

B. A. (Multidisciplinary) 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-DSC-101	General Psychology (Discipline Specific Core)	4	60	40 (15 + 15 + 10)	4	100

GENERAL PSYCHOLOGY

Course Objective

The course will help students get acquainted with the nature and evolution of Psychology and various psychological processes. Upon successful completion of this course, students will be able to identify different methods employed in understanding psychology.

UNIT I: Introduction

1. Nature and Scope of Psychology
2. Perspectives of behavior: Psychoanalytic, Behavioural, Cognitive, Humanistic
3. Methods of Psychology: Experimental and Observation- Nature, Advantages and Limitations

UNIT II: Sensation, Attention and Perception

1. Sensation: Concept, Definition and Characteristics
2. Attention: Nature and Types of Attention
3. Perception: Nature, Perceptual organization and Depth Perception

UNIT III: Learning, Memory and Forgetting

1. Learning: Definition, Trial & Error, Classical and Operant Conditioning

2. Nature and Process of Memory, Types of Memory: Short Term Memory (STM), Long Term Memory (LTM)
3. Nature of Forgetting: Theories of Forgetting – Decay and Interference

Readings:

1. Morgan, C.T., King, R.A., Weiss, J.R., and Schopler, J. (1993). Introduction to Psychology. New York: Tata McGraw Hill.
2. Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc.
3. Feldman, R.S. (2009). Essentials of Understanding Psychology. New Delhi: Tata McGraw Hill.
4. Hilgard & Atkinson: Introduction to Psychology (6th Ed.) New Delhi: Oxford & Publishing Company
5. Khatoon, N.(2012). General Psychology New Delhi, Pearson Publication

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-MD-102	Environment and Behavior (Multidisciplinary)	3	45	30 (15 + 15)	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-SEC-103	Stress Management (Skill Enhancement Course)	3	45	30 (15 + 15)	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-VAC-104	Mental Health Care (Value Added Course)	2	30	20 (10 + 10)	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 Health? 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., Goncalves, 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-DSC-201	Social Psychology (Discipline	4	60	40 (15 + 15 + 10)	4	100

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SOCIAL PSYCHOLOGY

Course Objective

The course will develop an understanding of the individual in relation to the social world. It will give an understanding of how individuals think, feel, and behave in the social world, and influence each other.

UNIT I: Introduction

1. Nature, scope, and brief history of Social Psychology
2. Methods of Social Psychology
3. Friendship, Attraction, and Intimacy

UNIT II: Social Cognition

1. Social Cognition and information processing: schema, heuristics
2. Impression Formation, Impression Management
3. Social Self, Formation of Self-concept

UNIT III: Attitudes and Prejudice

1. Concept, Nature, and Formation of Attitudes
2. Theories of Attitude Change: Festinger & Heider
3. Nature and sources of Prejudice, techniques of reducing Prejudice.

Recommended Readings:

1. Baumister, R.F. & Bushman, B.J. (2021). *Social Psychology and Human Nature*, Wadsworth Co
2. Myers, D.G. (2010). *Social Psychology*, New York: McGraw-Hill.
3. Taylor, S.E., Peplau, L.A. & Sears, O. (2006). *Social Psychology* (12th Edition). Prentice Hall.

4. Baron , R. & Byrne, R. (2010). *Social Psychology* (12th Edition) Pearson.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-MD-202	Emotional Intelligence (Multidisciplinary)	3	45	30 (15 + 15)	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 & Salovey, 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-SEC-203	Personal Growth (Skill Enhancement Course)	3	45	30 (15 + 15)	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

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-VAC-204	Happiness and Wellbeing (Value Added Course)	2	30	20 (10 + 10)	2	50

HAPPINESS AND WELLBEING

Course Objectives:

The course will help in understanding the concepts of happiness and wellbeing. The students will understand the causes and effects of happiness as well as the different aspects of wellbeing.

Unit I: Happiness

1. Definition of Happiness, Hedonism and Eudaimonia
2. Causes of Happiness: Personality Traits, Relationships
3. Effects of Happiness: Creativity and Productivity, Longevity

Unit II: Wellbeing

1. Definition of Wellbeing, Difference between Happiness and Wellbeing
2. PERMA model of Wellbeing (Martin Seligman)
3. Subjective Wellbeing, Domains of Subjective Wellbeing (Diener, Keyes)

Recommended Readings

1. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Routledge
2. Snyder, C. R. & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology*. Oxford: Oxford University Press
3. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.) (2021). *The Oxford Handbook of Positive Psychology*. Oxford: Oxford University Press

4. Bornstein, M. H., Davidson, L., Keyes, C. L. M., Moore, K. A., & The Center for Child Wellbeing (Eds.) (2003). *Wellbeing: Positive Development Across the Life Course*. London: Lawrence Erlbaum Associates
5. Diener, E. (2000). Subjective Well-Being: The Science of Happiness and a Proposal for a National Index. *American Psychologist*, 55 (1), 34-43
6. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective Well-Being: Three Decades of Progress. *Psychological Bulletin*, 125 (2), 276-302
7. Lyubomirsky, S., King, L., & Diener, E. (2005). The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? *Psychological Bulletin*, 131(6), 803-855
8. Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth, and Behavior Today*. New Delhi: Pearson Education

SEMESTER III

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-301	Abnormal Psychology (Major)	4	60	40 (15 + 15 + 10)	4	100

ABNORMAL PSYCHOLOGY

Course Objectives:

The course will help students understand the concept of abnormality and the classification of different mental disorders. It will enable the students to understand different mental disorders, their symptoms, causes, and treatment.

Unit I: Introduction

1. Concept of Abnormality, Criteria of abnormal behaviour
2. Causes of abnormal behaviour: Biological, Psychological, Socio-cultural
3. DSM classification

Unit II: Anxiety and Mood Disorders

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

Unit III: Dissociative and Personality Disorders

1. Dissociative disorders: Introduction, types, causes, and treatment
2. Personality disorders: Cluster A, B, and C, and Symptoms
3. Personality disorders: Causes and treatment

Recommended Readings

1. Alloy, L.B., Riskino, J.H. & Manos, M.I. (2006). *Abnormal Psychology: Current Perspectives*, New Delhi: Tata McGraw-Hill.
2. Hooley, J.M., Nock, M., & Butcher, J.N. (2021). *Abnormal Psychology* (18th ed.) U.K.: Pearson Education Limited.
3. Kring, A.M., & Johnson, S.I., (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders* (15th ed.). N.J: Wiley.
4. Lamm, A. (1997). *Introduction to Psychopathology*. Delhi, Sage.
5. Comer, R. J. & Comer J. S. (2021). *Fundamentals of Abnormal Psychology* (11th ed.). New York: Worth Publishers.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-302	Community and Psychology (Multidisciplinary)	3	56	19	3	75

COMMUNITY AND PSYCHOLOGY

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. Introduction: Linking the Individual to the Community
2. Definition of Community, Types of Communities, Sense of Community
3. Core Values of Community and Psychology; Ecological Levels of Analysis
(Bronfenbrenner)

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-303	Leadership (Ability Enhancement Course)	2	30	20 (10 + 10)	2	50

LEADERSHIP

Course objectives:

This course is about understanding the psychological principles that underpin effective leadership, such as communication, empathy, emotional intelligence, and managing the motivation of fellow employees. The 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. Contemporary 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](#).