

DEPARTMENT OF PSYCHOLOGY

BA (Hons.) Psychology

Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1 CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Introduction to Psychology	4	3	0	1	Class XII Passed	Nil

Credit: 4 (3 Lecture + 1 Practical) Course Learning Outcomes:

- To introduce the key concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To Develop an understanding and ability to interweave basic concepts of learning, memory, motivation and emotion in Psychology.
- To develop an understanding of the key figures, diverse theoretical perspectives and research findings that have shaped some of the major areas of contemporary psychology.

Unit 1: Introduction: Nature of Psychology- Indian and Western ;Scope of Psychology ,Perspectives in Psychology, Subfields of Psychology, Psychology Today
(15 Hours)

Unit 2: Learning and Memory: Learning, Nature of learning, Principles and applications of Classical Conditioning, Operant Learning, Observational Learning, and Cognitive Learning in brief Memory: Definition, Models of memory, Forgetting, Improving memory
(15 Hours)

Unit 3: Motivation and Emotion **Motivation:** Nature, Perspectives, Types- biogenic, sociogenic, intrinsic and extrinsic motivation, relationship between motivation and emotion. **Emotions:** Nature, Functions of Emotion, Theories of emotion , Culture and Emotion - Indian perspective.
(15 Hours)

PRACTICAL : (30 Hours)

Any one Practicum based on Unit 2 or Unit 3. Each practical group will consist of 10-12 students.

References:

- Baron, R., & Misra, G. (2016). *Psychology* (5th ed.). New Delhi: Pearson.
- Feldman, R.S. (2011). *Understanding Psychology* (10th ed.). New York: McGraw Hill.
- Galotti, K.M. (2014). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Passer, M.W., & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

Additional References:

- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Saria Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

DISCIPLINE SPECIFIC CORE COURSE – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Cognitive Psychology	4	3	0	1	Class XII Passed	Nil

Credit: 4 (3 Lecture + 1 Practical)

Course Learning Outcomes:

- To gain an understanding of basic theoretical, empirical, and applied knowledge that have shaped cognitive psychology.
- To understand the fundamentals of cognitive processes and cognitive psychology.

Unit 1: Introduction to Cognitive Psychology: Brief history, Nature & Research methods in Cognitive Psychology, Paradigms- Information processing, Connectionist, Evolutionary Ecological

(15 Hours)

Unit 2: Sensing and Perceiving: Sensation to representation, approaches to perception, perception of object and forms, perception of constancies and deficits of perception, Attention: nature & theories, when attention fails us, Automatic and Controlled Processes in Attention

(15 Hours)

Unit 3: Thinking, Problem Solving and Decision Making:

Components of thoughts, imagery and cognitive maps, strategies and barriers of effective problem solving; judging and making decisions: biases and methods

(15 Hours)

PRACTICAL : (30 Hours)

Any one practicum based on Unit 2 or Unit 3. Each practical group will consist of 10-12 students.

References:

- Braisby, N., & Gellatly, A. (2005). *Cognitive Psychology*. Oxford University Press.
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.
- Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

Additional References:

- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Saria Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

DISCIPLINE SPECIFIC CORE COURSE – 3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Bio Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes:

- To understand into the nature and scope of bio psychology and its applications in psychology
- To learning the structure and function of Neuron and the importance of action potential and synaptic activity
- To become aware of the methods to study the brain and its role in behavior
- To learn how endocrine glands mediate behavior.

Unit 1: Introduction to Biopsychology & Nerve Impulse: Nature & scope of bio psychology(briefly explain what is bio psychology, and its application in psychology).

(9 Hours)

Unit 2: Neuron: structure and function of Neurons, action potential/nerve impulse, synaptic transmission

(12 Hours)

Unit 3: Brain and Behavior: Methods (EEG, CT, fMRI), CNS and behavior(Spinal cord and Brain functions.)

(12 Hours)

Unit 4: Endocrine System: Endocrine basis of behavior, Structure, function and abnormalities(Pituitary, Adrenal, Thyroid, Gonads)

(12 Hours)

References:

- Carlson, N. R.(2009). *Foundations of Physiological Psychology* (6th ed.). New Delhi: Pearson Education. (Latest ed., pp. 26-59; pp. 62-92).
- Khosla, M. (2017). *Physiological Psychology: An Introduction*. Delhi: Sage Texts.
- Leukel, F. (1976). *Introduction to Physiological Psychology*. Pearson: New Delhi. (pp 35-55).
- Levinthal, C. F. (1983). *Introduction to Physiological psychology*. New Delhi. PHI. (pp 116-151).
- Pinel, J. P. J. (2016). *Biopsychology* (9th ed.). New Delhi: Pearson Education. (Pp 25-39, pp 75-120).

References for Additional Readings:

- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of Human Neuropsychology*, 6th Edition. Worth Publishers: New York. Pg 51-81, 110-131
- Rains, G. D. (2002). *Principles of Human Neuropsychology*. McGraw Hill: New York. Pg 45-71.

BA (Hons.) Applied Psychology
Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Basic processes in Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of the foundational concepts of the human mind and behaviour
- To identify various approaches, fields and sub-fields of Psychology
- To develop skills that enable students to apply the knowledge gained through this course in everyday life

Unit 1: Introduction to Psychology: Nature and scope of Psychology. Difference between Psychology and Applied Psychology. Historical Development and Current Status. Methods of Psychological Research (experiments, psychological tests and observation). Ethics in Psychological Research. Biological Basis of Behavior (Structure of Neurons, Brain Structure and functions, Lateralization)

(15 Hours)

Unit 2: Attention and Perception: Nature, Difference between selective and divided attention, Theories of Selective Attention (Broadbent's Filter Model, Triesman's Attenuation Model, Limited Capacity Model, Kahneman Attention Theory), Perceptual processes: laws of perceptual organizations, depth perception, constancy (Size), Top-down theory (Gregory's Theory) and Bottom-up Theory (Gibson's Ecological Theory), Illusions and factors affecting perception. Application of attention and perception in Indian Context

(15 Hours)

Unit 3: Learning and Memory: Nature (memory), Memory as Information Processing, Models of Memory (Levels of Processing Model, Parallel Distributed Processing Model), Improving Memory, Forgetting, Nature (Learning), Conditioning, Cognitive Learning, Observation learning; applications of learning. Application of learning and memory in Indian Context

(15 Hours)

PRACTICAL: (30 Hours)

Total of TWO Experiments- One each from Unit 2 and 3 based on course DSC01: Basic Processes in Psychology. Each practical group will consist of 10-12 students.

References:

- Abhedananda, S. (2008). True Psychology. Ram Krishna Vedanta Math. Kolkata
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. A., & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E., & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
- ICSSR Research Surveys and Explorations: Psychology, Vols 1–5
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to Psychology. Andover: Cengage Learning.
- Paranjpe, C. A. (2002). Self and Identity in Modern Psychology and Indian Thought. Kluwer Academic Publishers
- Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. New Delhi: Tata McGraw- Hill
- Sinha, D., Misra, G., & Dalal, K. A. (2015). Psychology for India. Sage Publications.
- Zimbardo, G. P. (2013). Psychology and Life. Pearson

DISCIPLINE SPECIFIC CORE COURSE – 2 CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Applied Social Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- Describe the key concepts and methods relevant to the study of social psychology.
- Understand and improve the relationship between self and society.
- Understand the significance of indigenous social psychology and apply social psychological processes in promoting change in Indian society.

Unit 1: Introduction: Social Psychology & Applied Social Psychology: Structure of Indian

Society (with reference to unity and diversity), Definitions, historical development of the field and current status, Levels of analysis, theoretical approaches (Symbolic Interactionism, Social Constructionism), Methodological approaches in social psychology: experimental and non-experimental; Action research.

(15 Hours)

Unit 2: Social Cognition: Nature of social cognition, social schema, heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).

(15 Hours)

Unit 3: Attitude & Attitude Change: Structure, functions, formation of attitudes, attitude-behavior relationship, Attitude Change: Process of persuasion, related factors, Theories of attitude change. Strategies of promoting attitude and behavior change in India-illustrative case studies in Indian context.

(15 Hours)

PRACTICAL: (30 Hours)

Any 2 lab/field practicums based on course DSC02: Applied Social Psychology. Each practical group will consist of 10-12 students.

References:

- Aronson, E., Wilson, T. D., Albert, R. M., Sommers, S. R., & Tucker, V. (2020). Social Psychology (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature. Wadsworth.
- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. Prentice Hall.
- Myers, D. G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw-Hill Pub. Co. Ltd
- Tucker, V. (2020). Research Methods in Social Sciences. Pearson India Education services Pvt. Ltd.

DISCIPLINE SPECIFIC CORE COURSE – 3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Psychology of Health and Well-Being	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To understand the concept of health and well-being from the standpoint of biological, psychological, social and cultural factors in interaction with each other.
- To learn about the role of health beliefs, attitudes and behaviours affecting individuals' decisions relating to health.
- To understand the importance of modifying the problematic health behaviours.

Unit 1: Introduction: Definition of health psychology, goals of health psychology, illness-wellness continuum, Mind-body relationship, Bio-psychosocial model of Health; Indian perspective to health (concept of health in Ayurveda and Yoga); Subjective Well-being (Diener); Emotional, Social and Psychological well-being (Ryff). **(15 Hours)**

Unit 2: Behaviour and Health: Characteristics of health behaviours (health behaviour, illness behaviour and sick-role behaviour); Barriers to health behaviour (individual, interpersonal and community). Theories of health behaviour (Protective motivation theory, theory of reasoned action, Transtheoretical model). **(15 Hours)**

Unit 3: Health enhancing behaviors and health compromising behaviours: Health enhancing behaviours: Exercise, Nutrition; Health compromising behaviours: Alcoholism and Smoking; **(15 Hours)**

PRACTICAL: - 30 Hours

Any two practicums (one in lab and one in field) on any of the two topics from the DSC03: Psychology of Health and Well-Being using scales on general health behaviours, sleep, well-being etc. Each practical group will consist of 10-12 students.

References:

- Allen, F. (2011). Health Psychology and Behaviour. Tata McGraw-Hill Education. (Unit 1: Chapters 6,7,8 and 9; Unit 2: Chapter 4; Unit 3: Chapter -8).

- Dalal, A., & Misra, G. (2006). Psychology of Health and Well-being. Psychological Studies.
- Dalal, A., & Misra, G. (2012). New Directions in Health Psychology. India: Sage Publications.
- Dalal, A. K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and traditional Health Care. India: Sage Publications.
- Dimatteo, M. R., & Martin, L. R. (2011). Health Psychology. Indian adaptation by Tucker, V. & Tucker O. P. (2018). New Delhi: Pearson India Educational Services Pvt. Ltd. (Unit 1: Chapter 1; Unit 2: Chapter 6).
- Hariharan, M. (2020). Health Psychology: Theory, Practice and Research. Sage Publications.
- Ravishankar, B., & Shukla, V. J. (2007). Indian Systems of Medicine: A Brief Profile. African Journal of Traditional, Complementary, and Alternative Medicines: AJTCAM, 4(3), 319–337.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage. (Unit 4: Chapter 5).
- Taylor, S. E. (2006). Health Psychology (6th ed.). New Delhi: Tata McGraw-Hill. (Unit 2: Chapter 3; Unit 3: Chapters 4 and 10).

BA (Prog.) with Psychology as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Fundamentals of Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

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

Learning Outcomes: After completing this course, the student will be able to:

- Understand the basic psychological processes
- Apply principles of psychology in everyday life

Unit 1: Introduction (9 Hours)

Psychology: Nature, goals and scope; Perspectives in psychology: Structuralism, Functionalism, Evolutionary, Psychodynamic, Behaviourism, Cognitive, Humanistic-Existential, Indian perspective.

Unit 2: Learning and Memory (12 Hours)

Nature of Learning and applications: Classical conditioning, operant conditioning, observational learning.

Memory: Nature and models of memory- Information processing, levels of processing, parallel distributed processing; techniques for improving memory.

Unit 3: Personality and Intelligence (12 Hours)

Personality: Nature of personality; theories of personality: Trait theory (Big Five Theory), Psychoanalytic and Humanistic

Intelligence: Nature of intelligence; theories of intelligence: Spearman's two factor, Gardener's multiple intelligence, Sternberg triarchic theory; PASS model

Unit 4: Practicum (4 weeks)

Any one experiment based on Unit-2.

References:

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson.

Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.

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.

Feldman R.S. (2011). Understanding Psychology, 10th edition. Delhi : Tata- McGraw Hill.
Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Hussain, Akbar (2014). Experiments in Psychology. Publishers: PHI learning Pvt. Ltd.

Mohanty. G. (2010). Experiments in Psychology. New Delhi: Kalyani Publishers.

Dandekar. W.N (1999). Experimental Psychology. Pune: Proficient publishing house.

DISCIPLINE SPECIFIC CORE COURSE – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Fundamentals of Cognitive Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

Objective: Understanding the fundamental concepts of human cognition and how cognitive

functioning operates in everyday life.

Learning Outcomes: After completing this course, the student will be able to:

- Appreciate important concepts related to cognition such as attention, perception, problem-solving and creativity
- Develop an insight into the applications of cognitive psychology concepts in everydaylife.
- Design studies/research on cognitive concepts.

Unit 1: Introduction (9 Hours)

Cognitive Psychology: Cognitive revolution, nature, methods and scope; fundamental ideas and key themes; culture and cognition

Unit 2: Attention and Perception (12 Hours)

Attention: Nature, determinants, theories, and applications

Perception: Nature of perception, laws of perception, perceptual illusions

Unit 3: Problem solving and Creativity (12 Hours)

Problem Solving: Nature, processes and methods (Algorithms and Heuristics), barriers of problem solving, convergent and divergent thinking, creativity in problem-solving

Unit 4: Practicum (8 Hours)

Any one laboratory or field practicum based on the above three units.

References

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson

Ciccarelli, S.K., & White, J.N. (2012). *Psychology*. Pearson Education, Inc.

Eysenck, M.W. & Keane, M.T. (2002). *Cognitive Psychology: A Student's Handbook*. Psychology Press.

Feldman, R. (2017). *Essentials of Understanding Psychology*. McGraw-Hill Education.

Galotti, K.M. (2015). [*Cognitive Psychology: In And Out Of The Laboratory*](#). Sage.

Mishra, G. (2009). *Psychology In India, Volume I: Basic Psychological Processes And Human Development*. Pearson Education

Mangal, S.K. (2002). *Advanced Educational Psychology*. PHI Learning Pvt. Ltd.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*.

Tata-McGraw

Passer, M.W., & Smith, R.E. (2011). *Psychology: The Science of Mind and Behaviour*. McGraw-Hill.

Sternberg, R. Sternberg, K., & Mio, J. (2012). *Cognitive Psychology*. Cengage Learning.

[Varnum, M., Grossman, I., Kitayama, S., & Nisbett, R. \(2010\). The Origin of Cultural Differences in Cognition: Evidence for the Social Orientation Hypothesis. Curr Dir Psychol Sci. 2010; 19\(1\): 9–13.doi: 10.1177/0963721409359301.](#) Available from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2838233/>

BA (Prog.) with Psychology as Minor
Category-III

DISCIPLINE SPECIFIC CORE COURSE – 1
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Fundamentals of Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

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

Learning Outcomes: After completing this course, the student will be able to:

- Understand the basic psychological processes
- Apply principles of psychology in everyday life

Unit 1: Introduction (9 Hours)

Psychology: Nature, goals and scope; Perspectives in psychology: Structuralism, Functionalism, Evolutionary, Psychodynamic, Behaviourism, Cognitive, Humanistic-Existential, Indian perspective.

Unit 2: Learning and Memory (12 Hours)

Nature of Learning and applications: Classical conditioning, operant conditioning, observational learning.

Memory: Nature and models of memory- Information processing, levels of processing, parallel distributed processing; techniques for improving memory.

Unit 3: Personality and Intelligence (12 Hours)

Personality: Nature of personality; theories of personality: Trait theory (Big Five Theory), Psychoanalytic and Humanistic

Intelligence: Nature of intelligence; theories of intelligence: Spearman's two factor, Gardener's multiple intelligence, Sternberg triarchic theory; PASS model

Unit 4: Practicum (8 Hours)

Any one experiment based on Unit-2.

References:

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson.

Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.

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.

Feldman R.S. (2011). Understanding Psychology, 10th edition. Delhi : Tata- McGraw Hill.

Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Hussain, Akbar (2014). Experiments in Psychology. Publishers: PHI learning Pvt. Ltd.

Mohanty. G. (2010). Experiments in Psychology. New Delhi: Kalyani Publishers.

Dandekar. W.N (1999). Experimental Psychology. Pune: Proficient publishing house.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Psychology

GENERIC ELECTIVE– 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Foundations of Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To introduce the core concepts of psychology with an emphasis on applications of psychology in everyday life.
- To help students develop an insight into their own and others' behavior and underlying mental processes.
- To understand and be able to interweave the fundamental psychological concepts of learning, memory, motivation, and emotion.
- To understand the theoretical perspectives and research findings that have shaped some of the most important areas of contemporary psychology.

Unit 1: What is Psychology : Psychology as a science; Major schools of Psychology; Evolution of Psychology in India; Subfields and Applications of Psychology **(12 Hours)**

Unit 2: Mind as Information Processer: Bottom-up and Top-down processing, Perceptual organizational processes, Acquiring Information: Learning by Association, Social Cognitive Learning, Encoding and Retrieval in Memory: Information Processing model; Why we forget? Mnemonics **(16 Hours)**

Unit 3: Self and Personality: Nature and Perspectives (Trait and Type, Jungian Theory of Psychoanalysis, Roger's Self Theory), Measures of Personality: Inventories and Projective techniques, Culture and Personality **(16 Hours)**

Unit 4: Intelligence and Creativity: Nature and Perspectives: Psychometric approach (Spearman's 'g' factor theory), Cognitive perspective (Fluid and Crystallized Intelligence; Triarchic Theory of Intelligence), Multiple Intelligences, Managing emotions intelligently, Nature of Creativity **(16 Hours)**

References:

- Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Feldman. S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
- Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. UK
- Zimbardo, P.C. & Weber, A.L. (1997). Psychology, New York: Harper Collins College Publishers.
- Robinson-Riegler, G., & Robinson-Riegler, B. (2008). *Cognitive psychology: Applying the science of the mind (2nd ed.)*. Boston: Pearson/Allyn and Bacon.
- Singh A.K (2017) संज्ञात्मक मनोविज्ञान: Cognitive Psychology. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh A.K (2017) उच्चतर सामान्य मनोविज्ञान: Advanced General Psychology. Motilal Banarsidass Publishers Pvt.Ltd.

GENERIC ELECTIVE– 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Understanding Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behavior
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.

Unit 1: Introduction to Psychology: Nature and Scope, Historical Development (structuralism, functionalism, psychoanalytic, cognitive, behavioural, humanistic- existential, gestalt), Psychology in India (15 Hours)

Unit 2: Intelligence and Personality: Nature (Intelligence and Personality) Theories of

personality: Psychoanalytic and Socio Cognitive Theory; Theories of intelligence: Sternberg's Triarchic Theory and Gardner's theory of Multiple Intelligence; Emotional intelligence; Assessment of intelligence and personality. Intelligence and personality in Indian Context
(15 Hours)

Unit 3: Learning and Memory : Nature (Learning and Memory), Conditioning (Classical and Instrumental), Observation learning. Memory- Models (Information Processing Model, Levels of Processing Model, Improving memory. Memory in Indian Context
(15 Hours)

PRACTICAL: Total of TWO Experiments- One each from Unit 2 and 3 based on course GE02: Understanding Psychology. Each practical group will consist of 10-12 students.

30 Hours

References:

- Abhedananda, S. (2008). True Psychology. Ram Krishna Vedanta Math. Kolkata
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. A., & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.
- ICSSR Research Surveys and Explorations: Psychology, Vols 1–5
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to Psychology. Andover: Cengage Learning.
- Paranjpe, C. A. (2002). Self and Identity in Modern Psychology and Indian Thought. Kluwer Academic Publishers
- Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. New Delhi: Tata McGraw- Hill
- Sinha, D., Misra, G., & Dalal, K. A. (2015). Psychology for India. Sage Publications.
- Zimbardo, G. P. (2013). Psychology and Life. Pearson

GENERIC ELECTIVE– 3
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Psychology for Healthy Living	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To build an in-depth understanding of topics like stress, health, well-being and positive human behaviour
- To develop skills and competencies by application of these principles for promoting health, well-being and positive functioning in self and others.

Unit 1: Stress and coping: Understanding causes of stress; Effects of stress on physical and mental health; coping strategies (emotion focused, problem focused, avoidant coping), coping techniques **(12 Hours)**

Unit 2: Understanding subjective wellbeing and health: Meaning of subjective and psychological/hedonistic and eudaimonic well-being); comparing Medical and Bio-psycho-social approaches to health. **(16 Hours)**

Unit 3: Health-enhancing behaviours: Introduction to health enhancing behaviours: Exercise, Nutrition and Sleep **(16 Hours)**

Unit 4: Promoting Positive human functioning: Introduction to Positive Psychology, Hope (definitions, Snyder model, applications), Optimism (Optimism as an explanatory style, benefits) and Self-efficacy (Bandura's concept, sources of self-efficacy, applications in different arenas) **(16 Hours)**

References:

- Arora, M.K. and Sran, S.K (2017) Psychology of health and well-being , Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Dalal, A.K., & Misra, G. (2011). New Directions in Health Psychology. Sage
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. Indian adaptation by Tucker, V and Tucker O.P. (2018). New Delhi: Pearson India Educational Services Pvt. Ltd. (Unit 1: Chapter 1; Unit 2: Chapter 6).
- Khosla, M. (Ed.) (2022). Understanding the Psychology of Health and Well-being. Sage

Texts, Delhi.ISBN 9789354794391

- Lazarus, J. (2008). *Stress Relief and Relaxation Techniques*. Los Angeles: KeatsPublishing.
- Luthans, F, Brett C. Luthans, Kyle W. (2015). *Organizational behaviour: An evidence based approach*,13th Edition. McGraw Hill(Chapter: Positive organizational behavior and Psychological Capital).
- Sarafino, P, E (1998). *Health Psychology: Biopsychosocial Interactions* (third edition). John Wiley & Sons, Inc. (Unit 1: Chapter 3, Chapter 4; Unit 2: Chapter 5).
- Seaward, B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. (Unit 4: Chapter 5).
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.(Unit 2: chapter 3; Unit 3: Chapters 4 and 10
- Weiten, W. & Lloyd, M.A (2007). *Psychology Applied to Modern life*. Thomson Detmar earning.(Unit 1: Chapter 3; Unit 2: Chapter 4)

GENERIC ELECTIVE– 4

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Understanding Human Mind	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes:

- :
- To introduce students to the various perspectives of studying the mind with special emphasis on sensitizing with the Indian models.
 - To acquaint the students with the discipline of Psychology which involves studying important social-cognitive skills
 - To discuss the scope and methodological challenges involved in studying the human mind
 - To introduce students to the practical aspects of cognitive psychology in understanding human behavior.

Unit 1: Introduction: Perspectives of studying the mind: Eastern- Advait Vedanta, Sāṃkhya Yoga, Buddhism, Sri Aurobindo's theory of mind. Western-Wilhelm Wundt Structuralism, William James functionalism, Freudian three levels of mind, cognitive- information processing model.
(12 Hours)

Unit 2: Methods and Scope of studying mind: Methods-Experimental, Case study, Introspection, Observation, Phenomenology Scope-Cognitive neuroscience, Artificial Intelligence, Psychotherapy and preventive measures. **(16 Hours)**

Unit 3: Perception and Attention: Nature, factors and automatic and controlled processes, Perception: Perceptual processes, perceptual organization, role of attention in perception. Indian Perspective on attention and perception- Advait Vedanta- *chitta, vritti*; Sāṃkhya Yoga- *buddhi, ahankara, manas*. **(16 Hours)**

Unit 4: Thinking and Problem Solving: Mental images, concepts and prototypes; Problemsolving approaches – Algorithm; heuristics, means-end analysis, insight. Concept of Thinking in Indian perspective. **(16 Hours)**

References:

- Vivekananda, S. (2003). *Raja Yoga*. Advaita Ashrama.
- Galotti, K. M. (2018). *Cognitive Psychology In and out of the laboratory*(4th ed.). Thomson Wadsworth.
- Rao, K.R., &Paranjpe, A.C. (2016). *Scope, Substance, and Methods of Study*. In: *Psychology in the Indian Tradition* (pp-1-35).Springer: New Delhi.
- Rao, K.R.,&Paranjpe, A.C. (2016). *Mind–Body Complex*. In: *Psychology in the Indian Tradition* (pp- 95-128) (102-105 Advait Vedanta, Sāṃkhya Yoga-102). Springer: New Delhi.
- Sen, I. (1952). *Sri Aurobindo's Theory of Mind*. Philosophy East and West. 1(4), (pp 45-53).
- Singh, A.K. (2017).संयाना० कमनोवियान *Cognitive Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh, A.K. (2017).उडरसामा० मनोवियान *Advanced General Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Stenberg & Stenberg (2012). *Cognitive Psychology*. (6th ed.).
- Watson, J.L. (2020). *Ayurvedic and Bionian Theories of Thinking: Mental Digestion and the Truth Instinct*.

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/ 17

Dated: 06.04.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 38-1/ (38-1-1) dated 08.12.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-II of the department of Psychology under Faculty of Arts based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

DEPARTMENT OF PSYCHOLOGY

Category II

**Psychology Courses for Undergraduate Programme of study with
Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Major discipline)**

DISCIPLINE SPECIFIC CORE COURSE – 3:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Social Psychology	4	3	0	1	Class XII passed	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students comprehend the basic principles of social psychology.
- To develop an understanding of how an individual's thoughts, feelings and behavior are influenced by social context.

Learning Outcomes

After completing this course, the student will be able to:

- Understand various levels of social processes in real-life settings
- Become sensitized to the Indian social context.
- Develop skills to facilitate healthy interpersonal relationships.
- Design and execute a study based on relevant topics of social psychology

SYLLABUS OF DSC-3

UNIT – I (15 Hours)

Introduction:

Social psychology: Nature, Scope, Methods, Brief history, Social Psychology in Indian Context

Individual-level processes: Attribution (theories-Kelly & Heider), Attitude (formation, change and resistance)

UNIT – II (15 Hours)

Interpersonal processes

Prosocial behaviour - theories, factors, bystander intervention model; Aggression: theoretical perspectives, various determinants, ways of controlling aggression, Social Influence: Conformity and Compliance

UNIT – III (15 Hours)

Group dynamics

Nature of groups - key features, types of groups, group formation; group decision making

Practical component – (30 Hours)

Any one practical based on any topic from the above three units.

(10-12 students per week per group)

Essential/recommended readings

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R (2017). Social psychology (9th Ed), New Delhi Pearson.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2018). Social Psychology. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 4:**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Applications of Social Psychology	4	3	0	1	Class XII passed	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology and its applications to various domains of life.

Learning Outcomes

After completing this course, the student will be able to:

- Understand social problems and issues related to self and society
- Design and execute a study based on any relevant intervention/participatory method.

SYLLABUS OF DSC-4**UNIT – I (15 Hours)****Introduction**

Applied Social Psychology - Nature, intervention and evaluation: Process of intervention; need for evaluation for effective programmes and steps of evaluation

UNIT – II (15 Hours)**Environment and Social Psychology**

Resource dilemma, culture and environment, impact on human health and wellbeing, pro-environment behaviour

UNIT – III (15 Hours)**Social Diversity**

Economic, cultural, religious, gender; challenges of diversity: prejudice and stereotype, conflict, conflict resolution

Practical component – (30 Hours)

One practicum based on any topic from the above three units.

(10-12 students per week per group)

Essential/recommended readings

- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology*, 9th edition, Delhi: Pearson.
- Bowler, D. E., Buyung-Ali, L. M., Knight, T. M., & Pullin, A. S. (2010). A systematic review of evidence for the added benefits to health of exposure to natural environments. *BMC public health*, 10(1), 1-10.
- Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision*, 18(4), 317-325.
- Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), *Contemporary Indian Psychology*. New Delhi: Oxford University Press.
- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- McGraw Hill. Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Myers, D., Sahajpal, P., Behera, P. (2011). *Social Psychology* (10th Edition). New Delhi.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
- Schneider, F.W., Gruman, A., Coultas, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

**Psychology Courses for Undergraduate Programme of study with
Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE – 3:

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Social Psychology	4	3	0	1	Class XII passed	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students comprehend the basic principles of social psychology.
- To develop an understanding of how an individual's thoughts, feelings and behavior are influenced by social context.

Learning Outcomes

After completing this course, the student will be able to:

- Understand various levels of social processes in real-life settings
- Become sensitized to the Indian social context.
- Develop skills to facilitate healthy interpersonal relationships.
- Design and execute a study based on relevant topics of social psychology

SYLLABUS OF DSC-3

UNIT – I (15 Hours)

Introduction:

Social psychology: Nature, Scope, Methods, Brief history, Social Psychology in Indian Context

Individual-level processes: Attribution (theories-Kelly & Heider), Attitude (formation, change and resistance)

UNIT – II (15 Hours)

Interpersonal processes

Prosocial behaviour - theories, factors, bystander intervention model; Aggression: theoretical perspectives, various determinants, ways of controlling aggression, Social Influence: Conformity and Compliance

UNIT – III (15 Hours)

Group dynamics

Nature of groups - key features, types of groups, group formation; group decision making

Practical component – (30 Hours)

Any one practical based on any topic from the above three units.

