

**HEMVATI NANDAN BAHUGUNA GARHWAL UNIVERSITY**

**(A Central University)**

**Srinagar Garhwal, Uttarakhand-246174**



**DEPARTMENT OF PSYCHOLOGY**

**SYLLABUS FOR FOURTH YEAR UG HONORS WITH**  
**RESEARCH**

**For**

- SEMESTER VII
- SEMESTER VIII

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## Department of Psychology

### Syllabus for Fourth Year UG (Honors with Research)

#### Semester- VII

Course Type	Subject/Title		Credits		Total Credits
			Theory	Practical	
Core Subject (One)	Core Major-I	Cognitive Psychology -I	5	-	5
	Core Major-II	Psychological Statistics-I	5	-	5
	Major Practical	Practicals from Core Major-I or II	-	5	5
	Core Major Elective-I	a (i) Psychopathology (OR) b (i) Counseling Processes	4	-	4
	Research Methodology		5	-	5
Minor (One)	Minor-I	SWAYAM Course: Health Psychology	4	-	4
Total			23	5	28

#### Semester VIII

Course Type	Subject/Title		Credits		Total Credits
			Theory	Practical	
Core Subject (One)	Core Major-I	Psychological Statistics-II	5	-	5
	Core Major Elective-I	a (ii) Clinical Assessment OR b (ii) Counseling Skills & Approaches	4	-	4
	Major Practical	Practicals from Core Major-I	-	3	3
	Dissertation		-	12	12
Minor (One)	Minor-II	SWAYAM Course	4	-	4
Total			13	15	28

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# Semester- VII (U.G. Honors with Research)

## **Core Major -I (Credits: 5): COGNITIVE PSYCHOLOGY-I**

### **Course Outcomes:**

CO1. To comprehend and articulate core concepts of Cognitive psychology.

CO2. Critically evaluate theories of Attention and Perception.

CO3. To evaluate and apply Memory theories in real world-contexts.

### **Unit 1: Introduction to Cognitive Psychology:**

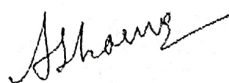
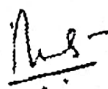
- i. Concept of cognitive psychology.
- ii. History of cognitive psychology from early to contemporary times.
- iii. Paradigms of Cognitive Psychology-
  - a) Information Processing
  - b) Connectionist Approach

### **Unit 2: Attention and Perception:**

- i. Attention- Nature and Theories
  - a) Broadbent's filter model
  - b) Treisman's attenuation filter model
  - c) Signal detection
- ii. Approaches to the study of perception-
  - a) Gestalt
  - b) Bottom-up & Top-down approaches
- iii. Applications of-
  - a) Subliminal perception
  - b) Perceptual defense
  - c) Extra sensory perception

### **Unit 3: Memory:**

- i. Nature, Memory processes and Theories
- ii. Stages of memory-
  - a) Sensory memory
  - b) Short term memory (STM)
  - c) Long term memory (LTM)
- iii. Forgetting- Nature and Theories
  - a) Interference
  - b) Decay
  - c) Retrieval
  - d) Displacement



## References:

1. Stenberg,R.J.(2007). Cognitive Psychology. Australia : Thompson Wadesworth.
2. Solso,R.L. (2004) Cognitive Psychology(6<sup>th</sup> ed.) Delhi:Pearson Education.
3. Matlin,M. (1994) Cognition. Prism India books .
4. A.K singh {2006} Cognitive Psychology ; Motilal banarsidas.
5. Galloti, K.M. (2004 ) Cognitive Psychology in and out of Laboratory. USA: Thompson Wadesworth.

## Core Major-II (Credits:5): PSYCHOLOGICAL STATISTICS-I

### Course Outcomes:

CO1: Acquainting the students to understand different statistical methods.

CO2: Development of computational skills by analyzing data using measures of variability.

CO 3: Examine the properties and application of normal probability curve in psychological research.

CO 4: To distinguish between various correlation methods.

