

ANNEXURE C



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR THREE/FOUR YEAR
UNDERGRADUATE DEGREE HONOURS
PROGRAMME IN PSYCHOLOGY

(Implemented from the Academic Year 2023-2024
onwards)

COURSE STRUCTURE

SEM ESTER	MAJOR CORE	MINOR/VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	UG-PSY-101: Basic Course in Psychology I		UG-PSY-MDC1: Interpersonal Relationships	UG-PSY-VAC1: Environmental Psychology UG-PSY-VAC2: Psychology of Health Behaviour		UG-PSY-SEC1: Self Regulation
II	UG-PSY-102: Basic Course in Psychology II			UG-PSY-VAC3: Positive Psychology		UG-PSY-SEC2: Counselling Skills
III	UG-SOC-201: Experimental Psychology		UG-PSY-MDC2: Communication and Conflict Management in Groups and Teams			UG-PSY-SEC3: Statistics in Psychology
	UG-PSY-202: Personality Theories					
IV	UG-PSY-203: Psychological Testing	UG-PSY-VOC1: Empirical Research				
	UG-PSY-204: Child Psychology					
	UG-PSY-205: Social Psychology					
	UG-PSY-206: Cognitive Psychology					
V	UG-PSY-301: Psychopathology I	UG-PSY-VOC2: Techniques of Data Collection				
	UG-PSY-302:					

	Psychology of Adolescence					
	UG-PSY-303: Neuropsychology					
VI	UG-PSY-304: Psychopathology II	UG-PSY-VOC3: Data Analysis and Report Writing				
	UG-PSY-305: Gerontology					
	UG-PSY-306: Organizational Behaviour					
	UG-PSY-307: Criminal Psychology					
VII	UG-PSY-401: Counselling Approaches					
	UG-PSY-402: Counselling Therapies I					
	UG-PSY-403: Research Methodology					
	UG-PSY-404: Rehabilitation Psychology					
VIII	UG-PSY-405: Counselling Therapies II					
	UG-PSY-406: Advanced Statistics					
	UG-PSY-407: Research Writing					
	UG-PSY-408: Clinical skills and assessment					

*** Implementation of fourth year (Semester VII & VIII) is subject to approval from DHE**

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology I

Course Code: UG-PSY-101

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To understand the psychological grounding of human behaviour.

Course Learning Outcome

Upon completion of the course, the student will be able to:

CLO1: Distinguish between various schools of psychology.

CLO2: Describe the functioning of the nervous system.

CLO3: Analyze the influence of motives on behavior.

CLO4: Analyze the role of learning and culture on emotions

CLO5: Describe the importance of emotional intelligence

Course Content

Module I: Introduction and Biological Foundation (15Hours)

- A. Psychology – definition and goals
- B. Founding the Science of Psychology
- C. Contemporary perspectives and specialty areas in psychology
- D. What we know about human behavior: Some starting places
- E. Characteristics of the nervous system
- F. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
- G. Structures and functions of the brain
- H. Forebrain: Cognition, motivation, emotion and action
- I. Endocrine system and its impact on behaviour

ModuleII: Motivation(15Hours)

- A. Approaches to motivation
 - a. Instinct Approach
 - b. Drive-reduction approaches
 - c. Arousal approaches
 - d. Incentive approaches
 - e. Cognitive Approaches
 - f. Humanistic approaches
 - g. Maslow's Hierarchy of needs
 - h. Self-determination theory

- i. Solomon's Opponent-Process theory of acquired motives
- j. Intrinsic and Extrinsic Motives
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives
 - a. Need for stimulation
 - b. Need for affiliation
 - c. Need for achievement
 - d. Aggression
 - e. Need for Competence, Power: In brief

Module III: Emotions (15Hours)

- A. The three elements of emotion (Ciccarelli & White)
 - a. The physiology of emotion
 - b. The behaviour of emotion: emotional expression
 - c. Subjective experience: labeling emotion
- B. Early Theories of Emotions
 - a. James-Lange Theory
 - b. Cannon-Bard Theory
 - c. The facial Feedback Hypothesis
- C. Cognitive Theories of Emotion
 - a. Cognitive arousal theory
 - b. Cognitive mediational theory
- D. Role of learning and culture in emotions (Lahey; Baron & Misra)
- E. The functions of emotions (Feldman)
- F. Emotional Intelligence
 - a. Major components of emotional intelligence
 - b. EI: Evidence on its existence and effects

*Implications of motives to be included for UNIT II as CA/Class activity

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.