(10-12 students per week per group)

Essential/recommended readings

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R (2017). Social psychology (9th Ed), New Delhi Pearson.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2018). Social Psychology. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



PSYCHOLOGY

COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Category I

[UG Programme for Bachelor in PSYCHOLOGY (Honours) degree in three years]

FIRST YEAR- SEMESTER 2

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-4: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To encourage students to recognize individual differences.
- To impart knowledge of the theories of intelligence and personality.
- To educate the learner with the principles of psychological testing.
- To train students to use psychological tests to measure personality and intelligence.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Developing an understanding of the concept of individual differences.
- Having a comprehensive knowledge of personality theories, and recognizing the role of biology, culture and gender in the development of personality.
- Understanding the various approaches to intelligence and appreciating the diverse frameworks.
- Knowing the principles of psychological testing and its application for the measurement of personality and intelligence.

SYLLABUS OF DSC-4

UNIT – I (5 Weeks)

Personality: Nature of personality; Approaches: Psychodynamic, Phenomenological-humanistic, Trait, Social-cognitive; Biological foundations of personality; Culture, gender and personality

UNIT – II (5 Weeks)

Intelligence: Psychometric and Cognitive process approaches; Broader conceptions of intelligence; Heredity, environment and intelligence; Extremes of intelligence

UNIT – III (5 Weeks)

Psychological Testing: Defining features of a psychological test; Historical foundations of psychological testing; Reliability, Validity, Norms; Types of psychological tests (Special emphasis on personality and intelligence testing); Applications and Issues

Practical component

PRACTICAL: One practicum using any one psychological test (personality or intelligence test). Each practicum group will consist of 10-12 students.

Essential/recommended readings

- Baron, R. A. & Misra, G. (2014). *Psychology*. Indian Subcontinent Edition. Pearson Education.
- Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*. South Asian Edition. Pearson Education.
- Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

Suggestive readings

- Passer, M.W. & Smith, R.E. (2010). *Psychology: The Science of Mind and Behaviour*. Tata McGraw-Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): SOCIAL PSYCHOLOGY

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-5: SOCIAL PSYCHOLOGY	4	3	0	1	12 th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- To develop the conceptual knowledge of social psychology, its history, scope, and methods.
- To develop an understanding of cognitions, emotions, and actions of oneself and others in the social and cultural context.
- To learn the causes of self and others' behaviors and sources of bias in evaluating such behaviors.

Learning outcomes

- The Learning Outcomes of this course are as follows:
- To provide a platform to conduct an in-depth teaching-learning process of the social world both theoretically and empirically.
- To give ample opportunities to understand the self as a social being.
- To enhance the comprehension of the social phenomena involving self and others by underscoring the role of cultural differences.
- To invoke the 'social scientist' within the budding psychologists by presenting the complex debates for rigorous interrogation.
- To conduct practicum as a collaborative learning activity so that a link can be forged between theory and practice.

SYLLABUS OF DSC- 5

UNIT – I (5 Weeks)

Introduction to Social Psychology: Nature, Scope, History, Social Psychology in India, and Current Trends.

UNIT – II (5 Weeks)

Self and Identity in the Social World: Historical Context, Self-awareness and Self-knowledge, Many Selves, Social Identity Theory, Self-motives, Self-esteem, Self-presentation and Impression Management, Self, and Identity in the Cultural Context.

UNIT – III (5 Weeks)

Social Cognition and Attitudes: Social Schemas, Heuristics, Attribution, Attitudes and Attitude Change.

Practical component

PRACTICAL: Practicum: Any 1 practicum based on Unit 2 or Unit 3. Each practicum group will consist of 10-12 students.

Essential/recommended readings

- 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.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.
- Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.

- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Suggestive readings (if any)

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). *Social Psychology*, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). *Essential Social Psychology*. New Delhi: Sage
- Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments* (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

DISCIPLINE SPECIFIC CORE COURSE-6 (DSC-6):

STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the use of statistical methods in psychological research.
- To foster an understanding of the techniques of descriptive statistics for quantitative research.
- To teach the application of the same in the field of Psychology.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding the relevance of statistical methods for psychological research, and the difference between descriptive and inferential statistics.

- Having knowledge about variables, scales of measurement and the percentile system.
- Learning to present numerical data graphically.
- Knowing the properties and computation of the various measures of central tendency and variability.
- Developing an understanding of standard scores, and the nature and applications of the normal probability distribution.
- Getting acquainted with correlation technique for quantitative research.

SYLLABUS OF DSC-6

UNIT – I (5 Weeks)

Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Scales of Measurement; Grouped Frequency Distribution; Computation of Percentiles and Percentile Ranks from Grouped Data; Graphical Representation of Data (Histogram, Frequency Polygon, Cumulative Percentage Curve)

UNIT – II (3 Weeks)

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Effects of Linear Score Transformations on Measures of Central Tendency Measures of Variability: Range; Semi-Interquartile Range; Variance; Standard Deviation (Properties and Comparison); Calculation of Variance and Standard Deviation; Effects of Linear Score Transformations on Measures of Variability

UNIT – III (4 Weeks)

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores And Percentile Ranks

The Normal Probability Distribution: Nature, Properties and Applications; Finding Areas When the Score is Known, Finding Scores When the Area is Known; Applications

UNIT – IV (3 Weeks)

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Effects of Linear Score Transformations.

Practical component (if any) - NIL

Essential/recommended readings

Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology* (5th Ed.). Pearson Education.

King, B.M., Rosopa, P.J., & Minium, E.W. (2011). *Statistical Reasoning in the Behavioral Sciences* (6th Ed.). Wiley.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Suggestive readings

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
B.A. (Hons.) Psychology & B.A. (Hons.) Applied Psychology
First Year- Semester II

GENERIC ELECTIVES (GE-5):
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4	3	0	1	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the scope of organisational psychology
- Know about contemporary trends in industrial/ organisational behaviour
- Analyze motivational cycle
- To learn about theories of job satisfaction
- Examine varied theories and models of leadership
- To exhibit an experiential understanding of practical aspects of industrial/organisational psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, its nature, scope, trends and challenges.
- To develop a better understanding of the behaviour of the employees at workplace and how the factors like motivation, Job satisfaction and Leadership makes an organization effective and efficient

SYLLABUS OF GE-5

UNIT – I (3 Weeks)

Introduction: Definition of I/O, Nature and scope of I/O, Difference between Industrial and organizational psychology, Contributing disciplines to I/O, Brief understanding of Atharva Veda, Contemporary trends and challenges.

UNIT – II (4 Weeks)

Motivation and Job satisfaction: **Motivation:** Definition, Motivational cycle , types (Intrinsic and extrinsic); **Job satisfaction:** Elements of Job satisfaction, theories (Maslow's Hierarchy of Needs, McClelland's Need theory, Vrooms' Expectancy theory, Alderfer ERG theory, Frederick Herzberg Two Factor Theory, Locke's Value Theory, Adam's Equity Theory, Porter and Lawler's Expectancy Theory).

UNIT – III (4 Weeks)

Leadership: Definition of leadership, Contemporary theories (Transformational Leadership Theory, Transactional Leadership Theory, Charismatic Leadership Theory, Indigenous theories (Performance-maintenance theory, Nurturant task –participative model of leadership, consultative style of management and pioneering innovative theory of leadership)

Practical component (4 Weeks)

PRACTICAL: Any two of the following based on GE-5: Industrial and Organizational Psychology. Each Practical Group will consist of 10-12 students.

1. Test/ scales (topics mentioned in syllabus)
2. Business model analysis
3. Case study (leadership)
4. Experiential activities like Role Plays

Essential/recommended readings

- Greenberg & Baron, (2008). Behaviour in Organization, 9th (Ed.) Pearson. (Unit 2: Chapter 4; Unit 3: Chapter 12)
- Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour: An evidence based approach, 13th Edition. McGraw Hill (Unit 2 : Chapter 2 & 13)
- Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education ,New Delhi (Unit 2: Chapter 7 & Chapter 8; Unit 3: chapter 18 & 19)
- Prakash, A. (2011). Organizational behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*, Oxford University Press.
- Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education. (Unit 1: Chapter 1, Unit 2: Chapter 7, Unit 3: Chapter 13)

Suggestive readings

- Sharma, S. (2015). Globalizing Indian Thought through Indian Management Knowledge Tree. *IIM Kozhikode society & Management Review*, 4(1), 1-14.
- Sinha, J.B.P. (1995). *Cultural Context of leadership and Power*. Sage Publications.

GENERIC ELECTIVES (GE-6: INTERGROUP RELATIONS)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE6: INTERGROUP RELATIONS	4	3	1	0	12 th Pass	Nil

Learning Objectives

- The Learning objectives of this course are as follows:
- The course on intergroup relations shall facilitate in a non-psychology student an understanding of society as a whole, the frictions and fissures in humanity and the psychological bases for the same.
- The objective is to help students develop insights into their one's own needs for belongingness and differentiation as a precursor to these dynamics and conflicts.

Learning outcomes

- The Learning Outcomes of this course are as follows:
- To understand the socio-psychological underpinnings of group membership and relationship between groups
- To understand the psychological foundations of conflict between groups
- Learning to resolve inter-group conflicts and improving inter-group relations

SYLLABUS OF GE-6

UNIT – I (3 Weeks)

Groups and their Importance : Groups, types and importance, Intragroup - intergroup differences, discontinuity effects, inter-group relations

UNIT – II (4 Weeks)

Intergroup Interaction Approach: Realistic conflict theory, Robbers cave experiment (cooperation vs. competition), Social Identity theory, minimal group studies; Relative deprivation theory, Norm Violation theory

UNIT – III (5 Weeks)

Social and Cultural Aspects of Intergroup Relations: Cognitive biases & stereotypes, prejudice, Discrimination, social dilemma; inter-group conflicts and their types; consequences of conflicts (subtle and blatant forms); Case studies in Indian context.

UNIT – IV (3 Weeks)

Resolving Intergroup Conflicts: Contact based strategies, Cognitive strategies; Conflict Resolution (arbitration, negotiation, mediation etc.), Case Studies in Indian context.

Practical component (if any) - NIL

Essential/recommended readings

- Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Baumeister, R.F., & Bushman, B.J.(2013). Social Psychology & Human Nature. Wadsworth
- (chapter on prejudice and intergroup relations)
- Dunham, Y., Srinivasan, M., Dotsch, R., & Barner, D. (2014). Religion insulates ingroup evaluations: the development of intergroup attitudes in India. *Developmental science*, 17(2), 311–319. <https://doi.org/10.1111/desc.12105>
- Forsyth, D.R. (2009) Group dynamics.Broke/Cole: Wadsworth.
- Miller, N.& Breuer, M.B. (1996). Intergroup Relations (Mapping Social Psychology). Open University Press.

- Tripathi, R.C. (2009). Hindu Social Identities and Imagined Past. In A.K.Tiwari (Ed), *Psychological Perspectives on Social Issues and Human Development*. Concept Publishing Company.

Suggestive readings -

- Myers, D. Sehejpal, P., Behera, P. (2011). Social Psychology. McGraw Hill Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (1997). Social Psychology(9th.ed.). Prentice-Hall, Inc.
- Franzoi, S.L. (2016) Social Psychology. 7th Edition, BVT Publishing, Redding, CA.

GENERIC ELECTIVES (GE-7): HEALTH AND WELL-BEING

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-7 : HEALTH AND WELL-BEING	4	3	1	0	12th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- To equip the learner about the components and theoretical basis of health and wellbeing and understanding the relationship between mind and body.
- To inculcate sensitivity to health related behaviors and ways of adopting them.
- To develop an understanding of how engaging in physical activity improves health and regulating emotions can impact wellbeing.
- To enable the learners develop skills to manage their health and wellbeing

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Demonstrate an adequate knowledge of various components of health and theoretical basis of Health & Well-being.
- Developing an understanding health related behaviours and ways to engage in them for promoting health and wellbeing
- Evaluating the usefulness of physical activity and skills to regulate emotions in enhancing health and wellbeing.
- Displaying different kinds of skills to manage stress and techniques of relaxation.

SYLLABUS OF GE-7

UNIT – I (4 Weeks)

Conceptualizing Health and Wellbeing: defining Health & wellbeing, notion of Health & illness, Mind -body relationship, components & indicators of health & wellbeing, bio-psychosocial model of health

UNIT – II (4 Weeks)

Understanding Health behaviors: healthy behaviors-health belief model, stages of change model, compromising behaviors, eating behaviors.

UNIT – III (3 Weeks)

Enhancing Health & Well-being: Physical activity & Emotion regulation

UNIT – IV (4 Weeks)

Managing Health & Wellbeing: stress management -nature of stress, consequences in brief, relaxation techniques-meditation, yoga

Practical component (if any) - NIL

Essential/recommended readings

- Arora,M.K. and Sran,S.K (2017) Psychology of health and well-being , Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Dalal,A.K.,&Misra,G.(2011).New Directions in Health Psychology.Sage
- DiMatteo,M.R.&Martin,L.R.(2002).Health Psychology:NewDelhi:Pearson.
- Khosla,M.(Ed.)(2022). Understanding the Psychology of Health and Well-being. Sage Texts, Delhi.ISBN 9789354794391
- Sarafino, E.P.(2013).Health psychology.7th Edition, Wiley.

Suggestive readings

- Taylor,S.E.(2012).Health Psychology(7th edition).New york: TataMcGraw Hill. publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-8): SELF IN CONTEMPORARY SOCIETY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 : SELF IN CONTEMPORARY SOCIETY	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of self both in the Western context and the Indian context.
- To delve into the understanding and processes of culture and self.
- To enable students to engage in how culture and identity interacts in a globalised and in a multicultural world.
- To understand the emerging digital world and its impact on self.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To help understand students with the need of understanding the self.
- To create an understanding of self in relation to diversity of culture, special focus on Indian perspectives of self.
- To expand an understanding of self as an emerging and evolving variable and being shaped by the current socio-cultural factors.

SYLLABUS OF GE-8

UNIT – I (4 Weeks)

Understanding Self : Self and Identity in Indian and Western approach; Indian approaches to understand self – Paranjpe's writings on Advaita Vedanta and its comparison with Erikson's view. Western approaches to understand self: Winnicott - True and False self, Serena Chen - Relational self. Comparison between Indian Self and Western Self.

UNIT – II (3 Weeks)

Culture and self : Culture and the Self; Cultural variations of self and its critique: Individualism-Collectivism, Independent and Interdependent self-construal; Cross-cultural case studies.

UNIT – III (4 Weeks)

Culture and Identity : Self in a globalized world: Individuality in Cultural Globalization, Identity Negotiation; Migration and Identity; Emerging issues: Bicultural identity, acculturation, identity confusion, and coping.

UNIT – IV (4 Weeks)

Self in a Digital World : Definition of Digital Self; Self in a digital world: The psychology of media use, Impact of digital technology (social media: WhatsApp, Youtube, Facebook, Instagram, Twitter, & Podcasts), Positive and Negative aspects of media.

Practical component (if any) - NIL

Essential/recommended readings

- Andersen, S. M., & Chen, S. (2002). The relational self: an interpersonal social-cognitive theory. *Psychological review*, 109(4), 619.
- Chen, C. P. (2016). Forming digital self and parasocial relationships on YouTube. *Journal of Consumer culture*, 16(1), 232-254.
- Chen, S., Boucher, H., & Kraus, M. W. (2011). The relational self. In *Handbook of identity theory and research* (pp. 149-175). New York: Springer.
- Dalal, A. K. (2019). *Wither Indian psychology?* New Delhi: Rawat Publications.
- Goldstein, S. B. (2019). *Cross-cultural explorations: activities in culture and psychology (3th ed)*. New York: Routledge.
- Erikson, E. H. (1951). *Childhood and society*. New York: Norton.

- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Harris, R. J. & Sanborn, F. W. (2018). *A cognitive psychology of mass communication (6th ed)*. New York: Routledge.
- Hermans, H. J. M. & Hermans-Konopka, A. (2010). *Dialogical self theory: positioning and counter-positioning in a globalizing society*. (pp 1-81) New York: Cambridge University Press.
- Huynh, Q. L., Nguyen, A. M. D., & Benet-Martínez, V. (2011). Bicultural identity integration. In *Handbook of identity theory and research* (pp. 827-842). Springer, New York, NY.
- Iqani, M., & Schroeder, J. E. (2016). # selfie: Digital self-portraits as commodity form and consumption practice. *Consumption Markets & Culture*, 19(5), 405-415.
- Lifton, R. J. (1999). *The protean self: Human resilience in an age of fragmentation*. University of Chicago Press.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224.
- Mishra, A. K., Akoijam, A. B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G, Misra. (Ed), *Psychology in India* (pp. 53 - 104), ICSSR, New Delhi.
- Misra, G. (2011). *Handbook of Psychology in India*, New Delhi: Oxford University Press.
- Ozer, S. (2019). Towards a psychology of cultural globalisation: A sense of self in a changing world. *Psychology and Developing Societies*, 31(1), 162-186.
- Oyserman, D., Elmer, K., & Smith, G. (2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.). *Handbook of self and identity*. Ch.4. Pp. 69 - 104. (2nd Edn.). New York: The Guilford Press.
- Paranjpe A.C. (2000). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press. (Chapter 2 & 3)
- Salagame, K. (2013). Ego and ahamkāra: Self and identity in modern psychology and Indian thought. *Foundations and Applications of Indian Psychology*.
- Sinha, J. B. P. (2002). Towards Indigenization of Psychology in India. In G, Misra. & A. K. Mohanty (Eds.). *Perspectives on Indigenous Psychology* (pp. 440-457). New Delhi: Concept Publishing Company
- Smith, P. B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures: living and working in a changing world*. London: Sage.
- Triandis, H. C. (1995). *Individualism and Collectivism* (1st ed.). New York: Routledge.
- Timotijevic, L., & Breakwell, G. M. (2000). Migration and threat to identity. *Journal of Community & Applied Social Psychology*, 10(5), 355-372.
- Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., Bond, M. H. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966-1000.
- Virupaksha, H. G., Kumar, A., & Nirmala, B. P. (2014). Migration and mental health: An interface. *Journal of natural science, biology, and medicine*, 5(2), 233-239.
- Winnicott, D. W. (1971) Vaughn, L. M. (2019). *Psychology and culture: thinking, behaving, and behaving in a global context*. New York: Routledge). *Playing and reality*. London: Tavistock.

Suggestive readings

- Hermans, H. J. M (1993). The dialogical self: beyond individualism and rationalism. *American Psychologist*, 47(1). 23-33.
- Hermans, H. J., &Dimaggio, G. (2007). Self, identity, and globalization in times of uncertainty: A dialogical analysis. *Review of general psychology*, 11(1), 31-61.
- Jensen, L. A. (2011). Navigating local and global worlds: Opportunities and risks for adolescent cultural identity development. *Psychological Studies*, 56(1), 62-70.
- Mascolo, F. M., Misra, G., &Rapisardi, C. (2004). Individual and relational conceptions of self in India and the United States. *New directions for Child and Adolescent development*, no. 104, Pp. 9-27.
- Rao, K, R. &Paranjpe, A. C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
- Salagame, K.K.K., (2011b). Ego and *Ahamkāra*: Self and identity in modern psychology and Indian thought. In M. Cornelissen, and G.Misra (Eds.). *Foundations of Indian Psychology: Theories and concepts*. Pearson Education, New Delhi. Pp. 133-145.
- Sharma, S., & Sharma, M. (2010). Globalization, threatened identities, coping and well-being. *Psychological Studies*, 55(4), 313-322.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



APPLIED PSYCHOLOGY

COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Category I

[UG Programme for Bachelor in APPLIED PSYCHOLOGY (Honours) degree in three years]

FIRST YEAR- SEMESTER 2

DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : FOUNDATIONS OF INTELLIGENCE, PERSONALITY AND AFFECT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-4: FOUNDATIONS OF INTELLIGENCE, PERSONALITY AND AFFECT	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding and applying psychological determinants to everyday life events.
- Evaluating correct, logical, and unbiased inferences about human behaviour from empirical information and evidences.
- Learning to design, conduct, or evaluate basic psychological research based on individual differences, affect and motivation.
- Demonstrating knowledge of ethical principles that influence psychologists in their research on individual differences.

- **Learning outcomes**
- The Learning Outcomes of this course are as follows:
- Demonstrate an understanding and knowledge of the focus of Differential Psychology/Individual Differences as a separate area of study along with a focus on motivation and emotion
- Demonstrate comprehension in their abilities to define, operationalize, and assess psychological constructs on which individuals differ as well as areas related to motivation and emotion.
- Display an understanding of how these aspects of individual differences, motivation and emotion are studied in the laboratory.

SYLLABUS OF DSC-4

UNIT – I (5 Weeks)

Intelligence:

- Defining Intelligence;
- Historical perspective;
- Hereditary, Environment and Intelligence;
- Theories: Psychometric approach, Cognitive processes approach, contemporary theories of R. Sternberg and H. Gardner;
- Emotional intelligence; Assessment of intelligence with group differences;
- Extremes of Intelligence: Giftedness and MR

UNIT – II (5 Weeks)

Personality:

- Defining Personality;
- Personality-environment interaction;
- Theories: Psychodynamic, phenomenological-humanistic, behavioural and social-cognitive, Trait Perspective;
- Biological basis of personality.
- Assessment of Personality

UNIT – III (5 Weeks)

Motivation & Emotion

- Perspectives on motivation: Instinct Theory of Motivation (McDougall), Psychodynamic and humanistic views, Maslow's theory, Self-determination theory;
- Types of Motives;
- Emotions: Nature: Cognitive and Physiological components;
- Bodily changes and Emotions;
- The facial expression of emotions and Display rules;
- Theories: The James-Lange Somatic theory, The Cannon-Bard Theory, , Schachter - Singer Theory.

Practical component (7 Weeks per practicum)

PRACTICAL: Any TWO test from the THREE units above.

Report writing in the APA style. Each practicum group will consist of 10-12 students.

Essential/recommended readings

- Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw- Hill
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013/latest). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgard's: Introduction to psychology. Wadworth : Cengage Learning

Suggestive reading

- Sibia, A., & Misra, G. (2011). Understanding emotion. Handbook of psychology in India, 286-298.
- Johnson, W. (2014) Developing difference. Palgrave Macmillan.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): DEVELOPMENTAL PSYCHOLOGY**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-5: DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	12th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- Assist students in understanding how developmental psychology plays a role in their own lives and future careers
- Connects students to current research and real-world application
- Through an integrated approach students gain the insight they need to understand, explain & apply key human development issues in Real life setting
- Describe ways that culture impacts development.
- Hands on training to students with the help of practical listed in the course

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC- 5**UNIT – I (5 Weeks)**

Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence.

UNIT – II (5 Weeks)

Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development

UNIT – III (5 Weeks)

Emotional Development : Displaying, Recognizing & Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan).

Practical component

- **PRACTICAL:** Any two practicals from the following list based on DSC05: Developmental Psychology. Each practical group will consist of 10-12 students.
- Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
- Field report: The interaction between individuals and contexts (family, school, peers, culture).
- Case study of an atypical individual.
- Field work: Visit to an NGO working in the area of issues of children/adolescents

Essential/recommended readings

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. (Unit 3: Chapter 12)
- Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson. (Unit 1: Chapter 1, 2 to 8)
- Kakar, S. (2012) The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi. Oxford University Press (Unit 3)
- Santrock, J.W. (2012). A topical approach to life-span development. New Delhi: Tata McGraw- Hill. (Unit 1 to 3)
- Shaffer, D.R. & Kipp, K. (2007). Developmental psychology: Childhood and Adolescence Indian reprint: Thomson Wadsworth (Unit 2 : Chapter 7 to 10, Unit 3: Chapter 11, 15 & 16)
- Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes In G. Misra (ed)
- Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson. (Unit 3)

Suggestive readings (if any)

- Georgas, J., John W. Berry., van de Vijver, F.J.R., Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.
- Patra, S (2022). Adolescence in India : Issues ,Challenges & Possibilities .New Delhi: Springer

DISCIPLINE SPECIFIC CORE COURSE–6 (DSC-6):**SOCIAL AND GROUP PROCESSES****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title &	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

Code				Practice		(if any)
DSC-6: SOCIAL AND GROUP PROCESSES	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the process of social interaction and human behaviour.
- Understand various processes and their implications in Indian society.
- Describe the cultural and personal diversities in India and their relationship with certain social problems in Indian context

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the importance of self and its implications for social relationships.
- Understand the dimensions of aggression in society and create harmonious relationships based on prosocial behaviour and non-violence.
- Describe and understand the social problems in the Indian context with respect to the role of groups and group dynamics.

SYLLABUS OF DSC-6

UNIT – I (5 Weeks)

Self and social influence:

Defining the self, sources of self-knowledge, social and cultural influences on self, social identity theory, social cognitive perspective of self (self-schema, self-schema clarity and complexity). Social influence, conformity, compliance and obedience.

UNIT – II (5 Weeks)

Social Interaction:

Interpersonal Attraction: meaning and nature of interpersonal attraction, Determinants of interpersonal attraction, Theories of interpersonal attraction; Prosocial Behaviour: Nature & determinants, Bystander effect, Theories of Prosocial Behaviour; Aggression: definition, causes, theories and reducing aggression (Indian perspective – Gandhi's Non-violence).

UNIT – III (5 Weeks)

Group Dynamics: (12 classes)

Group Dynamics: Definition, types of groups, formation, structural properties, group decision making, group think and group polarization, social loafing, social facilitation.

Practical component

Any 2 practicums either in lab and/or field based on DSC06: Social and Group Processes. Each practical group will consist of 10-12 students.

Essential/recommended readings

- Aronson, E., Wilson, T. D., Asch, S. E., & Turner, J. C. (2000). Social Psychology (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature. Wadsworth

Suggestive readings

- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. Prentice Hall.
- Myers, D. G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw-Hill Pub Co.Ltd

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES **B.A. (Hons.) Psychology & B.A. (Hons.) Applied Psychology** **First Year- Semester II**

GENERIC ELECTIVES (GE-5): **INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	4	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the scope of organisational psychology
- Know about contemporary trends in industrial/ organisational behaviour
- Analyze motivational cycle
- To learn about theories of job satisfaction
- Examine varied theories and models of leadership
- To exhibit an experiential understanding of practical aspects of industrial/organisational psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, its nature, scope, trends and challenges.
- To develop a better understanding of the behaviour of the employees at workplace and how the factors like motivation, Job satisfaction and Leadership makes an organization effective and efficient

SYLLABUS OF GE-5

UNIT – I (3 Weeks)

Introduction: Definition of I/O, Nature and scope of I/O, Difference between Industrial and organizational psychology, Contributing disciplines to I/O, Brief understanding of Atharva Veda, Contemporary trends and challenges.

UNIT – II (4 Weeks)

Motivation and Job satisfaction: **Motivation:** Definition, Motivational cycle, types (Intrinsic and extrinsic); **Job satisfaction:** Elements of Job satisfaction, theories (Maslow's Hierarchy of Needs, McClelland's Need theory, Vrooms' Expectancy theory, Alderfer ERG theory, Frederick Herzberg Two Factor Theory, Locke's Value Theory, Adam's Equity Theory, Porter and Lawler's Expectancy Theory).

UNIT – III (5 Weeks)

Leadership: Definition of leadership, Contemporary theories (Transformational Leadership Theory, Transactional Leadership Theory, Charismatic Leadership Theory, Indigenous theories (Performance-maintenance theory, Nurturant task-participative model of leadership, consultative style of management and pioneering innovative theory of leadership)

Practical component (3 Weeks)

PRACTICAL: Any two of the following based on GE-5: Industrial and Organizational Psychology. Each Practical Group will consist of 10-12 students.

1. Test/ scales (topics mentioned in syllabus)
2. Business model analysis
3. Case study (leadership)
4. Experiential activities like Role Plays

Essential/recommended readings

- Greenberg & Baron, (2008). Behaviour in Organization, 9th (Ed.) Pearson. (Unit 2: Chapter 4; Unit 3: Chapter 12)
- Luthans, F, Brett C. Luthans, Kyle W. (2015). Organizational behaviour: An evidence based approach, 13th Edition. McGraw Hill (Unit 2 : Chapter 2 & 13)
- Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education, New Delhi (Unit 2: Chapter 7 & Chapter 8; Unit 3: chapter 18 & 19)
- Prakash, A. (2011). Organizational behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*, Oxford University Press.
- Robbins, S.P., Judge T.A. (2017) Essentials of Organizational Behaviour, Pearson Education. (Unit 1: Chapter 1, Unit 2: Chapter 7, Unit 3: Chapter 13)

Suggestive readings

- Sharma, S. (2015). Globalizing Indian Thought through Indian Management Knowledge Tree. *IIM Kozhikode society & Management Review*, 4(1), 1-14.

- Sinha, J.B.P. (1995). *Cultural Context of leadership and Power*. Sage Publications.

GENERIC ELECTIVES (GE-6: INTERGROUP RELATIONS)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE6: INTERGROUP RELATIONS	4	3	0	1	12th Pass	Nil

Learning Objectives

- The Learning objectives of this course are as follows:
- The course on intergroup relations shall facilitate in a non-psychology student an understanding of society as a whole, the frictions and fissures in humanity and the psychological bases for the same.
- The objective is to help students develop insights into their one's own needs for belongingness and differentiation as a precursor to these dynamics and conflicts.

Learning outcomes

- The Learning Outcomes of this course are as follows:
- To understand the socio-psychological underpinnings of group membership and relationship between groups
- To understand the psychological foundations of conflict between groups
- Learning to resolve inter-group conflicts and improving inter-group relations

SYLLABUS OF GE-6

UNIT – I (3 Weeks)

Groups and their Importance : Groups, types and importance, Intragroup - intergroup differences, discontinuity effects, inter-group relations

UNIT – II (4 Weeks)

Intergroup Interaction Approach: Realistic conflict theory, Robbers cave experiment (cooperation vs. competition), Social Identity theory, minimal group studies; Relative deprivation theory, Norm Violation theory

UNIT – III (5 Weeks)

Social and Cultural Aspects of Intergroup Relations: Cognitive biases & stereotypes, prejudice, Discrimination, social dilemma; inter-group conflicts and their types; consequences of conflicts (subtle and blatant forms); Case studies in Indian context.

