B. A. (Honors) Psychology - FYUP
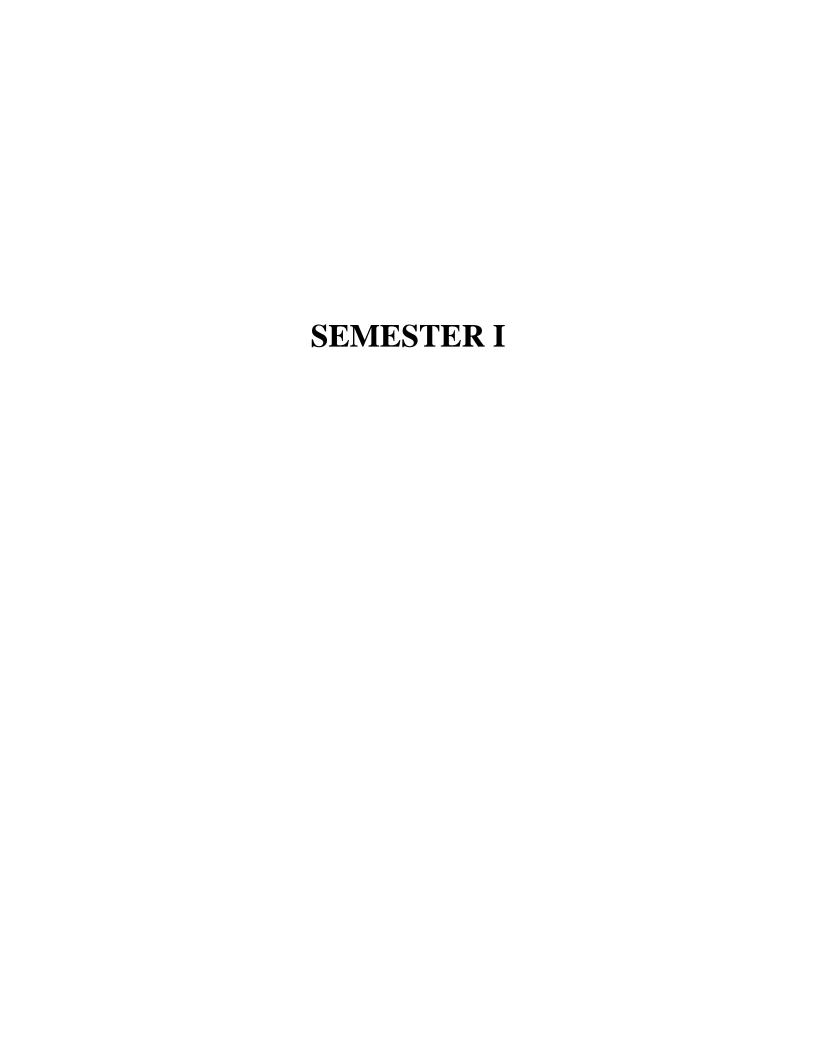
Department of Psychology

Faculty of Social Sciences

Jamia Millia Islamia, New Delhi

SEMESTER I

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-101	Basic Processes in Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (10 + 15)	5 (3 +2)	100

BASIC PROCESSES IN PSYCHOLOGY

Course Objectives:

The course will give a basic understanding of the discipline of psychology. Students will get to know about the nature and scope of psychology as well as develop an understanding of some of the basic processes in psychology such as attention, perception, learning, motivation, and emotions.

Unit 1: Introduction to Psychology

1. Nature and Definition of Psychology, Brief History of Psychology, Major Subfields of Psychology
2. Perspectives of Behavior: Biological, Psychoanalytic, Behavioristic, Cognitive, and Humanistic
3. Psychology as a Science, Methods of psychology: Experimental, Observation, Survey

Unit II: Attention, Perception, and Learning

1. Attention: Theories of Selective Attention (Broadbent, Triesman, Deutsch and Deutsch), Divided Attention
2. Sensation and Perception: Stages of Sensation to Perception, Top-down and Botton-up Processing, Perceptual Constancy, Depth Perception, Illusions, Factors influencing Perception

3. Learning: Nature and definition, Classical and Operant conditioning, Social-Cognitive perspectives of learning

Unit III: Motivation and Emotion

1. Nature and types of motivation, Instinct theory of motivation (McDougall), McClelland, Maslow, Self-determination theory
2. Nature, expression, and functions of emotions
3. Theories of emotions: James-Lange, Cannon-Bard, Schachter-Singer, Culture and Emotions (Paul Ekman)

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practicals will be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Attention
2. Perception
3. Learning
4. Motivation
5. Emotions

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior.* New York: McGraw-Hill Education
2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
3. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
4. Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press

5. Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education

6. Gerrig, R. J. & Zimbardo, P. G. (2006). *Psychology and Life.* New Delhi: Pearson Education

7. Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York:Thomson-Wadsworth

8. Morgan, C. T., King, R. A., Weiss, J. R., and Schopler, J. (1993). Introduction to Psychology. New York: Tata McGraw Hill

9. Henley, T. B. (2019). *Hergenhahn's An Introduction to the History of Psychology* (8th ed.). Cengage Learning.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-102	Development al Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (10 + 15)	5	100

DEVELOPMENTAL PSYCHOLOGY

Course Objectives:

The course introduces students to the discipline of developmental psychology. Students will get acquainted with the knowledge of human developmental processes along with the theoretical perspectives to make them understand the role of biological, social, psychological, environmental, and adjustment related factors in the developmental process.

Unit I: Introduction

1. Nature and nurture of development, developmental processes and periods, Difference between growth and development
2. Methods of Study- Longitudinal, Observation, and Cross-sectional studies
3. Careers in Developmental Psychology

Unit II: An Overview of Theoretical Perspectives

1. Psychoanalytical theories: Freud's Psychosexual theory and Erikson's Psychosocial theory of development
2. Cognitive theories: Piaget's Cognitive Development theory, Vygotsky's Socio-cultural Cognitive theory, Information Processing theory
3. Ecological theory: Bronfenbrenner's Ecological theory

Unit III: Biological Beginnings

1. Evolutionary perspectives
2. Genetic foundation of development and Reproductive challenges
3. Socio-cultural contexts of development

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practicals will be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Identifying the most important developmental processes and periods
2. Assessment of Psychosocial development
3. Understanding Socio-cultural interactions
4. Influence of environment and genetics to determine human characteristics
5. The developmental theory that best explains your development and why?

