

Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 1

Course Name: **Introduction to Psychology**

Course Level: 100-199

Unit no.	Unit content	No.of classes	Marks
1	Introduction: Meaning, Nature and Goals of Psychology, Scope and Subfields of Psychology, Indian and Western Perspectives in Psychology, Methods of Psychology	15	
2	Learning and Memory: Learning, Nature of learning, Principles and applications of Classical Conditioning, Operant Learning, Observational Learning, and Cognitive Learning; Memory: Definition, Models of memory, Concept and Theories of Forgetting, Improving memory	15	
3	Motivation and Emotion Motivation: Nature, Perspectives, Types of Motivation, relationship between motivation and emotion. Emotions: Nature, Functions of Emotion, Theories of emotion, Culture and Emotion - Indian perspective.	15	

Reading list:

- Baron, R., & Misra, G. (2016). *Psychology* (5th ed.). New Delhi: Pearson.
- Feldman, R.S. (2011). *Understanding Psychology* (10th ed.). New York: McGraw Hill.
- Galotti, K.M. (2014). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Passer, M.W., & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.
- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Saria Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.
- Morgan, C. And King, R. A. (2017) *Introduction to Psychology* 7th Eds. McGraw-Hill.

i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of fundamental of Psychology

ii. **Learning outcome:**

- To introduce the key concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To develop an understanding and ability to interweave basic concepts of learning, memory, motivation and emotion in Psychology.
- To develop an understanding of the key figures, diverse theoretical perspectives and research findings that has shaped some of the major areas of contemporary psychology.

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 2

Course Name: **Positive Psychology**

Course Level: 100-199

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Positive Psychology: Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues. Applications of Positive psychology at Work and in the field of education	15	
2	Unit 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	15	
3	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness.	15	

Reading list:

- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: PrenticeHall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford UniversityPress.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to
- Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon andSchuste
- Snyder, C.R., & Lopez,S.J.(2007). Positive psychology : The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press
- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Positive Psychology

ii. Learning outcome:

- To introduce the basic concepts of the growing approach of positive psychology.
- To understand applications Positive Psychology in various domains.
- To familiarize the learners with concepts like Psychological wellbeing, happiness, emotional intelligence and resilience.

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 3

Course Name: **Social Psychology**

Course Level: 200-299

Unit no.	Unit content	No.of classes	Marks
1	Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology.	15	
2	Understanding and evaluating the social world: Self and its processes: Self concept, Self-esteem, and self-presentation; Social cognition, Attitudes and attitude formation, Strategies for attitude change.	15	
3	Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression: basic concept, causes and management, Social influence: social facilitation, conformity and social loafing, Group Dynamics and inter-group relations, inter-group conflict.	15	

Reading list:

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
- Deaux.K & Wrightsman, L. (2001).Social Psychology. California: Cole Publishing
- Kassin,S., Fein, S., & Markus,H.R. (2008). Social psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Myers, D.G.12008). Social psychology New Delhi: Tata McGraw-Hill. Taylor,S.E., Peplau,L.A. & Sears,D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson

i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of Social Psychology

ii. Learning outcome:

- TTo develop an understanding of the nuances of the social world as well as

different perspectives on relations between individual and society.

- To introduce the students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.
- To develop an understanding of group behavior and group dynamics.

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- j. **Theory Credit: 3**
- k. **Practical Credit: 1**
- l. **No. of Required Classes :45**
- m. **No. of Contact Classes: 45**
- n. **No. of Non-Contact Classes: 0**
- o. **Particulars of Course Designer**
 Name: Dr. Manidipa Baruah
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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 4

Course Name: **Cognitive Psychology**

Course Level: 200-299

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Cognitive Psychology: Brief history, Nature, Scope and Domains of Cognitive Psychology, Paradigms- Information processing, Connectionist, Evolutionary Ecological	15	
2	Sensation and Perception: Sensory processes: Auditory, Visual, Touch, Taste, Smell, Approaches to perception, Perception of object and forms, Perception of constancies and deficits of perception, Attention: Nature, Definition and Issues of Attention; Theories of Attention.	15	
3	Thinking, Problem Solving and Decision Making: Components of thoughts, imagery and cognitive maps, Strategies and barriers of effective problem solving; Decision making: biases and methods.	15	

Reading list:

- Solso R L.2004,Cognitive psychology(6th edition),Pearson Education
- • Braisby, N.,&Gellatly, A. (2005).*Cognitive Psychology*. Oxford University Press.
- • Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage

- Publications.
- Talukdar R R.2019, *Cognitive Psychology*, Psycho information technologies, New Delhi
- • Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.
- • Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*(7th ed.). U.S.A.: Pearson.
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- • Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Sariya Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Cognitive Psychology

ii. Learning outcome:

- To gain an understanding of basic theoretical, empirical, and applied knowledge that has shaped Cognitive Psychology.
- • To understand the fundamentals of cognitive processes and Cognitive Psychology.
- To teach the students strategies of effective problem solving and decision making.