UNIT – IV (3 Weeks)

Resolving Intergroup Conflicts: Contact based strategies, Cognitive strategies; Conflict Resolution (arbitration, negotiation, mediation etc.), Case Studies in Indian context.

Practical component (if any) - NIL

Essential/recommended readings

- Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Baumeister, R.F., & Bushman, B.J. (2013). Social Psychology & Human Nature. Wadsworth
- (chapter on prejudice and intergroup relations)
- Dunham, Y., Srinivasan, M., Dotsch, R., & Barner, D. (2014). Religion insulates ingroup evaluations: the development of intergroup attitudes in India. *Developmental science*, 17(2), 311–319. <https://doi.org/10.1111/desc.12105>
- Forsyth, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth.
- Miller, N. & Breuwer, M.B. (1996). Intergroup Relations (Mapping Social Psychology). Open University Press.
- Tripathi, R.C. (2009). Hindu Social Identities and Imagined Past. In A.K. Tiwari (Ed), *Psychological Perspectives on Social Issues and Human Development*. Concept Publishing Company.

Suggestive readings -

- Myers, D. Sehejpal, P., Behera, P. (2011). Social Psychology. McGraw Hill Education.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (1997). Social Psychology (9th ed.). Prentice-Hall, Inc.
- Franzoi, S.L. (2016) Social Psychology. 7th Edition, BVT Publishing, Redding, CA.

GENERIC ELECTIVES (GE-7): HEALTH AND WELL-BEING**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-7 : HEALTH AND WELL- BEING	4	3	1	0	12 th Pass	Nil

Learning Objectives

- The Learning Objectives of this course are as follows:
- To equip the learner about the components and theoretical basis of health and wellbeing and understanding the relationship between mind and body.
- To inculcate sensitivity to health related behaviors and ways of adopting them.
- To develop an understanding of how engaging in physical activity improves health and regulating emotions can impact wellbeing.
- To enable the learners develop skills to manage their health and wellbeing

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Demonstrate an adequate knowledge of various components of health and theoretical basis of Health & Well-being.
- Developing an understanding health related behaviours and ways to engage in them for promoting health and wellbeing
- Evaluating the usefulness of physical activity and skills to regulate emotions in enhancing health and wellbeing.
- Displaying different kinds of skills to manage stress and techniques of relaxation.

SYLLABUS OF GE-7

UNIT – I (4 Weeks)

Conceptualizing Health and Wellbeing: defining Health & wellbeing, notion of Health & illness, Mind -body relationship, components & indicators of health & wellbeing, bio-psychosocial model of health

UNIT – II (4 Weeks)

Understanding Health behaviors: healthy behaviors-health belief model, stages of change model, compromising behaviors, eating behaviors.

UNIT – III (3 Weeks)

Enhancing Health & Well-being: Physical activity & Emotion regulation

UNIT – IV (4 Weeks)

Managing Health & Wellbeing: stress management -nature of stress, consequences in brief, relaxation techniques-meditation, yoga

Practical component (if any) - NIL

Essential/recommended readings

- Arora,M.K. and Sran,S.K (2017) Psychology of health and well-being , Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Dalal,A.K.,&Misra,G.(2011).New Directions in Health Psychology.Sage
- DiMatteo,M.R.&Martin,L.R.(2002).Health Psychology:NewDelhi:Pearson.
- Khosla,M.(Ed.)(2022). Understanding the Psychology of Health and Well-being. Sage Texts, Delhi.ISBN 9789354794391
- Sarafino, E.P.(2013).Health psychology.7th Edition, Wiley.

Suggestive readings

- Taylor,S.E.(2012).Health Psychology(7th edition).New york: TataMcGraw Hill. publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVES (GE-8): SELF IN CONTEMPORARY SOCIETY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 : SELF IN CONTEMPORARY SOCIETY	4	3	1	0	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of self both in the Western context and the Indian context.
- To delve into the understanding and processes of culture and self.
- To enable students to engage in how culture and identity interacts in a globalised and in a multicultural world.
- To understand the emerging digital world and its impact on self.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To help understand students with the need of understanding the self.
- To create an understanding of self in relation to diversity of culture, special focus on Indian perspectives of self.
- To expand an understanding of self as an emerging and evolving variable and being shaped by the current socio-cultural factors.

SYLLABUS OF GE-8

UNIT – I (4 Weeks)

Understanding Self : Self and Identity in Indian and Western approach; Indian approaches to understand self – Paranjpe's writings on Advaita Vedanta and it's comparison with Erikson's view. Western approaches to understand self: Winnicott - True and False self, Serena Chen - Relational self. Comparison between Indian Self and Western Self.

UNIT – II (3 Weeks)

Culture and self : Culture and the Self; Cultural variations of self and it's critique: Individualism-Collectivism, Independent and Interdependent self-construal; Cross-cultural case studies.

UNIT – III (4 Weeks)

Culture and Identity : Self in a globalized world: Individuality in Cultural Globalization, Identity Negotiation; Migration and Identity; Emerging issues: Bicultural identity, acculturation, identity confusion, and coping.

UNIT – IV (4 Weeks)

Self in a Digital World : Definition of Digital Self; Self in a digital world: The psychology of media use, Impact of digital technology (social media: WhatsApp, Youtube, Facebook, Instagram, Twitter, & Podcasts), Positive and Negative aspects of media.

Practical component (if any) - NIL

Essential/recommended readings

- Andersen, S. M., & Chen, S. (2002). The relational self: an interpersonal social-cognitive theory. *Psychological review*, 109(4), 619.
- Chen, C. P. (2016). Forming digital self and parasocial relationships on YouTube. *Journal of Consumer culture*, 16(1), 232-254.
- Chen, S., Boucher, H., & Kraus, M. W. (2011). The relational self. In *Handbook of identity theory and research* (pp. 149-175). New York: Springer.
- Dalal, A. K. (2019). *Wither Indian psychology?* New Delhi: Rawat Publications.
- Goldstein, S. B. (2019). *Cross-cultural explorations: activities in culture and psychology (3th ed)*. New York: Routledge.
- Erikson, E. H. (1951). *Childhood and society*. New York: Norton.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Harris, R. J. & Sanborn, F. W. (2018). *A cognitive psychology of mass communication (6th ed)*. New York: Routledge.
- Hermans, H. J. M. & Hermans-Konopka, A. (2010). *Dialogical self theory: positioning and counter-positioning in a globalizing society*. (pp 1-81) New York: Cambridge University Press.
- Huynh, Q. L., Nguyen, A. M. D., & Benet-Martínez, V. (2011). Bicultural identity integration. In *Handbook of identity theory and research* (pp. 827-842). Springer, New York, NY.
- Iqani, M., & Schroeder, J. E. (2016). # selfie: Digital self-portraits as commodity form and consumption practice. *Consumption Markets & Culture*, 19(5), 405-415.
- Lifton, R. J. (1999). *The protean self: Human resilience in an age of fragmentation*. University of Chicago Press.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224.
- Mishra, A. K., Akoijam, A. B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G, Misra. (Ed), *Psychology in India* (pp. 53 - 104), ICSSR, New Delhi.
- Misra, G. (2011). *Handbook of Psychology in India*, New Delhi: Oxford University Press.
- Ozer, S. (2019). Towards a psychology of cultural globalisation: A sense of self in a changing world. *Psychology and Developing Societies*, 31(1), 162-186.
- Oyserman, D., Elmer, K., & Smith, G. (2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.). *Handbook of self and identity*. Ch.4. Pp. 69 - 104. (2nd Edn.). New York: The Guilford Press.
- Paranjpe A.C. (2000). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press. (Chapter 2 & 3)
- Salagame, K. (2013). Ego and ahankāra: Self and identity in modern psychology and Indian thought. *Foundations and Applications of Indian Psychology*.

- Sinha, J. B. P. (2002). Towards Indigenization of Psychology in India. In G, Misra. & A. K. Mohanty (Eds.). *Perspectives on Indigenous Psychology* (pp. 440-457). New Delhi: Concept Publishing Company
- Smith, P. B., Bond, M. H., &Kagitcibasi, C. (2006). *Understanding social psychology across cultures: living and working in a changing world*. London: Sage.
- Triandis, H. C. (1995). *Individualism and Collectivism* (1st ed.). New York: Routledge.
- Timotijevic, L., &Breakwell, G. M. (2000). Migration and threat to identity. *Journal of Community & Applied Social Psychology*, 10(5), 355-372.
- Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., Bond, M. H. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966-1000.
- Virupaksha, H. G., Kumar, A., &Nirmala, B. P. (2014). Migration and mental health: An interface. *Journal of natural science, biology, and medicine*, 5(2), 233-239.
- Winnicot, D. W. (1971) Vaughn, L. M. (2019). *Psychology and culture: thinking, behaving, and behaving in a global context*. New York: Routledge). *Playing and reality*. London: Tavistock.

Suggestive readings

- Hermans, H. J. M (1993). The dialogical self: beyond individualism and rationalism. *American Psychologist*, 47(1). 23-33.
- Hermans, H. J., &Dimaggio, G. (2007). Self, identity, and globalization in times of uncertainty: A dialogical analysis. *Review of general psychology*, 11(1), 31-61.
- Jensen, L. A. (2011). Navigating local and global worlds: Opportunities and risks for adolescent cultural identity development. *Psychological Studies*, 56(1), 62-70.
- Mascolo, F. M., Misra, G., &Rapisardi, C. (2004). Individual and relational conceptions of self in India and the United States. *New directions for Child and Adolescent development*, no. 104, Pp. 9-27.
- Rao, K, R. &Paranjpe, A. C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
- Salagame, K.K.K., (2011b). Ego and *Ahamkāra*: Self and identity in modern psychology and Indian thought. In M. Cornelissen, and G.Misra (Eds.). *Foundations of Indian Psychology: Theories and concepts*. Pearson Education, New Delhi. Pp. 133-145.
- Sharma, S., & Sharma, M. (2010). Globalization, threatened identities, coping and well-being. *Psychological Studies*, 55(4), 313-322.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.


REGISTRAR

DEPARTMENT OF PSYCHOLOGY

Category I

B.A. (HONS.) PSYCHOLOGY

(B.A. Honours in Psychology in three years)

DISCIPLINE SPECIFIC CORE (DSC) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSC-7 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Development of Psychological Thought	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are:

- To understand and evaluate the historical events and key philosophical, pre-scientific and scientific developmental milestones that has shaped the discipline of contemporary psychology.
- To appreciate the polycentric history and diversity of interests and foci within psychology.
- To describe the perspectives and significant contributions of luminaries in the history of psychology.
- To understand the development of psychological thought from both the Indian and Western perspectives.

Learning outcomes

By studying the course students will be able to:

- Understand the historical events and key philosophical, pre- scientific and scientific developmental milestones that have shaped the discipline of contemporary psychology.
- Identify and appreciate the perspectives and significant contributions of luminaries in the history of psychology.
- Recognize the relevance of diversity of contexts and the pluralistic origin of significant ideas, concepts and theories which shaped the history of psychology.
- Compare and contrast the development of psychological thought from both the Indian and Western perspectives.

- Use critical thinking to question, debate and evaluate the guiding assumptions of psychological theories, concepts and principles and to apply these effectively, both at an individual level and in diverse settings.

SYLLABUS OF DSC-7

UNIT – I: (11 Hours)

Polycentric History of Psychology- Psychology of Consciousness: Eastern (Yoga and Vedant); and Western views (Wundt, James, Phenomenology) on Consciousness; applications of Yoga & Vedant.

UNIT – II: (11 Hours)

Psychology of Behaviour and Mind: Rise of Behaviourism (Watson), Shift from Behaviourism to neo-behaviourism (Tolman, Skinner); Transition from Behaviourism to Cognitive Psychology (Paradigms and Themes); Applications of Behaviourism and Cognitive psychology.

UNIT – III: (14 Hours)

Psychology of the Unconscious: Classical Psychoanalysis (Freud), Sociological Shift in Psychoanalysis (Horney, Erikson), Object Relations Perspective (Key Concepts); Existentialist & Humanist Perspective (Tenets and Concepts).

UNIT – IV: (9 Hours)

Psychology of Subjective Experience: Humanist Psychology (Tenets), Rogerian Self Psychology; Existential Psychology (Tenets), Transpersonal Psychology (Themes & Contributions).

Tutorial Component – 15 Hrs.

Suggestive Tutorial Activities:

- Literature Review to trace polycentric history of Psychology
- Class debates to develop critical thinking e.g. Skinner-Chomsky debate
- Working timeline on the History of Psychology including History of Psychology in India
- Mapping a timeline of Psychology with popular culture movements to see convergences between the two.
- Role plays to demonstrate concepts e.g. operation of defense mechanisms.
- Discussions on topics of contemporary relevance e.g. artificial intelligence.
- Essays on philosophical debates
- Movie screenings and discussions e.g. Wild Strawberries

This is a suggestive and not an exhaustive list of tutorial activities.

Practical Component – NIL

Essential readings

Brock, A. C. (2014). What is a polycentric history of psychology? *Estudosem Psicologia* 14 (2), 646-659.

- Cornilissen, R.M. Misra, G. & Varma, S. (Eds.), (2013). *Foundations and applications of Indian psychology*. New Delhi: Pearson
- Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6-21.
- Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.
- Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) *Culture and psyche: Selected essays* (pp. 1-19). New Delhi: OUP.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.
- Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Pickren, W.E. (2009). Indigenization and the history of psychology. *Psychological Studies* 54, 87-95.
- Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

Suggestive readings

- Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.
- Cunningham, P. F. (2021). *Introduction to transpersonal psychology: Bridging spirit and science*. NY: Routledge.
- Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.
- Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.
- Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), *Internationalizing the history of psychology*. NY: New York University Press.
- Rao, K. R. & Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.
- Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), *Oxford handbook of psychology in India*. New Delhi: Oxford University Press.
- Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.
- St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.
- Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Paradigmatic Foundations of Psychological Inquiry	4	3	0	1	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the concept of paradigms as a basis for psychological inquiry
- To introduce the basic assumptions of the key paradigms that inform knowledge generation in psychology
- To give an overview of the quantitative and qualitative traditions of inquiry
- To acquaint students with the different methods of data collection for psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry

Learning outcomes

After doing this course, the students will be able to

- Appreciate and critically analyse the paradigmatic foundations and assumptions of different theories in Psychology
- Appreciate and use the different traditions of psychological inquiry
- Identify and use the suitable methods of data generation for different psychological inquiries

SYLLABUS

UNIT – I Paradigmatic Assumptions of Psychological Inquiry (12 hours)

- Paradigms of Inquiry: Positivist, Post-positivist, Critical, Constructivist and Participatory

UNIT – II Traditions of Inquiry (18 hours)

- Quantitative and qualitative approaches- overview, differences and convergences in mixed methods
- Issues and techniques of sampling in quantitative and qualitative approaches
- Issues of quality and ethics in quantitative and qualitative approaches
- Role of reflexivity in knowledge generation

UNIT – III Techniques of data generation (15 hours)

- Survey
- Interview
- Observation
- Focus Group Discussion
- Case study
- Use of secondary data sources

Suggestive Practicals– (30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with suitable method/s.

Essential/recommended readings

- Bansal, P. (2019). *Psychology: Debates and controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. The Sage handbook of qualitative research. 4(2), 97-128.
- Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

Suggestive readings

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research methods in psychology: A handbook*. Illinois. Waveland Press, Inc.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Social Psychology in Applied Contexts	4	3	0	1	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology in various domains.
- To appreciate the applications of the field in various contexts of life.

Learning outcomes

The student at the end of this course should be able to:

- Understand the key issues and concepts related to social inequalities and environmental concerns, especially in the Indian context.
- Understand the importance of interventions in dealing with social problems.
- Design and execute a study based on any relevant intervention/participatory method.

UNIT – I (15 Hours)

Introduction

Nature of Applied Social Psychology, Overview of Participatory Research Methods, Process of Intervention, Applying Social Psychological Principles in the Indian Context - Case Studies.

UNIT – II (15 Hours)

Social Diversity and its Challenges

Economic, Religious, Gender, Linguistic, Caste based Diversity

Challenges (discrimination, stereotypes and prejudice)

UNIT – III (15 Hours)

Applying Social Psychology to the Environment

Resource dilemmas, Natural Disasters, Culture and Environment, Pro-environmental Behaviour and Dealing with Natural Disasters

Practical component- (30 Hours)

- Case Studies in the Indian context related to the topics in unit 2 and 3.
- Focus Group discussions based on relevant social issues (diversity, discrimination, environment etc.)
- Analysis of Designing interventions for relevant social issues (diversity, discrimination, environment etc.)
- Analysis of films, other media and other secondary data sources (e.g relevant social policies)
- Interview based /observational inquiry in relevant social settings (e.g NGOs, rural settings etc.)
- Questionnaire based surveys on relevant topics in unit 2 and 3

Recommended readings

Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology, 9th edition*, Delhi: Pearson.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18(4)*, 317-325.

Jaspal, R. (2011). Caste, social stigma and identity processes. *Psychology and Developing Societies, 23(1)*, 27-62.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59(4)*, 427-435. (ISSN: 0033-2968)

Kool, V. K., & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence, Volume 2*. Springer International Publishing.

Mangal, S.K. & Mangal, S. (2022) *Essentials of Social Psychology: An Indian Perspective*. Routledge

Mohanty, A. K., (2010). Languages, Inequality and Marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language, 205*, 131-154

- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Misra, G., & Tripathi, K. N. (2004). Psychological dimensions of poverty and deprivation. In J. Pandey (Ed.), *Psychology in India revisited – Developments in the discipline* (Applied social and organizational psychology, Vol. 3, pp. 118–215). New Delhi: Sage.
- Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.
- Priya, K. R. (2002). Suffering and healing among the survivors of Bhuj earthquake. *Psychological Studies*, 47(1-3), 106–112.
- Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.
- Schultz, P. W. (2014). Strategies for promoting pro-environmental behaviour. *European Psychologist*, 19(2), 107–117
- Vindhya, U. (2007). Quality of women's lives in India: Some findings from two decades of psychological research on gender. *Feminism & Psychology*, 17(3), 337-356.

Additional Readings (if any)

- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Apollo, M., Wengel, Y., Schänzel, H., & Musa, G. (2020). Hinduism, ecological conservation, and public health: What are the health hazards for religious tourists at Hindu temples?. *Religions*, 11(8), 416.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- Nandy, A. (2002). The beautiful, expanding future of poverty: popular economics as a psychological defense. *International Studies Review*, 4(2), 107-121.
- Preston, J. L., & Baimel, A. (2021). Towards a psychology of religion and the environment. *Current Opinion in Psychology*, 40, 145-149.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.

- Tripathi, R. C., Kumar, R., & Tripathi, V. N. (2019). When the advantaged feel victimised: The case of Hindus in India. *Psychology and Developing Societies*, 31(1), 31-55.
- Vindhya, U., Swain, S., Kapse, P., & Sule, N. (2022). Farmers' Suicides and Psychosocial Intervention. *Psychology and Developing Societies*, 34(1), 104-124

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Social Behaviour and Group Interactions	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of verbal and nonverbal communication in the social context and appreciate the role of culture in social behavior.
- To develop conceptual knowledge of interpersonal relationships and prejudiced attitudes.
- To understand how social influences affect the behavior of individuals,
- To introduce the concept of group behavior and group decision making.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing the course, the students will be able to:

- Understand the importance of verbal and nonverbal communication.
- Develop an awareness about underlying factors for interpersonal attraction and targets and effects of prejudice.
- Understand the effect of social influences on individuals' behaviour.
- Locate social thought and behaviour in the cultural context.
- Acquire knowledge about the concept of group, as well as interaction and decision making in groups.

SYLLABUS OF DSE-1

UNIT – I (4 Weeks)

Communication: language and nonverbal communication; Culture: locating culture in social psychology, culture and history, culture, thought, and behavior, contact between cultures.

UNIT – II (5 Weeks)

Interpersonal Relationship: evolution and attraction, what increases liking, attraction, and rewards; Prejudice: Nature and dimensions, prejudiced attitudes, targets of prejudice, effects of prejudice.

UNIT – III (3 Weeks)

Social Influence Processes: obedience, compliance, and conformity

UNIT – IV (3 Weeks)

Group Processes and Decision Making: basic features of groups (status, norms, roles, cohesiveness), group interaction (facilitation, loafing); group decision making: rules governing group decisions, brainstorming, group memory, groupthink, group polarization.

Tutorial Component – 15 Hrs.

Suggestive Tutorial Activities

- Group Discussions
- Presentations of latest research reviews related to the topics covered in the syllabus.
- Role play
- Study of social behaviour and group interactions through observation, interviews, surveys etc.
- Examination of social phenomena in real life through case study analyses
- Understanding of social behaviour and group processes through media analyses, such as, movies, advertisements, cartoons, serials, songs, etc.
- Problem solving exercises for the existing social issues.
- Quizzes and creative writing.

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical component (if any) - NIL

Essential/recommended readings

Branscombe, N.R., & Baron, R.A., (2023). *Social Psychology*, 15th Ed. New Delhi: Pearson.
Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
Hogg, M. & Vaughan, G.M. (2022). *Social Psychology*, 9th Ed. Pearson
Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Suggestive readings

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
Forsyth, D. R. (2019). *Group Dynamics*, 7th Edition, Boston, Cengage.
Mishra, A.K., Akoijam, A.B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (ed.) *Psychology in India*, Vth ICSSR Survey of Psychology. New Delhi: Pearson.
Smith, P. B., & Bond, M. H. (1999). *Social psychology: Across cultures* (2nd Ed.). Allyn & Bacon.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Development of Indian Psychological Thought	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To formulate strategies to address issues in therapeutic, educational and organizational settings from the indigenous Indian perspective.

SYLLABUS OF DSE-2

UNIT – I (12 Hours)

Introduction: Core Components of Indian Psychological Thought, Consciousness, Self in Indian Psychology: *Upanishadic* view.

UNIT – II (15 Hours)

Self Development: Evolution of self. Emotions and their transformation in Indian Psychology, Meaning in Life: Indian perspective.

UNIT – III (9 Hours)

Karma Theory: Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana* and *Bhakti Yoga*.

UNIT – IV (9 Hours)

Applications of Indian Psychology: Counselling, education, health & organizations.

Tutorial Component – 15 Hrs.

Suggestive Tutorial Activities

- Literature review

- Yoga and meditative exercises
- Using secondary data sources

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical component (if any) - NIL

Essential/recommended readings

Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.

Cornelisson, M., Misra, G. & Varma, S. (2013). Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Rao, K, R. & Paranjpe, A.C. (2017). Psychology in the Indian Tradition. New Delhi: D.K. Printworld.

Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press.

Rama, S. (2007). Perennial Psychology of the Bhagad Gita. New Delhi: Himalayan Institute Press.

Suggestive readings

Dalal, A. S. (Ed.) (2001). Living Within. Pondicherry: Sri Aurobindo Ashram Trust.

Hiriyanna, M. (2000). The Essentials of Indian Philosophy. New Delhi: Motilal Banarsidas Publishers.

Yogananda (146/1975). Autobiography of a Yogi. Bombay: Jaico.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Psychology

GENERIC ELECTIVE (GE) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Basics of Social Psychology	4	3	1	0	Class XII Pass	Nil

Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

SYLLABUS OF GE-9

Unit I (11 Hours)

Introduction to Social Psychology: Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

Unit II (11 Hours)

Person Perception & Social Cognition: Social Schemas, Heuristics, Attribution: Types and theories.

Unit III

(11 Hours)

Attitudes: Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

Unit IV

(12 Hours)

Social Influence Processes: Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical Component – NIL

Essential/recommended readings

- Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
- Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.
- Dalal, A. & Misra, G. (2002) Social Psychology in India : Evolution and Emerging trends in New Directions in Indian Psychology (vol. 1: Social Psychology). In A. K. Dalal & G. Misra ((Eds.). New Delhi: Sage
- Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
- Pandey, J. & Singh, P. (2005) Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.

Suggested Readings

- Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-10 Youth and Mental Health	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

SYLLABUS OF GE-10

UNIT – I (12 Hours)

Mental Health Determiners in Youth – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

UNIT – II (12 Hours)

Internalizing Problems amongst Youth – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

UNIT – III (11 Hours)

Externalizing Problems amongst Youth – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

UNIT – IV (10 Hours)

Positive Youth Development –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development

Tutorial Component – 15 Hrs.

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical Component – NIL

Essential/recommended readings

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-11 Foundations of Inquiry in Psychology	4	3	0	1	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

UNIT – II: Fundamentals of Design in Inquiry (12 Hours)

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

UNIT – III: Data Gathering Techniques (15 Hours)

- Field Experiments
- Survey
- Interview
- Case Study

- Using secondary data and documents

Suggestive Practicals

(30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

Essential/recommended readings

- Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Suggestive readings

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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B.A. (HONS.) APPLIED PSYCHOLOGY
Category I
(B.A. Honours in Applied Psychology in three years)

DISCIPLINE SPECIFIC CORE COURSE 07: Psychology Of Positive Living

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSC- 07 PSYCHOLOGY OF POSITIVE LIVING	4	3	0	1	Class 12 Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding the meaning and emergence of the field of positive psychology in the west and in the east.
- Learning the various pathways through which cognitive states and processes like optimism, Hope and mindfulness influence well-being.
- Understanding the applications of positive psychology in various context.

Learning Outcomes

The learning outcomes of this course are as follows:

- After the completion of the course the students will be able to:
- Gain deeper insights into the emergence of the field of Positive Psychology and its progression in the west and east, particularly in India.
- Have a better understanding of cognitive states like Optimism, Hope and Mindfulness in Positive Psychology.
- Comprehend, appreciate and implement the positive psychological concepts in real world.

SYLLABUS OF DSC- 07

UNIT-I

(15 Hours)

Introduction: Meaning and goals of Positive Psychology; Historical development and culturally embedded understanding of the field [An overview of Hinduism, Buddhism and Sufism].

UNIT– II

(15 Hours)

Positive Cognitive States and Processes: Optimism [Seligman theory and Scheier and Carver's perspective; scales of measurement and outcomes] and Hope[Snyder theory, scales for measurement and outcomes], Mindfulness [Jon Kabat-Zinn perspective and Vipassana meditation].

UNIT- III

(15 Hours)

Applying Positive Psychology in real life: Positive psychology in education (components, care, trust & respect

for diversity), Positive psychology at workplace (gainful employment), Community (Me/We balance).

Practical component –

30 Hrs.

1. One practicum based upon Experiential exercise/s on any of the units given above
2. One practicum based on field study or Lab study/experiment from any of the units given Above

Tutorial component – NIL

Essential/Recommended Readings:

- Cassaniti, J.L. (2014). Buddhism and Positive Psychology. In: Kim-Prieto, C. (eds) Religion and Spirituality Across Cultures. Cross-Cultural Advancements in Positive Psychology, vol 9. Springer, Dordrecht.
https://doi.org/10.1007/978-94-017-8950-9_6
- Varma, S. (2009). Summary of Buddhism. Unpublished Paper
- Ghosh and Deb (2016). Positive Psychology Progress in India: Accomplishments and Pathways Ahead. Psychological Studies. Springer
- Pradhan, M (2019). Positive psychology in context with Indian Heritage. Indian Journal of Community Psychology
- Kumar, Kiran. (2015). Indian Perspectives and Positive Psychology. In Upadesh Kumar, Archana, & Vijay Prakash (Eds.) (2015). Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson India. Pp. 1-18
- Frager, Robert & Fadiman, James. (2013). Personality and Personal Growth. Pearson Education.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Snyder, C. R., & Lopez, S. (Eds.) (2002). Handbook of Positive Psychology. New York: Oxford University Press.

Suggestive Readings:

- Dhar, P.L. No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. Psychol Stud 56, 398 (2011).
<https://doi.org/10.1007/s12646-011-0111-0>
- Dalal, A. K., & Misra, G. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies, 22(1), 121–155. <https://doi.org/10.1177/097133360902200105>
- Shirazi, B.A.K. (2014). The Sufi path of self-transformation. In Cornelissen, M, MisraG, Varma, S (Eds). Foundations and applications of Indian psychology. Pearson Education India. (Sufism)
- Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Eds.], Annals of Hindi Studies. New Delhi: JBS Publications India.
- Baumgardner, S.R., & Crothers, M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey: Prentice Hall.
- Snyder, C.R., & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. Thousand Oaks, CA: Sage.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

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DISCIPLINE SPECIFIC CORE COURSE – 8: BIOPSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 8 Biopsychology	4	3	1	0	Passed Class 12th	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

du.ac.in/uploads/24-11-2022-Artsfaculty.pdf

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Basic Statistics in Psychology	4	3	0	1	12th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- The basic level course will assist the students in grasping the fundamental research and techniques of descriptive statistics used in social sciences. Additionally, it will aid them in developing the conceptual foundations of correlation, normal probability curve and acquiring appropriate computation skills.
- Calculate measures of central tendency, variability, and score transformations.
- Define and calculate correlation coefficients and understand the concepts of prediction and regression.
- Describe the normal curve and use the curve to solve various problems including probability.

Learning outcomes

By studying this course, students will be able to:

- Understand fundamental research, statistical techniques and analyse simple data.
- Calculate the statistics necessary to solve problems using measures of central tendency, correlation coefficients and simple regression.
- Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs and tables).

SYLLABUS OF DSC 06

UNIT – I

(15 Hours)

Introduction to Descriptive Statistics: Level of measurement; Measures of central tendency: mean, median and mode (characteristics and computation); Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)

UNIT – II

(15 Hours)

Score transformations: standard scores and percentile ranks (characteristics and computation); Normal probability curve: Characteristics and application of normal probability curve.