Recommended Readings

1. Santrock, J. W., Deater-Deckerd, K., Lansford, J., Piercy, J., Rosati, A. (2022). *Child Development*. Toronto, ON: McGraw Hill

2. John W. Santrock. (2017). *Lifespan Development*. 13th Indian edition, McGraw-Hill Education: New York

3. Feldman, R. S. (2023). *Development across the lifespan*. 10th Indian edition, Pearson: New Delhi

4. Hurlock, J.B. (1997). *Child Development*. McGraw Hill: New Delhi

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-103	Introduction to Psychology (Minor)	4	75	25	5	100

INTRODUCTION TO PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of psychology, and give an understanding of some basic concepts like perception, learning, motivation, and emotions.

Unit 1: Emergence of Psychology

1. Nature and the brief history of Psychology
2. Perspectives of Behavior: Psychoanalytic, Behavioristic, Cognitive, and Humanistic
3. Methods of Psychology: Experiment, Survey, and Case study

Unit 2: Sensation, Perception and Learning

1. Nature of Sensation and Perception: Principles of Perception, Perceptual Constancy, Depth Perception, Illusion
2. Definition and Theories of Attention
3. Nature of Learning, Classical and Operant conditioning, Social-cognitive perspective

Unit 3: Motivation and Emotion

1. Nature and types of motivation, Instinct theory of motivation (McDougall), McClelland, Maslow

2. Nature, expression, and functions of emotions

3. Theories of Emotion: James-Lange, Cannon-Bard, and Schachter-Singer

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education

2. Morgan, C.T., King, R.A., Weiss, J.R.; and Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill

3. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.

4. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill

5. Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press

6. Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education

7. Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York:Thomson-Wadsworth

8. Henley, T. B. (2019). *Hergenhahn's An Introduction to the History of Psychology* (8th ed.). Cengage Learning.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-104	**Environment and Behavior (Multidisciplinary)**	3	56	19	3	75

ENVIRONMENT AND BEHAVIOR

Course Objectives:

The course will give an understanding of the bi-directional relationship between environment and behavior. It will also create awareness about the role of the built environment on behavior, and suggest ways of promoting pro-environmental behavior and sustainability.

Unit 1: Natural and Social Environment

1. Introduction to the relationship between Environment and Behavior
2. The influence of Environment on Behavior (Air pollution, Noise, Crowding)
3. The influence of Behavior on the Environment (Global warming, Greenhouse effect)

Unit 2: Built Environment

1. The Built Environment, Social Design
2. The Role of Built Environment on Health and Mental Health
3. Defensible Space: Defensible Space Theory and Human Behavior

Unit 3: Pro-environmental Behavior and Sustainable Development

1. Understanding Resource Dilemmas
2. Promoting Pro-environmental Behavior
3. Developing a Sustainable Future

Recommended Readings

1. Oliver, K. (2002). *Psychology in Practice: Environment*. Oxon: Hodder Education
2. Gifford R. (2012). Applying Social Psychology to the Environment, In Schneider, F. W., Gruman J. A., & Coutts, L. M. (Eds.), *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: SAGE Publications
3. Steg, L. & Gifford, R. (2008). Social Psychology and Environmental Problems, In Steg, L., Buunk, A. P., & Rothengatter T. (Eds.), *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press
4. Myers, D. G. (2010). *Social Psychology.* New York: McGraw-Hill Companies
5. Goleman D. (2009). *Ecological Intelligence.* London: Penguin

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-S-105	Stress Management (Skill Enhancement Course)	3	56	19	3	75

STRESS MANAGEMENT

Course Objectives:

The course aims to teach learners the idea of Stress, its sources, and how stress impacts our health. Moreover, the relationship between stress with some personality factors will also be explained to the learners. How to manage stress is another important aspect students will learn. The course will include exercises and activities for students.

Unit 1: Stress and Stressors

1. Core concepts: Stress, Stressors
2. Environmental Stressors: Catastrophes, Major life changes, and Daily hassles
3. Psychological stressors: Cognitive appraisal, Uncertainty, and Conflict

Unit 2: Stress and Health

1. The General Adaptation Syndrome
2. Stress and the Immune System
3. Stress, Coronary heart disease, and Diabetes

Unit 3: Stress, Personality, and Managing Stress

1. Distress prone and Distress resistant personality patterns: Type A, Type B, Type C, Optimism, and Hardiness

2. Managing Stress: Coping (Adaptive-Maladaptive), Physical exercise, Relaxation, Meditation, and Spirituality

3. Know your stress level and manage it: Assessment and Experiential training

Recommended Readings:

1. Schafer, W. (2000). *Stress Management*. New Delhi: Cengage Learning

2. Ciccarelli, S. K., White, J. N. & Misra, G. (2023) *Psychology*. New Delhi: Pearson Publications

3. Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-V-106	Mental Health Care (Value Added Course)	2	37	13	2	50

MENTAL HEALTH CARE

Course Objectives:

The course will help students to understand the intricacies of mental health and mental illness. It will also develop an awareness of the different ways of mental health care (including self-care), allowing individuals to take appropriate measures to deal with mental health related difficulties.
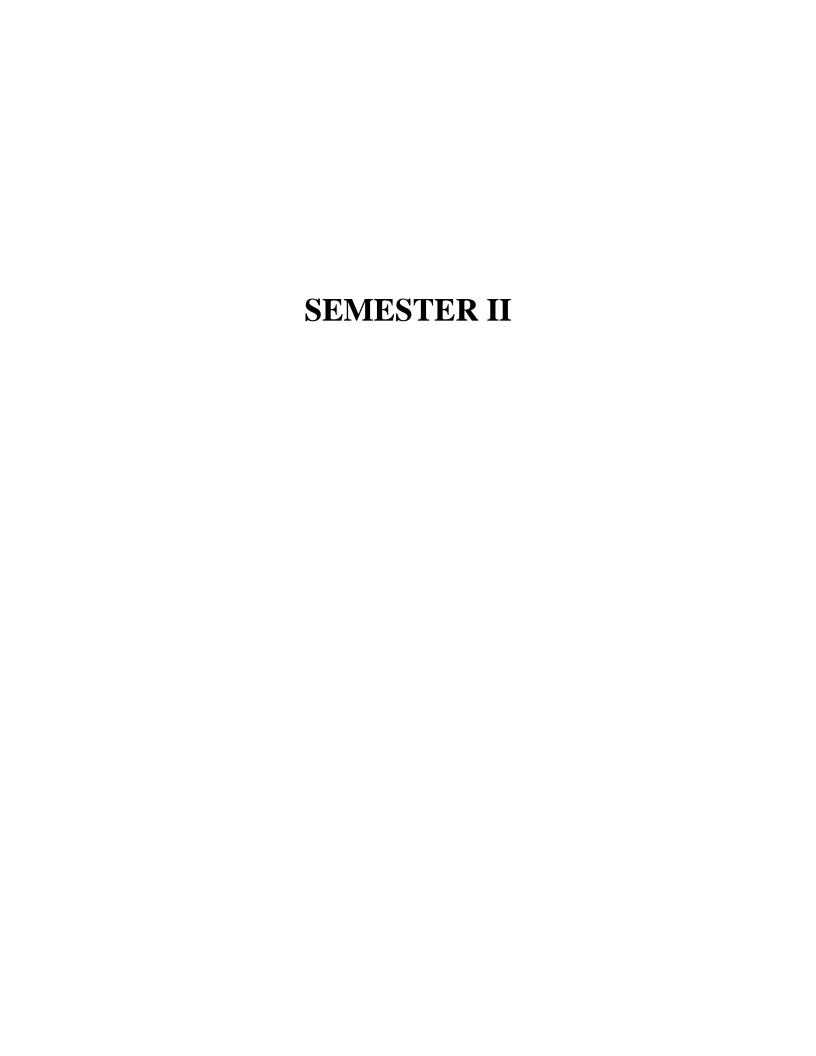
Unit I: Understanding Mental Health and Mental Illness

