues related to youth, gender and identity.

Learning Outcomes:

1. Understanding the transitory phase of youth, the issues surrounding it and there by developing sensitivity to the youth of today.
2. Developing an appreciation of the multiple influences that mould the identity of today's youth.

Course Content

Unit 1: Introduction

- 1.1 Meaning, Definition and Concepts of Youth, Gender and Identity
- 1.2 Recent Trends and Challenges among Youth, Gender Equality and Legal Rights

Unit 2: Youth and Identity

- 2.1 Mental, Emotional and Behavioural Needs of Youth
- 2.2 Family, Peer Group Identity, Workplace Identity and Relationships; Youth Culture

Unit 3: Issues Related to Youth, Gender and Identity

- 3.1 Youth, Gender and Violence; Issues of Sexuality in Youth
- 3.2 Prejudice, Stereotype and Discrimination among Youths

Books Recommended:

1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G.Misra (Ed.), *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
3. Srivastava, A. K. (Ed) (1997). *Child development: An Indian Perspective*. New Delhi: NCERT.
4. Feldman, R.S. & Babu, N. (2011). *Discovering the life span*. New Delhi, India: Pearson.
5. Georgas, J. Berry, J.W., Van de Vijver, F.J. Kagitcibari, C., & Poortings, Y.H. (Eds.) (2006). *Families across cultures: A 30 nation psychological study*. New York: Cambridge University Press.