UNIT – III

(15 Hours)

Analysis of relationships: Meaning, direction and degree of correlation; Factors affecting Pearson's correlation; Computation of correlation: Pearson's coefficient correlation and Spearman's rank order correlation; Prediction and Simple Regression (Concept and calculation)

Practical component (if any) -**(30 Hours)**

Total of two practicums based on statistical analysis of data:

- One practicum from Unit I based on any one of the statistics: measures of central Measures of central tendency: mean, median and mode; Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)
- One practicum from Unit III based on analysis of relationship (correlation or prediction)

Data sets available online or those from other sources can be used for this purpose. The Practicum should focus on conceptual understanding of the statistical techniques used.

Essential/recommended readings

Aron, A., Aron, E.N. & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.) India: Pearson Education
King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Suggestive readings

Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-1 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Youth Psychology	4	3	0	1	12th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To define youth psychology and emphasize upon studying the relevance and concerns of the youth in the contemporary world.
- To gain a deeper understanding for the various issues and challenges faced by the youth.
- To discuss the positive aspects of youth development.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Appreciate the term ‘youth’, ‘youth psychology’ in the light of various socio-cultural influences; about the phases in the development of youth identity; and the need for study in the present day world.
- Develop an understanding for the risk behaviors youth engage in, the challenges they face related to employment, education; health, body image and being in transition.
- Understand about the positive aspects of youth development and its related constructs of Responsibility, social capital, Citizenship and political engagement.

SYLLABUS OF DSE-1

UNIT – I (15 Hours)

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

UNIT – II (15 Hours)

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

UNIT – III (15 Hours)

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

Practical component (30 Hours)

Any Two Practicum based on above mention topics.

Tutorial Component- NIL

Essential/recommended readings

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. (Unit 1: Chapter 1)

Edward Elgar, Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. India, Sage. (Unit 3: Chapter 6)

Furlong, A. (2013) Youth Studies: An Introduction. Routledge, New York. (Unit 1: Chapter 1 & Chapter 6) Unit 3 Chapter 10, Chapter 12)

Furlong, A. (2013) Hand Book of Youth and young adulthood. Routledge, New York. (Unit 3: Chapter 9, Chapter 36 & 37),

Suggestive readings

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). Social capital and wellbeing in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA (Unit 3)

Lernere, R.M; Napolitano, C.M; Boyd, M.J; Muller, M.K., & Callina K.S. (2014) Mentoring Positive Youth Development in Bous, D; and Karcher, M. j. (Eds.) Handbook of Youth Mentoring (Second edition) Sage.

Dyck, R. (2015). Youth Education and Social Responsibility. Systems Research and Behavioral Science Syst. Res. 32, 168–174 (2015) Published online 24 March 2014 in Wiley Online Library wileyonlinelibrary.com) DOI: 10.1002/sres.2256

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2COURSE

Course title& Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Introduction to Indian Psychology	4	3	1	0	12 th Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the student with the nature and scope of Indian Psychology.
- To acquaint the student with significant schools of Indian Psychology and its applications.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to apply the knowledge of Indian Psychology in making sense of lived experience in India, and understand the deeper psycho-spiritual significance of the deeper meaning of various customs and rituals.
- Students will be able to benefit personally from specific practices which are essential to Indian Psychology, such as meditation.
- Students will be able to apply principles of Indian Psychology in various fields such as Counseling, Organizational Behaviour, and Education.

SYLLABUS OF DSE-2

UNIT – I

(15 Hours)

Definition, nature and scope of Indian Psychology, Historical foundations and growth of the discipline.

UNIT – II

(15 Hours)

An overview to Three major schools of Indian Psychology: Yoga as a path to self transformation, Buddhism as a way out of suffering, and Sufism as a path of love and self transformation.

UNIT – III

(15 Hours)

Indian Psychology in the folk tradition: Sant Kabir Das - Social critique, inclusiveness: equality & justice. *Bhakti*: love & healing.

UNIT – IV

(15 Hours)

Some applications of Indian Psychology –Psychotherapy (mainstream as well as folk traditions, Organizational Behaviour, and Education

Tutorial Component - 15 Hrs.

- Psychological insight from alternative sources: text, songs, documentary, experiential, ancient sources
- Introducing Sufism through Music; Guided Meditation:
- Documentary by Shabnam Virmani- Had Anhad: Journeys of Ram and Kabir
- Discussion on cultural healing technique; Screening of Movie Crazy Wise showing Alternative ways of healing; Discussion on limitation of traditional teaching and move towards Integral Education

Practical component - Nil

Essential/recommended readings

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2011). Chapters 3, 4, 7 & 12. Foundations of Indian Psychology, Vol. 2: Practical Applications New Delhi: Pearson.

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2014). Introduction. Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Frager, R. & Fadiman, J. (2013). Chapters 13 & 15. Personality and Personal Growth. Pearson: Boston

Smith, Huston (1997). The world's religions. New Delhi: Harper Collins India

Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Ed.], Annals of Hindi Studies. New Delhi: JBS Publications India

Suggestive readings

Cornelissen, M. (2011). What is human knowledge? A reflection based on the work of Sri Aurobindo. In M. Cornelissen, G. Misra, & S. Varma (Eds.), Foundations of Indian Psychology, Vol. I. New Delhi: Springer.

Hedayetullah, M. (2009). Kabir: The apostle of Hindu-Muslim unity. Delhi: Motilal Banarsidass.

Paranjpe, A.C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.

Peck, Scott M. (1978). The road less traveled. London: Arrow Books. Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin.

Shweder, R. A. & Haidt, J. (2000). The cultural psychology of emotions: Ancient and new. The cultural psychology of emotions. In M. Lewis & J. Hoviland, (Eds.) Handbook of emotions. (pp. 397-414). New York: Guilford Press.

Sinha, J. (1961). Indian psychology: Emotion and will (vol. 3) Calcutta: Sinha Publishing

Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), Towards a spiritual psychology. New Delhi: Samvad

Virmani, S. (2010). Walking with Kabir. Seminar, January Issue, # 605.

Ziad, H., Rao, V. & Virmani, S. (2008). In every body Kabir. Bangalore: Shrishti.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Psychology

GENERIC ELECTIVE (GE) COURSES

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Basics of Social Psychology	4	3	1	0	Class XII Pass	Nil

Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

SYLLABUS OF GE-9

Unit I (11 Hours)

Introduction to Social Psychology: Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

Unit II (11 Hours)

Person Perception & Social Cognition: Social Schemas, Heuristics, Attribution: Types and theories.

Unit III (11 Hours)

Attitudes: Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

Unit IV

(12 Hours)

Social Influence Processes: Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical Component – NIL

Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.

Dalal, A. & Misra, G.(2002)Social Psychology in India : Evolution and Emerging Trends in New Directions in Indian Psychology (vol. 1: Social Psychology). In A. K. Dalal & G.Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSRSurvey of Advances in Research), Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) Social psychology in India: Social roots and development.International Journal of Psychology, 40(4), 239-253.

Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). Psychology in Modern India Historical, Methodological, and Future Perspectives. Springer

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-10 Youth and Mental Health	4	3	1	0	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

SYLLABUS OF GE-10

UNIT – I (12 Hours)

Mental Health Determiners in Youth – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

UNIT – II (12 Hours)

Internalizing Problems amongst Youth – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

UNIT – III (11 Hours)

Externalizing Problems amongst Youth – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

UNIT – IV (10 Hours)

Positive Youth Development –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development

Tutorial Component – 15 Hrs.

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

Practical Component – NIL

Essential/recommended readings

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-11 Foundations of Inquiry in Psychology	4	3	0	1	Class XII Pass	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

UNIT – II: Fundamentals of Design in Inquiry (12 Hours)

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

UNIT – III: Data Gathering Techniques (15 Hours)

- Field Experiments
- Survey
- Interview
- Case Study
- Using secondary data and documents

Suggestive Practicals

(30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

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

Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education

Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Suggestive readings

Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.

Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II
(B. A. Programme with Psychology as Major discipline)

DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 05 Understanding Mental Disorders	4	3	0	1	Passed Class 12th	Nil

Learning Objectives

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS OF DSC-05

UNIT – I

(15 Hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

UNIT – II

(15 Hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

UNIT – III

(15 Hours)

Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

PRACTICUM

(30 Hours)

Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders.
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

Tutorial component: NIL

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17th Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi), Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 06: BIOPSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-06 Biopsychology	4	3	1	0	Passed Class 12th	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

du.ac.in/uploads/24-11-2022-Artsfaculty.pdf

Category III
(B. A. Programme with Psychology as Non-Major discipline)

DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 05 Understanding Mental Disorders	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS OF DSC-05

UNIT – I

(15 Hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

UNIT – II

(15 Hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

UNIT – III

(15 Hours)

Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

PRACTICUM

(30 Hours)

Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

Tutorial component: NIL

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17th Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi), Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/

Dated: 03.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

**[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023 and 27-1-6/- dated
25.08.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Linguistics
- (ii) Philosophy
- (iii) Sanskrit
- (iv) Psychology
- (v) Applied Psychology

B.A. (HONS.) PSYCHOLOGY

SEMESTER V

Category I

B.A. (Hons.) Psychology Courses for Undergraduate Programme of study with Psychology as a Single Core Discipline

(B.A. Honours in Psychology only)

DISCIPLINE SPECIFIC CORE COURSE DSC-10 UNDERSTANDING MENTAL AND BEHAVIOURAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-10 UNDERSTANDING MENTAL DISORDERS	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

After doing this course the student will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS OF DSC-10

UNIT – I

(18 hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment

UNIT – II

(18 hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder

UNIT – III

(9 hours)

Depressive Disorder & Bipolar Disorders (Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

Practical Component

(30 hours)

Suggestive Practicals:

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component: Nil

Essential/Recommended Readings

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

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17thed.). New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive Readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016). *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt .Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE: DSC-11 POSITIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11 POSITIVE PSYCHOLOGY	4	3	0	1	Class 12TH Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To understand the core concepts of positive psychology pertaining to Eastern and Western perspectives.
- To develop an understanding of positive states and processes.
- To equip the students with strategies to enhance their happiness and well-being

Learning Outcomes

After doing this course the student will be able:

- To understand and appreciate the meaning and conceptual approaches to positive psychology.
- Understand the importance of positive states and processes
- Learn various strategies to enhance happiness and well-being.

SYLLABUS OF DSC-11

UNIT 1

(12 hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Hinduism, Buddhism, Jainism and Islam, Character Strengths and Virtues- Values In Action (VIA) Classification System.

UNIT 2

(12 hours)

Positive States and Processes I: Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience

UNIT 3

(12 hours)

Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

UNIT 4

(9 hours)

Positive Psychological Interventions: Positive thinking, Meditation, Gratitude, Kindness

Practical Component

(30 hours)

Suggestive Practicals

- Identifying and enhancing one's character strengths
- Enhancing happiness/ well-being through an intervention based on positive thinking/meditation/gratitude/kindness
- Cross-sectional comparisons on Optimism/Wisdom/Flow/Mindfulness OR Intervention based on Optimism/Wisdom/Flow/Mindfulness
- Analysis of data from secondary sources- movies, books, news articles/ editorials or any other media sources

Tutorial Component : Nil

Essential/Recommended Readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

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

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

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

Suggested Readings

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9, 103-110.

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment*. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE DSC-12 INFERENTIAL STATISTICS IN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 12 INFERENTIAL STATISTICS IN PSYCHOLOGY	4	3	0	1	Class 12th Pass	Knowledge of Descriptive Statistics

Learning Objectives

- The advanced statistics course will assist students in grasping the techniques of inferential statistics necessary for carrying out research.
- They should be able to analyze and interpret statistical data obtained in research.

Learning Outcomes

After doing this course the student will be able:

- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

SYLLABUS OF DSC-12

UNIT – I

(15 hours)

Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t); Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t ; Degrees of freedom; Assumptions of t -test; Levels of significance versus p -values.

UNIT – II

(15 hours)

Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test; Difference between Two Means (*t*-test) - Independent and Dependent Groups; Confidence Intervals.

Unit-III

(15 hours)

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of *t* and *F*. *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations.

Suggestive Practicals

(30 hours)

- Comparison of two groups using *t*-test
- Comparison of more than two groups using ANOVA
- Use of chi-square

Data sets available online or those from other sources can be used for this purpose.

Tutorial Component :Nil

Essential/Recommended Readings

Dyer, C. (2001). *Research in psychology: A practical guide to research methodology and statistics* (2nd ed.). Oxford: Blackwell Publishers.

King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical reasoning in the behavioral sciences*. (7th Ed.). USA: John Wiley.

Mangal, S.K. (2010). *Statistics in psychology and education* (2nd Ed.). PHI Learning.

Suggestive Readings

Garrett, H.E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feffer and Simons Private Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE-DSE-3 ADVANCED SOCIAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE:3 ADVANCED SOCIAL PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Social Psychology

Learning Objectives

- Acquaint the students with contemporary developments and methods in the field of social psychology.
- Enhance the critical thinking skills of the students.
- Understand the concepts of collective behaviour, identity and social inequalities.

Learning Outcomes

After doing this course the student will be able :

- To understand concepts of sociological social psychology and various associated methods.
- To think critically about contemporary issues in the field of social psychology.
- To develop an insight into the dynamics of social and collective behaviour.

SYLLABUS OF DSE -3

UNIT – I

(10 hours)

Contemporary Perspectives and Methods: Social Psychology as History, Psychological and Sociological Social Psychology, Symbolic Interactionism, Social representations, Discursive Psychology, Ethnomethodology

UNIT – II

(12 hours)

Collective Behaviour: Constructing Collective Behaviour: Mass Hysteria Theory, Rational Choice in Collective Behaviour: Emergent Norm Theory, Value-Added Theory, Perception Control Theory; Structure of Crowds and Social Movements; Behaviour during Collective Events

UNIT – III

(11 hours)

Culture and Identity: Perspectives on Identity: Social Identity Theory, Self-Categorization Theory, Social Dominance Theory and Intersectionality; Influence of Status and Power: Effects of subordination; Violence and Social Practices in Human History; Role of Culture

UNIT – IV

(12 hours)

Inequalities and Social Justice: Constructing Inequality: Social Stratification, Structures of Inequality and Social Stratification Processes in Groups; Systems Justification Theory, Social Justice: Idea and Ideal of Social Justice & Diversity, Distributive, Retributive & Procedural Justice, Principles of Social Psychology of Social Justice.

Practical Component - Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities: (*This is a suggestive not an exhaustive list of activities*)

- Analysis of media products (*like movies, documentaries, social media posts among others*) on the various themes of Collective Behaviour, Identity and Social Justice.
- Selecting an event from history that can be analysed using the various constructs in Social Psychology.
- Group Discussions to understand the idea of Inequality, Social Justice and Diversity.
- Book reviews for relevant themes (e.g.; *The Argumentative Indian* by Amartya Sen, *India: A Million Mutinies Now* by V.S. Naipaul, *Intimate Enemy* by Ashis Nandy, *Colors of Violence* by Sudhir Kakar, *Indian Identity* by Sudhir Kakar, *Being Indian* by Pavan K. Varma, *Tomb of Sand* by Geetanjali Shree, *Joothan* by Om Prakash Valmiki, *Pinjar* by Amrita Pritam, *Tamas* by Bhisham Sahni, *Maila Aanchal* by Phanishwar Nath Renu among others.)
- Analysis of popular speeches of social and political leaders.
- Working in groups and adapting any event from Indian History into a skit and presenting.

Essential/Recommended Readings

- Cassidy, C., Hopkins, N., Levine, M., Pandey, J., Reicher, S., & Singh, P. (2007). Social identity and collective behaviour: Some lessons from Indian research at the Magh Mela at Prayag. *Psychological Studies*, 52(4), 286–292.
- Clayman, S. E. (2015). Ethnomethodology, General. In J.D. Wright (Ed.) *International Encyclopedia of the Social & Behavioral Sciences*, 203–206. doi:10.1016/b978-0-08-097086-8.44020-1
- Crawford, L. A., & Novak, K. B. (2018). *Individual and society: Sociological social psychology*. Routledge.

- Elcheroth, G., Reicher, S., Elcheroth, G., & Reicher, S. (2017). Riots, religion and the mobilisation of communal hatred in India (with-Rakshi Rath). *Identity, violence and power: Mobilising hatred, demobilising dissent*, 155-181.
- Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.
- Hammack, P. L. (2018). Social psychology and social justice: Critical principles and perspectives for the twenty-first century. In P. L. Hammack (Ed.), *The Oxford Handbook of Social Psychology and Social Justice* (pp. 3-39). New York: Oxford University Press.
- Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27. doi:10.1111/j.2044-8309.1994.tb01008.x
- Krishnan, L. (2014). Research on distributive justice: Implications for social policy. *Psychology, development and social policy in India*, 223-255.
- Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social psychology: Sociological perspectives*. Waveland Press.
- Rosenberg, M., & Turner, R. H. (Eds.). (1990). *Social psychology: Sociological perspectives*. Transaction Publishers.
- Singh, P. (2009). Justice and diversity: The twin concerns for developing societies. *Psychology and Developing Societies*, 21(1), 1-11.
- Thrift, E., & Sugarman, J. (2019). What is social justice? Implications for psychology. *Journal of Theoretical and Philosophical Psychology*, 39(1), 1.
- Van der Toorn, J., & Jost, J. T. (2014). Twenty years of system justification theory: Introduction to the special issue on "Ideology and system justification processes". *Group Processes & Intergroup Relations*, 17(4), 413-419.
- Worchel, S. (2003). Come one, come all: Toward understanding the process of collective behaviour. In M. Hogg & J.M. Cooper (Eds.) *The SAGE Handbook of Social Psychology*. SAGE Publications.

Suggestive Readings

- Babu, N., Prakash, A. & Bharadwaj, I.U. (Eds.), (2021). *Understanding vulnerabilities in contemporary society. Psychological insights and reflections*. New Delhi: SAGE.
- Darley, J., Tyler, T.R., & Bilz, K. (2003). Enacting Justice: The Interplay of Individual and Institutional Perspectives. In M. Hogg & J.M. Cooper (Eds.) *The SAGE Handbook of Social Psychology*. SAGE Publications.
- Hollander, J. A., & Howard, J. A. (2000). Social psychological theories on social inequalities. *Social Psychology Quarterly*, 338-351.

Jena, S.P.K..(2020) *Homelessness: Research, practice and policy*. Routledge (Taylor Francis).

Kakar, S. (1996). *The colors of violence: Cultural identities, religion, and conflict*. University of Chicago Press.

Lester, J. N., & O'Reilly, M. (2021). The social construction of stigma: Utilizing discursive psychology for advancing the conceptualization of stigma in mental health. *Stigma and Health*, 6(1), 53–61.

Krishnan, L. (2004). Attitudes, social cognition and justice. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline, Vol. 3. Applied social and organisational psychology* (pp. 19–68). Sage Publications, Inc.

Maynard, D. W., & Clayman, S. E. (2003). Ethnomethodology and conversation analysis. In L.T. Reynolds & N.J. Herman-Kinney (Eds). *Handbook of symbolic interactionism*, 173-202.

Nandy, A. (1989). *Intimate enemy*. Oxford: Oxford University Press.

Sambaraju, R. (2020). "I would have taken this to my grave, like most women": Reporting sexual harassment during the #MeToo movement in India. *Journal of Social Issues*, 76(3), 603-631.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-4 GROUP DYNAMICS IN ORGANIZATIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 4 GROUP DYNAMICS IN ORGANIZATIONS	4	3	1		Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- Help students understand the principles and dynamics of group interactions in organizations from a psychological perspective.
- Develop an understanding of issues that groups and teams face, including communication, power and politics in workplaces, and conflict.

Learning Outcomes

After doing this course the student will be able to:

- Recognize and understand the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics shape organizational outcomes.
- Identify and analyze the dynamics of organizational communication, power and politics, sexual harassment, and conflicts and negotiations in organizations.

SYLLABUS OF DSE- 4

UNIT - I

(12 hours)

Understanding Work Teams: Groups and Teams; Stages of Group Development (Tuckman Model); Characteristics of effective teams; Types of teams; High-Performing Work Teams; Team-effectiveness model; Team-building.

UNIT - II

(12 hours)

Organizational communication: Functions of communication; Communication model; Direction of communication; Informal communication network; Electronic communication; Barriers to effective communication; Enhancing communication effectiveness.

UNIT - III

(12 hours)

Power and Politics in Organizations: Classifications of Power (French & Raven); Power Tactics; Sexual Harassment; Causes and consequences of Political Behavior.

UNIT - IV

(9 hours)

Conflict and Negotiation: Nature of conflict in organizations; Conflict process; Negotiation (Process, Bargaining strategies); Conflict management; Indian approach to resolving conflicts.

Practical Component: Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Self and other awareness exercises that encourage constructive feedback
- Experiential exercises to enhance team building
- Presentations on contemporary topics to enhance communication skills
- Role plays to practice skills of communication, negotiation, etc.
- Team building and problem-solving exercises to demonstrate various stages of Tuckman's model
- Use of icebreakers for conflict management
- Encourage students to think of real-life power and influence tactics to use, e.g. different teachers in classroom situations, and asking them to reflect on how and why it benefited them or backfired.
- Review of literature, e.g. on power in organizations
- Critical discourse analysis to explore communication of organizations

Essential/ Recommended Readings

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th edn.). IAP.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18 th ed). Noida: Pearson Education India.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: SAGE.

Suggestive Readings

Ahuja, K. K., Padhy, P., & Srivastava, G. (2019). MeToo at the workplace: exploring sexual harassment experienced by female employees in private sector organisations in Delhi-NCR. *OPUS: HR Journal*, 10(2), 21-45.

Ahuja, K. K., & Padhy, P. (2021). The Cyber avatar of Sexual Harassment at the workplace: Media Analysis of Reports During COVID-19. *Journal of Psychosexual Health*, 3 (4) 322-331.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). New York, NY: Penguin.

French, J. R. P., Jr., & Raven, B. (1959). The bases of social power. In D. Cartwright (ed.), *Studies in social power* (pp. 150–167). University of Michigan.

Levi, D., & Askay, D. A. (2020). *Group dynamics for teams*. Sage Publications.

Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of organizational behavior*, 265-274.

Wheeler, M. (2013). *The art of negotiation: How to improvise agreement in a chaotic world*. Simon and Schuster.

Wood, J. D. (1990). New Haven Nighthawks. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 265- 279). San Francisco: Jossey-Bass Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-5 PSYCHODIAGNOSTICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE: 5 PSYCHODIAGNOSTICS	4	2	0	2	Class 12th Pass	Basic knowledge of Introductory Psychology and familiarity with concepts of test standardization, reliability, validity etc.

Learning Objectives

- To impart conceptual knowledge of psychodiagnostics, its domains, and purposes.
- To acquaint the students with the procedure of psychological testing of intellectual - cognitive abilities and personality in the clinical setting.
- To develop an understanding of the multiple methods of clinical assessment.
- To underscore the strengths and weaknesses of different methods of clinical assessment.
- To critically evaluate the psychological assessment through the lens of cultural context and ethics.

Learning Outcomes

After doing this course the student will be able to:

- Learn which kinds of tests are used for intellectual, cognitive and personality assessment in clinical contexts.
- Understand the key descriptive features of tests used in the clinical contexts.
- Know salient interpretive possibilities of psychological tests for diagnostic purposes.
- Evaluate the role of multiple methods of assessment in clinical settings.
- Assess the cultural and ethical issues in psychological assessment.

SYLLABUS OF DSE-5

UNIT – I

(12 hours)

Introduction to Psychodiagnostics of Intellectual and Cognitive Function- Definition and Relevance of Psychodiagnostics; Domains of Assessment: Performance variables, Personality variables; Wechsler's Adult Intelligence Scale- IV; Vineland Social Maturity Scale; NIMHANS Neuropsychological Battery; Montreal Cognitive Assessment; Mental Status Examination.

UNIT - II

(12 hours)

Tests used in Clinical Setting: Assessment of Personality- Minnesota Multiphasic Personality Inventory (MMPI); Temperament and Character Inventory (TCI); Rotter's Incomplete Sentence Blank; Rorschach Inkblot Test; Thematic Apperception Test.

UNIT - III

(6 hours)

Critical Considerations in Clinical Assessment- Multi-method assessment (use of interview and observation in clinical settings); Assessment of immediate contexts (school, family, peers); Assessment of strengths.

Practical Component

(60 hours)

Suggestive Practicals

- Administration and interpretation of rating scales
- Preparation of interpretive report using tests of intelligence/tests of cognitive functions
- Personality testing using self report inventories and semi projective/projective techniques
- Conducting mini Mental status examination in the community/ for an individual
- Conducting clinical interviews
- Behavioural observations and assessment

Tutorial Component: Nil

Essential/Recommended readings:

Cohen, R. J. & Swerdlik, M. E. (2017). *Psychological testing and assessment* (9th ed.). McGraw Hill.

Dwyer, P. (2022). the neurodiversity approach: What are they and what do they mean for researchers? *Human Development*; 66: 73-92.

Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J.-I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (Eds.). (2013). *APA handbook of testing and assessment in*

psychology: (Vol. 2): Testing and assessment in clinical and counselling psychology. American Psychological Association.

Kaplan, R. M. & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications and issues* (10 ed). Cengage Learning.

Korchin, S. (1986). *Modern clinical psychology: Principles of intervention in the clinic and community.* CBS Publishers and Distributors.

Strauss, E., Sherman, E.M.S. & Spreen, O. (2006). *A compedium of neuropsychological tests: Administration, norms and commentary.* Oxford University Press.

Suggestive Readings:

Kellerman, H. & Burry, A. (2007). *Handbook of psychodiagnostic testing: Analysis of personality in the psychological report.* Springer Science

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE GE-12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE- 12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS	4	3	0	1	Class 12th Pass	None

Learning Objectives

- To impart preliminary knowledge about psychological disorders prevalent in society
- To develop an understanding of diagnostic criteria for psychological disorders
- To acquaint the students with the importance of psychological assessment
- To attain an overview of the role of various therapies in dealing with psychological disorders

Learning Outcomes

After doing this course the student will be able:

- To identify clinical picture of various psychological disorders using DSM-5 Classification
- To understand the importance of clinical assessment in diagnosis of psychological disorders
- To understand and appreciate the role of psychological first aid and therapies in treatment of psychological disorders

SYLLABUS OF GE -12

UNIT – I

(15 hours)

Psychological Disorders: Criteria, Perspectives, Classification (DSM – 5), Psychological Assessment (Clinical Interview, Case History, Tests, Behavioral Assessment).

UNIT – II

(21 hours)

Clinical Picture of Psychological Disorders: Generalized Anxiety Disorder; Obsessive Compulsive Disorder; Depressive Disorders (Major Depressive Disorder, Persistent Depressive Disorder); Bipolar and related Disorders (Bipolar I Disorder, Bipolar II Disorder, Cyclothymia); Suicide, Schizophrenia, Intellectual Developmental Disorder, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder.

UNIT – III

(9 hours)

Dealing with Psychological Disorders: Psychological First Aid; Biological Intervention (Pharmacological treatment and Electroconvulsive Therapy); Psychotherapy (Brief Description of Psychoanalysis, Behavior Therapy, Cognitive-Behavior Therapy, Client-centered Therapy, Family Therapy, Group Therapy)

Practical component

(30 hours)

Suggestive Practicals:

- Using the clinical interview to take the case history of a client.
- Visual Media and/or text analysis as an approach to understanding mental disorders.
- Screening for psychological disorders such as Generalized Anxiety Disorder, Major Depressive Disorder, Obsessive Compulsive Disorder, Intellectual Disability, Attention Deficit Hyperactivity Disorder using tests, checklists.
- Conducting demographic surveys to identify individuals at risk of developing psychological disorder/s.

Tutorial component : Nil

Essential/Recommended Readings

Arora, M.K. (2022). *Neurodevelopmental Disorders in the Indian Context: Different Disorders speak Different Stories*. New Delhi: Prestige Publications.

Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An Integrative Approach*. Thomson Brooks/Cole Publishing Co.

Butcher, J. N., Hooley, J. M., Mineka, S. (2019). *Abnormal Psychology* (17th ed), New Delhi: Pearson.

Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy* (11th ed), Cengage Learning.

Kring, A. M., Johnson, S. L., Davison, G. C., Neale, J. M., & (2013). *Abnormal psychology* (12th ed). John Wiley & Sons Inc.

Ruzek, J., Brymer, M., Jacobs, A., Layne, C., Vernberg, E., & Watson, P. (2007). Psychological First Aid. *Journal of Mental Health Counseling*. 29(1), 17-49.

Suggestive Readings

Ahuja, N. (2011). *A short textbook of psychiatry*. Jaypee Brothers Medical Publishers.

Gladding, S. T. (2021). *Theories of counseling*. (3rd ed.). Rowman & Littlefield.

Seligman, L. and Reichenberg, L.W. (2009) *Theories of counseling and psychotherapy: Systems, strategies, and skills*. (4th ed.). Pearson.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE GE-13 PSYCHOLOGY AT THE WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-13 PSYCHOLOGY AT THE WORKPLACE	4	3	1	0	Class 12 th Pass	None

Learning Objectives

After doing this course the student will be able to:

- Understand the need and scope of application of psychological concepts and theories in organisations.
- Become aware of different challenges and trends that influence people management practices in contemporary organisations.
- Appreciate the evolution of the field of I/O Psychology.
- Understand the key theories of motivation and leadership in the organisations.

Learning Outcomes

After doing this course the student will be able to:

- Apply the basic principles of psychology in work-settings.
- Critically evaluate the contemporary issues that shape management practices in organisations.
- Apply theories and concepts of motivation and leadership in organisations.

SYLLABUS OF GE- 13

UNIT - I

(9 hours)

Introduction to I/O Psychology: Definition, Evolution of the field, Major Fields of I/O psychology: Personnel Psychology, Organizational Psychology, Human Factors/Ergonomics.

UNIT - II

(9 hours)

Contemporary Opportunities and Challenges: Telecommuting, Green Business Practices & Sustainability, Workforce Diversity, Gender Discrimination & Sexual Harassment,, Technology, Corporate Social Responsibility, Mental Health and Well being.

UNIT - III

(12 hours)

Work Motivation: Theories and applications: Maslow's Need-Hierarchy, Herzberg's Two Factor Theory, Goal-Setting Theory, Expectancy Theory, Equity Theory, Job Characteristics Model.