**Unit 1:** Applications of statistics in psychology.

**Unit 2:** Measures of variability: Range, Standard Deviation, Mean Deviation, Quartile Deviation, Coefficient of Variation and Variance.

**Unit 3:** Concept and significance of Probability-Normal Distribution; Curve & its application.

**Unit 4:** Correlation: Pearson's Product Moment method, Biserial and Point Biserial correlation, Phi and Contingency coefficient, Tetra choric.

### References:

1. Mangal, S.K.(2002).Statistics in Psychology and Education (2<sup>nd</sup>). New:Delhi: Prentic-Hall.
2. Garrett-Statistics in Education and Psychology
3. Ferguson- Statistical Analysis in Psychology and Education.

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**Major Practical (Credits: 5)** Practicals from Core Major I or II.

**Core Major Elective-I (Credits: 4)** (Any 1 out of 2 electives)

**a(i): PSYCHOPATHOLOGY**

**Course Outcomes:**

CO1: Providing an insight of foundational concepts of psychopathology and classification of DSM and ICD.

CO2: To identify diagnostic criteria, types, causes and treatment of neurodevelopment disorders.

CO3: To identify diagnostic criteria, types, causes and treatment of schizophrenia spectrum & other psychotic disorders.

CO4: To identify diagnostic criteria, types, causes and treatment of dissociative disorders and somatic disorders.

**Unit 1: Introduction to Psychopathology:**

- i. Concept and brief history of Psychopathology
- ii. Classification of DSM- 5 and ICD-11.

**Unit 2: Neurodevelopment Disorders:** Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, Attention- Deficit/Hyperactivity Disorder, Specific Learning Disorder, Motor Disorders.

**Unit 3: Schizophrenia Spectrum & Other Psychotic Disorders:** Schizotypal (Personality Disorder), Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Substance/Medication-Induced Psychotic Disorder and Catatonia.

**Unit 4: Dissociative Disorders and Somatic Disorders:** Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder, Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder) and Factitious Disorder.

**References:**

1. Carson, R.C.,Butcer, J.N. Mineka, S.& Hooley, J.M.(2007).Abnormal psychology,13<sup>th</sup> ed. Pearson Education, India.





2. Sarason, I.G. & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10<sup>th</sup> ed). Delhi: Pearson Education. Colman Scattt foresman and company
3. Barlow, D.H. Durand V.M. (1999). Abnormal psychology (2<sup>nd</sup> ed.). Pacific Grove: Books/cole.
4. Nolen-Hoeksema, S. (2004). Abnormal psychology 3<sup>rd</sup> ed. McGraw Hill: New York, USA.
5. Alloy L.B. Riskind, J.H. & Manos M.J. (2005). Abnormal psychology: current perspectives. 9<sup>th</sup> ed. Tata McGraw-Hill New Delhi, India.

(OR)

### **b(i): COUNSELING PROCESSES**

#### **Course Outcomes:**

CO1: Understanding of nature and in depth exploration of counselling.

CO2: Analyse counsellor behavior that impact communication.

CO3: Diagnosis and application of appropriate psychological assessment technique in counselling.

CO4: Apply major ethical principles in counselling.

#### **Unit 1: Nature And Goals of Counseling:**

- i. Definition and goals of counseling
- ii. Training, job setting and activities of counselor
- iii. Stages of the counseling process.

#### **Unit 2: Building the Relationship and In-Depth Exploration:**

- i. Communication and building the counseling relationship.
- ii. The core conditions of counseling.
- iii. Counselor's actions that impede communication.
- iv. In depth exploration-
 

a) Goals and methods	b) Advanced empathy	c) Immediacy
d) Confrontation	e) Interpretation	f) Role playing

#### **Unit 3: Psychological Assessment and Diagnosis in Counseling:**

- i. Components of effective assessment

- ii. Inter-disciplinary implications and guidelines for human assessment
- iii. Non-standardized techniques for human assessment-
  - a) Observation                      b) Rating scale                      c) Anecdotal Report
  - d) Autobiography                  e) Questionnaire                  f) Structural and intake interview
- iv. Standardized techniques for human assessment-
  - a) Intelligence Test                  b) Aptitude Test.