4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th ed.). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Psychology, The basis of human behaviour (43-53),
<http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron,
<https://www.youtube.com/watch?reload=9&v=HZh0AlWSmY>
3. Matthew Barry Jensen, Structure of the nervous system,
<https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation,
<https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

Practical: 1 Credit

Maximum Marks: 25

Course Objectives:

To train students to build rapport, collect subject's information, and give instructions

Course Learning Outcomes: At the end of this course students will be able to:

CLO1: Build rapport, Collect subject's information, Give instructions

CLO2: Follow practical reporting format

Course Content:

A. Introduction to Experimentation and Testing in Psychology

*Orient students toward elements of practical reports

B. Experiments (to be conducted in the order specified below)

- | | |
|--------------------------------|-------------------|
| a. Strength of motives | e. Attribution |
| b. Judgment of emotions | f. Attitude scale |
| c. Emotional Intelligence Test | g. Compliance |
| d. Conformity | |

List of books recommended for reference:

1. Anastasi, A. , Urbina, S.(2008). *Psychological Testing* (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R. &Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements* (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
5. Hussain, A. (2014). *Experiments in Psychology* (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., &Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

MULTIDISCIPLINARY COURSES (MDC)

Course Title: Interpersonal Relationship

Course Code: UG-PSY-MDC1

Credits: 03

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Examine the factors that influence formation, maintenance and dissolution of interpersonal relationships.

CLO2 Describe the effect of relationships on health.

CLO3 Analyze the individual, social and cultural variations in relationships.

Course Content

Module I: Formation, maintenance, and dissolution of relationships (15Hours)

- A. Factors determining relationship formation
 - a. Proximity
 - b. Similarity
 - c. Physical attraction
 - d. Reciprocal liking
 - e. Complementarity
 - f. Competence
- B. Maintenance and course of relationships
 - a. Kerckhoff and Davis' Filter theory
 - b. Murstein: Stimulus-value-role model
 - c. Levinger: stage theory model
- C. Conflicts in relationships
- D. Duck's model of relationship dissolution
- E. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

Module II Components and effects of relationships (15Hours)

- A. Components of relationships
 - a. Self-disclosure
 - b. Rules
 - c. Power

B. Health and happiness

- a. Effects on physical health
- b. Effects on mental health
- c. Effects on happiness
- d. Effects of loss of a relationship
- e. Gender differences in benefits of relationships
- f. Reasons why social support affects health and happiness
- g. The negative effects of relationships

Module III Individual, social and cultural Variations in Relations(15Hours)

A. Homosexual relationships

- a. Similarities and differences

B. Cross-cultural differences in heterosexual relationships

- a. Choosing a partner
- b. Assessing marital happiness
- c. Types of relationships studied.

List of books recommended for reference

Mandatory Reading

Dwyer, D. (2012). *Interpersonal Relationships*. London, Routledge.

Supplementary Reading

Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.