UNIT - IV

(15 hours)

Leadership: Early approaches to leadership (Trait, Behavioural), Contingency- (Fiedler's contingency model), Contemporary Approaches to Leadership- (Charismatic, Transformational & Transactional Leadership), Managing Diversity as a Core Leadership Competency, Indian Perspective (Nurturant Task Leadership).

Practical Component: Nil

Tutorial Component:

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Presenting videos on Hawthorne Studies
- Class debates to develop critical thinking, e.g., pros and cons of use of technology in organizations, workplace diversity
- Analysis of corporate social responsibility across different sectors or nations
- Film analysis (character mapping and plot lining) using a theoretical framework, for e.g., Bombshell, She Said, The Assistant
- Case study of effective leaders
- Experiential exercises on what motivates students to come to college
- Review of literature, e.g. on theories of motivation across cultures
- Class presentations on contemporary topics
- Role plays to practice leadership skills

Essential/ Recommended Readings

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed.). New York: Wiley.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (9th ed.). Noida: Dorling Kindersley.

Griffin, R.W., & Moorhead, G. (2009). *Organizational behaviour: Managing people and organizations*. New Delhi: Biztantra publishers.

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

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

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

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Carnevale, J. B., & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research*, 116, 183–187. <https://doi.org/10.1016/j.jbusres.2020.05.037>.

Herzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing Company.

Hubbard, E. E. (2004). *The manager's pocket guide to diversity management*. US: HRD Press.

Kotler, P., & Lee, N. (2004). *Corporate social responsibility: Doing the most good for your company and your cause*. NY: John Wiley & Sons.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational Behaviour and Human Performance*, 3(2), 157-189.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE GE-14 PSYCHOLOGY OF ADJUSTMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-14 PSYCHOLOGY OF ADJUSTMENT	4	3	1	0	Class 12th Pass	None

Learning Objectives

- To learn the nature and relevance of adjustment in everyday life.
- To understand the different factors shaping adjustment.
- To understand healthy adjustment strategies in different contexts: relationships, digital world, and work settings.

Learning Outcomes

After doing this course the student will be able to:

- Gain greater grounding in concepts related to psycho-social-emotional adjustment.
- Apply their knowledge to attain better levels of adjustment in different life situations.

SYLLABUS OF GE- 14

UNIT – I

(9 Hours)

Introduction: Concept of Adjustment, Adjustment as a Lifelong Process, Need for Adjustment, Factors affecting Adjustment, The Role of Psychology in Promoting Adjustment

UNIT – II

(12 Hours)

Adjustment in Relationships:- Self in a Relational Context (need to belong, affiliation, isolation, social exclusion), Strategies for Adjustment in Varied Relational Contexts: Familial Contexts (Dealing with Family Dynamics, Negotiating Autonomy and Agency), Friendships (Peer Pressure, Bullying, and Social exclusion), Romantic

Relationships (Identity, Intimacy & Isolation and Equity), Conflict Management; Dealing with Loss: Dissolution of Relationships and Bereavement.

UNIT – III

(12 Hours)

Adjustment In The Digital Age: The Self in a Technological World (Immersion in tech spaces, multiple selves, and information overload), Challenges in the Digital Age (Illusion of choice, social comparison, cyber-victimization, and intrusive social media), Strategies for Adjustment: Self care, digital detox, reconnecting with nature, meaningful digital engagement.

UNIT – IV

(12 Hours)

Adjustment in Work Settings: Adjustment in the Workplace: Job Satisfaction and its Enhancement; Gender at Work: Diversity Issues, Job satisfaction and subjective well being in a multicultural workplace; Occupational hazards: Work Stress, Sexual harassment, Unemployment, and Burnout; Well-being in Work Settings: Work-life balance (Leisure and Recreation), Mindfulness based stress reduction at work.

Practical Component: Nil

Tutorial Component

(15 Hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Media Analysis (documentaries, short stories, songs, social media posts etc.)
- Group Discussions on topics such as experiences of bullying and social exclusion
- Book Reviews
- Journal keeping
- Reflective writing exercises on past adjustment experiences of self and others
- Research based presentations
- Activities and exercises focussed on the development of skills needed for better adjustment (e.g, assertiveness, self care)
- Self administration of standardized questionnaires to increase self awareness

Essential/ Recommended Readings

Hefner, D., & Vorderer, P. (2017). Digital stress: Permanent connectedness and multitasking. In L. Reinecke & M. B. Oliver (Eds.), *The Routledge handbook of media use and well-being: International perspectives on theory and research on positive media effects* (pp. 237–249). Routledge/Taylor & Francis Group.

Kirsh, S.J., Duffy, K.G. & Atwater, E. (2014). *Psychology for living: Adjustment, growth, and behavior today*, (11th ed.). Pearson.

- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.
- Rathus, S. A., & Nevid, J. S. (2019). *Psychology and the challenges of life: Adjustment and growth*. John Wiley & Sons.
- Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). *Mental health in the workplace: Strategies and tools to optimize outcomes*. Springer.
- Rozkwitalska, M., Sułkowski, L., & Magala, S. (2017). *Intercultural interactions in the multicultural workplace*. Springer: Cham, Switzerland.
- Sinha, J. B. (2009). *Culture and organizational behaviour*. SAGE Publications India.
- Takahashi, T. (2016). Creating the self in the digital age: young people and mobile social media. *The good life in Asia's digital 21st Century. Digital Asia Hub, Hong Kong*, 44-50.
- Tuli, M., & Chaudhary, N. (2010). Elective interdependence: Understanding individual agency and interpersonal relationships in Indian families. *Culture & Psychology*, 16(4), 477-496.
- Weinstein, E. C., Selman, R. L., Thomas, S., Kim, J. E., White, A. E., & Dinakar, K. (2016). How to cope with digital stress: The recommendations adolescents offer their peers online. *Journal of Adolescent Research*, 31(4), 415-441.
- Weiten, W. (2021). *Psychology: Themes and variations*. Cengage Learning
- Weiten, W., Dunn, D. & Hammer, E. (2018). *Psychology applied to modern life*. Cengage Learning

Suggestive Readings

- Chan, K. T. (2022). Emergence of the 'Digitalized Self' in the age of digitalization. *Computers in Human Behavior Reports*, 6, 100191.
- Toffler, A. (1970). *Future shock*. Sydney. Pan.
- HBR guide to dealing with conflict (HBR Guide Series). Harvard Business Review Press.- 2014.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DEPARTMENT OF PSYCHOLOGY

Category II

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Major discipline)

DISCIPLINE SPECIFIC CORE COURSE – 7: STATISTICAL METHODS AND PSYCHOLOGICAL TESTING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Statistical Methods and Psychological Testing	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To foster an understanding of the techniques of descriptive statistics.
- To familiarize students with the statistical skills necessary to interpret scores obtained from psychological tests.
- To learn the fundamentals of psychological testing.

Learning Outcomes

After completing this course, the student will be able to:

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

SYLLABUS OF DSC - 7

Unit- I Hours)

(10

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon)

Unit- II Hours)

(10

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores

Unit- III

(15

Hours)

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores

Unit- IV

(10 Hours)

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

Essential/recommended readings

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

King, B.M., Rosopa, P.J., & Minium, E.W.: (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

Suggestive readings

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE - 8: EMERGENCE AND GROWTH OF PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Emergence and Growth of Psychology	4	3	1	0	Passed Class 12th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are:

- To understand the key tenets and historical and contemporary relevance of different schools of Psychology.
- Critically evaluate the limitations of underlying assumptions of psychological theories and principles.

Learning Outcomes

By studying the course students will be able to:

- Appreciate the changing nature and of subject matter and methodologies in the evolution of the discipline.
- Apply psychological concepts and principles in a more informed manner in diverse settings

SYLLABUS OF DSC-8

UNIT – I:

(9

Hours)

Early Schools of Psychology- Structuralism, Functionalism and Gestalt Psychology (tenets and contributions), Core and Context of Indian Psychology

UNIT – II:

(12

Hours)

Behaviourism - Watsonian Behaviourism, Skinnerian Behaviourism; Emergence of Information Processing Approach of Cognitive Psychology

UNIT – III:**(12****Hours)**

Psychoanalysis - Classical Freudian Approach (Models and Critique), Adlerian Perspective (Central concepts), Feminist Critique of Freudian Psychoanalysis: Contributions of Karen Horney

UNIT – IV:**(12****Hours)**

Third Force Psychology- Rogerian Self Psychology, Maslow's Hierarchy of Needs, Existentialism (Tenets and Contributions)

Tutorial Component –**(15****Hours)****Suggestive Tutorial Activities:**

- Role playing a psychologist
- Turncoat debate on debates in psychology
- Position paper on perspectives in psychology
- Group discussion on applications in psychological theories

Practical Component – NIL**Essential/recommended readings**

Dalal, A. K. & Mishra G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22, 1 (2010): 121-155.

Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London: Wadsworth, Cengage Learning.

Lawson, R.B., Anderson, E.D., & Cepeda-Benito, A. (2017). *A History of Psychology: Globalization, Ideas, and Applications* (2nd edition). New York: Routledge

Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.

Suggestive readings

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 7: STATISTICAL METHODS AND PSYCHOLOGICAL TESTING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Statistical Methods and Psychological Testing	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To foster an understanding of the techniques of descriptive statistics.
- To familiarize students with the statistical skills necessary to interpret scores obtained from psychological tests.
- To learn the fundamentals of psychological testing.

Learning Outcomes

After completing this course, the student will be able to:

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

SYLLABUS OF DSC-7

Unit- I (Hours)

(10

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon)

Unit- II (Hours)

(10

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores

Unit- III

(15 Hours)

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores

Unit- IV

(10 Hours)

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

Essential/recommended readings

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

Suggestive readings

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

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SEMESTER - V

B.A. (HONS.) PSYCHOLOGY

Category I

B.A. (Hons.) Psychology Courses for Undergraduate Programme of study with Psychology as a Single Core Discipline

(B.A. Honours in Psychology in three years)

DISCIPLINE SPECIFIC CORE COURSE DSC -13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre- requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12 th Pass	Basic knowledge of Mental Disorders

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning Outcomes

After doing this course the student will be able to:

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC-13

UNIT – I

(15 hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia, Antisocial Personality Disorder, Borderline Personality Disorder

UNIT – II

(18 hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT – III

(12 hours)

Neurodevelopmental Disorders (Clinical Picture Only) -- Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical Component

(30 hours)

Suggestive Practicals

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component : Nil

Essential/Recommended Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive Readings

- Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.
- Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.
- Singh, A.K. (2016). *Modern abnormal psychology*. (Hindi), Motilal Banarsidass Pvt Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE DSC-14 CHILD AND ADOLESCENT DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-14 CHILD AND ADOLESCENT DEVELOPMENT	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To trace human development from conception to adolescence.
- To inculcate sensitivity to socio-cultural context of human development.

Learning Outcomes

After doing this course the student will be able to:

- Recognize various issues in human development.
- Identify the milestones in different domains of human development
- Understand the cognitive and socio-emotional factors that influence development
- Comprehend the contributions of various socio-cultural contexts toward shaping human development
- Design a practicum in the area of developmental psychology.

SYLLABUS OF DSC-14

UNIT - I

(9 hours)

Introduction: Concepts; Themes; Theoretical Perspectives of Human Development (Psychoanalytic, Behavioural, Ethological, Evolutionary, Ecological Perspective); Research Designs.

UNIT - II

(18 hours)

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence; Developmental stages and child-rearing practices in the Indian context; Socio-cultural contexts of development.

UNIT - III

(18 hours)

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg).

Practical Component:

(30 hours)

Suggestive Practicals

- Study on child-rearing practices using test/ case study
- Impact of family environment on socio-emotional development/ cognitive growth.
- Application of Piaget's theory of cognitive development
- Assessment of moral development using test/ dilemmas
- Language assessment using Multilingual Assessment Instrument for Narratives (MAIN)
- Assessment of attachment style and socio-emotional development

Tutorial Component: Nil

Essential/Recommended Readings

- Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.
- Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.
- Feldman, R.S. & Babu, N. (2023). *Development across the lifespan* (9th ed.) . New-Delhi: Pearson.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th ed.). New Delhi: Oxford University Press.
- Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicines*, 15 (1), pp. 77-82.
doi:[10.1177/0975156419920112](https://doi.org/10.1177/0975156419920112)
- Santrock, J.W. (2019). *Life-span development* (17th ed.). New-Delhi: Tata McGraw-Hill.

Suggestive Readings

- Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.
- Kapur, M. (n.d.). Child care in ancient India: A life span approach. *Indian Psychological Institute*. <https://ipi.org.in/texts/others/malvikakapur-childcare-sp.php>
- Patra, S. (2022). *Adolescence in India: Issues, challenges and possibilities*. New Delhi: Springer.
- Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.). *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE DSC-15 APPLYING PSYCHOLOGY TO WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 15 APPLYING PSYCHOLOGY TO WORK	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Develop an awareness of how psychology can be applied to the workplace
- Help students appreciate the evolution of the field of Industrial/Organizational Psychology
- Develop a deeper understanding of conceptual and theoretical bases of motivation and understanding how to apply them.
- Understand how cultures of organizations affect behaviour at the workplace
- Understand leadership from different theoretical perspectives, especially the Indian approach

Learning Outcomes

After doing this course the student will be able to:

- Become familiar with the underlying concepts of Industrial /Organizational Psychology.
- Understand the evolution of the field of Industrial/Organizational Psychology
- Explain organizational ethics, corporate social responsibility and various other opportunities and managerial challenges managers at the contemporary workplace.
- Apply the understanding of work motivation, leadership and organizational culture in real world settings.
- Critically examine the impact of gender on leadership.
- Identify and assess best practices relating to leadership across various organizational contexts and cultures.

SYLLABUS OF DSC-15

UNIT - I

(12 hours)

Introduction to the Field: The organizational context; Sub-fields of Industrial/Organizational Psychology; Historical evolution of the field of Industrial/Organizational Psychology; Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics & Corporate Social Responsibility, Opportunities and Challenges for managers.

UNIT - II

(16 hours)

Motivation, Stress & Well-being at Work: Motivation at work: Theoretical approaches (Maslow's need hierarchy, Herzberg's two-factor theory; Expectancy, Equity, Goal Setting); Ways to motivate people at the workplace; Indian Perspective; Work stress; Managing stress and well-being in organizations.

UNIT - III

(17 hours)

Dynamics of Workplace : Organizational culture: Models (Schein and Pareek); Managing Organizational Culture; Leadership: Theories (Trait, Behavioural, Contingency); Indian Perspective; Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership.

Practical Component

(30 hours)

Suggestive Practicals

- Formulation of the research problem based on concepts of Organizational Behaviour
- Data gathering using appropriate methods and /or tools. Reviewing literature/ Locating external sources to design solutions to the research problem chosen.
- Analysis of information using appropriate methods and/or tools and drawing conclusions and implications for organizations.

Following is the list of illustrative topics on which practicum may be designed:

- Organizational Stress
- Well-being at Workplace
- Organizational Ethics
- Corporate Social Responsibility
- Diversity at the Workplace
- Work Motivation
- Organizational Culture
- Leadership

Tutorial component- Nil

Essential/ Recommended Readings

- Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.
- Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.
- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.
- Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.
- Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.
- Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.
- Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.
- Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.
- Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE- 6 PSYCHOLOGY OF DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 6 PSYCHOLOGY OF DISABILITY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To learn the nature and concerns related to disability in India
- To assess definition based conundrums around the concept of disability.
- To understand the heterogeneous nature of disabilities
- To comprehend the scope and relevance of Psychology of Disability as a field, especially in India
- To critically examine models relevant to the Psychology of Disability and understand their manifestations in everyday life.

Learning Outcomes

After doing this course the student will be able to:

- Gain greater grounding in concepts related to disability
- Identify the psycho-socio-cultural phenomena associated with disability.
- Analyze disability related phenomena through a lens of critical consciousness
- Recognize and challenge ableist notions in society

SYLLABUS OF DSE- 6

UNIT – I

(12 hours)

Conceptualizing Disability: An Introduction: Defining disability and its conundrums; Diagnosis, assessment, certification and its critique; Disability Law and Policy in India: Mental Health Care Act 2017, RPwD Act 2016, National Trust Act, 1999, PwD Act 1995, Rehabilitation Council of India Act, 1992.

UNIT – II

(12 hours)

Theories and Debates: Models: Charity Model, Medical Model, Social Model, Empowerment Model; Issues of language; Disability and Gender in India; Contemporary debates: Euthanasia and prenatal selection

UNIT - III

(12 hours)

Accessibility: Built and Digital Spaces, Education, Employment, Mental Health Services: Practising disability inclusive counselling

UNIT - IV

(9 hours)

Personal Spaces: Family and Marriage, Friendships and Peer Relationships, Sexuality and Reproductive health

Practical component – Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Research based presentations (either by individual students or small groups of students)
- Reviewing published research papers on themes related to the course content
- Documentary screenings
- Book Reviews
- Analysis of media content (films, short stories, songs, social media posts etc.)
- Group discussions on topics such as issues of language, disability and gender in India
- Reflective writing exercises
- Short quizzes

Essential/Recommended Readings

Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255–264.

Ghai, A. (2015). *Rethinking disability in India*. Routledge.

Ghosh, N. (2016). *Interrogating disability in India*. Springer.

- Hemlata (2016). A critical analysis of various legislations and policies on disability in India. *MIER Journal of Educational Studies, Trends and Practices*, 1.
- Henderson, G., & Bryan, W. V. (2004). *Psychosocial aspects of disability*. Charles C Thomas Publisher.
- Karki, J., Rushton, S., Bhattarai, S., & De Witte, L. (2023). Access to assistive technology for persons with disabilities: a critical review from Nepal, India and Bangladesh. *Disability and Rehabilitation: Assistive Technology*, 18(1), 8-16.
- Kulkarni, M. (2019). Digital accessibility: Challenges and opportunities. *IIMB Management Review*, 31(1), 91-98.
- Olkin, R. (2016). Disability-affirmative therapy. In I. Marini & M. A. Stebnicki (Eds.), *The professional counselor's desk reference* (pp. 215–223). Springer Publishing Company.
- Sharma, S., & Sivakami, M. (2019). Sexual and Reproductive concerns of persons with disability in India: An issue of deep-rooted silence. *Journal of biosocial science*, 51(2), 225–243.

Suggestive Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers, *autism in adulthood*.
- Goodley, D. & Lawthom, R. (2006). *Disability and psychology: Critical introductions and reflections*. London: Palgrave Macmillan.
- Jamal, G. (2019). Stereotypes about adults with learning disabilities: Are professionals a cut above the rest? *Disability, CBR & Inclusive Development*. 30 (2), 7-36.
10.5463/dcid.v30i2.811.
- Kunnath, S. K., & Mathew, S. N. (2019). Higher education for students with disabilities in India: Insights from a focus group study. *Higher Education for the Future*, 6(2), 171-187.
- Riley, A., Daruwalla, N., Kanougiya, S., Gupta, A., Wickenden, M., & Osrin, D. (2022). Intimate partner violence against women with disability and associated mental health concerns: A cross-sectional survey in Mumbai, India. *BMJ Open*, 12(4), e056475

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE DSE - 7 ESSENTIALS OF
MEDIA PSYCHOLOGY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE -7 ESSENTIALS OF MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To educate learners about media and its impact.
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media.

Learning Outcomes

After doing this course the student will be able to:

- Understand the concept of media and its interface with psychology.
- Distinguish between fantasy and reality.
- Analyse the relationship between advertising and persuasion.
- Critically examine the psychosocial influences of media.

SYLLABUS OF DSE- 7

UNIT – I

(9 hours)

Introduction to Media Psychology: Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology.

UNIT – II

(12 hours)

Media and the User: Fantasy and Reality; Expressing self and identity through social media; Finding communities (Fandoms, Virtual Communities); Use and Abuse of Internet

UNIT – III

(12 hours)

Social Impact of Media: Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (Social Comparisons, Body Image, Substance Use).

UNIT – IV

(12 hours)

Critical Issues in Media Psychology: Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and Sexuality, Religious Minorities, Disability); Ethics and Media

Practical component (if any) – Nil

Tutorial component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Essential/Recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi: Dorling Kindersley (India).

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*. Oxford University Press.

- Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.
- Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge
- Giles, D. (2008). *Media psychology*. Lawrence Erlbaum
- Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.
- Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.
- Mc Mahon, C. (2019). *The psychology of social media*. Routledge.
- McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.
- Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*. 4 (3): 221–227
- Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.
- Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive Readings

- Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org
- Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.
- Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity. Wiley
- Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).
- Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1), 1-18.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC EFFECTIVE COURSE DSE-8 PSYCHOLOGY OF GENDER**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE - 8 PSYCHOLOGY OF GENDER	4	3	1	0	Class 12 th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

After doing this course the student will be able:

- To be able to define and evaluate gender as a social construct
- To understand the ways gender, power, privilege, and oppression play out across a range of human experiences.

Learning outcomes

- Examine the growth of gender as a construct in psychological research and its methods.
- Critically analyse the different perspectives highlighting the development of the concept of gender in a child.
- Reflect on issues and challenges faced by women, men and LGBTQA+ communities and their resulting mental health outcomes.
- Develop gender sensitivity and learn to apply the principles of promoting equality and equity in various facets of life.

SYLLABUS OF DSE- 8**UNIT - I****(9 hours)**

Conceptualizing Gender: Social construction of gender; History of gender in psychology; Common features of feminist research methodology.

UNIT - II**(12 hours)**

Theories of Gender Development: Psychoanalytic, Cognitive-developmental, Gender schema, Biological and Social Cognitive Theory.

UNIT - III**(12 hours)**

Gender Heterogeneity: Issues and Challenges: Discrimination against gender spectrum, Gender based violence; Mental health concerns.

UNIT - IV

(12 hours)

Current Frontiers in Psychology of Gender; Gender Sensitization; Prevention of sexual harassment; Promoting equality and equity; Gender neutral parenting.

Practical component– Nil

Tutorial component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Literature review on topics such as LGBTQ community in India, Sexual harassment at workplace, gender neutral parenting etc.
- Movie screening and discussion based on themes of diversity issues and gender
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Tracing the activities of an NGO who is working towards gender empowerment.
- Group projects and/or based on gender based concerns.
- Case study analysis of an Indian case around the themes of gender.

Essential/Recommended Readings

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Haig, B. D. (1997). Feminist research methodology. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (2nd ed.). Pergamon.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy?. *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer affirmative counselling practice – A resource book of Mental health practices in India*, Mumbai: Mariwala Health Initiative.

Sharma, M. (2019). Ambedkar's feminism: Debunking the myths of Manu in a quest for gender equality. *Contemporary Voice of Dalit*, 11(1), 17-24.

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: Evaluating the girl rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

Suggestive Readings

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender: Gender basics*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Dawar, B.V. & Ravindran, T.K.S. (2015). *Gendering Mental Health: Knowledges, identities and institutions*. Oxford University Press.

Hesse-Biber, S. N. (Ed.). (2011). *Handbook of feminist research: Theory and praxis*. SAGE publications.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Mills, M. (2010). Gender roles, gender (in) equality and fertility: An empirical test of five gender equity indices. *Canadian Studies in Population [ARCHIVES]*, 37(3-4), 445-474.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Parri, M., & Ceciliani, A. (2019). Best Practice in PE for gender equity-A review. *Journal of Physical Education and Sport*, 19, 1943-1952.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: Beyond rhetoric*. Oxfam.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE GE -15 MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE -15 MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To develop an understanding of media, media literacy and their psychological implications.
- To examine how we interact with media on the psychological level.
- Understand the benefits of applying media psychology.
- Appreciate the interaction of media and culture.
- Examine media contents and effects and socialization.

Learning Outcomes

After doing this course the student will be able to:

- Understand the psychological power of media and its effects
- Discuss the psychological role of media in creating realities
- Discuss the effect of media on identity, youth and violence
- Demonstrate knowledge and skills for media psychology, media effects and media content
- Describe the relationship between media and social change

SYLLABUS OF GE- 15

UNIT - I

(12 hours)

Understanding Media Psychology: Defining Media Psychology; Media Influence in everyday life, Media and social Interaction, Media Theories (Linguistic and Communicative theories).

UNIT - II

(12 hours)

Mass Media and Society: Paradigms in media sociology; Mass Media and Family, Youth Empowerment and Media; Gender Representation in the Media; Critical Evaluation of Mass Media and Indian Society.

UNIT - III

(9 hours)

Media and Culture: Mass Media and Culture; Communities and sub-cultures; Intercultural Communication; Ideology and Media Representations; Realistic Conflict Theory.

UNIT - IV

(12 hours)

Effects of Media: Media Effects Theories; Media Effect on Identity; Media Effect on Women; Social Learning Theory; Media Violence and its Effect on Youth.

Practical Component – Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Reflections on everyday experiences in the light of Theories of Media.
- Panel Discussion (e.g. gender and media, youth and media, family systems and media).
- Analysing the variation of information disseminated in media across cultures and understanding the nuances of communication.
- Learning the effects of media through debates.
- Class projects related to effects of media on Individual and group behaviour.

Essential/Recommended Readings

Giles, D. (2010). *Psychology of the media*. Basingstoke: Palgrave Macmillan.

Kumar, N. (2020). *Media psychology: Exploration and application*. Routledge India.

Stever, G. S., Giles, D. C., Cohen, J., Myers, M. E. (2021) *Understanding media psychology*. Routledge.

Suggestive Readings

Bandura, A. (2001). Social cognitive theory of mass communication. *Media psychology*, 3 pp. 265-299.

Brewer, G. (2011). *Media psychology*. Basingstoke: Palgrave Macmillan.

Dill, K. E. (2012). *Oxford handbook of media psychology*. New York: Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE GE-16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE – 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To equip the learner with an understanding of the concepts and issues of human development
- To examine and discuss major theories of development such as those of Piaget, Vygotsky, Kohlberg, Erikson, Freud and Bronfenbrenner.
- To enumerate stages and types of development.

Learning Outcomes

After doing this course the student will be able to:

- Develop an understanding of various issues related to human development.
- Understand different domains of development.
- Develop an understanding of human growth from conception to Adulthood.

SYLLABUS OF GE-16

UNIT - I

(9 hours)

Introduction: Nature, issues and theoretical perspectives – Psychoanalytic, Psychosocial and Ecological perspective. Indian model of human development.

UNIT – II

(12 hours)

Domains of Development: Cognitive development – Piaget and Vygotsky, Moral development – Kohlberg and Emotional development – Attachment and temperament

UNIT - III

(12 hours)

Stages of Development I: Prenatal development, Birth and Infancy (Physical and Motor Development).

UNIT - IV

(12 hours)

Stages of Development II: Adolescence – Physical changes, Socioemotional development – Self, Identity, Family, Peers

Adulthood – Physical changes, Socioemotional development – Career issues, Attraction & Love and Family

Practical Component

(30 hours)

Suggestive Practicals

- Conservation tasks – Piaget's theory
- Attachment style assessment
- Observation of a 2/3/4 years old baby for progress in developmental domains
- Assessment of emotional expression or regulation
- Assessment of family environment /Assessment of marital adjustment
- Heinz dilemma – Kohlberg's theory
- Assessment of Identity status – Marcia's theory
- Cross-sectional study for crisis experienced – based on Erickson's theory
- Developmental record and its analysis of a new born upto 6 months

Tutorial component: Nil

Essential/Recommended Readings:

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

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan*. Pearson.

Rangaswami, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicine*, 15 (1) pp 77 – 82.

Santrock, J.W. (2012). *Lifespan development* (13 th ed.) New Delhi: McGraw Hill.

Suggestive Readings

Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers
Macmillan Learning.

Khalakdina, M. (2008). *Human Development in the Indian context. A socio-cultural focus*
(Vol 1.) New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child development: An Indian Perspective*. New Delhi: NCERT.

**Note: Examination scheme and mode shall be as prescribed by the Examination
Branch, University of Delhi, from time to time.**

GENERIC ELECTIVE COURSE GE-17: NEGOTIATING INTIMATE RELATIONSHIPS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-17: NEGOTIATING INTIMATE RELATIONSHIPS	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To understand the construct of friendship and intimate relationship
- To develop an understanding of the psychology behind love
- To understand how and when relationships go wrong.
- To establish positive relationships.

Learning Outcomes

After doing this course the student will be able to:

- Recognize the complex nature of romantic love
- Understand the theoretical implication of love
- Identify distress in intimate relationships
- Build and foster a positive relational attitude

SYLLABUS OF GE- 17

UNIT - I

(12 hours)

Psychology of Friendships and Intimate Relationships: Making friends, Effects of friendships, Factors affecting friendships, Dating, Marriage.

UNIT - II

(12 hours)

Understanding Love: Types of love; Theories of love (two-factor theory of love; - Sternberg's triangular theory); Sexuality.

UNIT - III

(12 hours)

Signs of Relationship Going Sour: Jealousy; Romantic transgressions; Breakup; Intimate Partner Violence.

UNIT - IV

(9 hours)

Flourishing Relationships: Positive Families; Building Relationship Satisfaction.

Practical Component (if any)- Nil

Tutorial Component: *(This is a suggestive and not an exhaustive list of tutorial activities)*
(15 hours)

- Focus Group Discussion
- Movie Review, e.g. Kabir Singh, Titanic
- Class debates to develop critical thinking, e.g. use of Apps like Tinder
- Analysis of the student's social network of friends and followers on social media
- Self and other awareness exercises that encourage constructive feedback
- Experiential exercises to enhance gratitude, practice forgiveness
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. impact of stressors like natural disasters, pandemic, etc. on love and relationships
- Presentations on contemporary topics
- Use of Sternberg's Triangular Love Scale to assess one's love towards a romantic partner

Essential/Recommended Readings

Branscombe, N.R. & Baron, R.A. (2022). *Social psychology* (15th ed.). Pearson.

