

**U.G. Syllabus**

**Department of Psychology**

**School of Humanities and Social Sciences**

**HNB Garhwal University**

**(Srinagar Garhwal)**

*[Signature]*  
7/4/22

*[Signature]*  
07/04/22  
(Prof. A.V.S. Madhavani)

*[Signature]*

## U.G. Course structure (for 3 years)

Department of Psychology  
School of Humanities and Social Sciences  
H.N.B. Garhwal University, Srinagar Garhwal

Semester	Course Category	Course Title	Credits
Semester-I	Core	Fundamentals of Psychology	6
	Additional Course	Psychology for Living	4
	Skill course	Psychology in Education	2
Semester-II	Core	Introduction to Social Psychology	6
	Additional Course	Self and Personal Growth	4
	Skill course	Applications of Social Psychology	2
Semester-III	Core	Psychological Distress and Well-Being	6
	Additional Course	Psychology for Living	4
	Skill Course	Managing Stress	2
Semester-IV	Core	Statistical Methods and Psychological Research	6
	Additional Course	Self and Personal Growth	4
	Skill Course	Developing Emotional Competence	2
Semester-V	Elective	Psychology of Behavioural Disorder	6
		Life Span Development	6
	Vocational Course/ Field Visit/ Entrepreneurship Skills		4
Semester-VI	Elective	Counselling Psychology	6
		Industrial & Organizational Psychology	6
	Vocational Course/ Field Visit/ Entrepreneurship Skills		4

*[Signature]*  
7/14/22

*[Signature]*  
07/14/22  
(Prof. A.V.S. Madhwarat)

*[Signature]*  
M.222

*[Signature]*  
D

# B.A. SYLLABUS PSYCHOLOGY (NEP)

## SEMESTER I

**PSYCHOLOGY CORE SUBJECT-1 (CS-1):**

**(CREDIT 4+2)**

**MAJOR PAPER: FUNDAMENTALS OF PSYCHOLOGY:**

**Learning outcome:**

- Understand the nature and role of psychology in understanding mind and behaviour.
- To know the growth of the discipline.
- To know the different fields of psychology, its relationship with other disciplines, and professions.
- To understand the value of psychology in daily life
- To understand self and others better.

**Unit 1: Introduction:**

Psychology: a science and a perspective, origin and development of psychology, psychology in India, methods.

**Unit 2: Cognitive processes:**

Perception, nature of perception, laws of perceptual organization, learning conditioning, observational learning memory-processes, information processing model, techniques for improving memory.

**Unit 3: Motivation and Emotion:**

Motives: biogenic and sociogenic

Emotions: aspects of emotions, key emotions

**Unit 4: Personality and Intelligence:**



Personality: nature, theories

Intelligence: nature, theories

**Practicum:** Two experiments to be done on any two topics from the syllabus

**Readings:**

- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Feldman.S.R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
- Glassman, W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

 7/4/22  07/04/22





## ADDITIONAL/ INTERDISCIPLINARY SUBJECT/ MULTIDISCIPLINARY

(CREDIT = 4)

### PSYCHOLOGY FOR LIVING

#### Learning outcome

- Understand the nature and role of psychology in understanding mind and behaviour, state the growth of the discipline, know the different fields of psychology
- To know about self and relationship
- Understand about anxiety, stress, depression, coping
- To understand actualizing Self

**Unit 1: Introduction:** What is psychology, relevance of psychology, mind-body relationship, psychological factors and physical illness, body image.

**Unit 2: Self and relationships:** importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

**Unit 3: Self in disintegrative experiences:** anxiety, stress, depression, coping

**Unit 4: Growth and actualizing self:** Mental health & well-being, hope, optimism, resilience.

#### Readings:

- Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

*M. J. / 7/14/22*

*don / 07/04/22*

*M. Z. ali*

*109*

**SKILL COURSE:**

**(CREDIT- 2)**

**PSYCHOLOGY IN EDUCATION**

**Learning outcome**

- To understand how the principles of psychology can be applied to the area of education.
- To understand nature, scope & relevance of Educational Psychology,
- Understanding of theoretical Perspectives in Educational Psychology
- To know characteristics of Effective Teachers, Teaching Methods Classroom Management, Responsibilities of Teachers towards learners with Special Needs

**Unit I: Introduction to Educational Psychology:** Nature, scope & relevance of Educational Psychology, Theoretical Perspectives in Educational Psychology

**Unit II: Effective Teaching and Classroom Management**

- a. Characteristics of Effective Teachers
- b. Teaching Methods
- c. Classroom Management
- d. Responsibilities of Teachers towards learners with Special Needs