1. Basic Concepts: Mental Health and Illness, Mental Health Continuum
2. Perspectives on Mental Health (Psychoanalytic, Behavioral, Cognitive, Interpersonal, Humanistic)
3. Mental Health: Issues and Challenges

Unit II: Mental Health Prevention and Care

1. Healthcare Systems: Primary, Secondary, Tertiary, Quaternary
2. The concept of Counseling and Psychotherapy, Psychological First Aid, Community Mental Health
3. Mental Health Capacity Building, Mental Health Literacy

Recommended Readings:

1. Westerhof, G. J. & Keyes, C. L. M. (2010). Mental Illness and Mental Health: The Two Continua Model Across the Lifespan. *Journal of Adult Development, 17, 110 - 119 DOI 10.1007/s10804-009-9082-y*

2. Keyes, C. L. M. (2005). Mental Illness and/or Mental Illness? Investigating Axioms of the Complete State Model of Health. *Journal of Consulting and Clinical Psychology, 73 (3), 539 - 548*

3. Snyder, C. R. & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology.* Oxford: Oxford University Press

4. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach.* Wadsworth: Cengage Learning

5. Donev, D., Kovacic L., & Laaser, U. (2013). The Role and Organization of Healthcare Systems. In: *Health: Systems - Lifestyle - Policies*

6. Sommers-Flannagan, J. & Sommers-Flannagan, R. (2004). *Counseling and Psychotherapy Theories and Practice: Skills, Strategies, and Techniques.* Hoboken: John Wiley & Sons

7. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession.* New York: Pearson Education

8. Sampaio, F., Gonclaves, P., & Sequeira, C. (2022). Mental Health Literacy: It is now time to put knowledge into practice. *International Journal of Environment Research and Public Health, 19, 7030* https://doi.org/10.3390/ijerph19127030

9. Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental Health Literacy: Past, Present, and Future. *The Canadian Journal of Psychiatry, 61 (13), 154 - 158* DOI: 10.1177/0706743715616609

10. Wainberg, M. L., Scorza, P, Schultz, J. M. et al (2017). Challenges and Opportunities in Global Mental Health: A Research-to-Practice Perspective

11. Sultana, S. A. (2021). Building Capacities of Youth Positive Mental Health and Wellbeing. In: Leal Filho, W., Azul, A.M., Brandli, L., Lange Salvia, A., Özuyar, P.G., Wall, T. (eds) *Peace, Justice and Strong Institutions. Encyclopedia of the UN Sustainable Development Goals*. Springer, Cham. https://doi.org/10.1007/978-3-319-71066-2_145-1

SEMESTER II

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-C-201	Cognitive Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (10 + 15)	5	100

COGNITIVE PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of cognitive psychology. Students will get to know about cognitive psychology and its emergence as a discipline as well as develop an understanding of some of the higher cognitive processes such as memory, language, reasoning, problem solving, decision making, and intelligence.

Unit 1: Introduction to Cognitive Psychology

1. Definition, Brief History of Cognitive Psychology, Artificial Intelligence
2. Nature and processes of Memory, Information Processing Model of Memory (Atkinson & Shiffrin), The concept of Forgetting
3. Autobiographical Memory, Flashbulb Memory, False Memories

Unit 2: Language, Thinking, and Decision Making

1. Language and Thought: Language Acquisition (Chomsky), Linguistic-relativity hypothesis
2. Reasoning and Problem Solving: Inductive and Deductive Reasoning, Steps and Barriers of Problem Solving
3. Decision Making: Individual and Group Decision Making, Heuristics

Unit 3: Intelligence

1. History of Intelligence; Heredity, Environment, and Intelligence
2. Nature of Intelligence: Psychometric and Cognitive approaches
3. Theory of Multiple Intelligences (Gardner), Emotional Intelligence

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practicals can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Memory
2. Language and Thought
3. Problem-Solving
4. Decision Making
5. Intelligence

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior.* New York: McGraw-Hill Education
2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
3. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2014). *Cognitive Psychology.* Harlow: Pearson Education
4. Sternberg, R. J. & Sternberg, K. (2012). *Cognitive Psychology* (6th ed.). Wadsworth, Cengage Learning
5. Matlin, M. W. (2013). *Cognition* (3rd ed.). John Wiley & Sons
6. Galloti, K. M., Fernandes, M. A., Fugelsang, J., & Stolz, J. A. (2010). *Cognitive Psychology: In and Out of the Laboratory* (1st Canadian Edition). Nelson Education Ltd
7. Morgan, C. T., King, R. A., Weiss, J. R., & Schopler, J. (1986). *Introduction to Psychology*. New York: Tata McGraw Hill

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-C-202	Abnormal Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (10 + 15)	5	100

ABNORMAL PSYCHOLOGY

Course Objectives:

At the end of this course, the student shall be able to understand the concept of normality in its various dimensions and the classification, symptoms, aetiology, and treatment options for various disorders.

