



**The Psychology of Human Creativity**  
**PCCU-02-BAP-PHCY2059**  
**Jindal School of Psychology and Counselling**  
**Spring Semester 2026**

**Course Information**

**Course Duration:** 15 weeks

**Credit Hours:** 4

**Meetings:** TBA

**Location:** TBA

**Prerequisites:**

- i. Basic knowledge of or interest in Psychology concepts like personality, motivation, intelligence, mental illness, and the neurological basis of behaviour
- ii. Awareness of or interest in cultural perspectives in Psychology

**Equivalent Courses:** JGU Cross-Listed Electives

**Instructor Information**

**Instructor:** Prof. Yasmine A. Shilla (she/her/hers)

**Biography:** Prof. Yasmine A. Shilla is a Lecturer at the Jindal School of Psychology and Counselling and the founding Associate Director of Aagahii – Centre for Psychotherapy Research and Training. As a trained counselling psychologist with over 14 years of experience, she specialises in Rogers' person-centred approach. Her work spans clinical practice, corporate wellness, and academia in India and the USA. While she teaches The Psychology of Human Creativity at JGU, her research interests include multicultural and feminist psychology, tribal mental health, and indigenous healing practices. At Aagahii, she fosters dialogue on therapy innovations rooted in Indian cultural contexts.

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**Office:** #5B East | 7<sup>th</sup> Floor | Savitri Jindal Faculty Office Block

**Office Hours:** Based on prior appointment

**Homepage:** <https://jgu.edu.in/jspc/prof-yasmine-a-shilla/>

**1. Course Description**

This course introduces the psychological literature on creativity, allowing students to explore and engage with their creativity. Students will learn how creativity is relevant to everyday life

and society. A variety of perspectives within the field of creativity will be highlighted, including different theories of the creative process and how creativity may be assessed. The students will get to evaluate the attempts made to increase creativity in individuals, in schools, and in the workplace. The course will also cover the pros and cons of creativity and how creative expression may lead to beneficial or destructive outcomes.

## 2. Course Intended Learning Objectives (Aims)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments and Activities
Students are introduced to the basics of creativity	Class Instruction	In-class discussions Group presentations
Students can explain how creativity interacts with other related psychological constructs (such as intelligence, personality, and motivation)	Readings Class Instruction	In-class discussions Journal entries Projects/Presentations
Examine how the socio-cultural environment influences creativity, and discuss the biological basis of creativity	Readings Class Instruction	In-class discussions Research Presentation
Demonstrate how creativity is or is not relevant to one's own and others' life experiences, and how it can help live the best life	Readings In-class activities	Journal entries Design a project End-term Exam

## 3. Scheme of Evaluation and Grading

### Evaluation Breakup

Type of Assessment	Weightage
1. Class participation	10%
2. Internal Assessment (Journal Entry= 20%; Mid-Sem Exam=20%; Design a Project=20%)	60%
3. End-Semester Examination	30%

### Class Participation (10%):

Class participation includes, but is not limited to, engaging in classroom discussions based on

readings and lecture slides, asking questions to clarify areas of doubt, responding to other students' questions to promote discussions on various topics, and participating with enthusiasm and effort in all assignments/activities. Please note that a student's eligibility to appear for the end-semester examination entails a minimum of 70% attendance in this course.

**Journal entry (20%):**

A reflective journal entry is to be completed twice in the semester to demonstrate the application of the course material in some way (such as drawing, writing, music, problem-solving, or reel/video).

**Mid-Semester Exam (20%):**

This exam will be closed-book, assessing the knowledge and analytical skills of the students. It will include both short-answer questions and more detailed long-answer questions, similar to those on the end-term exam. The syllabus for the mid-semester will be discussed during class.

**Design a Project (20%):**

Students will design and submit a project or lecture plan involving creativity in a particular real-life situation, e.g., classroom, hiring practices, identifying training needs, managing a household or a business, and such. Students are expected to demonstrate this project or their creative product via a PPT, reel, skit, etc., including a detailed description, with its advantages and disadvantages. This is a group assignment of 3-4 students in each group. More information will be provided at least 2 weeks before the due date.

**End-Semester Examinations (30%):**

The end-term examinations will be conducted at the end of the semester. This exam will be closed-book, testing the knowledge and analytical skills of the students. The exam will consist of short-answer questions and more detailed long-answer questions. The end-term exam will cover the material of the entire course.

**Re-evaluation for Internal Assessments**

In case a student is unable to submit their work due to unavoidable circumstances (e.g., medical or bereavement leave), they may present their work to the course instructor at a mutually agreed-upon time, before the last teaching day of the semester. The same applies to all internal assessments, i.e., a student may submit a make-up assignment at the designated time allotted by the course instructor, before the last teaching day of the semester.

**Grade Definition**

Grade	Percentage of Marks	Grade Value	Grade Description
<b>O</b>	80% and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
<b>A</b>	70 - 74.75%	7	<b>Very Good:</b> Sound knowledge of the subject matter,

			organizational capacity; ability to synthesize ideas, rules, and principles; critically analyse existing material and originality in thinking.
<b>A-</b>	65 - 69.75%	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>B+</b>	60 - 64.75%	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>B</b>	55 - 59.75%	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>B-</b>	50 - 54.75%	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>P1</b>	45 - 49.75%	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>F</b>	Below 40%	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Requires the student to repeat the course.
<b>P/F</b>	Pass / Fail		<b>Pass or Fail:</b> Pass is awarded with a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online during Covid.
<b>I</b>	Incomplete		<b>Incomplete:</b> Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

#### 4. Academic Integrity

##### Academic Honesty, Cheating, and Plagiarism

In line with JGU policy, JSPC operates on a zero-tolerance approach to plagiarism. The use of unacknowledged material, including ChatGPT and other AI software, violates academic integrity and all reported cases will be investigated for potential disciplinary action. Furthermore, any unfair means to cheat in internal and external assessments is strictly prohibited and may result in the student being brought before the Unfair Means Committee to face necessary action.

