



**Darrang College
(Autonomous),
Tezpur-784001**

Syllabus for FYUGP

Subject: PSYCHOLOGY

Course Type: MINOR

Approved by:

Board of Studies meeting held on 24-12-2025

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Academic Council vide Resolution no. 2, dated- 29-12-2025

**SYLLABUS FYUGP Department of Psychology
Darrang College (Autonomous)
(Minor)**

Aims of the course in FYUGP is to

- Provide students with a comprehensive understanding of the field.
- Encompassing basic concepts, research methodologies, and ethical considerations.
- Fostering critical thinking, self-directed learning, and practical application of psychological principles.
- To equip students with the knowledge and skills necessary for further academic pursuits or careers in various psychology-related fields.

Program Outcome:

- Describe theoretical constructs in the discipline of Psychology including recent advances.
- Administer psychological tests on individuals and in social settings ,as and when required to render services to humankind and society at large.
- Learn the skills of Counselling and Psychotherapy following appropriate ethics for positive mental health in society.
- Produce scientific research output to cultivate happier, healthier and more sustainable society.

Teaching learning process: The teaching learning process encourages active and experiential learning through innovative pedagogies such as blended learning, project-based

assignments, and the integration of digital tools. Emphasis is laid on skill development, research, internships, and value-based education, aiming to nurture critical thinking, creativity, and lifelong learning among students.

Teaching Learning tools: A variety of innovative teaching-learning tools are encouraged to enhance student engagement and promote holistic learning. These include experiential learning, project-based learning, ICT-enabled tools, and blended learning methods. Teachers will use Learning Management Systems (LMS), online platforms (like SWAYAM, DIKSHA, and MOOCs), along with interactive classroom strategies such as group discussions, role plays, and flipped classrooms. Skill-based assignments, internships, and fieldwork are integrated into the curriculum to ensure real-world application of knowledge. Additionally, formative assessment methods, peer learning, and portfolio development are used to track and support student progress throughout the programme.

Evaluation/ Assessment: Descriptive and Objective written exam, followed by practical Covering all the Units.

1ST SEMESTER MINOR (1)	
Title of the course	INTRODUCTION TO PSYCHOLOGY
Course code	PSYMN01014
Total Credit (theory +practical)	3+1= 4
Contact hours	60
Distribution of Marks	100
Course outcomes	<ul style="list-style-type: none"> • Identify the key concepts of the field of psychology with an emphasis on applications of psychology in everyday life. • Explain and interweave basic concepts of learning, memory, motivation and emotion In Psychology. • Discuss key figures, diverse theoretical perspectives and research findings that has shaped some of the major areas of contemporary psychology.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
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Unit 1	Introduction	Meaning, Nature and Goals of Psychology, Historical Background, Scope and Subfields of Psychology, Methods of Psychology, Major approaches.	13	2	15
Unit 2	Perception	Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement, Illusions.	13	2	15
Unit 3	Learning, Memory & Motivation.	Learning: Nature of learning, Principles and applications of Classical Conditioning, Operant Learning, Observational Learning, and Cognitive Learning. Memory: Definition, Models of memory, Levels of processing : Parallel Distributed processing model, information processing Concept and Theories of Forgetting, Improving memory Motivation: Nature, Perspectives, Types of Motivation, relationship between motivation and emotion.	16	2	18
Unit 4	Practical	Any one laboratory experiment based on Learning. Any one laboratory experiment based on Memory.	10	2	12

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. & Sariya 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.

2nd semester Minor (2)	
Title of the course	Biopsychology
Course code	PSYMN02014
Total Credit (theory +practical)	3+0 =4
Contact hours	60
Distribution of Marks	100
Course outcomes	1. Explain the nature and scope of Bio Psychology and its applications in Psychology 2. Describe the structure and functions of Neuron and the importance of action potential and synaptic activity

	3. Organization of nervous system 4. Examine the role of endocrine glands in mediating behaviour.
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2ND SEMESTER Minor Biopsychology					
Unit	Title	Content	Lecture	Tutorial	Total hours
1	Introduction to Biopsychology	Nature, scope and divisions of biopsychology, Methods and Ethics in bio psychology.	13	2	15
2	Nerve Impulse:	Structure and function of Neurons, action potential/nerve impulse, synaptic transmission.	13	2	15
3	Organization of nervous system	CNS and PNS: Structure and function, functional abnormalities of neuro transmitter- Dopamine and serotonin hypothesis, Neuro plasticity of Brain (Neural degeneration, Neural re generation and neural re organization.) Hemispheric specialization	13	2	15
4	Endocrine System:	Endocrine basis of behavior, Structure, function and abnormalities (Pituitary, Adrenal, Thyroid, Gonads)	13	2	15

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., & Wishaw, 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.