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- j. **Theory Credit:** 4
- k. **Practical Credit:** 0
- l. **No. of Required Classes :**45
- m. **No. of Contact Classes:** 45
- n. **No. of Non-Contact Classes:** 0
- o. **Particulars of Course Designer**
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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 4

Course Name: Bio Psychology

Course Level: 200-299

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Biopsychology & Nerve Impulse: Nature, scope and divisions of biopsychology, Methods and Ethics in bio psychology.	9	

2	Neuron: structure and function of Neurons, action potential/nerve impulse,synaptic transmission.	12	
3	Brain and Behavior: Methods (EEG, CT, fMRI), CNS and behaviour (Spinal cordand Brain functions.)	12	
4	Endocrine System: Endocrine basis of behavior, Structure, function and abnormalities (Pituitary, Adrenal,Thyroid, Gonads)	12	

Reading list:

- Pinel, J. P. J. (2016). *Biopsychology* (9th ed.). New Delhi: Pearson Education.(Pp 25-39,pp 75-120).
- Carlson, N. R.(2009). *Foundations of Physiological Psychology* (6th ed.). New Delhi: Pearson Education. (Latest ed., pp. 26-59; pp. 62-92).
- Khosla, M. (2017).*Physiological Psychology: An Introduction*.Delhi: Sage Texts.
- Leukel,F. (1976). *Introduction to Physiological Psychology*. Pearson: New Delhi. (pp35-55).
- Levinthal, C. F. (1983). *Introduction to Physiological psychology*. New Delhi. PHI. (pp116- 151).
- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of Human Neuropsychology*, 6th Edition.Worth Publishers: New York. Pg 51-81, 110-131
- Rains, G. D. (2002). *Principles of Human Neuropsychology*. McGraw Hill: New York.Pg 45- 71.

i. **Graduate Attributes**

i. **Course Objective:** To introduce the concept and significance of Bio Psychology

ii. **Learning outcome:**

- To understand the nature and scope of Bio Psychology and its applications in Psychology
- To learn the structure and functions of Neuron and the importance of action potential and synaptic activity
- To become aware of the methods to study the brain and its role in behavior.
- To learn how endocrine glands mediate behavior.

j. **Theory Credit:** 4

k. **Practical Credit:** 0

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Dr. Hemasri K Talukdar
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Four-year Undergraduate Programme
Subject: PSYCHOLOGY
Semester: 4
Course Name: **Applied Social Psychology**

Course Level: 200-299

Unit no.	Unit content	No.of classes	Marks
1	Introduction: Nature of Applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches in social psychology: experimental and non experimental; Action research.	15	
2	Social Cognition and Attribution: Social schema, Heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).	15	
3	Prejudice and Discrimination: Nature and origin of stereotyping, Formation of stereotypes, Meaning and Definition of Prejudice and Discrimination, Techniques of countering effects of Prejudice, Case studies in Indian context.	15	

Reading list:

- Aronson, E., Wilson, T. D., Albert, R. M., Sommers, S. R., & Tucker, V. (2020). Social Psychology (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature. Wadsworth.
- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. Prentice Hall.
- Myers, D. G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw-Hill Pub. Co. Ltd
- Tucker, V. (2020). Research Methods in Social Sciences. Pearson India Education services Pvt. Ltd

i. **Graduate Attributes**

i. **Course Objective:** To introduce the concept and significance of Applied Social Psychology

ii. **Learning outcome:**

- To describe the key concepts and methods relevant to the study of social psychology.
- To understand and improve the relationship between self and society.
- To understand the significance of indigenous social psychology and apply social-psychological processes in promoting change in Indian society.

- j. **Theory Credit:** 4
 k. **Practical Credit:** 0
 l. **No. of Required Classes :**45
 m. **No. of Contact Classes:** 45
 n. **No. of Non-Contact Classes:** 0
 o. **Particulars of Course Designer**
 Name: Sukanya Borah
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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 4

Course Name: **Psychology of Individual Differences**

Course Level: 200-299

Unit no.	Unit content	No.of classes	Marks
1	Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic: Carl Rogers, Abraham Maslow, Trait and type.	15	
2	Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence,	15	
3	Enhancing individual's potential: Motivation: Self-determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.	15	

Reading list:

- Hall, C.Sand Lindzey, G. 1978. Theories of Personality, New Delhi: Wiley Eastern.
- Chadha, N.K. &Seth, S. (2014). The Psychological Realm: An Introduction.