Unit I: Introduction

1. Historical background, concept and criteria of abnormal behavior
2. Causes of abnormal behavior: Biological, Psychological, Socio-cultural
3. DSM-5TR classification of mental disorders

Unit II: Anxiety, Obsessive-Compulsive and related Disorders

1. Generalized anxiety Disorder: Symptoms, causes, and treatment
2. Obsessive-compulsive Disorder: Symptoms, causes, and treatment
3. Phobia: Symptoms, causes, and treatment

Unit III: Personality Disorders

1. Paranoid Personality Disorder: Symptoms, causes, and treatment
2. Narcissistic Personality: Symptoms, causes, and treatment
3. Dependent Personality Disorder: Symptoms, causes, and treatment

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practicals can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. DSM
2. Anxiety
3. OCD
4. Phobia
5. Personality disorders

Recommended Readings:

1. Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers

2. Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited

3. Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). NJ: Wiley

4. Nevid, J. S., Rathus, S. A., & Greene, B. S. (2021). *Abnormal Psychology in a Changing World* (11th ed.). Pearson

5. Whitbourne, S. (2022). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (10th ed.). McGraw-Hill

6. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787

7. Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). CA: Sage Publications

8. Nolen-Hoeksema, S., & Jennings, H. (2023). *Abnormal Psychology* (9th ed.). New York, NY: McGraw Hill

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-M-203	Foundations of Psychology (Minor)	4	75	25	5	100

FOUNDATIONS OF PSYCHOLOGY

Course Objectives:

The course gives a basic understanding of the discipline of psychology, and introduces students to the concepts of learning, memory, intelligence, problem solving, and decision making.

Unit I: Memory and Forgetting

1. Memory: Nature of memory, models of memory (Information Processing Model)
2. Autobiographical Memory, Flashbulb Memory, Memory as a Constructive Process
3. Forgetting: Nature of forgetting, Theories of forgetting: Decay, interference theory, Motivated Forgetting

Unit II: Intelligence

1. Concept and History of Intelligence; Heredity, Environment and Intelligence
2. Theories of Intelligence: Spearman's two factor theory, Gardner's theory of Multiple intelligences
3. Meaning and definition of Emotional Intelligence (EI), components of EI

Unit III: Problem Solving and Decision Making

1. Problem Solving: Steps, Strategies – Trial and error, algorithms, heuristics
2. Creativity: Nature, stages in creative thinking, barriers to creative thinking
3. Decision Making: Individual versus Group Decision Making, Heuristics

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior.* New York: McGraw-Hill Education

2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.

3. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill

4. Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York:Thomson-Wadsworth

5. Baron, R.A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, 5th Edition, New Delhi: Pearson Education

6. Morgan, C.T, King, R.A., Weiss, J.R., & Schopler, J. (1993). *Introduction to psychology*, New York: Tata McGraw Hill

7. Open Textbook: Lumen Learning (2022). Introduction to Psychology. Lumen Learning https://courses.lumenlearning.com/waymaker-psychology/

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-T-204	**Emotional Intelligence (Multidisciplinary)**	3	56	19	3	75

EMOTIONAL INTELLIGENCE

Course Objectives:

The course aims to introduce the concept of emotional intelligence (EI) to students, and how it can be useful in important domains of our life. The course also will give students a modest understanding of different theoretical perspectives on EI. The course further makes students learn the significance of EI in self-growth, and building effective relationships.

Unit I: Fundamentals of Emotional Intelligence

1. Nature of EI, Brief history (Mayer & Salovely, and Goleman)
2. Models of EI: Ability (Mayer & Salovey) model of EI, and Trait model (Davies et al.) model
3. Mixed model of EI: Goleman

Unit II: Personal and Social Competencies:

1. Self-awareness: Identifying one's own strengths and weaknesses
2. Self-management: Managing one's positive emotions (Happiness), and negative emotions (Anger)
3. Social competencies: Empathy, Compassion, and Effective communication

Unit III: Importance of Emotional Intelligence in Various Life Domains:

1. EI in the Workplace: Leadership, Effective Teams/Groups

2. EI in Relationships: Empathy, Managing Conflicts
3. EI in Mental Health: Managing Stress and Anxiety

Recommended Readings:

1. Carr A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge
2. Bar-On, R. & Parker, J. D. A. (Eds.) (2000). *The Handbook of Emotional   Intelligence*. San Francisco, California: Jossey Bros
3. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Book
4. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books
5. Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J.A. (2010). Validity and Reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4),198–208

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-S-205	Personal Growth (Skill Enhance Course)	3	56	19	3	75

PERSONAL GROWTH

Course Objectives:

The course will develop an understanding of the various aspects of personal growth. It will help in understanding the idea of self-concept and enhancing self-esteem. Further, it will help in understanding personal growth through cognitive-behavioral and humanistic models as well as develop self-awareness.

Unit I: Self-concept and Self-esteem

1. Self and Personality, Self Growth, Personal Growth
2. Self-concept, Factors influencing Self-concept
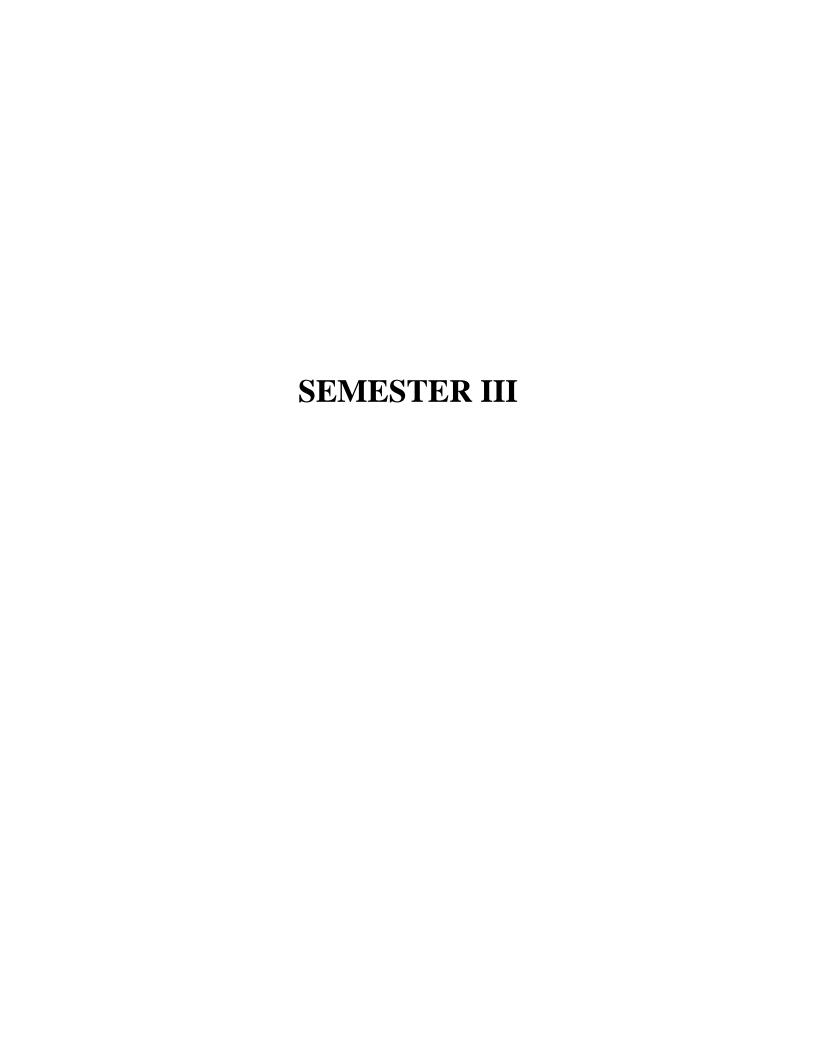3. Self-esteem, Factors influencing Self-esteem, Enhancing Self-esteem