#### **Unit 4: Ethical issues and applications of Counseling.**

#### **References:**

1. Feltham, C. & Horton, I.E. ed (200). The sage handbook of counseling and psychotherapy (2<sup>nd</sup> ed). London: sage Publication
2. Gibson, R.L. Mitchell, M.H. (2005). Introduction to counseling and guidance (6<sup>th</sup> ed). Delhi: Pearson education Pvt. Ltd

#### **Research Methodology: (Credits: 5)**

### **RESEARCH METHODOLOGY**

#### **Course Outcomes:**

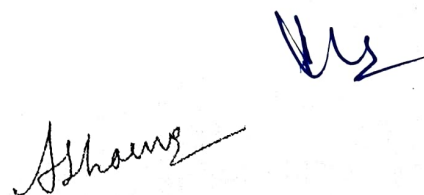
CO1: Students will be able to analyze how to maintain objectivity and minimize bias in Psychological research.

CO2: To understand importance of each steps involved in research process.

**Unit 1:** Basics of Research in Psychology, Psychological Research, Goals, Paradigms & Current issues. Quantitative and Qualitative orientations towards research and their steps, Comparing Qualitative and Quantitative Research Traditions.

**Unit 2:** Selection of Research Problem, Statement and sources of Research Problem. Formulation of Null Hypothesis & Directional Hypothesis. Variables- Types and Controlling Techniques.

**Unit 3:** Sampling Methods: Probability & Non Probability



**Unit 4:** Methods of Data Collection: Experimental, Observation, Interview, Case study, Correlational.

**Unit 5:** Research Design: Randomized and Factorial.

**Unit 6:** Psychological Testing: Characteristics of a Test- Standardization, Reliability, Validity, Norms, Application and issues.


**Referencea:**


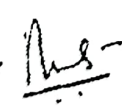
1. McBurry.D.H.(2002). Research Methods.USA:Wordsworth,Thompson.
2. Karlinger,F.N.(1994).Fundamentals of Behavioral Research.(3<sup>rd</sup> ed).
3. Shaughnessy, J.J.&Zechmiester, E.B.(1997).Research Methods in psychology (4<sup>th</sup> ed)
4. A.K singh , Test Measurement and research Methods in Behavioral sciences , Bharti bhawan.
5. Desai, B & Abhyankar,S.C.(2007) prayogic manasashastra and sanshodhan paddhati. Pune: Narendra Prakashan.

**Minor -I (Credits: 4): SWAYAM Course: HEALTH PSYCHOLOGY**

**By Dr. Anne. Samyukta | English and Foreign Languages University, Hyderabad  
(Host University)**

**Link: [https://onlinecourses.swayam2.ac.in/cec25\\_hs130/preview](https://onlinecourses.swayam2.ac.in/cec25_hs130/preview)**



## Semester VIII (U.G. Honors with Research)

### **Core Major-I (Credits: 5): PSYCHOLOGICAL STATISTICS-II**

#### **Course Outcomes:**

- CO1: Compare the different statistical techniques for analyzing research data.
- CO2: Calculate the significance of difference between means and standard error.
- CO3: Apply ANOVA to determine mean difference for research data.
- CO4: Use of non-parametric test in statistical computation.

**Unit 1:** Parametric and non parametric statistics.

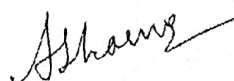
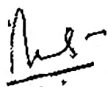
**Unit 2:** Significance difference Between Means. Standard error of Mean, Median, SD, and Correlation.

**Unit 3:** Analysis of Variance-One way, two way classification.

**Unit 4:** Non parametric test-Chi-square test, Median test, Sign-test, Wilcoxon Test, Mann Whitney U test, Friedman test and Kruskal-Wallis Test.

#### **References:**

1. Mangal, S.K. (2002). Statistics in Psychology and Education (2<sup>nd</sup>). New: Delhi: Prentic-Hall.
2. Garrett- Statistics in Education and Psychology
3. Ferguson- Statistical Analysis in Psychology and Education.



