

# **Scheme of Instruction & Syllabi**

**of**

## **Bachelor of Arts (Honours) Psychology**

(Effective from the academic session 2022-2023)

***Faculty of Science & Humanities***

**Invertis University**  
NH-24, Bareilly-Lucknow Highway, Bareilly

## COURSE STRUCTURE OF B. A. Hons Psychology

Invertis University, Bareilly offers B.A. (Hons) Psychology programme aligned with Choice Based Credit System (CBCS) under which following types of courses are offered

- a. Discipline Specific Core Courses (DSC).** A core course is a compulsory course. A student of Psychology (Hons) has to take fourteen such Psychology courses over six semesters.
- b. Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.
- c. Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Psychology. A set of seven, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the Honours programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of seven courses.
- d. Generic Electives (GE).** These courses, in disciplines other than Psychology, are intended to broaden the training of a student in the Economics (Hons) programme. A student of Economics will take one such course, offered by another department, in each of Semesters I to IV.
- e. Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Art of Communication, equivalent to MIL) and one in Semester II (Environmental Science).
- f. Ability Enhancement Elective Courses (AEEC).** Hands on training will be provided through skill based learning A student is to take one such course in Semester III and one in Semester IV.

### Number of Courses and Credits

- a. Discipline Specific Core Courses (CC): 14 (5 credits each)
- b. Discipline Specific Electives (DSE): 4 (5 credits each)
- c. Generic Electives (GE): 4 (3 credits each)
- d. Ability Enhancement Elective Course (AEEC): 2 (3 credits each)
- e. Ability Enhancement Compulsory Courses (AECC): 2 (3 credits each)
- f. Practicums (Practicals) Based on some DSc and DSE: 12 (2 credits each)

**Total number of courses (credits) taken by a student: 26 (138)**

*Table 1. Semester-wise Distribution of Credits*

Year	Semester	Courses x Credit per Course	Total Credits
First	I	2 DSC x 5 + 1 Lab x 2	18
		1 AECC x 3	
		1 GE x 3	
	II	2 DSC x 5 + 1 Lab x 2	18
		1 AECC x 3	
		1 GE x 3	
Second	III	3 DSC x 5 + 1 Lab x 2	23
		1 AEEC x 3	
		1 GE x 3	
	IV	3 DSC x 5 + 1 Lab x 2	23
		1 AEEC x 3	
		1 GE x 3	
Third	V	2 DSC x 5 + 2 Lab x 2	28
		2 DSE x 5 + 2 Lab x 2	
	VI	2 DSC x 5 + 2 Lab x 2	28
		2 DSE x 5 + 2 Lab x 2	
<b>Total</b>		<b>26</b>	<b>138</b>

## B. A. Hons Psychology

### First year

S. No.	Category	Course Code	SUBJECT	PERIODS			Evaluation Scheme		Subject Total	Credit
				L	T	P	CA	EE		
<b>I-SEMESTER</b>										
1	DSC	HPC101	Introduction to Psychology	4	1	0	30	70	100	5
2	DSC	HPC102	Statistical Methods for Psychological Research-I	4	1	0	30	70	100	5
3	AECC	HPA101	Environmental Science	2	1	0	30	70	100	3
4	GE		GE-1	2	1	0	30	70	100	3
5	Lab-1	<b>HPC151</b>	Lab on Introduction to Psychology	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>12</b>	<b>4</b>	<b>4</b>	<b>135</b>	<b>315</b>	<b>450</b>	<b>18</b>
<b>II-SEMESTER</b>										
1	DSC	HPC201	Biopsychology	4	1	0	30	70	100	5
2	DSC	HPC202	Psychology of Individual Differences	4	1	0	30	70	100	5
3	AECC	HPA201	English Communication	2	1	0	30	70	100	3
4	GE		GE-2	2	1	0	30	70	100	3
5	Lab-2	<b>HPC251</b>	Lab on Psychology of Individual Differences	0	0	4	15	35	50	2
<b>TOTAL</b>				<b>12</b>	<b>4</b>	<b>4</b>	<b>135</b>	<b>315</b>	<b>450</b>	<b>18</b>