Baron, R. A. and Byrne, D. (2004). *Social Psychology*(10th ed.). Pearson education India

Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology*(8th ed.). McGrawHill

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Self-Regulation

Course Code: UG-PSY-SEC1

Credits: 03

Marks: 75

Duration: 45 hours

Course Objectives:

1. To acquaint students with importance of self-regulation.
2. To help students develop and use effective strategies of self-regulation

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1. Understand emotional processes and effectively handle emotional imbalances

CLO2. Use psycho-physiological mechanisms of stress management

CLO3. Manage anger and conflicting situations effectively

Course Content

Module I: Regulating Emotions (15 hours)

- a. Core features of Emotion - Theory
- b. Modal Model of Emotion - Theory
- c. Emotion Regulation : - Activity (Any 3)
 1. Situation Selection
 2. Situation Modification
 3. Attentional Deployment
 4. Cognitive Change
 5. Response Modulation

Module II: Stress Management (15 hours)

- a. Psychophysiological Mechanisms of Stress - Theory
- b. Muscle Relaxation - Progressive Relaxation (Method) - Activity
- c. Mindfulness Meditation - Activity

- d. Mental ways of coping with stress - Activity

Module III: Anger and Conflict Management

(15 hours)

- a. How does our anger affect us? – Theory
- b. Interpersonal v/s Intrapersonal conflict - Theory
- c. Anger and Conflict Management Strategies (Any 4) – Activity
 - a. I Messages
 - b. Active Listening
 - c. Compromising
 - d. Postponing
 - e. Apologizing / Sincere Regret
 - f. Problem Solving

References

Mandatory:

- Gross, J. (2007). *Handbook of Emotion Regulation*. The Guilford Press
- Lehrer, P., Woolfolk. R. & Sime, W. (2007). *Principles and Practices of Stress Management*. (3rded). The Guilford Press
- McNamara, S. (2003). *A Stress Management Program for Secondary School Students: A Practical Resource for Schools*. Routledge
- Adair, J. (2007). *Decision Making and Problem Solving Strategies* (2nd Ed). Kogan Page Dunne, G., & Albersson, D. (2003). *Anger and Conflict Management: Personal Handbook* Personhood Press. USA

Supplementary reading:

- Vohs, K. & Baumeister, R. (2011) *Handbook of Self-Regulation: Research, Theory and Applications*. (2nded). The Guilford Press
- Davidson, J., & Sternberg, R. (2003). *The Psychology of Problem Solving*. Cambridge
Heckhausen. J. & Dweck, C. (2000). *Motivation and Self-Regulation across Lifespan*. Cambridge University Press

VALUE ADDED COURSES (VAC)

Course Title: Environmental Psychology
Course Code:UG-PSY-VAC1
Credits: 02
Marks: 50
Duration: 30 hours

Prerequisite Courses: Nil

Course Objectives

1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand human environment relation
3. To encourage pro-environmental behaviour

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the human - environmental relationship

CLO2: Defend the role of an environmental psychologist in bringing about a positive change in the environment

CLO3: Propose pro-environmental behaviours in the Indian setting.

Course Content

Module I. An Introduction to Environmental Psychology (15Hours)

- A. Environmental psychology
 - a. Introduction to Environmental Psychology
 - i. History
 - ii. Definitions
- B. Orientation
- C. Concepts
- D. Classification of Environment: Natural, Built and Types of Built Environment
- E. Human Environment Relationship
- F. Application and Future

ModuleII. Encouraging Pro-Environmental Behaviour (15Hours)

- A. Environment Psychology and Saving the Environment
- B. Environment and Health Behaviours
- C. Informational strategies to promote pro-environmental behaviour
- D. Persuasive technology to promote pro-environmental behaviour
- E. Processes of change

Books for Mandatory reading

1. Tewari, R. & Mathur, A. (2014). *Environmental Psychology*. India Pointer Publishers,
2. Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*. Blackwell, The British Psychological Society.

Course Title: Psychology of Health Behaviours

Course Code: UG-PSY-VAC2

Credits: 02

Marks: 50

Duration: 30 hours

Prerequisite Courses: nil

Course Objectives

1. To understand the relation of our habits and behaviours with our health.
2. To study how certain behaviours compromise our health while some others can promote our health.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Describe the influence of behaviours and habits on our health

CLO2 Suggest ways to change health compromising behaviours

CLO3 Strategize plans to encourage health promoting behaviours.