Unit II: Cognitive-Behavioral and Humanistic Models

1. Growth Mindset and Fixed Mindset
2. Self-efficacy, Self-determination
3. Self-actualization, Personal Growth Process Model

Unit III: Developing Strengths, Understanding Weaknesses

1. Self-awareness: Definition, Types of self-awareness
2. Factors Influencing Self-awareness, Consequences of Self-awareness
3. Developing Self-awareness (Tasks, Exercises)

Recommended Readings

1. Schultz, D. P. & Schultz, S. E. (2009). *Theories of Personality.* Wadsworth: Cengage Learning

2. Snyder, C. R. & Lopez, S. J. (Eds.) (2002) *Handbook of Positive Psychology.* Oxford: Oxford University Press

3. Myers, D. G. (2010). *Social Psychology.* New York: McGraw-Hill Companies

4. Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth, and Behavior Today.* New Delhi: Pearson Education

5. Dweck, C. S. (2017). *Mindset.* New York: Random House

6. Goleman, D. (2007). *Social Intelligence: The New Science of Human Relationships.* London: Arrow Books

7. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths.* New York: Routledge

8. Maurer, M. M., Maurer, J., Hoff, E., & Daukentaite, D. (2023). What is the process of personal growth? Introducing the Personal Growth Process Model. *New Ideas in Psychology, 70, 101024* http://dx.doi.org/10.1016/j.newideapsych.2023.101024

9. Morin, A. (2011). Self-awareness Part I: Definition, Measures, Effects, and Antecedents. *Social and Personality Psychology Compass, 5(10), 807-823*

10. Eurich, T. (2019). What Self-awareness Really Is (and How to Cultivate it) In *Self-awareness: HBR Emotional Intelligence Series.* Boston: Harvard Business Review Press

11. Fleming, S. M. (2021). *Know Thyself: The New Science of Self-awareness.* London: John Murray Publishers

SEMESTER III

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-301	Social Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5 (3 +2)	100

SOCIAL PSYCHOLOGY

Course Objectives:

The course will introduce the students to the discipline of social psychology. Students will learn the nature and scope of social psychology, indicating the role of the situation and context on behavior. Further, students will develop an understanding of social processes in shaping the self, and the social-cognitive process involved in behavior. Finally, the students will learn about attitude formation and attitude change, and the different types of beliefs.

Unit 1: Introduction to Social Psychology

1. Nature, Scope, and Brief History of Social Psychology, Difference between Basic and Applied Social Psychology
2. Levels of Analysis; Theoretical Perspectives: Symbolic Interactionism and Social Constructionism
3. Methods of Social Psychology: Experimental Social Psychology, Observation, Surveys, Action Research

Unit 2: Self and Social Cognition

1. Social Self: Self-concept and Self-esteem
2. Heuristics, Schemas, and Errors in Social Cognition
3. Theories of Attribution, Attributional Biases, Impression formation and Impression Management

Unit 3: Attitudes and Beliefs

1. Nature and Formation of Attitudes, Attitude and Behavior
2. Theories of Attitude Change (Heider, Festinger), Persuasion
3. Beliefs and Believing, Conspiracy Theories

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practicals will be done on ***any two*** of the following topics (**both practicals have to be from different units**):

1. Self
2. Errors in Social Cognition
3. Impression Formation
4. Attitude and Attitude Change
5. Conspiracy Theories

Recommended Readings:

1. Baumeister, R. Y. & Bushman, B. J. (2024). *Social Psychology and Human Nature.* New Delhi: Cengage Learning
2. Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology.* New York: Pearson Education
3. Myers, D. G. (2010). *Social Psychology.* New York: McGraw-Hill Companies
4. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied Social Psychology: Understanding and Practicing Problems.* New Delhi: SAGE
5. Steg, L., Buunk, A. P., & Rothengatter, T. (Eds.) (2008). *Applied Social Psychology: Understanding and Managing Social Problems.* Cambridge: Cambridge University Press
6. Shermer, M. (2011). *The Believing Brain: How We Construct Beliefs and Reinforce Them As Truths.* London: Times Books

7. Brotherton, R. (2015). *Suspicious Minds: Why We Believe Conspiracy Theories.* New York: Bloomsbury

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-302	Counseling Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

COUNSELING PSYCHOLOGY

Course objectives:

The course will acquaint students with the counseling process, goals of counseling and the skills and techniques involved in counseling. Several major theories in counseling will be examined that focus on the nature of counseling, the client-counselor relationship, and the techniques used. Finally, counseling specific populations have been emphasized.

Unit I: Introduction to counseling

1. Nature and meaning of counseling; outcome and process goals of counseling; ethical issues in counseling.
2. Factors that influence counseling; stages of counseling; termination and follow-up.
3. Skills of the counselor; core conditions of counseling: empathy, positive regard, genuineness and concreteness.

Unit II: Theories of counseling

1. Psychoanalytic counseling: The nature of people; the role of the counselor; goals and techniques of counseling.

2. Person-centered counseling: View of human nature; the role of the counselor and the counseling process; goals and techniques of counseling.
3. Behavioral counseling: The nature of people; the role of the counselor and the counseling process; goals and techniques of counseling.

Unit III: Counseling specific populations

1. Counseling clients in crisis: Definition of crisis; events that precipitate crisis and steps in crisis intervention.
2. Counseling the aged or older adults: Old age and the needs of the aged;   specific emphases and techniques for older clients; working with families of older clients.
3. Gender-based counseling: Concerns, issues and skills in counseling women; concerns, issues and skills in counseling men.