# **ELECTIVE COURSES**

## **DISCIPLINE SPECIFIC ELECTIVE (DSE) (ANY 4)**

### **(ANY 2 OF FOLLOWING IN SEMESTER- V)**

- HPD501: Positive Psychology (Theory+ Practical)
- HPD502: Human Resource Management (Theory+ Practical)
- HPD503: Health Psychology (Theory+ Practical)
- HPD504: Community Psychology (Theory+ Practical)

### **(ANY 2 OF FOLLOWING IN SEMESTER-VI)**

- HPD601: Cultural and Indigenous Psychology (Theory+ Practical)
- HPD602: Project/Dissertation (VI Semester)
- HPD603: Psychological Perspective in Education (Theory+ Practical)
- HPD604: Psychology of Disability (Theory+ Practical)
- HPD605: Psychology of Peace (Theory+ Practical)

## **GENERIC ELECTIVE (GE) (ANY 4)**

### **(1 EACH IN SEMESTER I, II, III AND IV)**

- HPG001:** General Psychology (Theory+ Tutorial)
- HPG002:** Youth, Gender and Identity (Theory+ Tutorial)
- HPG003:** Psychology for Health and Well-being (Theory+ Tutorial)
- HPG004:** Psychology at Work (Theory+ Tutorial)
- HPG005:** Psychology and Media (Theory+ Tutorial)
- HPG006:** Inter-group Relations (Theory+ Tutorial)
- HPG007:** Youth Psychology (Theory+ Tutorial)

## **ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (ANY 2)**

### **(ANY 1 OF FOLLOWING IN SEMESTER III)**

- HPA301:** Emotional Intelligence (Theory+ Tutorial)
- HPA302:** Stress Management (Theory+ Tutorial)
- HPA303:** Effective Decision Making (Theory+ Tutorial)

### **(ANY 1 OF FOLLOWING IN SEMESTER IV)**

- HPA401:** Educational Psychology (Theory+ Tutorial)
- HPA402:** Selection and Training (Theory+ Tutorial)
- HPA403:** Personal Growth and Development (Theory+ Tutorial)
- HPA404:** Psychological Skills in organization (Theory+ Tutorial)

# CORE COURSES

## SEMESTER-I

### HPC101: INTRODUCTION TO PSYCHOLOGY

**Objective:** To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

1. **Introduction:** What is psychology? Perspectives on behavior; Methods of psychology; Subfields of psychology; Psychology in modern India.
2. **Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.
3. **Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.
4. **Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

**Practicum:**

Any 2 practicum pertaining to HPC101 (Introduction to Psychology).

**Readings:**

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

### HPC102: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

**Objective:** To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

**Unit 1:**

**Introduction:** Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

**Frequency Distributions, Percentiles, and Percentile Ranks:** Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks.

**Graphic Representation of Data:** Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.

**Unit 2:**

**Measures of Central Tendency:** The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

**Measures of Variability:** The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.

**Unit 3:**

**Standard (z) Scores:** Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

**The Normal Probability Distribution:** Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

**Unit 4:**

**Correlation:** The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.

**Random Sampling and Sampling Distributions:** Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values; Random Sampling With and Without Replacement.

**Reading List:**

Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9<sup>th</sup> Ed.). USA: Cengage Learning.

King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5<sup>th</sup> Ed.). USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2<sup>nd</sup> Ed.). New Delhi: PHI learning Pvt. Ltd.

## SEMESTER II

### HPC201: BIOPSYCHOLOGY

#### Objectives:

- ✓ To explore the biological basis of experience and behaviour.
- ✓ To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- ✓ To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Unit 1: Introduction to biopsychology:** Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

**Unit 2: The Functioning brain:** Structure and functions of neurons; Neural conduction and synaptic transmission.

**Unit 3: Organization of Nervous system:** CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

**Unit 4: Neuroendocrine system:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

#### Readings:

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

### HPC202: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

**Objective:** To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

**Unit 1: Personality:** Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

**Unit 2: Intelligence:** Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

**Unit 3: Indian approach:** Self and identity in Indian thought.

**Unit 4: Enhancing individual's potential:** Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.

#### Practicum:

Two psychological tests (one based on Intelligence and one based on personality).