Course Content

Module I: Health Behaviours

(10Hours)

- A. An introduction to Health Behaviours
- B. Health promotion
- C. Changing health habits
- D. Cognitive-behavioural approaches to health behaviour change
- E. The transtheoretical Model of behaviour change
- F. Changing health behaviours through social engineering
- G. Venues for health habit modification

Module II Health Compromising and Health Promoting Behaviours(20Hours)

- A. Obesity
 - a. Obesity and dieting as risk factors for obesity
 - b. Stress and eating
 - c. Intervention
 - d. Cognitive Behavioural Therapy
 - e. Evaluation of Cognitive Behavioural weight loss techniques
 - f. Taking a public health approach
- B. Alcoholism
 - a. Alcoholism and Problem Drinking
 - b. Treatment of alcohol abuse
 - c. Evaluation of alcohol treatment programs
 - d. Preventive approaches to alcohol abuse
 - e. Drinking and driving
- C. Smoking
 - a. Why do people smoke?

- b. Nicotine addiction and smoking
- c. Interventions to reduce smoking
- d. Smoking prevention programs
- D. Health promoting behaviours
 - a. Exercise
 - b. Accident prevention
 - c. Vaccination and screening
 - d. Developing a healthy diet
 - e. Sleep

List of books recommended for reference

Mandatory Reading

Taylor, S. E. (2018). *Health Psychology* (10th ed). McGraw Hill Education.

Supplementary Reading

Sarafino, E. P. (2008) *Health Psychology Biopsychosocial Interactions* (6th ed). John Wiley & Sons, Inc.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology II

Course Code: UG-PSY-102

Credits: 3

Marks: 75

Duration: 45 hours

Prerequisite Courses: Nil

Course Objectives

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioral aspects.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Analyze the factors that influence memory

CLO2: Use various techniques to improve memory.

CLO3: Apply learning theories to modify behavior.

CLO4: Compare different views of the nature of intelligence

CLO5: Explain why people differ in intelligence

Course Content

Module I: Memory and Forgetting(15Hours)

- A. Theories of memory
 - a. Three Stages of memory: An Information processing view
 - b. Levels of processing
- B. Theories of Forgetting
 - a. Decay theory
 - b. Interference Theory
 - c. Reconstruction theory
 - d. Motivated forgetting
- C. Application: How to improve memory

ModuleII: Learning(15Hours)

- A. Classical Conditioning
 - a. Factors in Classical Conditioning
 - b. Applications of Classical Conditioning
- B. Operant Conditioning
 - a. Edward Thorndike
 - b. B.F. Skinner and Reinforcement
 - c. Types of Reinforcers
 - d. Factors in Operant Conditioning
 - e. Applications of Operant Conditioning

C. Cognitive Theories of Learning (Ref: Lahey)

- a. Place Learning
- b. Latent Learning
- c. Insight Learning
- d. Modeling

D. Application: Behaviour Modification

ModuleIII: Intelligence(15Hours)

A. Contrasting views of the nature of intelligence (Baron & Misra)

- a. Unitary or multifaceted
- b. Gardner's Theory of Multiple Intelligences
- c. Sternberg's Triarchic Theory
- d. Cattell's theory of Fluid and Crystallized intelligence
- e. PASS theory of intelligence
- f. Culture and intelligence
- g. Intelligence in the Indian Tradition

B. Measuring Intelligence

- a. IQ: Its meaning then and now
- b. The Wechsler Scales
- c. Individual Tests of intelligence: Measuring the extremes
- d. Group tests of intelligence
- e. The cognitive basis of intelligence
- f. The neurological basis of intelligence

C. Individual Difference

- a. Evidence for the influence of heredity
- b. Evidence for the influence of environmental factors

D. Group Differences

- a. Evidence for the role of environmental factors
- b. Is there any evidence for the role of genetic factors?
- c. Gender differences in Intelligence

*All applications should be made mandatory as the topic of CA rather than a part of the syllabus.

List of books recommended for reference

Mandatory Reading

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). Tata Mc Graw Hill

Publishing Company Limited.

6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.