## **Core Major Elective-I: (Credits: 4) (Any 1 out of 2 electives)**

### **a(ii): CLINICAL ASSESSMENT**

#### **Course Outcomes:**

CO1: Identify the nature, purpose, technique and stages of clinical assessment.

CO2: Analyze the process of clinical interview.

CO3: Applying the psychological test and its administration in clinical setting.

#### **Unit 1: The Nature and Purpose of Clinical Assessment:**

- i. In assessment press Techniques
- ii. Stages in the Assessment Process
- iii. Outline for a Case Study

#### **Unit 2: Clinical Interview:**

- i. The Interview in Clinical Practice
- ii. Kinds of Interview
  - i. Stages in the Initial Interview
- ii. Communication and Language
- iii. Nonverbal Communication

#### **Unit 3: Psychological Testing (Tests in Clinical Use):**

- i. Wechsler Adult Intelligence Scale
- ii. MMPI
- iii. TAT
- iv. Rorschach.

#### **References:**

1. Korchin Shelodon J. Modern Clinical Psychology CBs Publishers and Distributors 485 Jain Bhawan Bholanath Nagar shahdara Delhi.
2. Freeman F.S. (1971) Theory and Practice of Psychological Testing 3<sup>rd</sup> ed. New Delhi. Oxford and IBH.
3. Anastasi A (19761) Psychological Testing 4<sup>th</sup> ed. New York Macmillan.

(OR)

**b(ii): COUNSELING SKILLS AND APPROACHES**

**Course Outcomes:**

CO1: Examine the concepts, processes and technique of counselling.

CO2: Acquiring counselling skills in problem identification and relationship building.

CO3: Differentiate between various counselling approaches.

**Units 1: Introduction To Counseling Skills:**

- i. Helpers and counseling skills
- ii. Creating mind skills
- iii. Creating communication and feelings

**Unit 2: Counseling Skills:**

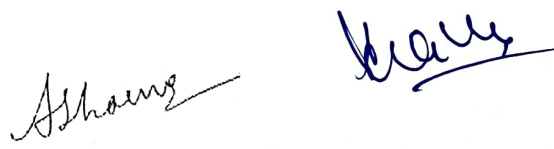
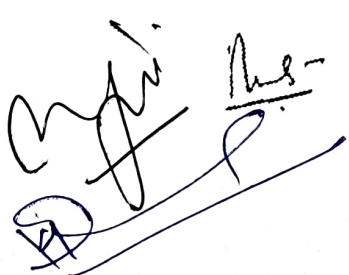
- i. Listening skills- Active listening, Paraphrasing skills, reflecting-feeling skills, listening mistakes.
- ii. Questioning skills- Types of question, areas of questions, information.
- iii. Challenging skills- Feedback skills, disclosing skills.
- iv. Monitoring skills- Referral skills, identifying unhelpful thinking.

**Unit 3 Application:**

- i .Child Counseling      ii. Family Therapy      iii. Career Counseling
- iv .Crisis Intervention      v. Suicidal Counseling      vi. Grief (PTSD)      vii. Sexual Abuse

**References:**



1. Felham,C.& Horton,I.E.(ed).(2006).The sage handbook of counseling and psychotherapy (2<sup>nd</sup> ed).London:sage Publication.
2. Gibson,R.L.Mitchell,M.H.(2005).Introduction to counseling and guidance (6<sup>th</sup>ed). Delhi:Pearson education Pvt. Ltd.
3. Gelso, C.J. Fretz B.R. (1995).counseling psychology. Bangalore:Prism books Pvt. Ltd.
4. Gregory,R.J.(2005). Psychological Testing (4<sup>th</sup> ed. Delhi: Pearson education Pte.Ltd.



**Major Practical (Credits: 3) -Practicals from Core Major I.**

**Dissertation: (Credits: 12)**

**Minor –II: (Credits: 4): SWAYAM Course**

  
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