Compton, W.C. & Hoffman, E. (2020). Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, (3rd ed.). New Delhi: Sage.

Hojjat, M. & Moyer, A. (2016) (Eds.). *The Psychology of friendships*. UK: Oxford University Press.

Jewkes, R. (2002). Intimate Partner Violence: Causes and prevention. *The Lancet- Violence against women III*, 359, 1423-1429.

Rudman, L.A., & Glick, P. (2021). Love and Romance (pp. 204-230). In L.A. Rudman & P. Glick (2021). *The Social Psychology of gender: How power and intimacy shape gender relations*. Guilford publications.

Wilerton, J. (2010). *The Psychology of relationships*. New York: Red Globe Press.

Suggestive Readings

Ahuja, K.K. & Khurana, D. (2021). Locked-down love: A study of intimate relationships before and after the COVID lockdown. *Family Relations*, 70(5), 1343-1357.

Belus, J.M., Wanklyn, S., Iverson, K.M., Pukay-Martin, N.D., Langhinrinchen-Rohling, J. & Monson, C.M. (2014). Do Anger and jealousy mediate the relationship between adult attachment styles and intimate violence perpetration? *Partner Abuse*, 5, 388-406.

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup distress and loss of intimacy in university students. *Psychology*, 1(03), 173-177.

Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The Scientific and practical explorations of human strengths*. New Delhi, India: Sage Publication.

Sternberg, R.J. & Weis, K. (2008)(Eds.). *The new psychology of love*. New Haven, CT, US: Yale University Press.

Varma, S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla (Ed.), *Annals of Hindi Studies*. New Delhi: JBS Publications India.

<https://www.youtube.com/watch?v=LLXX8wzvT7c>. John Gottman talk on how to make relationships work (part 1).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B.A. (PROGRAMME) | PSYCHOLOGY COURSE
STRUCTURE, COURSES & SYLLABUS OF SEMESTER- V

Category II

(B.A. Programme with Psychology as Major Discipline)

DISCIPLINE SPECIFIC CORE COURSE- 9: ORGANIZATIONAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

After completing this course, the student will be able to:

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.
- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.

Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.

Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonça, M. (1994) (Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.

Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 10: PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10 – Perspectives in Mental and Behavioral Disorders	4	3	0	1	Passed Class 12 th	Basic understanding of mental disorders

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning outcomes

After completing this course, the student will be able to:

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC- 10

Unit – I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

Unit – II

(18 Hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion

Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

Unit – III

(12 Hours)

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical component –

(30 Hours)

Suggestive list of practicals:

- Visual Media and/or text analysis as an approach to understanding mental disorders.
- Using the case study approach to understanding clinical picture of mental disorders.
- Assessment of a mental disorder using a psychometric test.
- Using Review of literature to understand schizophrenia/substance related disorders/Personality disorders/Neurodevelopmental disorder.
- Assessment of IQ/ADHD using a psychometric test.
- Correlational study of demographic variables and a mental disorder.

Essential/recommended readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.

Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Shah, S. (2012). *Asamanya Manovigyan*. Rajkumar Prakashan

Suggestive readings

Gururaj, G. et. al. (2016) *National Mental Health Survey of India, 2015-16: Prevalence, Patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (*Modern Abnormal Psychology - Hindi*), Motilal Banarsidass Pvt Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE – 9: ORGANIZATIONAL

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

After completing this course, the student will be able to:

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.
- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations

Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.

Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.

Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.

Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester V:

DSE 1: Positive Psychology

DSE 2: Diversity and Inclusion in Institutions

DSE 3: Self and Personal Growth

DISCIPLINE SPECIFIC ELECTIVE COURSE - 1: POSITIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Positive Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the core concepts of positive psychology pertaining to Eastern and Western perspectives.
- To develop an understanding of positive states and processes.
- To equip the students with strategies to enhance their happiness and well-being

Learning outcomes

After completing this course, the student will be able to:

- To understand and appreciate the meaning and conceptual approaches to positive psychology.
- Understand the importance of positive states and processes
- Learn various strategies to enhance happiness and well-being.

SYLLABUS OF DSE - 1

Unit - I

(12 Hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Islam, Hinduism, Buddhism, and Jainism, Character Strengths and Virtues (VIA Classification System)

Unit - II (12 Hours)
Positive States and Processes I: Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience

Unit - III (12 Hours)
Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

Unit - IV (9 Hours)
Positive psychology interventions: Positive thinking, Meditation, Gratitude, Kindness

Tutorial component (15 Hours)

Suggestive Tutorial Activities:

- Review of relevant articles on Indian views of happiness and well-being
- Role plays to demonstrate the role of positive states and processes
- Group discussion on any secondary source like a book, movie or a podcast related to positive psychology concepts
- Report writing on experiential exercises related to positive psychology interventions in the class

Practical component – NIL

Essential/recommended readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

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

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

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

Suggested readings

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 103-110.

Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.

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DISCIPLINE SPECIFIC ELECTIVE COURSE -2: DIVERSITY AND INCLUSION IN INSTITUTIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Diversity and Inclusion in Institutions	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate an understanding and acknowledgment of building the morale for diversity in institutions.
- To build an understanding of the best practices and policies for creating more inclusive environments.

Learning Outcomes

After completing this course, the student will be able to:

- Understand the key principles around diversity, equity, and inclusion; and advocate for the need of building more inclusive institutional places.
- Examine the opportunities and challenges related to diversity issues in institutions, e.g., educational institutions.
- Reflect upon the various strategies used to manage diversity.

SYLLABUS OF DSE-2

Unit - I

(9 Hours)

Introduction: Understanding diversity, equity, and inclusion; Paradigms of Diversity Management

Unit - II

(12 Hours)

Differences between EEO, Affirmative Action, and Diversity; Opportunities and challenges of working with diversity

Unit - III

(12 Hours)

Types of diversity: Disability, Sexual orientation, Caste

Unit - IV

(12 Hours)

Creating an inclusive environment- Case studies.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- Encourage students to peer mentor minority groups in classroom in a mutually collaborative project.
- Presentations and discussions on diversity and focused concerns across diverse institutions
- Collaboration may be done with other institutions for Diversity, Equity and Inclusion (DEI) activities, e.g., weekly virtual book club meetings may be organized to share books on inclusion.
- Reflective exercises and journal writing
- Film and documentary screening on DEI

Practical component – NIL

Essential/recommended readings

Barak, M. (2017). *Managing Diversity toward a Globally Inclusive Workplace* (4th ed.). London: SAGE Publications Ltd.

Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Human Resource Development.

Noronha, E. (2021). Caste and workplace bullying: A persistent and pervasive phenomenon. *Dignity and Inclusion at Work*, 489-512.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review*, 74(5), 79-90.

Suggestive readings

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/in/insights/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>

Lup, D. (2017). Becoming a manager increases men's job satisfaction, but not women's. <https://hbr.org/2017/11/research-becoming-a-manager-increases-mens-job-satisfaction-but-not-womens>

Phillips, K. W. (2014). How diversity makes us smarter, *Scientific American*, 311 (4). <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter>

Stockton, H. & Bourke, H. (2014). From diversity to inclusion: Shift from compliance to diversity as a business strategy. Deloitte University: <https://www2.deloitte.com/global/en/pages/humancapital/articles/diversity-to-inclusion.html>

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, 68(2), 107-117.

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**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
DISCIPLINE SPECIFIC ELECTIVE COURSE - 3: SELF AND PERSONAL
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-3 Self and Personal Growth	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To explore and understand the concept of self.
- To identify the meaning of self in a social world.
- To help the students understand the idea of self from the Indian and Western perspective.
- To facilitate personal growth and the development of an individual.

Learning Outcomes

After completing this course, the student will be:

- Able to understand the idea of self; it's antecedents and place in the social world.
- Able to understand the notion of self from an Indian and western perspective.
- Equipped with skills of self-management.

SYLLABUS OF DSE - 3

Unit – I

(12 Hours)

Understanding Self

Self-concept: Nature; Factors shaping the self-concept; Sources of self-concept; Impact of culture, gender, and other social factors on the self-concept.

Self and Identity in the social world/context; Influence of social media and technology on self-identity and self-presentation.

Unit – II

(12 Hours)

Theories of Self

Concept of Self in the Indian context (Ātman, Purusha, Jiva); and its relation to personal growth; The concept of Sat-chit-ananda and its relationship to self-realization and personal growth; Carl Rogers' theory on self; Carl Jung's concept of self: Jung's concept of the self as an archetype and its relationship to individuation; Neuroscience of Self

Unit – III

(6 Hours)

Managing Self

Self-regulation: Importance and Strategies; Self-presentation: Strategies for enhancing self-presentation skills; Subjective wellbeing: Definition; contributing factors.

UNIT – IV

(15 Hours)

Personal Growth

Developing character strengths and virtues;

Hope, Optimism and Resilience: Role in coping with adversity and promoting personal growth; Strategies for developing these qualities and enhancing personal growth and well-being; Understanding the challenges and potential barriers to personal growth and strategies for overcoming them.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities:

- Group Discussion
- Case Study Analysis
- Comparative Analysis
- Self-Reflection Journal
- Strengths Assessment

Practical component – NIL

Essential/recommended readings

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

Cornelissen, M., Varma, S., Mishra, G., & Paranjpe, A. C. (1999). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press

Dalal, A. K. & Mishra, G. (Ed) (2011). *New Directions in Health Psychology*. Sage.

Mishra, G. (2017). *Psychosocial Interventions for Health and Well-Being*. Springer.

Popper, K. R. & Eccles, J.C. (2012). *The Self and its Brain*. Springer Science & Business Media.

Stevens, R. (1996). *Understanding the Self*. Sage Publications.

Weitan, W. & Lloyd, M. A. (2007). *Psychology Applied to Modern Life*. 8th Ed. Wadsworth Publishing Company.

Suggestive readings

Luft, J. & Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness". *Proceedings of the Western Training Laboratory in Group Development*. Los Angeles: University of California.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York.

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B.A. (HONS.) PSYCHOLOGY

SEMESTER - VI

DEPARTMENT OF PSYCHOLOGY

Category I

(B.A. Honours in Psychology in three years)

DISCIPLINE SPECIFIC CORE COURSE DSC-16 HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 16: HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE	4	3	0	1	Class 12th - Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To recognize and appreciate the salient role played by Human Resource Management (HRM) in managing organizations.
- To familiarize students with key concepts, policies, and practices relevant to managing human resources in organizations.
- To orient students to the basics of International HRM.
- To develop an analytical and strategic orientation to addressing HRM issues through course readings, discussions, case studies, and in-class exercises.

Learning Outcomes

After doing this course the student will be able to:

- Understand key concepts, principles, and practices of HRM.
- Develop the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training
- Critically examine organizational policies and practices in the context of new realities of the workforce.

SYLLABUS OF DSC-16

UNIT - I

(12 hours)

Introduction to Human Resource Management (HRM): HRM and HRD, Strategic and Traditional HRM; HRM Challenges; Overview of International HRM.

UNIT - II (21 hours)

Staffing and Maintaining High Performance: Recruitment (sources of recruitment) and Selection - Process and Methods (resume, interviews, testing).
Performance Appraisal – Performance Management Systems, Methods.

UNIT - III (12 hours)

Training Process: Identification of training needs- - Training Need Analysis (TNA);
Techniques of Training, Overview of Training Evaluation.

Practical Component (30 hours)

Suggestive Practicals

- Identification of research gaps in the field
- Gathering and measuring information
- Evaluate outcomes and work out recommendations for HR managers

Following is the list of illustrative topics on which practicum may be designed :

- Challenges faced by HRM managers (work from home, sexual harassment, downsizing, etc.)
- International HRM
- Recruitment
- Selection
- Performance Appraisal
- Training

Tutorial Component: Nil

Essential/ Recommended Readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning.

Deb, T. (2009). *Managing human resource and industrial relations*. Excel Books India.

De Cenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. John Wiley & Sons.

Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th ed.). New Delhi, India: Pearson Education.

Jex, S.M. & Britt, T.W. (2014). *Organizational psychology: A scientist-practitioner approach* (3rd ed.). New York: Wiley.

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Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: policies and practices for multinational enterprises*. Routledge.

Suggestive Readings

Ahuja, K. K. (2021). (In) Sincerely Yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations*, 57(1), 86-98.

Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd ed.). New Delhi: Oxford University Press.

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Chadha, N.K. (2005). *Human resource management: Issues, case studies and experiential exercises*. (3rd edn.) .New Delhi: Sai Printographers.

Smither, R. D. (1988). *The psychology of work and human performance*. NY: Harper & Row

Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E. (2022). Artificial intelligence, robotics, advanced technologies and human resource management: A systematic review. *The International Journal of Human Resource Management*, 33(6), 1237-1266.

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DISCIPLINE SPECIFIC CORE COURSE - 17: COUNSELLING PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 17: COUNSELLING PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After doing this course the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

SYLLABUS OF DSC-17

UNIT - I (9 hours)

Introduction: Nature and Goals; Ethics in counseling; Characteristics of a Professional Counselor; Status and Practice of Counselling Psychology in India.

UNIT - II (12 hours)

Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT - III (24 hours)

A. Techniques of Counseling: Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

B. Applications: Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

Practical Component

(30 hours)

Suggestive Practicals

- Need for Counselling among college students/ children/ adolescents using any standardized test.
- To study the self-efficacy of counsellors using any scale for better understanding of personality characteristics of a professional counsellor.
- Information-oriented first interview (Cormier & Hackney, 2008).
- Practical based on any three micro skills (Pre-post design).
- Construction of a Genogram.
- Aptitude & Interest Assessment in Career Counselling.

Tutorial Component: Nil

Essential/ Recommended Readings

Corey, G. (2017). *Theory and practice of counseling And psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi: Pearson.

Nystul, M.S. (2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.

Seth, S., Bhatia, H. & Chadha, N.K. (2018). *Counselling skills: Knowing self and others*. Delhi: The Readers Paradise.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive Readings

Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw H

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DISCIPLINE SPECIFIC CORE COURSE – 18: HEALTH PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 18: HEALTH PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Understanding Health Psychology and its theoretical perspectives.
- Identifying the characteristics of health behaviours.
- Promoting health enhancing behaviours by using exercise, nutrition and emotional regulation.
- Developing an understanding of interlinkages between culture, health and healing systems.

Learning Outcomes

After learning the course the student will be able to:

- Understand the core concepts of Health Psychology
- Apply of Health Psychology theories and concepts (e.g. health behaviour) in everyday life.
- Analyse the role of Ayurveda, Folk healing and Homeopathy in the creation of health.
- Evaluate the efficacy of various health promotion strategies including nutrition, exercise and emotional management.
- Create inter-linkages between culture and health
- Develop readiness to pursue a specialised degree in Health psychology.

SYLLABUS OF DSC-18

UNIT - I

(12 hours)

Introduction to Health Psychology: Nature, Goals of Health Psychology, Relationship Between Health and Psychology, Models (Bio-medical Model, Bio-Psychosocial Model of Health, Indian Model of Health).

UNIT - II

(12 hours)

Behaviour and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behaviour (Health –Belief Model, Theory of Planned Behaviour, Stages of Change Model).

UNIT - III

(12 hours)

Culture, Health and Healing: Cultural Construction of Health, Ayurveda, Folk Healing, Homeopathy.

UNIT – IV

(9 hours)

Health Promotion and Management: Exercise, Nutrition and Emotional Regulation.

Practical Component

(30 hours)

Suggestive Practicals

- Analysis of films and other media sources highlighting health issues.
- Analyzing health based policies of India e.g National Health Policy.
- Using the case study approach to understand relevant health issues.
- Questionnaire based survey on health concerns.
- Practicals based on relevant standardized psychological tests pertaining to health.
- Correlational studies of health based variables.
- Health based interventions of brief duration.

Tutorial Component: Nil

Essential/Recommended Readings

Allen, F. (2011). *Health psychology and behaviour*. Delhi: Tata McGraw Hill.

Dalal, A.K. (2016). *Cultural psychology of health in India*. Delhi: Sage.

Donelli, D. and Antonelli, M (2021) Homeopathy and Psychological Therapies. Encyclopaedia 2021, 1(1), 57-64; <https://doi.org/10.3390/encyclopedia1010008>.

Sarafino, E.P., & Smith, T.W. (2016). *Health psychology: Bio- psychosocial interactions* (9thedn.). New York: Wiley.

Scrimshaw, S., & Lane, S. D. (2018). Culture, behavior, and health. In *Global health: Diseases, programs, systems and policies* (4th ed.). Jones & Bartlett.

Song, Y., Lu, H., Hu, S., Xu, M., Li, X., & Liu, J. (2015). Regulating emotion to improve physical health through the amygdala. *Social Cognitive and Affective Neuroscience*, 10 (4), 523-530.

Taylor, S.E. (2017). *Health psychology* (10th ed.). Delhi: Tata McGraw Hill.

Suggestive Readings

Arora, M.K. and Sran, S.K.(2017). *Psychology of health and well being*. New Delhi: Book Age Publications.

Hariharan, M. (2020). *Health psychology: Theory practice and research*. New Delhi: SAGE Publications Incorporated.

Khosla, M.(Ed.) (2022). *Understanding the psychology of health and well-being*. New Delhi: SAGE Texts.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE-9 PSYCHOLOGY OF
EXCEPTIONAL CHILDREN**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 09: PSYCHOLOGY OF EXCEPTIONAL CHILDREN	4	3	0	1	Class 12th Pass	Basic knowledge of Child & Adolescent Psychology / Developmental Psychology

Learning Objectives

- To develop an understanding of exceptional children.
- To familiarise oneself with the various types/ categories of exceptionalities.
- To understand the differences between children with disabilities, gifted children and twice exceptional children.
- To learn methods of assessment of learning disability, giftedness and twice exceptionality.
- To know interventions used with the various areas of exceptionality.

Learning Outcomes

After learning the course the student will be able to:

- Understand the range of potential differences among children with learning disabilities, gifted children and twice exceptional children.
- Screen and identify exceptional children.
- Suggest intervention strategies for exceptional children.

SYLLABUS OF DSE- 09

UNIT - I

(9 hours)

Introduction: Neurodiversity, Exceptional children, types and their prevalence, Historical perspectives, Inclusion and integration, Overview of special education, Roles and responsibilities of professionals working with exceptional children

UNIT – II

(12 hours)

Specific Learning Disorder: Definitions, Prevalence, Causes, Assessment, Psychological and Behavioural Characteristics, Intervention and educational considerations for children and adolescents

UNIT – III

(12 hours)

Gifted & Talented Children: Definition, Prevalence; Origins of Giftedness (genetic and environmental factors); Screening and identification tools; Physical, psychological and behavioural characteristics; Intervention and educational considerations for children and adolescents

UNIT – IV

(12 hours)

Twice Exceptional Children: Definition, prevalence, types, Psychological and Behavioural Characteristics, Identifying twice exceptional children, interventions and educational considerations for twice exceptional children

Practical Component

(30 hours)

Suggestive Practicals

- Case study to understand exceptional children.
- Use of special education assessment tool
- Inclusive or exclusive education for exceptional children
- Interview with caregivers of exceptional children/special educators/professionals working with children to understand challenges they experience and strategies they use to cope.
- Reflections on volunteering in programs for exceptional children
- Development of intervention plans for exceptional children

Tutorial Component: Nil

Essential/Recommended Readings

- Baum, S.M., Schader, R.M. & Owen, S.V. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, ASD, and more (3rd ed.)*. New York: Routledge
- Hallahan, D. P., Kauffman, J. M. (1997). *Exceptional learners: Introduction to special education*. United States: Allyn and Bacon.

- Gallagher, J. J., Coleman, M. R., Kirk, S. A. (2009). *Educating exceptional children*. United States: Wadsworth.
- Kircher-Morris, E. (2022). *Raising twice-exceptional children: A handbook for parents of neurodivergent gifted kids*. New York: Routledge.
- Macintyre, C. (2008). *Gifted and talented children 4–11: Understanding and supporting their development*. Oxon: Routledge.
- Porter, L. (2005). *Gifted young children: A guide for teachers and parents* (2nd edn.). Australia: Allen & Unwin.

Suggestive Readings

- Gillespie, P. (2021). *A successful self-taught reader with five learning disabilities: A guide for educators and parents*. Independently published.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE.
- Kurup, A. & Dixit, S. (2016). Gifted with disabilities: The twice-exceptional in India. *Indian Educational Review*, 54 (2).
- Pfeiffer, S. I. (2008) *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*. Germany: Springer.
- Trail, B.A. (2022). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted student* (2nd ed.). New York: Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE-10 RESEARCH
METHODS IN PSYCHOLOGY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 10 RESEARCH METHODS IN PSYCHOLOGY	4	3	0	1	Class 12th Pass	Familiarity with Paradigmatic foundations of psychological inquiry and techniques of data collection

Learning Objectives

- To present the essential steps, process and considerations of designing research in Psychology
- To introduce the key techniques quantitative and qualitative techniques of data-analysis in psychological research
- To acquaint students with the possibilities in mixed methods research in Psychology

Learning outcomes

After learning the course the student will be able to:

- Understand the utility and key differences of major qualitative data analysis techniques.
- Understand and appreciate the utility and different approaches to mixing methods in psychological research.
- Design a ethically grounded psychological research study and write a proposal for the same

SYLLABUS OF DSE- 10

UNIT – I Introduction to Research Methods in Psychology (10 hours)

Introduction to psychological research and its goals; Common research forms: Exploratory research, Descriptive research and Explanatory research; Delineating Steps of Quantitative and Qualitative Research

UNIT - II Issues of Design in Quantitative and Qualitative Studies (10 hours)

Designing Quantitative and Qualitative Studies: Language of Variables and Hypothesis v/s Language of Cases and Context; Research Question Method Link: Survey, Observation, Interview, Focus Group Discussion; Measurement process in Quantitative and Qualitative

Research: Conceptualisation, Operationalisation, Reliability and Validity; Sampling in Quantitative and Qualitative Research: Types and techniques

UNIT – III Approaches to Quantitative and Qualitative Data Analysis (15 hours)
Quantitative Approaches: Correlation and Regression Analysis; Qualitative Approaches: Thematic analysis, Grounded Theory & Narrative Analysis

UNIT – IV Mixed-methods Research (10 hours)

Why mix methods of research? Using quantitative and qualitative methods as complementary modes of inquiry; Mix-method designs: Triangulation Design, Embedded Design, Explanatory Design, Exploratory Design; Mixed-method sampling; Mixing qualitative methods: Pluralistic Qualitative Research (PQR)

Practical Component (30 Hours)

Suggestive Practicals

- Designing and conducting a correlational study using suitable variables, and standardised tools/questionnaires/tests.
- Conducting an interview /observation/ FGD/ case study as a method of data collection and then analyse it using a suitable method of qualitative data analysis such as thematic analysis.
- Designing a mixed-method study (quantitative-qualitative mixed method or pluralistic qualitative research) and writing a detailed research plan/proposal for the same.

Tutorial Component- Nil

Essential/Recommended Readings

Bansal, P. (2019). *Psychology: Debates and controversies* SAGE Publications India Pvt. Ltd.

Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.

Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold

Corbetta, P. (2003). *Social research: Theory, methods and techniques*. United Kingdom: SAGE Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, California, SAGE Publications

Frost, N. (2021). *Qualitative research methods in psychology: Combining core approaches* (2nd ed.). United Kingdom: McGraw-Hill Education.

Howitt, D., Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thomson/Wadsworth.

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

Willig, C. (2021). *Introducing qualitative research in psychology*. United Kingdom: Open University Press.

Suggestive Readings

Bielski, P. (2010). *Handbook of emergent methods*. Edited by Sharlene Nagy Hesse- Biber and Patricia Leavy. London. The Guilford Press

Charmaz, K., McSpadden, E., Anderson, R., McMullen, L. M., Josselson, R., Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. United Kingdom: Guilford Publications.

Creswell, J. W., Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. United States: SAGE Publications.

Givens, L.M. (2008) *The SAGE encyclopaedia of qualitative research methods*. UK: SAGE Publications.

Mertens, D. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th Ed.). SAGE.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE-11 – EDUCATIONAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE – 11 EDUCATIONAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To familiarize students with core concepts of educational psychology
- To foster an understanding of the teaching-learning process and issues with classroom management and assessment
- To create a vision for better educational institutions that practice positive and inclusive education

Learning Outcomes

After learning the course the student will be able to:

- Develop an understanding of the core concepts of educational psychology.
- Gain an insight into various facets of the teaching learning process, and issues with classroom management and assessment.
- Get sensitised towards the need for positive and inclusive educational practices.

SYLLABUS OF DSE- 11

UNIT - I

(9 hours)

Introduction: Nature and scope of Educational psychology; Contributions of Psychology to Education; Theoretical perspectives (Behavioural, Piaget, Vygotsky, Brofenbrenner)

UNIT - II

(12 hours)

Teaching-learning Process: Learner: Learner Differences and Learning Needs, Teacher: Characteristics of an Effective Teacher: Empathy, Communication, Perspective taking

Skills; Metaphors for Teaching-Learning Process; Teaching Methods and their Applications: Teacher centred and Student centred; Use of ICT: Benefits and challenges.

UNIT - III

(12 hours)

Classroom Management and Assessment: Classroom Management, Psychological testing in education, Issues related to Classroom Assessment, Alternatives to traditional assessment

UNIT - IV

(12 hours)

Towards Better Educational Institutions: Inclusive Education; Addressing Classroom Diversity: Gender, Socio-Economic Status, Linguistic Diversity, Disability; Issues related to Categorization & Labelling, Positive education

Practical Component

(30 hours)

Suggestive Practicals

- Comparison of two or more teaching methods.
- Intervention based on any aspect(s) of positive education.
- Comparison of assessment methods in education.
- Analysis of data from primary/ secondary sources regarding education in India

Tutorial Component- Nil

Essential/Recommended Readings

- Badley, K., & Hollabaugh, J. (2012). Metaphors for teaching and learning. In K. Badley and H.V. Brummelen (Eds.), *Metaphors we teach by: How metaphors shape what we do in the classroom*. Oregon: Wipf and Stock Publishers.
- Bardach, L., Klassen, R.M., & Perry, N.E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34, 259-300.
- Bartlett, S., & Burton, D. (2016). *Introduction to education studies*. Sage.
- Santrock, J.W. (2017). *Educational psychology* (6th ed.). London, UK: Mc Graw Hill Education.
- Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
- Sutherland, M. (1988). *Theory of education*. London: Longman.
- Woolfolk, A. (2020). (14th ed.). *Educational psychology*. Pearson.

Suggested Readings

- Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sge Publications.
- Leicester, M. (2008). *Creating an inclusive school*. Bloomsbury Publishing.
- Morris, B. (1966). The Contribution of Psychology to the Study of Education. In J. Tibble (Ed.) *The study of education*. London: Routledge & Kegan Paul.
- Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147-161. doi:10.5502/ijw.v3i2.2
- Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K. and Linkins, M. (2009) Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293-311.
- Smith, M. (1977). *The underground and education: A Guide to the alternative Press*. London: Methuen & Co. Ltd.
- Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE – 18: Understanding Human Resources

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 18 UNDERSTANDING HUMAN RESOURCES	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

Learning outcomes

After learning the course the student will be able to:

- Develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- Effectively manage and plan key human resource functions within organisations.
- Integrate the knowledge of HR concepts to take correct business decisions.

SYLLABUS OF GE-18

UNIT - I

(13 hours)

Acquisition of Human Resources: Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

UNIT - II

(9 hours)

Development of Human Resources: Training- Process, Training Need Analysis, Training methods; Career Development and Planning: Career Development and Life Stages, Career Self –Management.

UNIT - III

(11hours)

Rewarding Human Resources: Performance Appraisal: Process, Methods: Behaviour Oriented Methods (Absolute- Critical Incidents, Forced Choice, Behaviourally Anchored Rating Scales, BARS and Relative- Forced Distribution, Individual, Paired Comparison); Result Oriented Appraisal; 360 degrees feedback; Creating Performance Management Systems.

UNIT - IV

(12 hours)

HRM and IHRM: Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

Practical Component - Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities *(This is a suggestive and not an exhaustive list of tutorial activities)*

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Discussion of case Study on relevant Human Resource Management concerns

Essential/Recommended Readings

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: policies and practices for multinational enterprises* (3rd ed.). New York: Routledge.

De Cenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of human resource management*. (14th edn.). NY: Wiley.

Harzing, A. W. (2011). *International human resource management*. SAGE.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Suggestive Readings

Deb, T. (2006). *Strategic approach to human resource management: Concept, Tools & application*. Atlantic Publisher

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE-19: GROUP PROCESSES AND DYNAMICS AT WORK**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-19 GROUP PROCESSES AND DYNAMICS AT WORK	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Equip students with an understanding of the principles and processes of group dynamics and interactions from a psychological perspective.
- Facilitate everyday application of various aspects of group dynamics including group interactions, decision-making, communication, and leadership.

Learning Outcomes

After learning the course the student will be able to:

- Demonstrate an understanding of the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics influence group interactions and decision-making processes.
- Identify and analyze the dynamics of communication and reflect on strategies to improve communication in organizations.
- Demonstrate an understanding of various psychological perspectives on leadership in organizations; reflect upon contemporary leadership roles; and apply best practices to group leadership.

SYLLABUS OF GE- 19**UNIT - I****(9 hours)**

Groups and Teams: Basic features of groups (status, norms, roles, cohesiveness); Differences between groups and teams; Stages of Group Development (Tuckman Model); Team-building.

UNIT - II

(12 hours)

Group Processes and Decision Making: Group Interaction (facilitation, loafing); Group Decision Making (Brainstorming, Group think; Polarization) .

UNIT - III

(12 hours)

Organizational communication: Objectives of Communication; Communication model; Direction of communication; Grapevine; Barriers to effective communication; Enhancing Communication Effectiveness.

