

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

DEPARTMENT OF PSYCHOLOGY

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<u>I. Core Course</u> (12 Papers)	12X4= 48	12X5=60
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
Core Course Practical / Tutorial* (12 Practicals)	12X2=24	12X1=12
<u>II. Elective Course</u> (6 Papers)	6x4=24	6X5=30
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)	6 X 2=12	6X1=6
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester 		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 2 credits each)	2 X 2=4	2 X 2=4
Environmental Science		
English Communication/MIL		
2. Ability Enhancement Elective (Skill Based)	4 X 2=8	4 X 2=8
(4 Papers of 2 credits each)		
	<hr/> Total credit= 120	<hr/> Total = 120

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

**SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A. (PROG) PSYCHOLOGY**

Semester	CORE COURSE (12)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective (GE) (4)
I	English/ MIL-1	(English/MIL Communication)/ Environmental Science			
	DSC-PSY-1A: Foundations of Psychology (Theory + Practical)				
	DSC-2A				
II	MIL/English-1	Environmental Science/ (English/MIL Communication)			
	DSC-PSY-1B: Introduction to Social Psychology (Theory + Tutorial)				
	DSC-2B				
III	English/ MIL-2		AEEC-1		
	DSC-PSY-1C: Understanding Psychological Distress and Well-being (Theory+ Tutorial)				
	DSC-2C				
IV	MIL/English-2		AEEC-2		
	DSC-PSY-1D: Statistical Methods and Psychological Research (Theory + Practical)				
	DSC-2D				
V			AEEC-3	DSE-1 A	GE-1
				DSE-2 A	
VI			AEEC-4	DSE-1 B	GE-2
				DSE-2 B	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in Semester V and 1 in Semester VI):

DSE-PSY-1Aa: Life span development (Theory+ Practical)

DSE-PSY-1Ab: Industrial/ Organizational Psychology (Theory+ Practical)

DSE-PSY-2Ba: Counseling Psychology (Theory+ Practical)

DSE-PSY-2Bb: Project/ Dissertation (6th semester)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: Developing emotional competence (Theory+ Tutorial)

AEEC-PSY-P-02: Managing Stress (Theory+ Tutorial)

AEEC-PSY-P-03: Making decisions (Theory+ Tutorial)

AEEC-PSY-P-04: Psychology in education (Theory+ Tutorial)

AEEC-PSY-P-05: Managing human resources (Theory+ Tutorial)

AEEC-PSY-P-06: Applications of social psychology (Theory+ Tutorial)

ELECTIVE: GENERIC (GE) (Any 2, 1 each in Semester 5 and 6):

GE-PSY-P-01: Psychology for Living (Theory+ Tutorial)

GE-PSY-P-02: Psychology of Gender (Theory+ Tutorial)

GE-PSY-P-03: Self and Personal Growth (Theory+ Tutorial)

CORE COURSES

SEMESTER-I

DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:

Psychology: as a science ,perspectives, origin and development of psychology, psychology in India, methods; experimental and case study.

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: nature of emotions, key emotions

Unit 4: Personality and Intelligence:

Personality: nature and theories

Intelligence: nature and theories

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

Readings:

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

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.

Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-Hill Education.UK.

SEMESTER II

DSC-PSY-1 B: INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective: to understand the basics of social psychology and to understand the individual in the social world.

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, prosocial behavior, aggression

Unit 4: Group dynamics:

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

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.

SEMESTER-III

DSC-PSY-1C: UNDERSTANDING PSYCHOLOGICAL DISTRESS AND WELL BEING

Objective: To introduce the concepts of psychological distress and abnormality and to understand how to achieve well-being.

Unit 1: Basic Concepts:

Psychological distress, abnormality and psychological well-being

Unit 2: Theoretical perspectives:

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

Unit 3: Clinical states:

Anxiety disorders-Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar, and schizophrenia: Disorganized, Paranoid and Catatonic.

Unit 4: Dealing with psychological distress:

Coping strategies, personal growth and well-being

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.

SEMESTER IV

DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

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: 1 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.

Kerlinger, F.N. & Lee, H.B. (1999). *Foundations of Behavioural Research*. Wadsworth-Thomson Learning

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in sem V and 1 in Sem VI):

DSE-PSY-1Aa: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

- 1. Introduction to life-span perspective:** Nature, issues and theoretical perspectives; methods and designs
- 2. Physical development:** Patterns of growth from conception till late adulthood.
- 3. Cognitive development:** Introduction, Piagetian and Vygotskian approaches; Cognitive changes in adulthood and old age; Language development.
- 4. Socio-emotional development:** Emotional development; Moral development; Successful aging.

Practicum: Students have to carry out any 2 practicum based on 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.

DSE-PSY-1Ab: INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Objective: To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context.

Unit 2: Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior.

Unit 3: Work Motivation: Theories and application; Indian perspective.

Unit 4: Leadership: Classical and Contemporary approaches to leadership; Cross-cultural leadership issues; Indian perspective on leadership

Practicum: Any two practicum based on the syllabus

Reading List:

Aamodt, M. G. (2001) *Industrial Organizational Psychology*. India: Cengage Learning. Chadha, N.K. (2007) *Organizational Behavior*. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P.(2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Pareek, U.(2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

DSE-PSY-1Ba: COUNSELING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling

- 1. Introduction:** Meaning and Goals, Counselling as a Profession: professional ethics, Counsellor Effectiveness, Counselling in the Indian context.
- 2. Counselling Process and Relationship.**
- 3. Approaches and Techniques:** Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral, Indian approaches: Yoga and Meditation.
- 4. Application:** Family Counselling, Career Counselling, Crisis Intervention.

Practicum: Students are required to carry out any 2 practical based on the syllabus.

Readings:

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

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) *Counselling and Guidance*. New Delhi: Tata McGraw Hill. Seligman,L.& Reichenberg ,L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning.

DSE-PSY-1Bb: PROJECT/ DISSERTATION

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

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.

AEEC-PSY-P-02: MANAGING STRESS

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

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.

AEEC-PSY-P-03: MAKING DECISIONS

Objective: Students will learn various strategies through which they can make good decisions.

Unit 1: Introduction: Basic concepts of decision making, Importance of making good decisions, self-efficacy.

Unit 2: Making effective decisions: Decisions regarding career, Decision making in interpersonal context, Decision making at the workplace

Readings:

Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). *Career Development-different voices, different choices*. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing soft skills*. Pearson Education, India.

AEEC-PSY-P-04: PSYCHOLOGY IN EDUCATION

Objective: To understand how the principles of psychology can be applied to the area of education.

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

Unit 2: 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, Inwin 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.

AEEC-PSY-P-05: MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management.

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation.

Readings:

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

AEEC-PSY-P-06: APPLICATIONS OF SOCIAL PSYCHOLOGY

Objective: To apply the principles of social psychology to understand and deal with social issues.

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: diversity, 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.

ELECTIVE: GENERIC (GE) (Any 2: 1 each in Semester 5 and 6):

GE-PSY-P-01: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, psychological factors and physical illness, body image, lifestyle interventions.

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: stress and coping

Unit 4: Growth and actualizing self: subjective well-being, 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.

GE-PSY-P-02: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Readings:

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

GE-PSY-P-03: SELF AND PERSONAL GROWTH

1. Introduction: Notion 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, M. Lewis, Mead, Cooley, Robert Kegan; 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.