3rd SEMESTER (Minor 3)
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Title of the course	Cognitive Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	
Course outcomes	CO1: Identify basic theoretical, empirical, and applied knowledge that has shaped Cognitive Psychology. CO2: Describe various cognitive processes. CO3: Apply strategies of effective problem solving and decision making.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Introduction to Cognitive Psychology:	Brief history, Nature, Scope and Domains of Cognitive Psychology, Paradigms- Information processing, Connectionist, Evolutionary, Ecological, Current status: Indian approaches to cognition	13	2	15
Unit 2	Sensation, Perception and Attention:	Sensory processes: Auditory, Visual, Touch, Taste, Smell, Perception: Approaches to perception, Perception of object and forms, Illusion, Attention: Meaning , Nature and Definition, Issues of Attention; Selective attention	13	2	15
Unit 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.	16	2	18
Unit 4	Practical		10	2	12

4th SEMESTER (Minor 4)

Title of the course	Developmental Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	

Distribution of Marks	
Course outcomes	<p>CO1: Explain the concept and significance of Developmental Psychology</p> <p>CO2: Understand the concept and process of human development across the lifespan,</p> <p>CO3: Analyze the various domains of human development</p> <p>CO4: Describe socio-cultural context of human development</p>

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Introduction	Concept of Human Development, stage and research methods, Role of Family, Peers, Media and Schooling on human development.	13	2	15
Unit 2	Periods of Life Span Development	Prenatal development, Birth and Infancy Childhood, Adolescence, Adulthood, Old age: characteristics, developmental task and hazards.	13	2	15
Unit 3	Domains of Human Development	Cognitive development: perspectives of Piaget and Vygotsky, Language development, Physical development, Emotional development, Moral development, Personality development.	16	2	18
Unit 4	Practical		10	2	12

5th SEMESTER (Minor 5)	
Title of the course	Positive Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	

Course outcomes	<p>CO1: Describe the basic concepts of the growing approach of positive psychology.</p> <p>CO2: Illustrate the concepts of Psychological wellbeing, happiness, emotional intelligence and resilience.</p> <p>CO3: Apply the concepts of Positive Psychology into everyday life.</p>
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UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 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	13	2	15
Unit 2	Positive Emotional States and Processes:	Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	13	2	15
Unit 3	Positive Cognitive States and Processes: Positive Environments	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness. Positive Environments: Positive schooling, good work: psychology of gainful employment. The Me/ We balance: building better communities	16	2	18
Unit 4	Practical		10	2	12

6th SEMESTER (Minor 6)	
Title of the course	Dealing with Psychological Disorder
Course code	
Total Credit (theory +practical)	
Contact hours	
Distribution of Marks	
Course outcomes	<p>CO1: Understand the clinical picture and dynamics of psychological disorders.</p> <p>CO2: Explain the concept of Psycho-diagnostic assessment</p> <p>CO3: Illustrate the classifications of disorders.</p> <p>CO4: Describe the therapeutic interventions for the various psychological disorders.</p>

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UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 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	13	2	15
Unit 2	Psycho diagnostic Assessments and classification of disorders:	Stages of Psychological assessments, Application of Psychological test in the assessment of abnormal behavior: Projective methods, Objective methods, Behavioral assessments. Diagnostic and Statistical Manual of mental disorders (DSM-5), International Classification of Disorders (ICD-11)	13	2	15
Unit 3	Treatment of Psychological disorders:	Concept of psychotherapy, Psychoanalytic therapy, Behaviour therapy, Cognitive-Behaviour therapy, Yoga therapy.	16	2	18
Unit 4	Practical		10	2	12

7th SEMESTER(Minor 7)	
Title of the course	Psychology of Personality
Course code	3+1= 4
Total Credit (theory +practical)	
Contact hours	
Distribution of Marks	