7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Thomson Business Information India Pvt. Ltd.

Online Resources:

1. Australian Academy of Science, <https://www.science.org.au/curious/peoplemedicine/how-memory-develops>
2. Jeffrey Walsh, Positive and negative reinforcement, <https://www.khanacademy.org/testprep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negativereinforcement-and-punishment>

SKILL ENHANCEMENT COURSE (SEC)

Course Title: Basic Counselling Skills

Course Code: UG-PSY-SEC2

Credits: 3

Marks: 75

Duration: 45 hours

Course Objectives:

- a) To impart training in basic counselling skills.
- b) To empower students to engage with peers on topics of distress

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Differentiate between different counselling approaches

CLO2: Demonstrate Effective Listening

CLO3: Exhibit essential qualities of a counselor

UNIT 1: An Introduction to Counselling¹ (05 hours)

1. Defining counselling
 - a. Examining why counselling is not advice-giving
 - b. Examining why counselling is not persuasion
 - c. Exploring why counselling is not exercising undue influence
2. Different counselling approaches
 - a. Psycho-dynamic counselling
 - b. Person-centred counselling
 - c. Cognitive-behaviour therapy
 - d. Eclectic and integrative approaches
3. Barriers to seeking counselling

UNIT 2: Listening² (10 hours)

1. Real vs. Pseudo Listening
2. Blocks to Listening
3. Assessing Your Listening Blocks
4. Four Steps to Effective Listening
 - Active Listening: Paraphrasing, Clarifying, Giving Feedback
 - Listening with Empathy
 - Listening with Openness
 - Listening with Awareness
5. Total Listening

UNIT 3: Exploring essential Counsellor qualities¹

(20 hours)

1. Genuineness
2. Unconditional Positive Regard
3. Empathic understanding
4. Staying in the client's frame of reference
5. Building a bridge of empathy
6. Listening with understanding
7. Six ways of responding
 - a. Evaluative responses
 - b. Interpretive responses
 - c. Supportive responses
 - d. Probing responses
 - e. Solution responses
 - f. Empathic, understanding responses

Books recommended for References

Mandatory Reading:

- Sutton, J., & Steward, W. (2008). *Learning to Counsel* (3rd ed.). How To Books Ltd., UK.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.

Supplementary reading

- Rao, S.N. (1991) *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.
- Welfel, E.R. and Patterson, L.E. (2005) *The Counselling Process*, New Delhi, Cengage Learning
- Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

VALUE ADDED COURSES (VAC)

Course Title: Positive Psychology

Course Code: UG-PSY-VAC3

Marks: 50

Credits: 02

Duration: 30 hours

Prerequisite Courses: nil

Course objectives

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

Course Learning Outcomes: Upon completion of the course, the student will be able to:

CLO1: Describe the role of positive emotions in well-being

CLO2: Describe mindfulness as a technique to restore well-being

Course Content

Module I: Positive Psychology, Positive emotions and well-being (15Hours)

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
 - a. Physical Resources
 - b. Psychological Resources
 - c. Social Resources
 - d. The limits of positive emotions
- F. Positive emotions and Well-being
 - a. Happiness and positive behaviour
 - b. Positive emotions and success
 - c. Positive emotions and flourishing
- G. Cultivating Positive Emotions
 - a. Flow experiences
 - b. Savoring

Module II: Life Above Zero (15Hours)

- A. What is Happiness? Two traditions
 - a. The paradox of affluence
 - b. Money and happiness
- B. What is resilience?
 - a. Developmental perspectives
 - b. Clinical perspectives
 - c. Sources of resilience
 - i. Sources of resilience in children
 - ii. Sources of resilience in adulthood and later life
- C. Mindfulness and Well-being
 - a. What is mindfulness?

- b. Mindfulness meditation
 - c. Mindfulness and positive psychology research
 - d. Mindfulness and psychotherapy
- D. East-West and Positive Psychology

List of books recommended for reference

Mandatory Reading

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.

Suggested Reading

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.