

Department of Psychology

Syllabus for Fourth Year UG (Honors)

Semester VII

Course Type	Course Category	Course Title	Credits		Total Credits
			T	P	
Major Subject (One)	Core Major-I	Cognitive Psychology-I	5	-	5
	Core Major-II	Psychological Statistics-I	5	-	5
	Core Major-III	Perspectives on Human Behavior	5	-	5
	Core Major Elective-I	a (i) Psychopathology-I OR b (i) Counseling Processes	4	-	4
	Major Practical	Practical from Core Major Papers	-	5	5
Minor (One)	Minor -I	a(i) SWAYAM Course: OR b(i) Positive Psychology-I	4	-	4
Total			23	5	28

Semester VIII

Course Type	Course Category	Course Title	Credits		Total Credits
			T	P	
Major Subject (One)	Core Major-I	Cognitive Psychology-II	5	-	5
	Core Major-II	Psychological Statistics-II	5	-	5
	Core Major-III	Physiological Psychology	5	-	5
	Core Major Elective-II	a (ii) Psychopathology-II OR b (ii) Counseling Skills and Approaches	4	-	4
	Major Practical	Practical from Core Major Papers	-	5	5
Minor (One)	Minor -II	a(ii) SWAYAM Course OR b(ii) Positive Psychology-II	4	-	4
Total			23	5	28

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Semester VII (U.G. with Honors)

Core Major-I: COGNITIVE PSYCHOLOGY-I

(Credits: 5)

Course Outcomes:

CO1: Recall the fundamental concepts, history, and paradigms of cognitive psychology.

CO2: Explain the theories of attention, perception, memory, and forgetting.

CO3: Apply the principles of cognitive psychology to understand attention, perception, and memory in everyday situations.

CO4: Analyze different cognitive theories and approaches to attention, perception, memory, and forgetting.

CO5: Evaluate cognitive processes and their applications in understanding human behavior and cognition.

UNITS:

1. Introduction to Cognitive Psychology:

i. Concept of Cognitive Psychology.

ii. Emergence of Cognitive Psychology.

a) Early role of Psychology

b) The Early Twentieth Century.

iii. Research Methods in Cognitive Psychology

a) Laboratory or other controlled experiments

b) Psychological Research

c) Self report, Case Study & Naturalistic Observation.

iv. Applications of cognitive Psychology

v. Paradigms of Cognitive Psychology

a) Information Processing

b) Connectionist Approach

2. Sensation: Nature of sensation, Sensory Processes: Vision, Hearing, Olfactory, Gustatory and Tactile, Neuropsychological Approaches to Sensation.

3. Attention:

a) Divided and Selective attention (Theories)

b) Vigilance.

c) Signal Detection.

4. Perception:

i. Approaches to the study of Perception:

a) Gestalt

b) Bottom-up and Top-down approaches

ii. Applications of:

a) Subliminal Perception.

b) Perceptual defense.

c) Extra Sensory Perception.

5. Learning:

i. Nature and Paradigms (Classical conditioning and Operant conditioning)

ii. Theories (Thorndike, Kurt Lewin, Tolman)

iii. Transfer of Learning (Meaning and types)

iv. Neuropsychology of Learning (Brain mechanisms and Neuroplasticity)

References:

1. Stenberg,R.J.(2007). Cognitive Psychology. Australia : Thompson Wadesworth.
2. Solso,R.L. (2004) Cognitive Psychology(6th 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: PSYCHOLOGICAL STATISTICS-I

(Credits: 5)

Course Outcomes:

CO1: Recall the concepts and applications of statistics, measures of variability, probability, normal distribution, and correlation.

CO2: Explain the principles of measures of variability, probability, normal distribution, and correlation techniques.

CO3: Apply statistical methods, measures of variability, probability concepts, and correlation techniques to psychological data.

CO4: Analyze statistical data using measures of variability, normal distribution, and appropriate correlation methods.

CO5: Evaluate statistical findings and interpret psychological data using suitable descriptive and correlational techniques.