**Readings:**

- Lahey R.B. Graham J. E., (2000) an Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Santrock John W. (2010) Educational Psychology, Irwin Professional Publishers, Delhi.
- Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

*[Handwritten signature]*  
9/4/22

*[Handwritten signature]*  
07/04/22

*[Handwritten signature]*  
Misal

*[Handwritten signature]*  
D

## SEMESTER II

**PSYCHOLOGY CORE SUBJECT-1 (CS-1): (CREDIT 4+2)**

### **MAJOR PAPER: INTRODUCTION TO SOCIAL PSYCHOLOGY**

#### **Learning outcome:**

- Understand the nature and types of groups and know how they are formed,
- Examine the influence of group on individual behaviour,
- Describe the process of cooperation and competition,
- Reflect on the importance of social identity, and
- Understand the nature of intergroup conflict and examine conflict resolution strategies.

#### **Unit 1: Introduction:**

Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behavior

#### **Unit 2: Individual level processes:**

Person perception: attribution-theories, biases and errors

Attitude: formation, change and resistance to change

#### **Unit 3: Interpersonal processes:**

Interpersonal attraction, pro-social behavior, aggression

#### **Unit 4: Group dynamics:**

Key aspects of groups, cooperation and conflict, group decision making.

**Practicum:** Two tests to be done on any two topics from the syllabus.

#### **Readings:**

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan.
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

*(Signature)*  
7/4/22

*(Signature)*  
8/4/22

*Mud*

*(Signature)*

## ADDITIONAL/ INTERDISCIPLINARY SUBJECT/ MULTIDISCIPLINARY

### SELF AND PERSONAL GROWTH

(CREDIT = 4)

#### Learning outcomes:

- To understand the concept of self and learn some ways for self-regulation of behaviour,
- To learn the concept of personality,
- Differentiate between various approaches to the study of personality,
- Develop insight into the development of a healthy personality, and
- Develop character strengths and virtues.

1. **Introduction:** Concept of Personality, perspectives, self as an object and as a process.  
Bases of Self knowledge.
2. **Self from a Developmental Perspective:** Ideas of William James, Mead, Cooley, Carl Rogers.
3. **Self in the Indian Thought:** contributions of Indian thought to the understanding of self.
4. **Personal Growth:** Self and Personal growth; Developing character strengths and virtues.

#### Readings:

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

*[Signature]* 7/11/22

*[Signature]* 07/04/22

*[Signature]*

*[Signature]*



**SKILL COURSE:**

**CREDIT- 2**

## **APPLICATIONS OF SOCIAL PSYCHOLOGY**

### **Learning outcomes:**

- To apply the principles of social psychology to understand and deal with social issues.
- To understand importance of application of social psychological knowledge,
- To know developing interventions, impact analysis, case studies in the Indian context
- To learn Applications of social psychology: health, environment, population, law, work.

**Unit 1: Introduction:** Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context

**Unit 2:** Applications of social psychology: health, environment, population, law, work.

### **Readings:**

- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012).
- Community psychology: Linking individuals and communities. Wadsworth, Cengage. Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012).
- Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.

*[Signature]*  
7/4/22

*[Signature]*  
07/04/22

*[Signature]*

*[Signature]*



## SEMESTER III

**PSYCHOLOGY CORE SUBJECT-1 (CS-1): CREDIT 4+2**

**MAJOR PAPER: PSYCHOLOGICAL DISTRESS AND WELL-BEING**

**Learning outcomes:**

- Understand the nature, types and sources of stress as life challenges,
- Examine the effects of stress on psychological functioning,
- Learn ways to cope with stress,
- Know about the life skills that help people to stay healthy, and
- Understand the factors that promote positive health and well-being.

**Unit 1: Basic Concepts:**

Psychological distress, abnormality and psychological well-being

**Unit 2: Theoretical perspectives:**

Biological, familial, cultural, behavioural, cognitive and psychodynamic.

**Unit 3: Clinical states:**

Anxiety disorders-Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar, and schizophrenia.

**Unit 4: Dealing with psychological distress:**

Coping strategies, personal growth and well-being

**Practicum:** Two tests to be done on any two topics from the syllabus.

**Readings:**

- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

*[Signature]*  
7/4/22

*[Signature]*  
07/04/22

*Muzali*

*[Signature]*

## ADDITIONAL/ INTERDISCIPLINARY SUBJECT/ MULTIDISCIPLINARY

### PSYCHOLOGY FOR LIVING

(CREDIT = 4)

#### Learning outcome

- Understand the nature and role of psychology in understanding mind and behaviour, state the growth of the discipline, know the different fields of psychology
- To know about self and relationship
- Understand about anxiety, stress, depression, coping
- To understand actualizing Self

**Unit 1: Introduction:** What is psychology? & Relevance of psychology, mind-body relationship, psychological factors and physical illness, body image.