**Readings:**

Carr, A. (2011): Positive psychology. Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

## **ELECTIVE: GENERIC (GE)**

### **HPG001: GENERAL PSYCHOLOGY**

**Objective:** Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

**Unit 1: Orientation to Psychology:** Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

**Unit 2: Psychology of Individual Differences:** Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman ‘g’ theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

**Unit 3: Understanding Developmental Processes:** Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

**Unit 4: Applications of Psychology:** Work; Health

**Readings:**

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology ( 7<sup>th</sup> Ed.) New Delhi : Tata McGraw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3<sup>rd</sup> Ed.) Buckingham:OpenUniversity Press.



Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

## **HPG002: YOUTH, GENDER AND IDENTITY**

### **Objectives:**

- ✓ To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- ✓ To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

### **Unit 1: Introduction**

- a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c) Concepts of Identity: Multiple identities

### **Unit 2: Youth and Identity**

- a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: Influence of globalization on Youth identity and Identity crisis

### **Unit 3: Gender and Identity**

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

### **Unit 4: Issues related to Youth, Gender and Identity**

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

### **Readings:**

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

## **HPG003: PSYCHOLOGY FOR HEALTH AND WELL-BEING**

**Objective:** To understand the spectrum of health and illness for better health management.

**Unit 1: Illness, Health and Well being:** Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

**Unit 2: Stress and Coping:** Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

**Unit 3: Health Management:** Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

**Unit 4: Human strengths and life enhancement:** Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

### **Readings:**

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson. Forshaw, M.

(2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick,

J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.

Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

## **HPG004: PSYCHOLOGY AT WORK**

### **Objectives:**

- ✓ To understand the meaning and theoretical foundations of I/O Psychology
- ✓ To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

**Unit 1: Introduction to I/O Psychology:** Definition, Brief History, Contemporary Trends and Challenges

**Unit 2: Work Motivation:** Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

**Unit 3: Communication in Organizations:** Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

**Unit 4: Leadership:** Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership

### **Readings:**

Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

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

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior. 12th Edition*. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9<sup>th</sup> Edition. New Delhi: Prentice Hall of India

## **HPG005: PSYCHOLOGY AND MEDIA**

**Objective:** To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

**Unit 1: Interface of Media and Psychology:** Understanding the interface between media & psychology;

Fantasy v/s Reality

**Unit 2: Being a Consumer: Why to Consume?:** Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

**Unit 3: Knowing and Creating Consumer Needs:** Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

**Unit 4: Critical issues in Media Influence:** Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

**Readings:**

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.

Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.

Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.

**Audio-Visual Sources**

Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein

Documentary: 'Killing Us Softly 4' by Jean Kilbourne

Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

**HPG006: INTER-GROUP RELATIONS**

**Objective:** To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

**Unit 1: Nature of intergroup relations:** Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**Unit 2: Social categorization and conflict:** In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

**Unit 3: Cultural aspects of intergroup relations:** Social identity, Stereotypes, case studies in the Indian context.

**Unit 4: Resolving intergroup conflict:** Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

**Readings:**

Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.

Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi : Sage Publications.

Zorsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth .

## **HPG007: YOUTH PSYCHOLOGY**

### **Objective:**

To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.

**Unit 1: Introduction:** Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

**Unit 2: Youth development and Relationships:** Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

**Unit 3: Today's Youth: Issues and challenges:** Youth and risk behaviours; Employment and education

**Unit 4: Developing Youth:** Positive youth development; Building resources: Hope, Optimism and Resilience.

### **Readings:**

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).

Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

Connidis, I. A. (2010). Family ties and aging. Sage. ( Chapters 8 & 10)