UNITS:

1. Applications of Statistics in Psychology; Descriptive statistics and inferential Statistics.
2. Measures of Variability.
3. Concept and significance of Probability-Normal Distribution; Curve & its application.
4. Correlation: Pearsons' Product Moment method, Biserial and Point Biserial correlation, Phi Coefficient and Tetra choric.
5. Regression Analysis: Simple Linear Regression and Multiple Linear Regression.

References:

1. Mangal, S.K.(2002).Statistics in Psychology and Education (2nd). New:Delhi: Prentic-Hall.
2. Garrett-Statistics in Education and Psychology
3. Ferguson- Statistical Analysis in Psychology and Education.
4. King, B.M. & Minium, E.W., (2007). Statistical Reasoning in the Behavioral Sciences(5th Ed.). New York: John Wiley & Sons.

Core Major-III: PERSPECTIVES ON HUMAN BEHAVIOUR (Credits: 5)

Course Outcomes:

CO1: Recall the fundamental concepts, goals, areas, and major perspectives of psychology.

CO2: Explain the Indian paradigms and major schools of psychology.

CO3: Apply psychological perspectives to understand human behavior in everyday life.

CO4: Analyze the similarities and differences among major psychological perspectives.

CO5: Evaluate the contributions of different psychological perspectives to the understanding of human behavior.

UNITS:

1. Introduction: Understanding Psychology, Goals and areas of Psychology

2. Indian Paradigms on Psychological Knowledge (Yoga, Bhagavad Gita, Buddhism and Integral Yoga).
3. Perspectives of Behavior: Structuralism, functionalism, Psychoanalytic, Gestalt, and Behaviorism.
4. Humanistic, Cognitive, Psychobiology, Culture and Evolutionary view points.
5. Paradigms: Structure (Ontology, Epistemology, Axiology, Methodology), Positivism and Post-Positivism.

References:

1. Baron, R. A., & Misra, G. (2019). *Psychology* (5th ed.). Pearson India.
2. Ciccarelli, S. K., & White, J. N. (2023). *Psychology* (7th ed.). Pearson.
3. Feldman, R. S. (2023). *Understanding psychology* (15th ed.). McGraw Hill.
4. Myers, D. G., & DeWall, C. N. (2023). *Psychology* (14th ed.). Worth Publishers.
5. Passer, M. W., & Smith, R. E. (2021). *Psychology: The science of mind and behaviour* (7th ed.). McGraw Hill.
6. Singh, A. K. (2019). *Modern general psychology*. Motilal Banarsidass Publishers.
7. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2004). *Hilgard's introduction to psychology* (14th ed.). Cengage Learning.

Core Major Elective-I: (Any one out of the 2 electives)

(Credits: 4)

a (i) PSYCHOPATHOLOGY-I

Course Outcomes:

CO1: Define the concept, historical development, and classification systems of Psychopathology including DSM-5 and ICD-11 frameworks.

CO2: Explain the symptoms, diagnostic features, and clinical characteristics of schizophrenia spectrum and other psychotic disorders.

CO3: Describe and interpret mood disorders such as bipolar disorder, cyclothymia, major depressive disorder, and persistent depressive disorder.

CO4: Analyze anxiety disorders including panic disorder, phobias, agoraphobia, and generalized anxiety disorder with respect to their symptoms and patterns.

CO5: Apply and differentiate various psychopathological classifications to understand and identify mental disorders in clinical and real-life contexts.

UNITS:

1. Introduction to Psychopathology:

a) Concept and brief history of Psychopathology b) Classification of DSM- 5 and ICD-11.

2. Schizophrenia Spectrum & Other Psychotic Disorders:

Schizotypal (Personality Disorder), Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, and Catatonia.

3. Mood Disorders:

Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder, Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia).

4. Anxiety Disorders:

Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder (Social Phobia), Panic Disorder, Panic Attack (Specifier), Agoraphobia, Generalized Anxiety Disorder.

References:

1. Carson, R.C., Butcher, J.N. Mineka, S. & Hooley, J.M. (2007). Abnormal psychology, 13th ed. Pearson Education, India.
2. Sarason, I.G. & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10th ed). Delhi: Pearson Education. Colman Scattt foresman and company
3. Barlow, D.H. Durand V.M. (1999). Abnormal psychology (2nd ed.). Pacific Grove: Brooks/Cole.
4. Nolen-Hoeksema, S. (2004). Abnormal psychology 3rd ed. McGraw Hill: New York, USA.
5. Alloy L.B. Riskind, J.H. & Manos M.J. (2005). Abnormal psychology: current perspectives. 9th ed. Tata McGraw-Hill New Delhi, India.