**Unit 2: Self and relationships:** importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

**Unit 3: Self in disintegrative experiences:** anxiety, stress, depression, coping

**Unit 4: Growth and actualizing self:** subjective well-being, hope, optimism, resilience.

#### Readings:

- Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

MAH  
7/11/22

don  
07/04/22

M2 ab

ED

**SKILL COURSE:**

**CREDIT- 2**

## **MANAGING STRESS**

### **Learning outcomes:**

- To learn nature of stress, psychological and physiological symptoms of stress
- To understand the main symptoms and sources of stress and learn ways of coping with stress.
- To know about meditation relaxation
- To manage stress through emotion and problem focus approach

**Unit 1: Stress:** Nature of stress, symptoms of stress, sources of stress, Stress and health

**Unit 2: Managing stress:** Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

### **Readings:**

- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning .
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

*Handwritten signature*  
7/4/22

*Handwritten signature*  
07/04/22

Mezali

*Handwritten signature*



## SEMESTER IV

### PSYCHOLOGY CORE SUBJECT-1 (CS-1): CREDIT 4+2

#### MAJOR PAPER: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

##### Learning outcomes:

- To introduce basic statistical methods, psychological testing and qualitative methods and their uses.
- Explain the goals and nature of psychological enquiry,
- Understand different types of data used by psychologists,
- Describe some important methods of psychological enquiry,
- Understand the methods of analysing data, and
- Learn about the limitations of psychological enquiry and ethical considerations.

**Unit 1: Introduction:** Scales of measurement, graphical representation of data

**Unit 2: Data analysis:** Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation.  
Correlation: Pearson method, properties of Normal Probability Curve (NPC).

**Unit 3: Psychological Testing:** Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, types of tests.

**Unit 4: Qualitative methods:** Interview, observation, case study

**Practicum:** Two practicum to be done: one test and one practical based on unit 4.

##### Readings:

- Garrett, H.E. & Woodworth, R.S. (1987). *Statistics in Psychology and Education*. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.
- King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences* USA: John Wiley & Sons.

*[Signature]*  
07/04/22

*Muzal*

*[Signature]*  
07/04/22

*[Signature]*

**ADDITIONAL/ INTERDISCIPLINARY SUBJECT/ MULTIDISCIPLINARY**  
**SELF AND PERSONAL GROWTH (CREDIT = 4)**

**Learning outcomes:**

- To understand the concept of self and learn some ways for self-regulation of behaviour,
- Explain the concept of personality,
- Differentiate between various approaches to the study of personality,
- Develop insight into the development of a healthy personality, and
- Develop character strengths and virtues.

**1. Introduction:** Concept of Personality, perspectives, self as an object and as a process. Basis of Self- knowledge.

**2. Self from a Developmental Perspective:** Ideas of William James, Mead, Cooley, Carl Rogers.

**3. Self in the Indian Thought:** contributions of Indian thought to the understanding of self.

**4. Personal Growth:** Self and Personal growth; Developing character strengths and virtues.

**Readings:**

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

*Muzah*  
*7/14/22*

*Muzah*

*19*

*Don*  
*07/14/22*

**SKILL COURSE:**

**CREDIT- 2**

**DEVELOPING EMOTIONAL COMPETENCE**

**Learning outcomes:**

- To help the students learn how to understand and manage their emotions and
- Developing emotional competencies.
- Understand what are attitudes, how they are formed and changed,
- Analyse how people interpret and explain the behaviour of others,
- Comprehend how the presence of others influences our behaviour,
- Explain why people help or do not help others in distress, and Understand the concept of pro-social behaviour like empathy and factors affecting it.

**Unit 1: Introduction:** importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.

**Unit 2: EQ competencies:** self-awareness, self-regulation, motivation, empathy, and interpersonal skills

**Readings:**

- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

MAH  
H/4P2

don  
07/04/22

M2-2

10/1



## SEMESTER V

### PSYCHOLOGY CORE SUBJECT-1 (CS-1): CREDIT 4+2 ELECTIVE PAPER I: PSYCHOLOGY OF BEHAVIORAL DISORDER

#### Learning outcomes:

- To learn Classification of mental Disorders: DSM and ICD-11
- To aware about various anxiety disorders
- To know about Schizophrenia and other Psychotic Disorders
- To know about Personality Disorders

#### 1. Classification of mental Disorders

- i. Pre- DSM-IV classifications and their critique: Brief history of DSM-V.
- ii. Multi-axial classification of Diseases: ICD-11.