Pinnacle Learning, NewDelhi.

- Solso R L.2004,Cognitive psychology(6th edition),Pearson Education
- Carr, A. (2011): Positive psychology.Routledge.
- Ciccarelli,S.K.,&Meyer,G.E.(2010).Psychology:SouthAsianEdition.NewDelhi: PearsonEducation.
- Cornelissen, R.M.M., Misra, G. &Varma, S. (2011). Foundations of Indian Psychology, Vol 1.Pearson.
- Talukdar R R.2019, *Cognitive Psychology*, Psycho information technologies, New Delhi

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Psychology of Individual Differences

ii. Learning outcome:

- To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.
- To develop and understand the concept of intelligence, emotional intelligence and creativity.
- To learn different theories of personality and to develop skills for personality enhancement.

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Suneeta Khanna Ganguli

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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 5

Course Name: **Abnormal Psychology**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Abnormal Psychology: Meaning, definition, brief history and criteria/indicators, Biological, Psychological, Social, Behavioral, and Cognitive-behavioral and cultural causes of abnormal behavior	9	

2	Schizophrenia spectrum and other psychotic disorders. Clinical picture and causal factors of- Schizophrenia, Delusional disorder, Anxiety Disorder: Panic disorder, Phobia, Generalized anxiety disorder.	12	
3	Mood Disorders: Clinical Picture, causal factors and subtypes of mood disorder; Suicide: Identification and prevention.	12	
4	Personality Disorders: Clinical Picture and Dynamics of Personality Disorder: Antisocial Personality Disorder and Borderline Personality Disorder; Obsessive- compulsive Disorder.	12	

Reading list:

- Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). Abnormal psychology (13th ed.). Allyn & Bacon/Pearson Education
- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Bennett,P.(2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer,K.(2001). Clinical Psychology. Oxford : Heinemann Educational Publishers
- Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learni
- Coleman, J. C. (1950). Abnormal psychology and modern life. Scott, Foresman.
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i. **Graduate Attributes**

i. **Course Objective:** To introduce the concept and significance of **Abnormal Psychology**

ii. **Learning outcome:**

- To providean overview about the concept of abnormality
- To introduce the clinical picture and dynamics of various psychological disorders.
- To sensitize the students on Psychotic disorders and their etiology
- To introduce the learner with mood and personality disorders.
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j. **Theory Credit:** 4

k. **Practical Credit:** 0

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Suneeta Khanna Ganguly

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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 5

Course Name: **Developmental Psychology**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Introduction Concept of Human Development, stage and research methods, Role of Family, Peers, Media and Schooling on human development.	9	
2	Periods of Life Span Development Prenatal development, Birth and Infancy Childhood, Adolescence, Adulthood, Old age: characteristics, developmental task and hazards.	12	
3	Domains of Human Development Cognitive development: perspectives of Piaget and Vygotsky, Language development, Physical development, Emotional development, Moral development, Personality development.	12	

Reading list:

- Elizabeth B. Hurlock (1980): *Developmental Psychology: A Life-Span. Approach*, Mc Graw Hill Company.
- Berk, L.E.: (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

- Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
- SantrOt, J.W. (2012). *LifeSpan Development* (13thed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of **Developmental Psychology**

ii. Learning outcome:

- To equip the learner with an understanding of the concept and process of human development across the lifespan,
- To impart an understanding of the various domains of human development
- To inculcate sensitivity to socio-cultural context of human development

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name:Rupali Sen Deka

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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 5

Course Name: **Research Methodology**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Basics of Research in Psychology Concept of Psychological Research; the Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research; Research Traditions: Quantitative and Qualitative	9	

	Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions.		
2	Sampling: Meaning, Techniques, Types of sampling, Applications, Strengths and limitations, Sampling Error.	12	
3	Methods of Data Collection: Case Study; Observation; Surveys, Focus Group Discussion, Interviews; Use of secondary data.	12	
4	Research Design: single case design, group design – randomized group design (between group design) and repeated measure design (within group design)	12	

Reading list:

- Broota, K. D. 1992. *Experimental Design in Behavioral Research*. ND: New Age Int. Pub.
- Sigh, A. K. 1997. *Test Measurement and Research Methods in Behavioral Sciences*, Bharati Bhawan.
- Chadha, N.K. (2009) *Applied Psychometry*. Sage Pub: New Delhi.
- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)* Boston: Pearson Education.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia: Open University Press.
 - Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Sariya Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of Research Methodology

ii. **Learning outcome:**

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- To familiarize the students with the various techniques and types of sampling.
- To teach the students various methods of data collection and their applications.
- To familiarize the learners with the concept of Research Designs in social science.

j. **Theory Credit:** 4

k. **Practical Credit:** 0

- l. **No. of Required Classes :45**
- m. **No. of Contact Classes: 45**
- n. **No. of Non-Contact Classes: 0**
- o. **Particulars of Course Designer**
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Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 5

Course Name: **Development of Psychological thought**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Understanding Psyche from Indian Perspectives: Universal quest for understanding consciousness; Consciousness from the Indian perspectives: Bhagwat Gita, Vedanta, Integral Yoga and Buddhism.	9	
2	Early Schools of Psychology: Western perspectives of content and methodology with reference to Classical schools; Emergence of Modern Psychology. Associationism, Structuralism and Functionalism (<i>Brief Introduction</i>); Developments in Behaviourism (Watson), Neo Behavioristic traditions (Skinner), Cognitive revolution- A paradigm shift.	12	
3	Psychoanalytic and Humanistic-Existential Orientation Freudian psychoanalysis, the turn towards 'social' — Adler, Jung, ego psychology — Erik Erikson, cultural psychoanalysis (Sudhir Kakkar).	12	
4	Essential aspects of knowledge paradigm Ontology, Epistemology and methodology. Positivism, Post-positivism, Critical perspectives, social- constructivism.	12	

Reading list:

- Benjamin Jr. (2009). *A History of Psychology: Original Sources & Contemporary Research* 3rdEdn. Blackwell Publishing.
- Sigh, A. K. (2015). *The comprehensive history of Psychology*. Motilal banarasidas publishers pvt. Ltd. Revised edition.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Feist & Feist. *Theories of Personality* Mc Graw Hill Higher Education.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. (4thEd.). Pearson Education.
- Kurt Pawlik. Gery D'ydewalle (2006). *Psychological Concepts: An International Historical Perspective*. Taylor Francis Group.
- Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
- Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology* John Wiley
- Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.

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i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of Development of Psychological thought

ii. Learning outcome:

- This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- To introduce the early schools of Psychological thoughts and their functions.
- Review the development of psychological thought and introduce the issues and debates in contemporary psychology.
- To familiarize the students with Psychoanalytic and Humanistic-Existential Orientation

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Dr. Rita Rani Talukdar,

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Name: Mainee Pathak

D.K College, Mirza

Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 6

Course Name: **Counselling Psychology**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Counseling Psychology: Definition, Nature and Scope, Goals and Objectives of Counseling, Counseling skills and Ethics; The Effective Counsellor.	15	
2	Counselling process, stages and relationship: Intake, Initial Disclosure, In-depth Exploration, Goal Setting, Termination, Building Counseling Relationships; Working in Counselling Relationship; Closing Counselling Relationships.	15	
3	Applications of Counselling: Child Counseling, Family-Counseling, and Career Counseling, Crisis intervention: suicide, substance abuse and sexual abuse, Gender related issues.	15	

Reading list:

- Welfel, E.R.N Patterson, L. E. The Counseling Process: A multi theoretical integrative approach, Thomson.
- Capuzzi, D. &Gross, D. R. (2007). *Counseling and Psychotherapy: Theories and Interventions* (4thEd.) New Delhi. Pearson.
- Corey, G. (2009) *Counseling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counseling and Guidance* (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). *Counseling: A Comprehensive Profession*. (7thEd) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counseling Psychology. In E. M. Altmaier and J.C.

Hansen (Eds) *The Oxford Handbook of Counseling Psychology*. New York: Oxford University Press.

- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
- Rao, K. (2010); *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.
- Rao, S.N. & Sahajpal, P. (2013) *Counseling and Guidance*. New Delhi: Tata McGraw Hill.

i. Graduate Attributes

i. **Course Objective:** To introduce the concept and significance of counselling Psychology

ii. Learning outcome:

- To familiarize the learner with the basic concepts, skills, goals and objectives of Counseling.
- To develop an understanding of the process and stages of Counseling.
- To teach the learners the applicability of counseling in various fields.

j. **Theory Credit:** 3

k. **Practical Credit:** 0

l. **No. of Required Classes :**45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Dr. Hemasri K Talukdar