(OR)

b(i) COUNSELING PROCESSES

(Credits: 4)

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.

UNITS:

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.

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

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.

4. Ethical issues and applications of Counseling.

References:

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

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

Minor -I: **a(i) SWAYAM Course** **(Credits: 4)**

OR

b (i) POSITIVE PSYCHOLOGY-I

Course Outcomes:

CO1: Define the concept, nature, goals, scope, and historical development of Positive Psychology including Indian perspectives.

CO2: Explain positive emotional states and processes such as hope, wisdom, flow, emotional intelligence, and the influence of positive emotions on wellbeing.

CO3: Describe the concepts of happiness and wellbeing including types, measures, contributing factors, hedonic and eudaimonic perspectives

CO4: Analyze character strengths and virtues using the VIA Classification System, including empathy, altruism, and forgiveness.

CO5: Apply principles of positive psychology to understand and enhance individual wellbeing, emotional functioning, and character development in real-life contexts.

UNITS:

1. Introduction to Positive Psychology:

Positive Psychology: Concept, history, nature, goals and scope, Indian concept of Positive Psychology

2. Positive Emotional States and Processes:

Positive Emotions and Wellbeing: Hope, Wisdom and Flow

The Positive Psychology of Emotional Intelligence

Influence of Positive Emotions

3. Happiness and Wellbeing:

Happiness: Meaning and measures of happiness, types of happiness, effect of happiness, factors contributing to happiness

Wellbeing: subjective and psychological wellbeing, hedonic and eudemonic basis of wellbeing.

Broaden and built theory, PERMA model

4. Character Strengths and virtues:

Character Strengths and Virtues- VIA Classification System

Empathy, altruism, forgiveness

References:

1. Seligman, M. E. P. (2002). *Authentic happiness: Using the new Positive Psychology to realize your potential for lasting fulfillment*. Free Press.
2. Carr, A. (2019). *Positive psychology: The science of happiness and human strengths* (3rd ed.). Routledge.
3. Lopez, S. J., & Snyder, C. R. (Eds.). (2021). *The Oxford handbook of Positive Psychology* (3rd ed.). Oxford University Press.

Semester VIII (U.G. with Honors)

Core Major-I: COGNITIVE PSYCHOLOGY-II

(Credits: 5)

Course Outcomes:

CO1: Define memory processes and stages including encoding, storage, retrieval, sensory, short-term, and long-term memory in Cognitive Psychology.

CO2: Explain intelligence and creativity, including their nature, major theories, and key factors affecting creative thinking.

CO3: Describe problem solving, thinking, and metacognition along with key processes, strategies, and major theories of thought.

CO4: Explain emotions, their nature, development, theories, and recognition indicators.

CO5: Summarize major theories of motivation including cognitive, field, instinct, drive-reduction, arousal, and hierarchy of needs theories.

UNITS:

1. Memory:

i. Memory Processes-

- a) Encoding. b) Storage. c) Retrieval

ii. Stages of Memory-

- a) Sensory Memory b) Short Term Memory (STM) c) Long Term Memory (LTM)

iii. Episodic and Semantic Memory.

iv. Theories of forgetting-

- a) Interference. b) Decay

2. Intelligence and Creativity:

i. Intelligence: Nature, Types, Theories- Factor Analytic and Non-Factor Analytic

ii. Creativity: Nature, Theories, measurement & factors enhancing & affecting creativity.

3. Problem Solving, Thinking and Meta-cognition:

i. Types, processes and strategies of problem solving; Determinants and Obstacles of problem solving.

ii. Theories of thought processes- Associations, Gestalt & Feature Integration Model. Role of concepts in thinking.

iii. Meta cognitive Knowledge & Meta cognitive Regulation

4. Emotions:

- i. Nature & development.
- ii. Theories of Emotions- Psychological & Cognitive.
- iii. Indicators of Emotions, recognition of emotions.