UNIT - IV

(12 hours)

Leadership in the Contemporary World: Overview to early approaches to leadership (trait, behavioural), Contingency (Fiedler's contingency model), Contemporary issues in leadership- Charismatic, Transformational & Transactional Leadership; Implicit leadership; Authentic leadership; Contemporary leadership roles (Mentoring, Self-leadership, Online leadership); Indian Perspective (Nurturant Task Leadership).

(30 hours)

Practical Component

Suggestive Practicals

- Design and roll out a team building intervention
- Compare the effectiveness of individual vs group decision making OR Identify the dynamics of group decision making- group think and/or group polarization using textual/film/experiential analysis
- Assess your own leadership style using any one standardized tool of leadership / Analyze leadership style of any one leader using archival research.

Tutorial Component: Nil

Essential/ Recommended Readings

Forsyth, D. R. (2018). *Group dynamics*. Cengage Learning.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14 th ed.). IAP.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behavior*. Pearson Education India.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: SAGE.

Suggestive Readings

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of psychology*, 60, 421-449.

Levi, D., & Askay, D. A. (2020). *Group dynamics for teams*. Delhi: SAGE Publications.

Wood, J. D. (1990). New Haven Nighthawks. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 265- 279). San Francisco: Jossey-Bass Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE - 20: DISABILITY AND REHABILITATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-20 DISABILITY AND REHABILITATION	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To orient students to the concept of disability and rehabilitation
- To impart information related to models practiced in disability and rehabilitation
- To develop an understanding of ethics, policies and psychosocial aspect of disability and rehabilitation

Learning Outcomes

After learning the course the student will be able to:

- Understand the concept of disability and rehabilitation
- Learn about the skill development and employment perspective
- Apply the policies and acts in welfare of disability and rehabilitation

SYLLABUS OF GE-20

UNIT - I

(12 hours)

Introduction: Basic overview of Disability (Terminology, types and Neurodiversity); Impairment, Activity and Participation; Disability in India; Basic overview on Rehabilitation (Terminology and types); Role of a Rehabilitation Professional

UNIT - II

(12 hours)

Models of Disability and Rehabilitation: *Models of Disability-* Medical Model, Social Model, Overview of Charity and Empowerment Models ; *Models of Rehabilitation-* Psycho-social Model, Community Based Rehabilitation Model, Brief orientation to other models:

Home Based Rehabilitation Model, Institute Based Rehabilitation Model; Assessment and Certification of Disability in India.

UNIT – III

(12 hours)

Psycho-Social Aspects of Rehabilitation: Accessibility and Advocacy; Social support-Family, Self help groups etc; Skill Development and Employment.

UNIT – IV

(9 hours)

Provision and Ethics: Rehabilitation ethics; Rehabilitation policies and Acts- The Rights of Persons with Disabilities Act , 2016; Mental Health Care Act, 2017; Rehabilitation Council of India Act,1992; Provision and Schemes.

Practical Component – Nil

Tutorial Component:

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Analysing the review for disability research and making research based student presentations
- Participation in Self- help groups for understanding Community Based Rehabilitation
- Analysing films on disability to promote inclusivity.
- Analysis of Case-Studies related to Disability Rehabilitation
- Study of Government initiatives for education and rehabilitation of children with disabilities
- Study of Policy documents on issues of disability

Essential/Recommended Readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the indian context: different disorders speak different stories*. New Delhi: Prestige Publications.

Caplan, A. L. Is medical care the right prescription for chronic illness? In: S. Sullivan and M. E. Lewin (eds.) *The economics and ethics of long term care and disability*(pp. 73-89) Lanham, Md.:University Press of America .

Dalal, A .K., & Misra,G. (2010). *The core and context of Indian psychology; Psychology and Developing Societies*, 22(1), 121–155.

Ghai, A. (2015). *Rethinking disability in India*; New Delhi: Routledge.

Markowitz, G., and Rosner, D. (1989). The illusion of medical certainty: Silicosis and the politics of industrial disability, 1930–1960. *Milbank Quarterly* 9; 67 Suppl 2 Part 1, 228–253.

Mohopatra C. S., 2004 '*Disability management in India*' National Institute for the Mentally Handicapped (NIMH).

Nagi, S. Z. *Some conceptual issues in disability and rehabilitation* In: M. OCR for page 32

Linton, S. (1995). *Claiming disability: Knowledge and identity* NY: New York University Press; 199 pp.

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

The Mental Healthcare Act, 2017 (No. 10 Of 2017). (2017). Ministry of Law and Justice (Legislative Department) <https://egazette.nic.in/WriteReadData/2017/175248.pdf>

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

Suggestive Readings

Aberecht, G. (2006). (Ed.). *Encyclopedia of disability*. Chicago: Sage Publications.

Berkowitz, E., & Fox, D. (1989). The politics of social security expansion: Social security disability insurance, 1935–1986. *Journal of Policy History*, 1(3):233–260.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B.A. (PROGRAMME IN) PSYCHOLOGY COURSE

SEMESTER-VI

Category II

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programmes with Psychology as Major Discipline)

DISCIPLINE SPECIFIC CORE COURSE – I: COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 Counselling Psychology	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After completing this course, the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC-11

UNIT – I

(9 hours)

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India.

UNIT – II

(12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT – III

(24 hours)

C. Techniques of Counseling- Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

D. Applications: Family Counselling; Crisis Intervention; Suicide, Grief, and Sexual Abuse

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of
3. personality characteristics of a professional counsellor.
4. Information-oriented first interview (Cormier & Hackney, 2008).
5. Practical based on any 3 micro skills (Pre-post design).
6. Construction of a Genogram.
7. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M. S.(2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi; Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

- Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7thEd.). New York: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.
- Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 12: DEVELOPMENTAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-12 Developmental Psychology	4	3	0	1	Passed Class 12 th .	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To assist students in understanding how developmental psychology plays a role in their own lives and future careers
- Connect students to current research and real-world application
- To gain insight in understanding, explaining and applying key human development issues in real life setting
- To foster awareness about the socio-cultural context of human development.

Learning Outcomes

After completing this course, the student will be able to:

- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC-12

Unit - I

(15 Hours)

Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence.

Unit - II

(15 Hours)

Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development

Unit - III

(15 Hours)

Emotional Development: Displaying, Recognizing and Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan).

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Study on child-rearing practices using test/ case study
2. Impact of family environment on socio-emotional development/ cognitive growth.
3. Application of Piaget's theory of cognitive development
4. Assessment of moral development using test/ dilemmas
5. Language assessment using Multilingual Assessment Instrument for Narratives (MAIN)
6. Assessment of attachment style and socio-emotional development

Essential/recommended readings

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. (Unit 3:Chapter 12)

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.(Unit 1: Chapter 1, 2 to 8)

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi. Oxford University Press (Unit 3)

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill. (Unit 1 to 3)

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence* Indian reprint: Thomson Wadsworth (Unit 2: Chapter 7 to 10, Unit 3:Chapter 11, 15 &

16)

Sharma, N. & Chaudhary, N. (2009). *Human development: Contexts and processes* In G. Misra (ed) *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson. (Unit 3)

Suggestive readings

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

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

Patra, S. (2022). *Adolescence in India: Issues, Challenges and Possibilities*. New Delhi: Springer

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE - III COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 Counselling Psychology	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After completing this course, the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC-11

UNIT – I

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India. (9 hours)

UNIT – II

(12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

(24 hours)

UNIT – III

- A. **Techniques of Counseling-** Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.
B. **Applications:** Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

(30 Hours)

Practical component –

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of
3. personality characteristics of a professional counsellor.
4. Information-oriented first interview (Cormier & Hackney, 2008).
5. Practical based on any 3 micro skills (Pre-post design).
6. Construction of a Genogram.
7. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.
- Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi: Pearson.
- Nystul, M. S.(2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.
- Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.
- Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

- Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VI:

DSE 4: Psychological Research: Paradigms, Approaches, and Methods

DSE 5: Essentials of Media Psychology

DSE 6: Managing Human Capital at Workplace

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 4: PSYCHOLOGICAL RESEARCH: PARADIGMS, APPROACHES, AND METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Psychological Research: Paradigms, Approaches, and Methods	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the paradigmatic foundations of psychological research
- To understand the differences between the quantitative and qualitative traditions of research in psychology
- Present the essential considerations of research in Psychology
- Introduce the process, designs and techniques of data-analysis in the quantitative and qualitative research tradition

Learning Outcomes

After completing this course, the student will be able to:

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Appreciate the nuances of quantitative and qualitative traditions of research in Psychology and select an appropriate research tradition for their own research problems.
- Understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.
- Design a quantitative and qualitative research and select an appropriate method of data collection and analysis.

SYLLABUS OF DSE - 4

Unit – I

(18 hours)

Essential considerations of Psychological Research

Paradigmatic considerations: Positivist, Post-positivist, Interpretivist, Critical Paradigm, and Constructivist.

Psychological research: Goals of research; Steps of Research - Problem identification, Hypothesis formulation, Designing the research, Data collection, Data analysis, and Interpretation; Common research forms - exploratory, descriptive and explanatory; Quantitative and Qualitative research traditions - overview, and differences.

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non sampling error), Types of Probability and Non-probability sampling.

Unit – II

(12 hours)

Quantitative Research Techniques

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments; True experimental and quasi-experimental design; Within-subject design, Between subject design, Pre and Post designs.

Survey Research: The logic and types of survey; Designing a survey questionnaire.

Issues of ethics and rigour in quantitative research.

Unit – III

(15 hours)

Qualitative Research Techniques

Methods of data gathering: Interview, Focus group discussion, Case study, Observational Method, Using secondary data sources.

Techniques of qualitative analysis: content analysis and thematic analysis

Issues of ethics and rigour in qualitative research.

Orientation to Mixed Methods Research: Combining quantitative and qualitative approaches

Practical component –

(30 hours)

Suggestive list of practicals:

1. To identify and illustrate the basic assumptions of paradigms using different research works.
2. Designing a true experimental or quasi-experimental study using any designs such as between-subjects, within-subjects, or pre-post designs.
3. Conducting a survey which may involve designing a questionnaire, collecting and analysing the data.
4. Conducting an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis such as thematic or content analysis.
5. Designing a mixed-method study and writing a detailed research plan/proposal for the same.

Essential/recommended readings

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

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

Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, California, SAGE Publications

Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education

Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thomson/Wadsworth.

Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

Willig, C. (2021). *Introducing Qualitative Research in Psychology*. United Kingdom: Open University Press.

Suggestive readings

Givens, L.M. (2008) *The SAGE Encyclopaedia of Qualitative Research Methods*. United Kingdom: SAGE Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 5: ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5: Essentials of Media Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To educate learners about media and its impact
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media

Learning outcomes

After completing this course, the student will be able to:

- Understand the concept of media and its interface with psychology
- Distinguish between fantasy and reality
- Analyse the relationship between advertising and persuasion
- Critically examine the psychosocial influences of media

SYLLABUS OF DSE - 5

Unit – I

(9 Hours)

Introduction to Media Psychology- Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology

Unit – II

(12 Hours)

Media and the User- Fantasy and reality; Expressing self and identity through social media; Finding communities (Fandoms, virtual communities); Use and abuse of internet

Unit – III

(12 Hours)

Social Impact of Media- Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (social comparisons, body image, substance use); Advertising and persuasion (Advertising appeals, AIDAS Model)

Unit – IV (12 Hours)

Critical Issues in Media Psychology- Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and sexuality, religious minorities, disability); Ethics and Media

Tutorial component (15 Hours)

Suggestive Tutorial Activities

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Practical component (if any) - NIL

Essential/recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi Dorling Kindersley (India).

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*. Oxford University Press.

Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.

Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge

Giles, D. (2008). *Media psychology*. Lawrence Erlbaum

Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.

Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.

Mc Mahon, C. (2019). *The psychology of social media*. Routledge.

McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.

Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*. 4 (3): 221–227

Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.

Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive readings

Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org

Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.

Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity. Wiley

Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).

Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1),1-18.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE - 6: MANAGING
HUMAN CAPITAL AT WORKPLACE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Managing Human Capital at Workplace	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

After completing this course, the student will be:

- Able to understand the different processes and practices related to human capital.
- Able to understand issues, functioning and challenges of managing human capital at workplace.
- Able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

SYLLABUS OF DSE - 6

Unit – I

(15 Hours)

Job Analysis and Talent Management

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

Unit – II

(15 Hours)

Attraction and Socialization: An Organizational Perspective

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit – III**(15 Hours)****Counterproductive Behavior at workplace**

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

Tutorial component**(15 Hours)****Suggestive Tutorial Activities:**

- Case study on an Indian Organization based on primary/secondary data, on Job Analysis/ Talent management
- Case study on an Indian Organization based on Organizational socialization, diversity in organizations
- Role play on Counterproductive Work Behavior.

Practical component (if any) - NIL**Essential/recommended readings**

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)

Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist–Practitioner Approach*, John Wiley & Sons

Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.

Rao, V.S.P. (2009). *Human Resource Management*. 2nd ed. Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Ed) New Delhi: Sage.

Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.

Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - IV

DISCIPLINE SPECIFIC CORE COURSE 10- Approaches and Practice of Counselling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Approaches and Practice of Counselling	04	03	0	01	Class pass 12 th	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding of the profession of counselling
- To facilitate development of basic counselling skills
- To understand the application of counselling in different contexts

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to understand the nature and scope of counseling psychology, and its difference from other allied fields.
- By studying this course the students will understand the different techniques of counseling based on different approaches.
- By studying this course the students will become aware of the application of counseling in different settings

SYLLABUS OF DSC-

Unit 1: Counselling: process, issues and challenges

(15 hrs)

Definitions, Process and outcome of Counselling, Counselling and Psychotherapy, Personal and professional aspects of a counsellor (skills), Ethical principles in counselling, Challenges of counselling profession in India.

Unit 2: Approaches to counselling

(15 hrs)

Behavioural approach (behaviour modification techniques), cognitive approaches (Aaron Beck and Albert Ellis techniques), Freudian techniques, Rogerian approach, positive psychotherapy (Seligman, Rashid and Parks)

Unit 3: Application of counselling (15 hrs)

School counselling with a Solution Focused Brief Therapy lens, Super's model of career counselling, Queer affirmative therapy, Bowen's Family systems therapy

Practical (30 hrs)

Any 2 practicals based on the topics covered in the above three units. The options are given below:

- 1 Skill based practicum based on Rogers' Person centered approach
- 2 Understanding counseling process
- 3 Externship in school counseling
- 4 Learning counseling techniques based on CBT or REBT or Psychoanalytic approach or positive psychotherapy

Essential/Recommended Readings:

Bhola, P. & Raghuram, A. (2016). *Ethical Issues in Counseling and Psychotherapy Practice: Walking the line*. Springer. (Chapter 1, Chapter 9, Appendix A [Indian only])

Gladding, S & Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson

Murphy, J.J. (2015). *Solutions Focused Counselling in Schools*. Wiley. (Chapter 3, Appendix E,G,H,J)

Nelson, R, J. (2015) *Theory and Practice of Counseling and Psychotherapy*. 6th edition. New Delhi: Sage South Asia.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India*. Mumbai: Mariwala Health Initiative (chapter 5 and 6)

Seligman, L & Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson (SFBT and family systems)

Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774–788. <https://doi.org/10.1037/0003-066X.61.8.774>

Suggestive Readings

Capuzzi, D. & Stauffer, M. D. (2022). *Counselling and Psychotherapy: Theories and Interventions* (7th Ed.) American Counselling Association

Corey, G. (2009) *Counselling and Psychotherapy: Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Seth, S., Bhatia, H., and Chadha, N. K. (2018). *Counselling skills: Knowing self and others*. New Delhi: The Readers' Paradise.

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Unit 3)

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counseling and Psychotherapy*. 4th Edition. Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE III- Introduction to Psychological Assessment

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
DSC 11: Introduction to Psychological Assessment	4	3	0	1	Class 12th pass	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding psychological assessment
- To facilitate development of basic psychological assessment skills
- To understand the application of Psychological assessment in different contexts

Learning Outcomes

After doing the course, the students would be able to

- Understand the basic principles of psychological assessment and its various phases.
- Develop knowledge of the ethical and legal issues involved in the assessment process
- Familiarise with the steps in test construction and test standardization^[1]
- Know about different scales of measuring psychological attributes

UNIT – I

(15 Hours)

Introduction to Assessment: Historical development of Testing and assessment, Nature, Types and Scope of assessment. Comparison between test and assessment. Ethical and social consideration in testing and assessment (APA basic principles and standard Guidelines).

UNIT – II

(15 Hours)

Test Construction and Standardisation: Item writing, Item analysis, Norms and Test Standardisation, Reliability, and Validity.

UNIT – III

(15 Hours)

Types of Scales: Likert, Thurstone, Guttman and Semantic differential scale.

Applications and Future Directions: Uses of Psychological Tests in different settings. Future directions in psychological assessment (Virtual reality, Computer assisted assessment, assessment in multicultural context).

Practical

(30 Hours)

Total of two Practicums -one each from the following areas:

- 1 Test Construction/Standardisation; Scale construction
- 2 Psychological assessment: Assessment through any one psychological tests or scale (e.g. Likert, Thurstone, Guttman and Semantic differential scale)

Essential/recommended readings:

- Anastasi, A., & Urbina, S. (2003). *Psychological testing*. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.
- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th ed.) Boston: Pearson Education.
- Mohanty, B., & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.
- Murphy, K. R., & Davidshofer, C. O. (2019). *Psychological Testing: Principles and Applications*. 6th ed., New Delhi: Pearson.

Suggestive readings:

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment*. (12th ed). New Delhi: Pearson Education.
- Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues*. (8th ed.). New Delhi, India: Cengage.
- Miller, L. A., Lovler, R. L., McIntire, S. A. (2013). *Psychological Testing: A Practical Approach*. New Delhi: Sage Publications.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12 - Inferential Statistics in Psychology	4	3	0	1	Passed Class 12th	Knowledge of Descriptive Statistics

Learning Objectives

After doing the course, the students would

- The advanced statistics course will assist students in grasping the techniques of inferential statistics necessary for carrying out research.
- They should be able to analyze and interpret statistical data obtained in research.

Learning outcomes

By studying this course, students will be able

- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

SYLLABUS-

UNIT – I

(15 Hours)

Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t): Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t ; Degrees of freedom; Assumptions of t -test; Levels of significance versus p -values;

UNIT – II

(15 Hours)

Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test; Difference between Two Means (*t*-test) - Independent and Dependent Groups; Confidence Intervals

Unit-III

(15 Hours)

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of *t* and *F*. *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations.

Practical component

(30 Hours)

Total of two practicums from any of the following areas:

1. One practical based on comparison of two groups using *t* test
2. One practical based on comparison of more than two groups using ANOVA
3. One practical based on Chi-square

Data sets available online or those from other sources can be used for this purpose.

Essential/Recommended Readings:

- Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.
- King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.
- Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Suggestive Readings

- Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Ltd.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 3-1: Advances in Applied Social Psychology

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Advances in Applied Social Psychology	04	03	0	01	Class 12 th pass	Social Psychology

Learning Objectives

- To understand Advanced Social Psychology and its various processes including social aspects of brain and behaviour
- To understand psychological aspects of economic and financial management and ongoing recent trends in Social Psychology

Learning outcomes

- By studying this course, the student will be exposed to the area of social neuroscience
- By studying this course, the students will understand the social bases of economic behaviour, like financial planning and decision making.
- By studying this course, the students will become aware of the emerging issues and problems that face social psychologists

SYLLABUS OF DSE-

Unit I (15 hrs)

Social Brain and Behaviour: Origins of social brains; Anatomy of brains; Chromosomes, genes and DNA; Research Method of Social Neuroscience; Application of Social Neuroscience; Evolution, Brain plasticity, Culture

Unit II (15 hrs)

Social Psychology of Personal Finance: Behavioural Economics and Financial Markets; Loss of aversion; Mental accounting; Decision Paralysis; Personal finance Planning, Tax Morale and Tax Compliance behaviour.

Unit III (15hrs)

Emerging Trends in Social Psychology: Social Cure, Social Psychology of Happiness; Social Psychology of religion, Social Psychology applied to environmental studies, Aggression in Every day life (Explaining sexual aggression, Vulnerability factor for sexual victimization,, Hate crime, Aggression on the Road

Practicum: (30 hours)

Two practicums to be done, one each from the following two areas:

- 1) Social Psychology of Personal Finance
- 2) Emerging Trends in Social Psychology

Essential/Recommended Readings:

- Barrett, D. W. (2017). *Social Psychology: Core Concepts and Emerging Trends*. Sage Publication.
- Glinonich, K. C., & Nisbett (2016). *Social Psychology*. WW Norton & Co. New York.
- Jetten, J., Haslam, C. Haslam, S. A. (2012). *Social Cure: Identity Health and Well-being*. Psychology Press, New York.
- Kirchler, E. (2009). *The Economic Psychology of Tax Behaviour*. Cambridge University Press, New York
- Krahe, B. (2021). *The Social Psychology of Aggression*. Routledge, U.K.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 4 – Foundations of Sports Psychology

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4: Foundations of Sports Psychology	04	03	0	01	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports.
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- The study of this course will open another branch of psychology where they can work & contribute to society for instance working with sports organizations, National, State & District sports federations, Educational Setups, National, State & Youth Teams, Individual sportspersons etc.
- Hands-on training for students with the help of practical are listed in the course

Learning Outcomes

- To develop a foundational understanding of Sports Psychology
- To understand the application of psychological principles in Sports Psychology

UNIT-1: BASICS OF SPORTS PSYCHOLOGY

(15 hours)

Introduction (competitive & non-competitive physical activities): Historical Development (history of sports Psychology in India); Need & Scope of Sports Psychology; Relationship of Sports Psychology with other Sports Sciences (Anthropometry, Physiology, Biomechanics & Nutrition); Role of Sports Psychologist (imp of sports psy for athletes, coaches & others related to sports setting)

UNIT-2: PSYCHOPYSIOLOGICAL ASPECTS IN RELATION TO SPORTS PERFORMANCE

(15 Hours)

Anxiety, Arousal (inverted u hypothesis, drive theory & IZOF) & Stress in relation to performance & its management; Biofeedback (GSR, EEG & EMG) (Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Yoga, meditation, & biofeedback-assisted relaxation); Perception & vision in relation to sports (Depth perception, peripheral vision Anticipation, Attention & Concentration (Reaction Time & DM) in relation to performance & Management (Concentration Training, Self-talk, Thought stopping & centering).

UNIT-3: SOCIAL PSYCHOLOGY IN SPORTS

(15 Hours)

Individual & Team sports (Team Cohesion: Nature, Correlates, and Development); Team Building: (Factor Affecting group performance: Homogeneity of the group, stability of membership, communication structure, social facilitation, and inhibition); Relationship of Team Cohesion to Team Success (cultural influences on teamwork: Building teams in the Indian Sport Context); Impact of the audience on Sport Performance

Practicals:

(30 hours)

A total of two practicals (from different units) of the following:

1. Any psychological test from the above units: measuring Sports Competitive Anxiety, Mental Toughness Dimensions, Test of Attentional & interpersonal Style etc.
2. Hands-on training on measuring Reaction Time, Anticipation Time, GSR, EMG, etc. assisted with any of the above-listed interventions.
3. FGD/ Simulated Exercise / Workshop /Case study of Indian sportsperson /Team.
4. Any one field based practical from the units above.

Essential/Recommended Readings:

Cox, R (2006). *Sports Psychology*. McGraw -Hill Education

Carron, A.V., Hausenlas, H. A. Mark Eys (2005). *Group Dynamics in Sports*. Organtown, WV: Fitness information Technology, INC, US.

Mohan, J. (2010). *Sports Psychology: Emerging Horizons*. New Delhi: Friends Publishers

Weinberg, R. S., & Gould, D. (1995). *Foundation of sports & Exercise psychology*. Champaign, I, Human Kinetics.

Suggestive Readings:

Kamlesh, M. L., Mohan J. (1987) The development of sport psychological research in India . *The Sports Psychologist*, 1, 257-261.

Perry, J. (2016). *Sports Psychology: A complete Introduction*. Hachette UK.

Jarvis, M. (2006). *Sports Psychology: A Students handbook*. Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 5 – Understanding Self and Others

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 5: Understanding Self and Others	4	0	0	4	Class 12th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To be able to understand self and other
- To be able to understand the self, reflecting throughout the journey from childhood; be accountable for one's actions and be in touch with one's own emotions.
- To be able to understand issues related to that of gender and sexuality, group dynamics, diversity and stereotypes
- To demonstrate an understanding of the issues in communication, practice mindfulness, experience creativity and flow and be able to develop coping abilities to deal with stress
- To understand consumer culture and its impact, connect with nature, enjoy music as a way of self-knowledge and develop empathy

Learning Outcomes:

- Developing insights about how to build authentic relationship with self and others and embark on a journey of personal growth.
- Developing the skills of reflexivity and self-reflection.
- Acquiring skills to practice mindfulness, meditation and contemplation to live a deeper and more engaged life.
- Experiencing responsibility for self and others.

Syllabus of DSE-

This is an entirely practicum/experiential based paper. Format of the Practicum (experiential exercises):

- The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world and lead to self-development.
- A series of long workshops spread over the semester can be conducted. Other formats like short retreats followed by workshops may also be explored wherever possible.
- The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

The following are only suggestive practicals (experiential exercises) and similar practicals (experiential exercises) can be explored by the teacher. A total of four practicums -one from each unit can be conducted:

Unit 1

(18 hours)

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question 'Who am I?'
2. A Journey through Childhood: The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them.
3. Taking Responsibility for One's Decisions: The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. Engaging with the Emotional Self: The students explore their emotional selves through different experiential exercises.

Unit 2

(18 hours)

1. Gender and Sexuality: The students explore the issues related with gender and sexuality in an environment of openness and trust. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
2. Understanding Group Dynamics: The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. A nuanced understanding of leadership is explored which moves away from domination of 'others' towards listening and empathy as a way creating avenues for leading one's own self.
3. Challenging Stereotypes and Prejudice: The students undertake an experiential journey to confront conditioned habits, negativity, stereotypes and prejudice in one's outlook.
4. Engaging with Diversity: The students can engage with the concept of diversity and its varied dimensions.

Unit 3

(18 hours)

1. Communication: Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns.

2. Practicing Mindfulness: The students learn to practice mindful ways of 'being' and action.
3. Creativity and Flow: The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. The students learn to experience a state of 'flow' which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
4. Dealing with Stress: In this workshop the students examine the concept of the 'hurried psyche' and ways of slowing down that can help release stress and relax.

Unit 4

(18 hours)

1. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the 'market' has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires.
2. Connecting with Nature: To understand the value of 'slowing down' and being living in the 'present' through connection with nature. Learning to trust one's own senses and appreciating the beauty, rhythms and simplicity of nature.
3. Music and the Self: The students explore music as a way of self-knowledge.
4. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others.

Essential/Recommended Readings:

- Rosenberg, M. (2012). *Living nonviolent communication*. Boulder: Sounds True Pub.
- Csikszentmihalyi, M. (1990). *Flow*. New York: Harper and Row.
- Fromm, E. (2006). *The art of loving*. New York: The Harper Perennial Modern Classics.
- The Mother. (2002). The science of living, in On education (pp. 3-8). *Complete works of The Mother* (2nd ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. (1999). *The miracle of mindfulness: Introduction to the practice of meditation*. Boston: Beacon Press.
- Kumar, S. (2006). *You are therefore I am: A declaration of dependence*. New Delhi: Viveka Foundation.
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.
- Virmani, S. Had anhad: *Journey with Ram and Kabir*. An Audio-Video Resource

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B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - V

DISCIPLINE SPECIFIC CORE COURSE 13: Essentials of Organizational Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSC- 13: Essentials of Organizational Psychology	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To develop an awareness among students regarding the concepts and theories related to Industrial and Organizational psychology (I/O Psychology) and its historical development especially with reference to contemporary Indian research.
- Help students develop a connection between the determinants of individual, group and organizational processes and apply this understanding to the solution of problems at work.
- Understanding the evolution of the field of organizational psychology and the challenges faced by the field today.

Learning Outcomes

The learning outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, and its historical development (especially w.r.t India).
- Understanding ideas and issues related to organizational behavior, OB model, organizational structure, and organizational designs.
- Displaying knowledge related to employee attitudes such as Job Satisfaction, Work Motivation and Leadership.

UNIT 1 EVOLUTION OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: (15 Hours)

Historical Background of Industrial and Organizational Psychology with inputs from the Indian context; Historical Antecedents of I/O Psychology OB Models (Robbins and Parikh & Gupta); Challenges faced by the field: Sexual Harassment, Discrimination & Diversity; Elements of Organizational structure; Common Organizational Designs and New Design Options.

UNIT 2 FACTORS EFFECTING PERFORMANCE AT WORKPLACE: (15 Hours)

Nature of Performance at workplace, Performance and productivity, Employee Attitudes: Job Satisfaction and Dissatisfaction, Employee Engagement and Karma Yoga; Workplace Motivation: theories: Herzberg's Two factor theory, Porter and Lawler's Expectancy theory, Edwin Locke's Goal-setting theory, Adam's Equity theory, Deci & Ryan's Self-determination Theory.

UNIT 3. DYNAMICS OF ORGANIZATIONAL PSYCHOLOGY: (15 Hours)

Power and empowerment; Leadership: Nature, Early Approaches (Great Man and Trait Approaches) Fiedler's Contingency theory, Contemporary theories (Burns and Bass Transformational theory, Northouse Authentic leadership theory, Virtual Leadership) Mentorship. Indian perspective on leadership, Issues and challenges to leadership.

PRACTICAL COMPONENT:

(30 Hours PRACTICUM)

1. One field based practical from the units above
2. One practical to assess any job attitude, leadership, or any other organization-related concept from the units above.