Practicum (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on *any two* of the following topics **(both the practicals must be from different units).**

1. Importance of ethics in counseling
2. Skills of the counselor in counseling
3. Person-centered counseling
4. Behavioral counseling
5. Crisis counseling

Recommended Readings

1. Welfel, E.R., & Patterson, L.E. (2005). *The counseling process. A multi-cultural perspective* (6th ed.). Cengage Learning.
2. Gladding, S.T. (2014). *Counseling. A comprehensive profession* (7th ed.). Pearson Education.

3. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson Education.

4. Corey, G (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Cengage Learning.

5. Capuzzi, D., & Gross, D.R. (2007). *Counseling and psychotherapy. Theories and interventions* (4th ed.). Pearson Education.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-303	Introduction to Social Psychology (Minor)	4	75	25	5	100

Introduction to Social Psychology

Course   **Objectives**

Social psychology aimed at Identify and catalogue patterns in how people act in various social settings. The investigation of research in this field are diverse. By integrating empirical research with practical applications, social psychology provides valuable insights into the complexities of human behavior in social contexts.

UNIT 1: Enquiry in Social Psychology

1. Nature and Historical Roots and Methods of Social Psychology

2. Theories of Social Psychology: Evolutionary, Learning and Cognitive

3. Research Ethics in Social Investigation.

UNIT 2: Attitude and Prejudice

1.   Concept and Theories of Attitude: Cognitive   Consistency, Cognitive Dissonance

2.   Model of Persuasion Process: The Communicator,   The communication and The Target

3. Prejudice: Concept, Cognitive Bases of Prejudice, Techniques of Reducing Prejudice

UNIT- 3 Interpersonal Attraction, Social Influence and Prosocial Behavior

1. Need to Belong, Bases of Interpersonal Attraction
2. Social Influence: The Classical Studies of Conformity (Sherif and Asch); Compliance: Principles and Tactics.
3. Concept and Perspective of Prosocial Behavior: Sociocultural and Decision making Perspective.

Recommended Readings:

1. Baron, R.A. & Branscombe, N.R. (2011). Social Psychology (13th Edition), Pearson Education: New Delhi.
2. Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning. • Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
3. Hogg, M. &Vaughan,Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
4. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
5. Hogg, M. &Vaughan , Interpersonal processes Prosocial behaviour - theories, factors, bystander intervention model
6. Myers, D.G. (2010). Exploring Social Psychology, New York: McGraw Hill. 9. Taylor, S.E.; Peplau, L.A. & Sears, O. (2006). Social Psychology (12th Edition). Prentice Hall.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-304	Community and Psychology (Multidisciplinary)	3	56	19	3	75

Course Objectives:

The course will give an understanding of individual behavior in the context of communities. Students will learn about the concept of community and the different types of communities. The students will also develop an understanding of diversity, community mental health, and social change.

Unit I: Foundations

1. Linking the Individual to the Community: Persons, Contexts, and Change
2. Definition of Community, Types of Communities; Sense of Community
3. Core Values of Community and Psychology; Ecological Levels of Analysis (Bronfrenbrener)

Unit II: Diversity and Community Mental Health

1. Understanding Human Diversity in Context
2. Stress and Coping: An Ecological-Contextual Model
3. Social Support, Mutual Help Groups

Unit III: Social Change

1. Empowerment and Citizen Participation
2. Community Organization Techniques
3. Elements of Effective Community Change Initiatives

Recommended Readings

1. Kloos, B., Hill, J. Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities.* New Delhi: Cengage Learning

2. Moritsugu, J., Vera, E., Wong, F. Y., Duffy, K. G. (2014). *Community Psychology.* New York: Pearson Education

3. Trickett, E. J. (2009). Community Psychology: Individuals and Interventions in Community Context. *Annual Review of Psychology*, 60, 395–419

4. McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6–23

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-A-105	Leadership (Ability Enhancement Course)	2	37	13	2	50

Course objectives:

An ability enhancement course on Leadership would focus on understanding the psychological principles that underpin effective leadership such as communication, empathy, emotional intelligence, and managing motivation of fellow employees. This course will also help students to understand their own leadership potential and limitations.

Unit I: Introduction

1. Nature and the importance of leadership in contemporary organizations
2. Evolution of leadership theories: Great Man, Trait, Behavioral, Contingency (Fielder, Hersey & Blanchard).
3. New form of Trait theories: Transformational, Charismatic, Nurturant-Task, Authentic, and Servant leadership

Unit II: Leadership Skills

1. Emotions and Leadership: Empathy, Emotional Intelligence, and Emotion Regulation
2. Interpersonal core of leadership: Building trust and managing interpersonal conflict
3. Know your leadership style and Skills: Least preferred Co-worker (LPC) scale, Assessment of Leadership Styles (Sinha, 2008), Measure your empathy (Perth Empathy Scale), Check your EI (Davies et al., 2010), Know your conflict

management style (Worksmart Conflict   Management Styles Assessment,   2020, or any other measure).
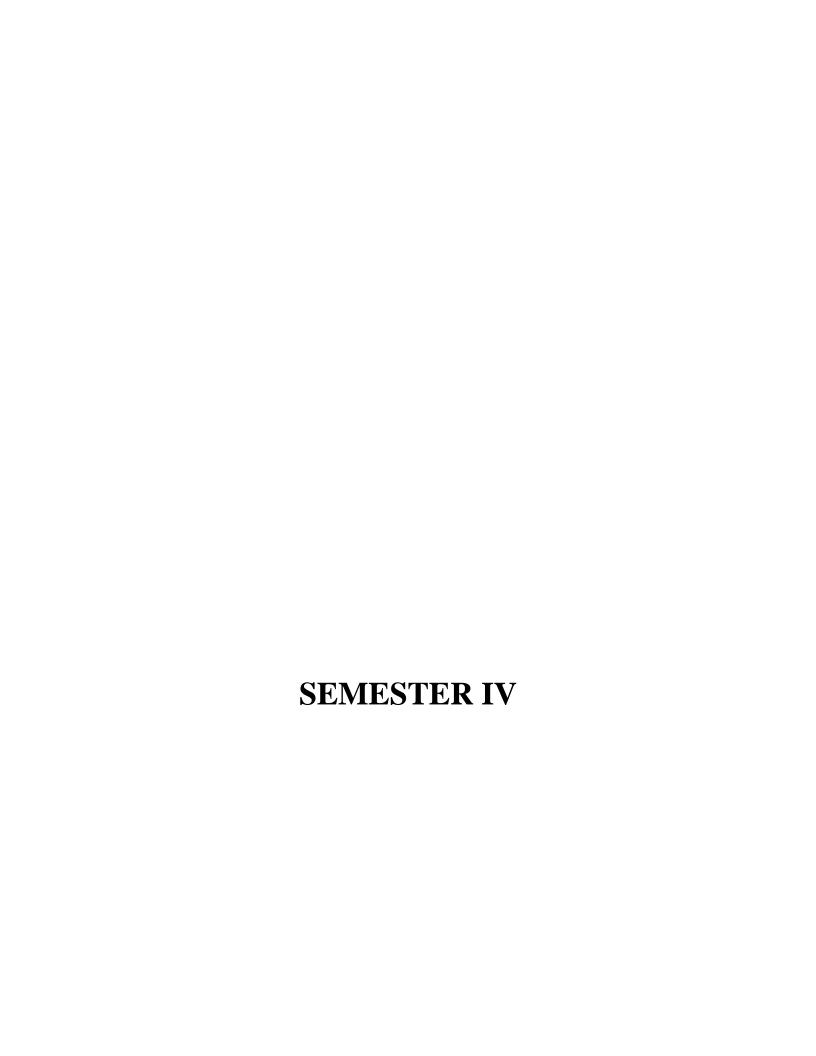
Recommended Readings