5. Motivation:

- i. Cognitive basis of Motivation
- ii. Theories of Motivation-
 - a) Field Theory: Kurt Lewin
 - b) Instinct Theory: Freud
 - c) Drive Reduction Theory: Clark Hull
 - d) Arousal: Yerkes Dodson Law
 - e) Hierarchy of Needs: Maslow

References:

1. Stenberg,R.J.(2007). Cognitive Psychology. Australia: Thompson Wadsworth.
2. Solso,R.L. (2004) Cognitive Psychology (6th ed.) Delhi:Pearson Education.
3. Kellogg,R.T. (2007) Fundamental of Cognitive Psychology .N.D. Sage Publication. Wade, C. and Tavis ,C. (2007). Psychology. Pearson Education.

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

Course Outcomes:

- CO1: Define parametric and non-parametric statistical methods in Statistics in Psychology.
- CO2: Explain significance of difference between means and standard error of mean, median, SD, and correlation.
- CO3: Describe one-way and two-way analysis of variance (ANOVA).
- CO4: Explain non-parametric tests including Chi-square, Median, Sign, Wilcoxon, and Mann-Whitney U tests.
- CO5: Summarize non-parametric equivalents of ANOVA such as Friedman and Kruskal-Wallis tests.

UNITS:

1. Parametric and Non Parametric Statistics.
2. Significance difference Between Means. Standard error of Mean, Median, SD, and Correlation.
3. Analysis of Variance-One way, two way classification.
4. Non parametric test-Chi-square test, Median test, Sign-test, Wilcoxon Test, Mann Whitney U test.
5. Non Parametric Equivalents of ANOVA- Friedman test and Kruskal Wallis Test.

References:

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

Core Major-III: PHYSIOLOGICAL PSYCHOLOGY (Credits: 5)**Course Outcomes:**

CO1: Define the structure, types, and functions of neurons along with neural conduction and transmission processes.

CO2: Explain the organization and functions of the central nervous system including spinal cord, hindbrain, midbrain, and forebrain.

CO3: Describe and summarize major methods of physiological psychology including invasive techniques, brain imaging methods, and psycho-physiological recording techniques.

CO4: Explain the role of hormones and the brain in behavior through endocrine and pheromone communication systems.

CO5: Summarize genetic influences on behavior including chromosomal anomalies.

UNITS:

1. Neurons: Structure, Functions, Types, Neural conduction and transmission: Resting membrane potential; Action potential; synaptic transmission; neuromuscular transmission: Information processing.
2. Organization and functions of the central nervous system: Spinal cord, hindbrain, midbrain and forebrain.
3. Methods of Physiological Psychology: Invasive physiological methods; methods of visualizing the living human brain; Recording human psycho physiological activity.
4. Hormones and the brain: Endocrine communication and pheromone communication.
5. Genetics and Behavior: Chromosomal Anomalies- Down Syndrome, Turner's Syndrome, Klinefelter Syndrome, Edward's Syndrome and Patau Syndrome

References:

1. Brodal P (1992). The Central Nervous System: Structure and Function. New York: Oxford University Press.
2. Carlson, N.R. (2000). Physiology of Behavior. Boston: Allyn & Bacon.
3. Ganong, W.F. (2002). Review of Medical Physiology. Norwalk, C.T. Appleton & Lange.

4. Guyton, A.C.(2000) Textbook of Medical Physiology. Philadelphia: W.B. Saunders.
5. Kalat, J.W.(2001) Biological Psychology. C.a. Woodsworth.
6. Nicholls, J.G. Martin, A.R. Wallace, B.G. & Fychs, P.A. (2000) From Neuron to Brain. Sunderland, MA: Sinauer.

Core Major Elective-II: (Any one out of the 2 electives) (Credits: 4)

a (ii) PSYCHOPATHOLOGY-II

Course Outcomes:

- CO1: Describe the features of neurodevelopmental, somatic symptom, feeding/eating, and personality disorders.
- CO2: Differentiate the symptoms and causes of various psychological disorders.
- CO3: Apply diagnostic concepts to psychological case studies.
- CO4: Analyze the clinical features and impacts of psychological disorders.
- CO5: Evaluate assessment and intervention approaches for psychological disorders.