Institution: KHS College, six mile, Guwahati

email id: hemasriktalukdar@gmail.com

Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 6

Course Name: **Organizational Behaviour**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Introduction Nature and definition; Historical antecedents of Organizational Behaviour; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting.	15	

2	Individual level processes Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation: Early theories: Maslow, McClelland, Two factor; Contemporary theories: Goal setting, Equity, Expectancy; Applications: Job Characteristics Model, Job redesign.	15	
3	Dynamics of Organizational Behavior and organizational culture Power and Politics: Influence, empowerment, sexual harassment, organizational politics; Positive empowerment, organizational politics; Positive Organizational Behavior; Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories.	15	

Reading list:

- Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
- Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
- Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior (12th Ed). New Delhi: Prentice Hall of India
- Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Organizational Behaviour

ii. Learning outcome:

- To develop an awareness of the concepts related to organizational behavior.
- To help the students develop connectivity between concepts and practices of organizations.
- To develop an understanding of dynamics of Organizational Behavior

- j. **Theory Credit: 3**
- k. **Practical Credit: 1**
- l. **No. of Required Classes :45**
- m. **No. of Contact Classes: 45**
- n. **No. of Non-Contact Classes: 0**
- o. **Particulars of Course Designer**
 - Name: Mithu Boro
 - Institution: Darrang College
 - Email id: mithuboro85@g mail.com

Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 6

Course Name: **Dealing with Psychological disorders**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	Introduction to Clinical Psychology: Basic concept and brief history of Clinical Psychology, role of Clinical Psychologists, distinguishing Clinical Psychology from related professions, Ethics in Clinical practice	9	
2	Psycho diagnostic Assessments: Stages of Psychological assessments, Application of Psychological test in the assessment of abnormal behavior: Projective methods, Objective methods, Behavioral assessments.	12	
3	Assessment and classifications of Disorders: Diagnostic and Statistical Manual of mental disorders (DSM), International Classification of Disorders (ICD), Psychological tests for assessment of abnormal behavior: Intelligence tests and Personality tests.	12	
4	Treatment of Psychological disorders: Concept of psychotherapy, Psychoanalytic therapy, Behaviour therapy, Cognitive-Behaviour therapy, Yoga therapy.	12	

Reading list:

- Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
- Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community*.
- Hecker, J. E. & Thorpe, G. L. (2004). *Introduction to clinical psychology : science, practice, and ethics*. Boston (Mass.): Pearson/Allyn and Bacon.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengagelearn
- Rao, K. (2010); *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of Dealing with Psychological disorders

ii. Learning outcome:

- To help students develop an understanding of the clinical picture and dynamics of psychological disorders.
- To introduce the learners to the concept of Psycho-diagnostic assessment
- To familiarize the learners about the classifications of disorders.
- To introduce the therapeutic interventions for the various psychological disorders.

j. **Theory Credit:** 3

k. **Practical Credit:** 1

l. **No. of Required Classes :** 45

m. **No. of Contact Classes:** 45

n. **No. of Non-Contact Classes:** 0

o. **Particulars of Course Designer**

Name: Sukanya Borah

Institution: Nonoi college, Nagaon

Email: bora.sukanya@rediffmail.com

Four-year Undergraduate Programme

Subject: PSYCHOLOGY

Semester: 6

Course Name: **Statistical methods for Psychological research**

Course Level: 300-399

Unit no.	Unit content	No.of classes	Marks
1	<p>Introduction Relevance of Statistics in Psychological research; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales; Frequency Distributions, Percentiles, and Percentile Ranks. Organizing Quantitative data: Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks.</p>	9	
2	<p>Graphic Representation of Data Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors Affecting the Shape of Graphs. Measures of Central Tendency: Mode; Median; Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions.</p>	12	
3	<p>The Normal Distribution The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known. The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).</p>	12	
4	<p>Correlation The Meaning of Correlation; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores; Calculating' Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; Cautions Concerning Correlation Coefficients.</p>	12	

Reading list:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
- Garrett, H E. 1926. Statistics in Psychology and Education. Longmans, Green and co.
- Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
- Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: HodderArnold.

i. Graduate Attributes

i. Course Objective: To introduce the concept and significance of **Statistical methods for Psychological research**

ii. Learning outcome:

- To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.
- To familiarize students with the graphical representation of data
- To acquaint students with different properties of Normal Curve
- To familiarize the students with the basic concept of correlation.

j. Theory Credit: 4

k. Practical Credit: 0

l. No. of Required Classes :45

m. No. of Contact Classes: 45

n. No. of Non-Contact Classes: 0

o. Particulars of Course Designer

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Institution: Nonoi college, Nagaon

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