1. Sinha, J.B.P. (2008). Culture and Organizational Behavior, New Delhi: Sage Publications

2. Torrence   B.S., & Connelly, S. (2019). Emotion Regulation Tendencies and Leadership Performance: An Examination of Cognitive and Behavioral Regulation Strategies. *Frontiers   in Psychology*.   10:1486. doi: 10.3389/fpsyg.2019.01486.

3. Zeffane,   R. (2010). Towards   a two-factor theory of interpersonal trust: a focus on trust in   leadership. *International   Journal of Commerce and Management*. 20 (3). 246-257. DOI: https://doi.org/10.1108/10569211011076938

4.
   Brett,   J. D., Becerra, R., Maybery, M. T., & Preece, D. A. (2023). The   Psychometric Assessment of Empathy: Development and Validation of   the Perth Empathy Scale. Assessment, 30(4), 1140-1156.   https://doi.org/10.1177/10731911221086987.

5.
   Davies,   K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and reliability of a Brief Emotional Intelligence Scale   (BEIS-10). *Journal   of Individual Differences, 31*(4),   198–208. https://doi.org/10.1027/1614-0001/a000028

6.
   worksmart.ConflictStyleAssessment.pdf.

SEMESTER IV

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-401	History of Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

HISTORY OF PSYCHOLOGY

Course Objectives:

The course will give an understanding to students about the historical perspective of the discipline of psychology. At the end of the course, students will develop an awareness of the philosophical antecedents of psychology, and the pioneers of modern psychology. The students will also learn about the classical schools of psychology. Further, the students will also develop an understanding about the later developments in psychology, including the cognitive and evolutionary perspectives, the phenomenological movement, and postmodernism.

Unit I: Early Beginnings

1. Philosophical Traditions: Brief Overview of Rationalism, Empiricism, Romanticism; Science and Psychology (Popper and Kuhn)
2. Precursors of Modern Psychology: Charles Darwin, Hermann von Helmholtz, Gustav Theodor Fechner
3. The Beginning of Modern Psychology: Wilhelm Wundt, Franz Brentano, William James; The beginning of Psychology in India

Unit II: Classical Schools

1. Structuralism: Contributions of Edward Titchener; Functionalism: Contributions of John Dewey, James Rowland Angell, and Harvey Carr
2. Gestalt Psychology: Contributions of Max Wertheimer, Behaviorism: Contributions of John Watson
3. Psychoanalysis: Freudian Psychoanalysis, Overview of Neo-analytic Approaches

Unit III: Later Developments

1. Cognitive Revolution and the Founding of Cognitive Psychology, Evolutionary Psychology
2. The Phenomenological Movement: Existential and Humanistic Psychology
3. Postmodernism: Social Constructionism, Feminist Psychology

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practicals will be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Life History of a Psychologist (Historical Figure)
2. Development of any School of Psychology
3. Cognitive Revolution
4. Phenomenological Movement
5. Postmodernism

Recommended Readings:

1. Hergenhahn, B. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology.* Belmont: Cengage Learning
2. Shultz, D.P. & Schultz, S. E. (2008). *A History of Modern Psychology.* Belmont: Thomson Wadsworth
3. Brenan, J. F. (2014). *History and Systems of Psychology.* Harlow: Pearson Education

4. Chung, M. E. & Hyland, H. E. (2012). *History and Philosophy of Psychology.* Chichester: John Wiley & Sons Ltd

5. Moghaddam, F. M. (2007). *Great Ideas in Psychology: A Cultural and Historical Introduction*. Oxford: Oneworld Publications

6. Leahy, T. H. (2014). *A History of Psychology: From Antiquity to Modernity*. Essex: Pearson Education

7. Richards, G. & Stenner, P. (2023). *Putting Psychology in its Place: Critical Historical Perspectives.* New York: Routledge

8. Jones, D. & Elcock, J. (2001). *History and Theories of Psychology: A Critical Perspective*. London: Arnold

9. Pickren, W. E. & Rutherford, A. (2010). *A History of Modern Psychology in Context.* Hoboken: John & Wiley Sons

10. Bhushan, B. (Ed.) (2017). *Eminent Indian Psychologists: 100 Years of Psychology in India.* New Delhi: SAGE

11. Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Plenum Press

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-402	**Lifespan Development (Major)**	**4 (3 Theory + 1 Practicum)**	**75**	**25 (5+5+15)**	**5**	**100**

LIFESPAN DEVELOPMENT

Course Objectives:

- To be able to articulate the principles of development approach.
- To impart the understanding of developmental concerns during the different periods of development.
- To inculcate the sensitivity to various sociocultural concerns in relation to human development.

Unit 1: Infancy and Childhood

1. Physical and motor skills development.
2. Cognitive development.
3. Social and moral development.

Unit 2: Adolescence

1. Nature and   Physical Changes.
2. Social and   Moral development.
3. Cognitive and Emotional development.

Unit 3: Adulthood

1. Physical and   Cognitive development.
2. Socioemotional   development in early and middle adulthood.
3. Aging Problem,   Geriatric Issues.

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical as per the instructions of the course teacher and submit a report for that practical. Practical will be done on any two of the following topics (both practical have to be from different units):

Books recommended:

Berk, L.E. (2011). Child Development (8th Ed.). New Delhi: Prentice Hall.