UNITS:

1. Neurodevelopmental Disorders:

Intellectual Developmental Disorder, Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD) and Specific Learning Disorder

2. Somatic Symptom and Related Disorders:

Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions and Factitious Disorder.

3. Feeding and Eating Disorders:

Rumination Disorder, Anorexia Nervosa, Bulimia Nervosa and Binge-Eating Disorder.

4. Personality Disorders:

Cluster A , Cluster B and Cluster C Personality Disorders.

References:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). [American Psychiatric Association Publishing](#)
2. Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumière, M. L. (2022). *Abnormal Psychology: An integrative approach* (9th ed.). [Cengage Learning](#)

3. Comer, R. J., & Comer, J. S. (2021). *Abnormal Psychology* (11th ed.). [Macmillan Learning](#)
4. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2021). *Abnormal Psychology* (14th ed.). [Wiley](#)
5. Butcher, J. N., Mineka, S., Hooley, J. M., & Nock, M. K. (2022). *Abnormal Psychology*

(OR)

b (ii) COUNSELING SKILLS AND APPROACHES

Course Outcomes:

- CO1: Define basic concepts of helpers, counseling skills, and communication processes in Counseling Psychology.
- CO2: Explain core counseling skills including listening, questioning, challenging, and monitoring techniques.
- CO3: Describe major counseling approaches such as Psychoanalytic, Person-Centered, Existential, and Cognitive Behavioral Therapy.
- CO4: Apply counseling skills and approaches in areas like child counseling, family therapy, and career counseling.
- CO5: Apply counseling interventions in crisis situations including suicidal counseling, grief (PTSD), and sexual abuse cases.

UNITS:

1. Introduction To Counseling Skills:

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

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.

3. Counseling Approaches:

Psychoanalytic, Person Centered, Existential, Cognitive Behavioral

4. 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 (2nd ed). London: sage Publication.
2. Gibson, R. L. Mitchell, M. H. (2005). Introduction to counseling and guidance (6th ed). Delhi: Pearson education Pte. Ltd.
3. Gelso, C. J. Fretz B. R. (1995). counseling psychology. Bangalore: Prism books Pvt. Ltd.
4. Gregory, R. J. (2005). psychological Testing (4th ed. Delhi: Pearson education Pte. Ltd.

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

Minor -II: **a(ii) SWAYAM Course** **(Credits: 4)**

OR

b (ii) POSITIVE PSYCHOLOGY-II

Course Outcomes:

CO1: Define optimism, hope theory, self-esteem, self-efficacy, and wellbeing in Positive Psychology.

CO2: Explain applications of positive psychology in work, health, education, life coaching, and stress management.

CO3: Describe mindfulness, its neuroscience basis, interventions, and role in mental and emotional wellbeing.

CO4: Explain subjective wellbeing, resilience, and community-based approaches to promoting wellness.

CO5: Apply positive psychology concepts to enhance optimism, mental health, and human flourishing in daily life.

UNITS**1. Optimism and Psychological Health:**

i. Hope theory

ii. Self Esteem and Self Efficacy

iii. Optimism and Quality of Life

iv. Wellbeing Therapy

v. From Positive Potential to Positive Excellence- Steps to be Optimistic

2. Positive Psychology in Practice:

- i. Promoting Human Flourishing in Work, Health, Education, and Everyday life
- ii. Positive Psychology and Life Coach
- iii. Integrating Positive Psychology in Practice
- iv. Stress Management

3. Mindfulness and Wellbeing:

- i. Neuroscience of Wellbeing, Social and Emotional wellbeing
- ii. Mindfulness-Based intervention, mindfulness and mental health
- iii. Mindfulness and Positive Thinking

4. Subjective Wellbeing:

- i. Promoting Wellness: Integrating Community and Positive Psychology
- ii. Building Resilience and Wellbeing

References:

1. Seligman, M. E. P. (1990). *Learned optimism: How to change your mind and your life*. Vintage Books.
2. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.
3. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
4. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
5. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. Oxford University Press.