2. Anxiety Disorders: Phobias, Obsessive compulsive disorder, Generalized Anxiety disorder

3. Somatoform disorders: Dissociate disorders.

4. Mood Disorders: Manic episode, Depressive episode, bipolar affective disorder, Dysthymia.

5. Schizophrenia and other Psychotic Disorders: Delusional disorder, Brief psychotic disorder. Disorders due to psychoactive substance use Alcohol & drug dependence.

6. Personality Disorders: Paranoid schizoid, disseminative, Impulsive, Borderline, Anxious, Avoidant, Dependent Personality Disorders.

Practicum: Two practicum to be done on any two topics from the syllabus.

#### BOOKS RECOMMENDED:

- Carson, R.C., Butcher, J.N. Mineka, S. & Hooley, J.M. (2007). Abnormal psychology, 13<sup>th</sup> ed. Pearson Education, India.
- Sarason, I.G. & Sarason, R.B. (2002). Abnormal psychology: The problem of maladaptive behavior (10<sup>th</sup> ed). Delhi: Pearson Education. Colman Scatt foresman and company
- Barlow, D.H. Durand V.M. (1999). Abnormal psychology (2<sup>nd</sup> ed). Pacific Grove: Books/cole.
- Nolen-Hoeksema, S. (2004). Abnormal psychology 3<sup>rd</sup> ed. McGraw Hill: New York, USA.
- 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.

*[Signature]*  
7/14/22

*[Signature]*  
07/04/22

*[Signature]*

*[Signature]*

## SEMESTER VI

**PSYCHOLOGY CORE SUBJECT-1 (CS-1): CREDIT 4+2**

**ELECTIVE PAPER I: COUNSELING PSYCHOLOGY**

### Learning outcomes:

- To develop an understanding of basic concepts, processes, techniques of Counselling.
- To understand counselling as a helping profession;
- To know the characteristics of counselling relationship;
- To learn therapeutic value and therapeutic climate;
- Elucidate the barriers to communication which affects therapy adversely; and Analyse the core characteristics and dimensions of an effective counsellor

1. **Introduction:** Meaning and goals; Counselling process and relationship; Counsellor Effectiveness, Counselling in the Indian context
2. **Approaches:** Overview of approaches to counselling: Psychodynamic, Behavioural, Person-centred and Cognitive-behavioural
3. **Techniques:** Play, art, drama, music, dance; Yoga and meditation
4. **Applications:** Family Counselling; School and Career Counselling.

**Practicum:** Two practicum to be done on any two topics from the syllabus

### Readings:

- Gladding, S. T. (2012) Counselling: A Comprehensive Profession. (7th ed).
- Pearson Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). Theories of Counselling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

*[Signature]*  
7/14/22

*[Signature]*  
8/14/22

*[Signature]*

*[Signature]*

**PSYCHOLOGY CORE SUBJECT-2 (CS-2): CREDIT 4+2**  
**ELECTIVE PAPER II: LIFE SPAN DEVELOPMENT**

**Learning outcomes:**

- To understand the meaning and process of development,
  - To know the influence of heredity, environment and context on human development,
  - Identify the stages of development and describe the major characteristics of conception, infancy, childhood, adolescence, adulthood and old age, and
  - Reflect on your own course of development and related experiences.
1. **Introduction to life-span perspective:** Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods and designs
  2. **Physical development:** Patterns of growth from conception till late adulthood; disability; Death and dying.
  3. **Cognitive development:** Introduction, Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age; Language development.
  4. **Socio-emotional development:** Emotional development; Moral development; The Self; Gender and sexuality; Successful aging.

**Practicum:** Two practicum to be done on any two topics from the syllabus

**Readings:**

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.
- Santrock, J.W. (2012). *A topical approach to life-span development*. New-Delhi: Tata McGraw-Hill.

**VOCATIONAL COURSE/ FIELD VISIT/ ENTREPRENEURSHIP SKILLS**  
**(CREDIT-4)**

- **FIELD VISIT:** CASE STUDY/ PROJECT

*Signature*  
7/4/22

*Signature*  
07/04/22

*Signature*  
u Zah

*Signature*  
E1