Santrock, J.W. (2011). Child Development (11th Ed.).New Delhi: McGraw-Hill.

Santrock, J.W. (2012). Life Span Development (12th Ed.).New Delhi: McGraw-Hill.

Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi

Hurlock, E.B. (2007) Developmental Psychology: A life -span approach. New Delhi: McGraw Hill.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-403	Research Methods in Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

Research Methods in Psychology

Course objectives:

The course aims to teach students how to plan and conduct quantitative research. The course intends to teach the students steps involved in conducting quantitative research beginning from aims/hypotheses, to choose appropriate research design, select the best data collection tools, to get the relevant sample, and finally report the research reports.

Unit I: Introduction

1. Meaning and importance of research in Psychology; Reviewing literature electronically (any two databases)
2. Variables: Types of variables (IV, DV, Confounding, moderating, mediating variables). Managing confounding variables.
3. Aims and Hypothesis: Introduction and difficulties in formulating aims and hypotheses. Introduction to hypothetico-deductive method. Types of hypotheses (Null vs alternative), directional (causal/non-causal), and non-directional (causal/non-causal).

Unit II: Quantitative Research Design

1.	Meaning and Functions of Research Design. Types of Research design (Between, Within, and Mixed).

2.	True Laboratory Experiments: Introduction. Between Group Experiments; Characteristics (Experimental manipulation, standardization of procedures, and random assignment to condition/order). Within subjects Experiments: Factors affecting within subjects' experiments (Fatigue/Boredom, Practice, Carryover effects) and controlling these (Counterbalancing). Social Psychology of Laboratory experiments: Placebo effect, Experimenter effect, Experimenter expectancy effect, demand characteristics. Field experiments and Laboratory experiments

3.	Cross sectional or Correlational research: Meaning and importance of cross-sectional research, Key concepts: Varying reliability of measures, the issue of third variable, restricted variation of scores. Longitudinal Studies: Panel Study and retrospective study.

Unit III: Sampling, tools of data collection, and writing a research report

1.	Sampling: Introduction, probability and non-probability sampling methods

2.	Data collection Tools: Survey, Online survey, Psychological Testing, and Interviews

3.	Writing a research report in APA 7 style

Suggestive Practicum (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on *any two* of the following topics (both the practicals must be from different units).

1.	Choose any topic (individually or in small groups) and do review of literature electronically (Scopus or PubMed).

2.	Choose any social issues from the newspapers/internet (of the last one week) and design research stating the aim and hypotheses.

3. Design and conduct a small experiment (Lab/Field) and report how have you manipulated the IV?

4. Desing a longitudinal study based on a published research paper (Q-1 journal) in which cross-sectional design has been used.

5. Critically evaluate any classical studies in Psychology (Sherief's Robber's cave experiment, Milgram's experiment, Darley & Latane's by   stander effect, etc.) in terms of aims, hypotheses, design, sample,   and reporting of the results.

6. Conduct a study and write a report following APA 7.

Recommended Readings

1. Howitt, D., & Cramer, D. (2017). *Research Methods in Psychology.* UK: Pearson Education Limited

2. Nestor, P. G. & Schutt, R. K. (2019). Research Methods in Psychology: Investigating Human Behavior. Sage Publications

3. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2018). Research Methods in Psychology. New York: McGraw Hill

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-404	**Psychology of Everyday Life (Minor)**	**4**	**75**	**25**	**5**	**100**

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-S-405	Communication Skills (Skill Enhance Course)	3	56	19	3	75

COMMUNICATION SKILLS

Course objectives: The course will enable students to understand the process of communication, both verbal and non-verbal. Students will be acquainted with the nuances of interpersonal communication that may affect their style and skills of communication. An understanding of the dynamics of communication will help in understanding and managing conflicts in life.

Unit I: Interpersonal communication

(i) Definition and features of interpersonal communication

(ii) Principles of communication

(iii) Contexts and interpersonal communication

Unit II: Verbal and non-verbal communication

(i) Meaning, contexts and principles of verbal communication.

(ii) Non-verbal communication: Meaning, types and principles

(iii) Skills for improving verbal and non-verbal communication

Unit III: Conflict resolution

(i)Interpersonal conflict: Meaning and types.

(ii) Orientations, responses and patterns during conflict

(iii)Skills in conflict resolution

Recommended readings

1.Wood, J.T. (2010). *Interpersonal communication. Everyday encounters*. Wadsworth Cengage Learning.

2. Lane, S.D. (2010). *Interpersonal communication. Competence and contexts*. Allyn & Bacon.

3. Hargie, W., & Dickson, D. (2004). *Skilled interpersonal communication. Research, theory and practice*. Routledge.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-A-406	Social-Emotional Competence (Ability Enhancement Course)	2	37	13	2	50

SOCIAL-EMOTIONAL COMPETENCE

Course Objectives:

- To develop an understanding of the key components of social-emotional competence.

- To foster self-awareness, self-regulation, and empathy in real-life contexts.

- To strengthen interpersonal skills for personal and professional growth.

- To enhance students' capacity to handle emotional challenges and improve well-being.

Unit I: Understanding and Developing Intrapersonal Competence

- Understanding emotions: types and functions; Emotional vocabulary and expression; Self-perception and identity; Techniques for enhancing self-awareness
- Emotional intelligence and self-control; Coping strategies and resilience; Mindfulness and stress management; Goal-setting and intrinsic motivation
- Building self-confidence and assertiveness; Growth mindset vs fixed mindset; Cognitive reframing and positive self-talk; Cultivating optimism and hope

Unit II: Enhancing Interpersonal and Social Competence

- Understanding empathy: cognitive and emotional; Active listening and non-verbal communication; Compassion and altruism; Overcoming biases and practicing inclusiveness
- Verbal and non-verbal communication; Conflict resolution and negotiation; Building trust and rapport; Teamwork and collaborative skills
- Social awareness and civic responsibility; Digital empathy and behavior in online spaces; Respecting diversity and cultural sensitivity; Ethical decision-making in daily life

Recommended Readings:

1. CASEL (2020). *The CASEL Guide to Effective Social and Emotional Learning Programs.*
2. Goleman, D. (1995). *Emotional Intelligence.* Bantam Books.
3. Brackett, M. (2019). *Permission to Feel.* Celadon Books.
4. Elias, M. J., et al. (1997). *Promoting Social and Emotional Learning.* ASCD.
5. Noddings, N. (2003). *Caring: A Relational Approach to Ethics and Moral Education.*
6. Weissberg, R. P., et al. (2015). *Building Academic Success on Social and Emotional Learning.* Teachers College Press.