##### Classroom Punctuality and Conduct

JSPC conducts all classes on a foundation of professionalism. Students are expected to attend

classes and be seated within five minutes of the class start time. Students arriving after a five-minute window from the designated start time will be refused entry/attendance. A classroom is a place for free expression and critical thinking—students must respect the opinions expressed and actively participate in classroom discussions.

### **Use of phone/texting/laptop**

Any gadgets, including phones and laptops, may be used in the classroom while maintaining mutual responsibility. Devices can support and enhance your learning or help you stay engaged, such as through note-taking, accessing readings, or taking a sensory break. If your use of gadgets disrupts the classroom environment or the flow of discussion, you may be asked to step outside and refocus. The classroom space is meant to be productive and inclusive for everyone involved; therefore, use devices responsibly and considerately.

### **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register at any point during the semester, until a month before the start of the semester-end exam. Those students who wish to continue receiving support, provided to them in the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for the support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

### **Mental Health Services**

Sukoon offers a mental health program on the JGU campus, aiming to address the mental well-being of students. This initiative provides free and confidential counselling, screening services, and workshops focused on mental health support and resilience building. Sukoon offers professional support, confidential counselling, mental health screening services, empowering workshops, and active community engagement.

Contact: 8826996393.

JGU's collaboration with YourDOST aims to act as an enabler in fulfilling the academic, social and personal potential of the JGU Community. YourDOST offers a range of services that include stress management, time management, confidence building, career coaching, relationship management, sexual wellness and much more. Students can sign up using their JGU email address which ensures access to 24 x 7 x 365 unlimited access to mental health professionals.

Online: [yourdost.com](http://yourdost.com)

**Remember, seeking help is a sign of strength, not weakness. Your well-being is a priority, and they are there to support you every step of the way.**

### **Safe Space Pledge**

This course may discuss a range of issues and events that might result in distress or provoke strong emotional responses in some students. To ensure that all students collectively benefit from the course, it is incumbent that everyone maintain respect towards one another. This does not mean that you must feel restrained about what you feel and say—rather, it is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students but also with the instructor.

### **5. Keyword Syllabus**

Creativity, biological basis, assessment, theories, everyday life, imagination, playfulness, culture, society, enhancing creativity, personality, intelligence, motivation.

### **6. Course Material**

#### **Textbooks:**

Kaufman, J. C., & Sternberg, R. J. (Eds.). (2019). *The Cambridge Handbook of Creativity*. Cambridge University Press.

Sawyer, R. K., & Henriksen, D. (2024). *Explaining creativity: The science of human innovation*. Oxford University Press.

#### **Reference books:**

Kaufman, S. B., & Gregoire, C. (2015). *Wired to Create: Unraveling the mysteries of the creative mind*. Perigee.

*NOTE: Other readings shall be provided to students as and when topics are introduced.*

### **7. Session Plan**

<b>Session</b>	<b>General Topic</b>	<b>Readings</b>	<b>Approach/Pedagogy</b>
<b>Week 1</b>	Introduction and History	The Cambridge Handbook of Creativity (CHC): <b>Chapter 1</b>	Lecture and class discussion
<b>Week 2</b>	Theories of Creativity	CHC: <b>Chapter 2</b>	Lecture and class discussion
<b>Week 3</b>	The Biological Basis of Creativity	Explaining Creativity (EC): <b>Chapter 8</b>	<b>Guest lecture</b> & class discussion  <b>Journal entry 1 due</b>

<b>Week 4</b>	Assessment of Creativity	EC: <b>Chapter 3</b>	Lecture and discussion
<b>Week 5</b>	Creative Self-Beliefs	CHC: <b>Chapter 19</b>	Lecture and class discussion
<b>Week 6</b>	Creativity & Personality	EC: <b>Chapter 4</b>	Lecture and class discussion
<b>Week 7</b>	Creativity's Role in Everyday Life	CHC: <b>Chapter 30</b>	Lecture and discussion <b>Mid-Sem exam</b>
<b>Week 8</b>	Organizational Creativity	CHC: <b>Chapter 24</b>	Lecture and class discussion
<b>Week 9</b>	Cultural Perspectives on Creativity	CHC: <b>Chapter 20</b>	Lecture and class discussion
<b>Weeks 10 &amp; 11</b>	Creativity, Mental Illness, & Healing	CHC: <b>Chapters 14 &amp; 15</b>	Lecture and discussion <b>Design a project due</b>
<b>Week 12</b>	Is Creativity a Good Thing or a Bad Thing?	CHC: <b>Chapter 32</b>	Lecture and discussion <b>Journal entry 2 due</b>
<b>Week 13</b>	Enhancing Creativity	CHC: <b>Chapter 5</b>	<b>Guest lecture</b> and class discussion
<b>Week 14</b>	<b>Revision and Review</b>		
<b>Week 15</b>	<b>End-Term Exam</b>		

*This schedule is preliminary and subject to change as needed.*