Course outcomes	<ul style="list-style-type: none"> ● Describe the scope of the study of personality and the concept of personality. ● Discuss the various personality theories. ● Explain personality assessment and the credibility of Bogus Personality Assessment ● Critically analyse the concept of personality. ● Illustrate psychoanalytic approach to personality. Discuss and compare the theories of Freud, Jung, Adler, and Erik. ● Differentiate among various approaches to personality and compare trait and type approaches ● Examine existentialism and humanism; critically evaluate the various theories. ● Explain behaviourism and Cognitive approaches.
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UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Introduction	The scope of the study of personality; The concept of personality; personality theories; Personality assessment; the credibility of Bogus Personality Assessment; Personality change.	13	2	15
Unit 2	The Factor Approach –	Introduction to the factor approach. Trait and Type Approaches: Allport's trait approach, typologies, heritable aspects of personality, Cattell's trait approach, The Big Five Factors or the Super Traits.	13	2	15
Unit 3	Phenomenology and the Phenomenological Approach- The Behavioural and Cognitive Approach –	Existentialism and humanism, Maslow's hierarchical theory of human motivation, Roger's theory of the self, Kelley's theory of personal constructs. Radical and Methodological Behaviourism. Social learning theories: Rotter, Bandura. Mischel's Cognitive-Behavioural theory.	16	2	18
Unit 4	Practical		10	2	12

8th SEMESTER (Minor 8)	
Title of the course	Advanced Psychotherapy
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	

Distribution of Marks	100
Course outcomes	<ul style="list-style-type: none"> ●Apply Cognitive Therapy by Aaron Beck and Rational Emotive Behavioral Therapy by Albert Ellis practical situations. Apply of the third wave of psychology as techniques in therapy. Represent Carl Rogers' Person-centered therapy and Victor Frankl's Logo therapy and apply these approaches in practical situations. ●Apply Gestalt techniques including the Empty Chair Technique, Dialogue, Discussion dreams, Attention to body language, Top dog-Underdog, Fantasy, and The Body as a Vehicle of Communication and indicate the strengths, weaknesses of Gestalt Therapy. ●Apply Transactional Analysis, Psychodrama, and Expressive therapy and its types, Indigenous therapies based on transpersonal psychology including trauma- informed therapy, yoga, and mindfulness.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Cognitive Behavioral Therapy-	Cognitive therapy by Aron Beck; Rational Emotive Behavior Therapy by Albert Ellis.	13	2	15
Unit 2	Third wave of Psychology	-its applications as techniques in therapy; Humanistic Approach: Carl Rogers Person Centered therapy; Existential Approach: Logo therapy.	13	2	15
Unit 3	Gestalt technique- Therapy in special conditions and other therapeutic interventions-	Empty Chair technique; Dialogue; Attention to body language; Discussion dreams; Top dog-Underdog; Fantasy; The body as a vehicle of communication-Repetition and Exaggeration; Application of Gestalt Therapy; strengths and Weaknesses. Substance use; HIV/AIDS; Family therapy approaches and techniques; Learning Disabilities; Intellectual disabilities; Transactional analysis; Psychodrama; Expressive therapy and its types: yoga, mindfulness	16	2	18
Unit 4	Practical		10	2	12

8th SEMESTER (Minor 9)	
Title of the course	Geriatric Psychology
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	

Course outcomes	<ul style="list-style-type: none"> ● Understand the concept of Geriatric Psychology and its importance. ● Apply basic principles from lifespan development to the study of aging. ● Recognize important normal and pathological age-related changes. ● Describe the different age related diseases and coping strategies. ● Examine the importance of care and welfare needs of the aged.
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UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	UNDERSTANDING GERIATRIC PSYCHOLOGY	Definition of Geriatric Psychology, importance and scope, Old age-definition, meaning and concept, demographics of aging, myths and stereotypes about aging.	13	2	15
Unit 2	DEVELOPMENTAL CHANGES IN OLD AGE	Cognitive changes, physical changes, psychological and social changes, theories of successful ageing	13	2	15
Unit 3	AGING AND HEALTH	Diseases like Osteoporosis, Arthritis, Sensory dysfunction Psychological disorders in later period- Depression, Dementia, Stress, Anxiety, Panic disorder, phobia, Alcohol abuse and other drugs, loneliness	16	2	18
Unit 4	CARE AND WELFARE NEEDS	Needs of elderly people-physical, intellectual, emotional and social needs, issues in family support and caregiving, types of caregiving; formal and informal, caregivers stress and management	10	2	12