ESSENTIAL/RECOMMENDED READINGS

- Greenberg, J. & Baron, R.A. (2010/latest edition). *Behavior in Organizations*. Noida: Dorling Kindersley. (Unit 1: chapter 6; Unit 2: chapter 6, chapter 7, chapter 11; Unit 3: chapter 13)
- Luthans, F. Luthans, B.C. & Luthans, K. W. (2021). *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. (Unit 1: chapter 1, chapter 3)
- Jex, S.M. & Britt, T. W. (2014/latest edition). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons (Unit 2: Chapter 5)
- Northouse, P.G. (2018/latest edition). *Leadership: Theory and Practice*. Sage Publications, India (Unit 3: chapter 1, chapter 2, chapter 8, chapter 9)
- Pareek, U. & Khanna S. (2016). *Understanding Organizational Behavior*. Oxford: Oxford University Press (Unit 1: chapter 1, chapter 21; Unit 2: chapter 2; Unit 3: chapter 23)
- Vischer, J. (2007). *The Concept of Workplace Performance and Its Value to Managers*. California Management Review. 49. 2.
- https://www.researchgate.net/publication/255648928_The_Concept_of_Workplace_Performance_and_Its_Value_to_Managers

ADDITIONAL REFERENCES

- Robbins, S. P. Judge, T. A. & Vohra, N. (2019/latest edition). *Organizational Behavior* (18th Ed). New Delhi: Pearson.
- Howes, S & Muchinsky, P. (2023). *Psychology applied to work: An introduction to Industrial and Organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Uhl-Bien, M., Piccolo, R. F., Schermerhorn Jr, J. R. & Dash, S.S. (2022). *Organizational behavior. An Indian Adaptation*. India: John Wiley & Sons.
- Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
- Parikh, M. & Gupta, R. (2010). *Organization Behaviour*. Tata McGraw Hill Education, New Delhi (Unit I: Chapter1, Chapter,20).

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DISCIPLINE SPECIFIC CORE COURSE DSC-14 UNDERSTANDING MENTAL DISORDERS

DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 14 UNDERSTANDING MENTAL DISORDERS	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS-

UNIT – I

(15 Hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment

UNIT – II

(15 Hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder

UNIT – III

(15 Hours)

Depressive Disorder & Bipolar Disorders Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

Practical Component:

(30 Hours)

Suggestive Practicals:

A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of anxiety disorders using any psychometric test.
- Assessment of depression/bipolar disorders using any psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial component: Nil

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17th Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (*Modern abnormal psychology - Hindi*), Motilal Banarsidass Pvt .Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSES 15: Systems & Theories in Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Systems & Theories in Psychology	04	03	01	0	Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the evolution of Psychology in Indian and Western thought (including philosophical and general-scientific milestone events that have influenced the development of the discipline.)
- To developing critical thinking skills with increased ability to articulate sound arguments and ask relevant questions regarding theories and principles of psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to view critically different perspectives in Psychology.
- By studying this course the students will appreciate the contribution of Indian thought in Psychology as a discipline in India
- By studying this course the students will become aware of the debates in the discipline and learn to examine issues critically.

SYLLABUS OF DSC-

UNIT – I

(12hours)

Ontology, epistemology and methodology of Psychology in India and West: Issues in practice of Psychology as a natural and human science, Philosophical questions in Science, Psychology as a science.

Discipline of Psychology in Indian tradition, methodology, applications, and its difference from Western perspectives.

UNIT – II

(12 hours)

Schools of thoughts in Psychology - I: British empiricism, Structuralism, Functionalism, Classical Behaviourism, Neo-behaviourism (view of human nature, central tenets of the schools)

UNIT – III

(12 hours)

Schools of thoughts in Psychology - II: Cognitive revolution. Classical Psychoanalysis and neo-Freudians, Humanistic-Existential, Transpersonal-Spiritual perspective (view of human nature and central tenets of the schools)

UNIT – IV

(12 hours)

Psychology in Indian System of thoughts: Upanishads, Samkhya-Yoga, Advaita Vedanta, Buddhism, Jainism, Sufi tradition, folk traditions with emphasis on Kabir Das (view of human nature, mind and self)

Practical component (if any) - NIL

Suggested Tutorial activities

(30hours)

Objectivity and subjectivity in Science - a group discussion or science and spirituality - a group discussion (Drawing elements from Fritjof Capra's The Tao of Physics); A class debate on Psychology as a Science; YouTube videos of Shabnam Virmani on Kabir: An experiential journey; Preparing a time line of History of Psychology in India, highlighting important contributions and Psychologists in India; A discussion on the contribution of women Psychologists to the discipline of psychology; A critical evaluation of all the major schools of Psychology and creating a framework for a holistic model

Essential/Recommended Readings

Dalal, A. K. (2011). Journey back to the roots: Psychology in India. In Cornelissen, R. M. M., Misra, G., Varma, S. (Eds.), *Foundations of Indian Psychology*, Volume 1, Theories and Concepts. Pearson.

Dhar, P. L. (2011). No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. *Psychological Studies*. 56, 398. <https://doi.org/10.1007/s12646-011-0111-0> (Buddhism)

- Frager, R. & Fadiman, J. (2013). *Personality and Personal Growth*. Pearson. (Chapters on Buddhism and Sufism)
- Hergenhahn, H. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology Seventh Edition*. Wadsworth Cengage Learning. (Chapters 12, 16, 17, 19, 20)
- King, D.B., Woody, W.D. & Viney, W. (2013). *A History of Psychology: Ideas and Context*. (5th Edition). Pearson. (Chapter 2, 13, 16, 17, 18)
- Kireet, J. *Summary of Upanishads and Gita* (word document)
- Leahey, T. H. (2018). *A History of Psychology: From antiquity to modernity*. (8th Edition). N.Y: Routledge. (Chapter 1: Understanding Science; Chapter 7 Psychology as Science)
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press. (Chapter 1, 2, 3)
- Ramakrishna Rao, K. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer. (Chapter 1, 2; 3, 5, 7)
- Shirazi, B. A. K. (2013). The Sufi path of self-transformation. In Matthijs Cornelissen, Girishwar Misra, Suneet Varma (Eds). *Foundations and applications of Indian psychology*. Pearson Education India.
- Singh, K. (2011). Beyond mind: The future of psychology as a science. In R. M. M. Cornellisen, G. Misra & S. Varma (Eds.), *Foundations of Indian Psychology: Concepts and theories* (pp. 86-102). Pearson.
- Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.
- Virmani, S. (n.d.). https://www.india-seminar.com/2010/605/605_shabnam_varmani.htm (for Kabir)

Suggestive readings

- Bhatia S. (2002). Orientalism in Euro-American and Indian psychology: historical representations of "natives" in Colonial and postcolonial contexts. *History of psychology*, 5(4), 376–398. <https://doi.org/10.1037/1093-4510.5.4.376>.
- Cornelliseen, M., Misra, G. & Varma, S. (Eds) (2014). *Foundations and applications of Indian Psychology*. Pearson: New Delhi
- Dalal, A.K. & Misra, G. (2010). "The Core and Context of Indian Psychology," *Psychology and Developing Societies*, Vol. 22(1), pages 121-155, March.

Kireet, J. (2012). *The Veda in the Light of Sri Aurobindo*. Popular Media.

Kireet, J. (2009). *The Gita and its Synthesis of Yoga*. The Mother's Institute of Research.

Kireet, J. (2012). *Science and Spirituality*. Shubhra Ketu Foundation and The Mother's Institute of Research

Virmani, S. Had-unhad. <https://www.youtube.com/watch?v=OKI4RcpIM5o>

Virmani, S. Koi sunta hai. <https://www.youtube.com/watch?v=Dr83axn1IbM>

Youtube Videos of Team Sunaad

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE-6: Disorders of Childhood and Adolescence

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Disorders of Childhood and Adolescence	04	03	0	01	Class 12th Pass	Understanding of Mental Disorders

Learning Objectives

This course has the following objectives:

- Develop an understanding of how maladaptive behaviour appears in different life periods.
- Knowing the common disorders of childhood and adolescence.
- Understanding the clinical picture and etiology of the common disorders of childhood and adolescence.

Learning Outcomes

- To demonstrate a critical understanding of some of the neurodevelopmental disorders as well as Disruptive, Impulse-control, and Conduct Disorders in Clinical Psychology.
- To develop a foundation for a career in Clinical Psychology

Syllabus of DSE-

Unit-1

(15 hours)

Introduction to Neurodevelopmental Disorders; ADHD, Autism Spectrum Disorder (Clinical Picture and Etiology)

Unit 2

(15 hours)

Intellectual Disabilities, Specific Learning Disorders (Clinical Picture and Etiology)

Unit-3

(15 hours)

Introduction to Disruptive, Impulse-control, and Conduct Disorders; Conduct Disorder, Oppositional Defiant Disorder; Introduction to Eating disorders; Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder (Clinical Picture and Etiology)

PRACTICALS

(30 hours)

Two practicums to be done, one each from the following two areas:

1. Case-history of at least two cases from the list of disorders mentioned above
2. Screening children for above disorders in schools/communities
3. Assessing stress of caregivers of children with above disorders

Essential/Recommended Readings:

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. and DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TR™.

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., and Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7th ed.). India: McGraw Hill Education Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE COURSE-7: Learning and Innovation in Organization

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 7: Learning and Innovation in Organization	4	3	0	1	Class 12th Pass	Essentials of Organizational Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To understand the advances and innovations in organizations in the context of information technology and globalization
- To develop a conceptual understanding of organizational culture and values with a focus on the Indian context.
- To help students learn about various facets of positive work environment and behavior in organizations.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to understand the advances and innovations taking place in organizations.
- Learners will be able to understand the role and impact of technology and globalization at organizational level.
- Learners will understand the different work cultures, work values, notion of psychological safety and positive work environment in Indian context.

Syllabus of DSE-

UNIT 1- INFORMATION TECHNOLOGY, INNOVATION & GLOBALIZATION

(15 hours)

OB and advances in technology (Virtual organizations, telecommuting), OB and globalization, Innovations in Organizations: Startups, entrepreneurship.

UNIT 2- ORGANIZATIONAL CULTURE & VALUES

(15 hours)

Organizational Climate & Culture, Theories of Organizational culture, Organizational Values and Work Values.

UNIT 3- POSITIVE WORK ENVIRONMENT

(15 hours)

Psychological Safety, PsyCap, Knowledge management, Positive Approach and Positive Thinking, Organizational Performance.

PRACTICAL COMPONENT:

(30 hours)

Two practicums to be done, one each from the following two areas:

1. Case study on Technology/Innovation/Startups in Organizational settings from Unit 1.
2. Field based practical on Organizational Climate/Organizational Culture/Work Values from Unit 2.

ESSENTIAL/RECOMMENDED READINGS

- Greenberg, J. (2011). *Behaviour in Organizations* (10th Ed.). Pearson. [Chapter 1, 14]
- Luthans, F., Luthans, B.C. & Luthans, K.W., (2021) *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. [Chapter 2, 7]
- Pareek, U. (2011). *Understanding Organizational Behavior* (2nd edition). Oxford. [chapters 2, 3, 11 and 24]
- Schein, E. H. (2004). *Organizational Culture and Leadership*, (3rd Ed), San Francisco, Jossey Bass. [Chapter 1, 2]
- Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage. [Chapter 2, 12, 13]
- Edmondson, A. C. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Suggestive Readings

- Edmondson, A. C. (2004). Psychological Safety, Trust, and Learning in Organizations: A Group Level Lens. In R. M. Kramer & K. S. Cook (Eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russell Sage Foundation.
- Gautam, V., Ningthoujam, S., & Singh, T. (2019). Impact of Psychological Capital on Well-Being of Management Students. *Theoretical Economics Letters*, 09(05), 1246–1258. <https://doi.org/10.4236/tel.2019.95081>
- Rousseau, D. M. (1990): Assessing Organizational Culture: The Case for Multiple Methods' In Schneider, B. (Ed.), *Organizational Climate and Culture*, Oxford: Jossey Bass.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 8: Psychology of Sports

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 8: Psychology of Sports	4	3	0	1	Class 12th Pass	Foundations of Sports Psychology

Learning Objectives

- Understanding the major issues related to psychophysiological aspects of sports performance
- Demonstrating an ability to identify and evaluate psychological problems of sportspersons
- Developing an understanding of the career transitions, exercise and competitions for seniors

Learning Outcomes

- To develop a strong base of knowledge in the ever-expanding field of mental training in sports
- To gain insight into the psychological problems of athletes pertaining to various sports & ways of dealing with those
- Understand potential issues with measurement and interventions in sports
- Hands-on training to students with the help of practical are listed in the course.

Syllabus of DSE-

UNIT-1: Psychophysiological aspects in relation to sports performance (15 hours)

Personality: sports-specific personality traits; personality & performance in sports (POMS by Morgan); Aggression in sports, relationship b/w aggression & sports performance; Motivation, Goal orientation (moral functioning -sportsperson ship) & Goal setting (motivation & sports performance); Activation Techniques: Imagery, VMBR, Psych up technique (pep talk, music & mindfulness training, Self-confidence, self-efficacy in sports)

UNIT – 2: Psychological problems of athletes (15 Hours)

Injury in sports (Understanding the Psychological Factors of Injury and Rehabilitation) , Path to Rehabilitation Failure and to Rehabilitation Success; Eating Disorders (Defining, Causes, Prevention & Treatment of Eating Disorders); Substance Abuse: (Commonly Used Substances: Recognition, Prevention, and Treatment for Substance Abuse); Burnout & overtraining (Prevention & Treatment)

UNIT – 3: Career transitions, exercise & competition for seniors

(15 Hours)

Career Transitions: Definitions and Causes of Career Transitions; Psychological Reactions to Career Transition, Coping Factors Related to Quality of Career Transition, Career Transition Interventions; Fitness issues for seniors; Competitive Sports in the Elderly

Practicals:

(30 Hours)

A total of two practicals (from different units) of the following:

- Any psychological test from the above units: measuring Aggression (Aggression Questionnaire Buss & Perry), POMS, Participation Motivation Questionnaire, Willi's sports motivation scale, Vealey's (TSCI) ,SSCI , COI etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop.
- Any one field-based practical from the units above.

Essential/Recommended Readings:

- Cox, R. (2006). *Sports Psychology*. McGraw -Hill Education
- Orlick, T. (2008) *In Pursuit of Excellence: How to win in sport & life through mental training* (4th ed). Champaign I, Human Kinetics
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.
- Weinberg, R.S., & Gould, D. (1995). *Foundation of sports & Exercise psychology* Champaign I, Human Kinetics.

Suggestive readings:

- Robert A. R. & Roberts, S.O. (1999). *Fundamental Principles of Exercise Physiology for fitness , Performance & health* . McGraw hill College , New York
- Mohan, J., & Sehgal, M. (2005). *Readings in Sports Psychology*. New Delhi: Friends
- LeUnes, A., & Nation, J.R (2002). *Sport Psychology: An Introduction* (3rd ed.). Belmont CA: Wadsworth Thomson Learning

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 9: Psychology of Relationships

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical /Practice		
DSE 9: Psychology of relationships	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To provide an insight into basic facts and key concepts of the relationship science.
- To understand the dynamics of establishing and maintaining close relationships.
- To explore the nature of close relationships in contemporary time.

Learning Outcomes

- Establish effective relationships with family, friends and significant others.
- Learn strategies to effectively deal with distress in relationships and establish positive relationships.
- Appreciate the complex nature of relationships in modern time.

Syllabus of DSE-

UNIT -I Understanding relationships: (15 Hours)

Relationship science: Concepts, development, and types (an overview); *Relationship process*: cognitive and affective; Significance of relationships.

UNIT -II Psychological insights into Close relationships: (15 Hours)

Family, Friendship and Romantic relationships: Concepts, nature and challenges. Creating harmony in relationships.

UNIT -III Relationships in contemporary time: (15 Hours)

Virtual relationships in social media: Nature, risks and benefits; Parasocial relationships: Main features, levels and effect; Live -in relationships; Queer relationships; Human -pet relationships.

PRACTICALS: (30 Hours)

Two practicums to be done, one each from the following two areas:

1. Participatory exercises/activities for relationship building,
2. Focus group discussion or any other qualitative technique to explore the relationship issues and their management or using scale on relationships mentioned in above units.

Essential/Recommended readings

Berscheid, E., & Regan P. (2016). *The psychology of interpersonal relationships*. New York, USA: Routledge.

Elsayed, W. (2020). Students and the risk of virtual relationships in social media: Improving learning environments. *International Journal of Emerging Technologies in Learning (IJET)* 15(21), 118.

Giles, D. (2010). *Parasocial relationships*. DOI:10.1515/9783110232424.4.442.

<http://www.researchgate.net/publications/263088893>.

Hojjat, M. & Moyer, A. (2017). *The Psychology of friendship*. New York, USA: Oxford university press.

Regan, P. (2011). *Close relationships*. New York, USA: Routledge.

Suggestive readings

Arditti, J. C. (2015). *Family problems: Stress, Risks and Resilience*. Willey Blackwell: UK.

Compton, W. C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. New Delhi: Sage.

Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - VI

DISCIPLINE SPECIFIC CORE COURSE DSC - 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12th Pass	Basic understanding of mental disorders

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning outcomes

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS-

UNIT - I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

UNIT – II

(18 Hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT – III

(12 Hours)

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical Component:

(30 Hours)

Suggestive Practicals

A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component : Nil

Essential/recommended readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

- Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.

- Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.
- Singh, A.K. (2016) *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt Ltd.

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**DISCIPLINE SPECIFIC CORE COURSE 17: MANAGING HUMAN CAPITAL AT
WORKPLACE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSC 17: Managing Human Capital at Workplace	4	3	0	1	Class 12th pass	Basic knowledge of Introductory Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Learners will be able to understand the different processes and practices related to human capital.
- Learners will be able to understand issues, functioning and challenges of managing human capital at workplace.
- Learners will be able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

UNIT 1 Job Analysis and Talent Management (15 Hours)

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

UNIT 2 Attraction and Socialization: An Organizational Perspective (15 Hours)

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit 3 Counterproductive Behavior at workplace (15 Hours)

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

PRACTICAL COMPONENT: (30 Hours PRACTICUM)

1. Understanding any one tool for human behavior (FIRO-B, 16PF, MBTI, CWB-C by Spector et al. (2006).
2. Case study on an Indian Organization based on primary data, on Job Analysis, Talent management, Organizational socialization, diversity in organizations, Counterproductive Work Behavior.

ESSENTIAL/RECOMMENDED READINGS

- Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)
- Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)
- Jex, S.M.& Britt,T.W. (2014) *Organizational Psychology: A Scientist–Practitioner Approach*. John Wiley & Sons.
- Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.
- Rao, V.S.P. (2009) *Human Resource Management*. (2nd ed.). Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

- Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.
- Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.
- Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.
- Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE 18: Cultural and Indigenous Perspectives on Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 18: Cultural and Indigenous Perspectives on Psychology	4	3	0	1	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- Understanding the concept of Culture
- Understanding the role of culture in understanding social behavior.
- Exploring psychological insights in the Indian thought traditions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be exposed to the area of Culture
- By studying this course, the students will understand the cultural influence on social behaviour
- By studying this course, the students will become aware of the emerging issues and challenges of indigenization and psychological perspective Indian traditions.

Syllabus of DSC-

Unit1:

(16 hrs.)

An introduction to Cultural psychology: What is Cultural Psychology? Relationship between Culture and Psychology: A historical perspective; Dynamics of interdependence (self system and social system); Theoretical issues in cultural Psychology .

Unit2:

(15 hrs.)

Culture, Self and Social Behavior: Culture and Social structure; Culture, self and identity; Multicultural identities, Culture and social behaviour

Unit: 3

(14 hrs.)

Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions, self and identity; Indigenization of psychology in India.

Practicum:

(30 hours)

A total of two practicals (from different units) of the following:

1. Studying culture as a variable
2. Cultural implication on self and identity
3. Exploring role of culture in social behaviour
4. Understanding Indian perspective on emotions, self and identity

Essential/Recommended Readings:

- Adair, John. G. (2002). How International is International Psychology? *International Journal of Psychology*, 37, 160-170.
- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 374-398. New Delhi: Concept Publishing Company.
- Bansal, P. (2022). Insurrections of indigenous knowledges: Debating 'critical' in indigenous psychologies. *Culture & psychology*, 0(0). <https://doi.org/10.1177/1354067X221145897>
- Allwood, C. A. (2002) Indigenized psychologies, Social Epistemology: A Journal of Knowledge, *Culture and Policy*.16:4, 349-366, DOI: 10.1080/0269172022000064621
- Chaudhary, N., Misra, G., Bansal, P., Valsiner, J. & Singh, T. (2002). Making Sense of Culture for the Psychological Science. *Review of General Psychology*, Vol.0(0) 1-17
- Fox, S. (2019). Culture and Psychology, Sage.
- Gergen, K. J. (2010). *The Acculturated Brain. Theory & Psychology* Vol.20(6)1-20
- Kityama, S. & Cohen, D. (2007). *Handbook of Cultural Psychology*. The Guilford Publication New York.
- Miller, J.G. (1996). Theoretical issues in cultural Psychology. In Berry, J.W., Poortinga, Y., & Pandey, J. (Eds.) (1996) *Handbook of Cross-Cultural Psychology: Theory and Method*. (vol. 1), Boston: Allyn & Bacon.
- Misra, G & Dalal, A.K. (2015). *Psychology for India: Essays by D. Sinha*. New Delhi: SAGE
- Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 421-439. New Delhi: Concept Publishing Company.
- Sinha, D. (1993), Indigenization of psychology in India and its relevance. In U. Kim and J. W. Berry (eds), 1993, *Indigenous Psychologies Research and Experience in Cultural Context* (Newbury Park: Sage Publications), pp. 30±43.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 101
Organizational Change and Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSE 10: Organizational Change and Development	4	3	0	1	Class 12th pass	Essentials of Organizational Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To develop a conceptual and practical understanding of models for planning change and development in organizations with a focus on the Indian context.
- To equip the students in designing different types of intervention strategies for organizational development.
- To acquaint students with the various techniques used in the process of Organizational Development.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to develop conceptual understanding of change in organizations.
- Learners will be able to understand action research and its role in organizational development.
- Learners will be able to understand the skills of interventions for organization development through various methods.

Syllabus of DSC-

UNIT 1 ORGANIZATIONAL CHANGE

(15 HOURS)

Concepts, types of change, Change Models, Resistance to Change, Case studies in the Indian context, Models of Planned Change - Systems Model of Change, Lewin's Force Field Analysis Model, Kotter's Eight-step Change Management Model. Appreciative Inquiry

UNIT 2 ORGANIZATIONAL DEVELOPMENT

(15 HOURS)

Nature, History and Process of OD, Action Research, Seven Steps in the Cyclical Phase of Planned Change.

UNIT 3 METHODS OF ORGANIZATIONAL DEVELOPMENT (15 HOURS)

Three levels of intervention (Individual, group and organization level). Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.

PRACTICAL COMPONENT:

(30 HOURS)

Two practicums to be done, one each from the following two areas:

1. One practicum based on techniques of appreciative inquiry (eg. Strengths, Opportunities, Aspirations, and Results (SOAR) analysis) Unit 1 or 2.
2. Understanding of Organizational Change/Development based on Case study method for Unit 1 or 3.

ESSENTIAL/RECOMMENDED READINGS

French, W.L.; Bell, C., Vohra. V. (2021) *Organization Development: Behavioural Science Interventions for Organization Improvement*. Pearson, India [Chapter 2, 5, 6, 7, 9, 10 and 11]

Pareek, U. N. (2004, February 1). *Understanding Organizational Behaviour*. [Chapter 27 and 28]

Singh, K. (2010). *Organizational Behaviour. In Text and Cases*. Pearson [Chapter-17]

Cummings, T.G. and Worley, C.G. (2009). *Organizational Development and Change* (9th Ed.) South-Western Cengage Learning: Mason OH. [Chapter 2 and 9]

Seijts, G.H. (2006). *Cases in Organizational Behaviour*. Sage: New Delhi

Priest, K. L., Kaufman, E. K., Brunton, K., & Seibel, M. (2013). Appreciative Inquiry: A Tool for Organizational, Programmatic, and Project-Focused Change. *Journal of Leadership Education*, 12(1). DOI:[10.12806/V12/I1/R2](https://doi.org/10.12806/V12/I1/R2)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE III
Neurocognitive Disorders

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSE 11: Neurocognitive Disorders	4	3	0	1	Class 12th pass	Understanding of Mental Disorders

Learning Objectives

- Developing knowledge of the neurocognitive disorders recognised in the latest classification system.
- Recognizing the clinical features of neurocognitive disorders
- Understanding the presumed causes of these disorders.

Learning Outcomes

- To create a foundation for a career in Clinical Psychology
- To show an understanding of the clinical features of brain impairment in adults
- Understand the various neurocognitive disorders in Clinical Psychology

Syllabus of DSE

THEORY

Unit-1

Introduction: Brain Impairment in Adults (Clinical Signs of Brain Damage, Diffuse Versus Focal Damage, The Neurocognitive/Psychopathology Interaction); Delirium (Clinical Picture, and Etiology) (15 hours)

Unit-2

Neurocognitive Disorders due to Traumatic Brain Injury, Parkinson's Disease, Huntington's Disease (Clinical Picture, and Etiology) (15 hours)

Unit-3

(15 hours)

Neurocognitive Disorder due to Alzheimer's Disease (Clinical Picture, and Etiology)

(30 hours)

PRACTICALS

Two practicums to be done, one each from the following two areas:

1. Clinical case analysis with the use of secondary data obtained from movies.
2. Neuropsychological testing (any one test) which is clinically appropriate.

Essential/Recommended Readings:

Hookey, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. and DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., and Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7th ed.). India: McGraw Hill Education Pvt. Ltd.

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TRTM.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE 12: Research Methods in Applied Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 12: Research Methods in Applied Psychology	4	3	0	1	Class pass 12 th	Foundational understanding of Applied Psychology

Learning Objectives

After doing the course, the students would

- Understand the meaning, purpose and process of research
- Develop knowledge of the ethical issues involved in psychological research
- Know the basic paradigms of research
- Develop a basic understanding of the various qualitative and quantitative research methods
- Understand action research as an important method of research.

Learning outcomes

By studying this course, students will be able

- To understand the importance of research
- To understand the basic concepts and issues pertinent in research
- To be able to carry out a research project by using appropriate research methods and tools
- To be able to appreciate the role of action research in applied settings.
- To be able to understand how to conduct action research.

SYLLABUS OF DSE-

UNIT I

(15 Hours)

Introduction: Paradigms of Research (Positivist and Interpretive), Steps and approaches in quantitative and qualitative research; Experimental and Correlational research; Sampling

techniques, Tools and techniques of data collection (observation, interviews, surveys), Ethics in Psychological Research

(15 hours)

Unit 2:

An introduction to Action Research: What is Action Research, Essential features of action research, Conceptual models of action research, methodology in action research, Action research in social Psychology

(15 hours)

Unit 3:

Participatory Action research: Participatory Rural Appraisal, Participatory Learning and Action, Techniques/ methods of participatory research/action research

(30 Hours)

Practicals

Total of two practicums- one each from the following areas:

1. One practical based on qualitative or quantitative research such as experiment, observation, thematic analysis etc.
- 2 One practical of the following:
 - a. Case study on action research
 - b. Designing action research using mixed method paradigm
 - c. Field study based on Participatory Rural appraisal
 - d. Inquiry using participatory learning and action

Essential/Recommended Readings:

- Chambers, R. (2005). *Participatory Rural Appraisal: Methods and Applications in Rural Planning*. Concept Publishing Company
- Creswell. J.W. and Creswell, J.D. (2017) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (4th Ed.). Sage, Newbury Park. International (P) Ltd.
- Kerlinger, F.N.& Lee, H.B. (1999). *Foundations of Behavioural research*. Wadsworth Publishing.
- Kumar, S. (2002). *Method for Community Participation: A complete Guide for Practitioners*. Vistaar Publications.
- McNiff, J. (2013). *Action research: Principles and practice*. Routledge
- Newman, W. L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

Suggestive Readings

- Adelman, C. (1993). Kurt Lewin and the Origin of Action Research. *Educational Action Research*, Vol.1 No.1 7-24
- Bryman, Alan. (2021). *Social Research Methods* [6th edition]. Oxford University Press
- Kemmis, S; & Taggart, M.R. (2005) *Participatory Action Research: Community Action and Public Sphere*. In Denzin, N.& Lincoln, Y.S. (Ed.) *The Sage Handbook of Qualitative Research*, 3rd Edition. Sage Thousand Oaks.
- Molineux, J. (2018). Using Action research for change in organizations: Processes, Reflections and Outcome. *Journal of Work Applied and Management* Vol.10(1)pp 19-34

Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Sage.

Simon, A.F. & Wilder, D. (2018). Action Research in Social Psychology. *Archives of Scientific Psychology*, (6) 169-177.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC ELECTIVE COURSE 13- CONTEMPORARY
THERAPEUTIC APPROACHES**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 13: Contemporary therapeutic approaches	04	03	0	01	Class 12th pass	Basic knowledge of Counselling

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to cutting-edge therapeutic approaches that are globally used, but generally not included within traditional counseling theories
- To facilitate development of evidence based counselling skills

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to broaden their understanding of the scope of counseling psychology
- By studying this course the students will understand newer approaches that are informing contemporary counseling practice.

SYLLABUS OF DSE-

Unit 1 (15 hrs)

Case conceptualization and intake interview, Diversity and social justice issues in psychotherapy, Somatic therapy (Levine) and EMDR (Eye movement desensitization and reprocessing by Shapiro), Emotion Focused Therapy

Unit 2 (15 hrs)

Narrative therapy, Mindfulness based approach, Dialectical Behaviour Therapy, Acceptance-Commitment Therapy

Unit 3 (15 hrs)

Creative approaches in counseling and Psychotherapy (arts, music, dance), Integrative modalities/Common factor approach

Practical (30 hrs)

A total of two practicals (from different units) of the following:

1. Skill based practicum based on narrative therapy
2. Skill based practicum based on dialectical behaviour therapy
3. Skill based practicum on Acceptance Commitment Therapy
4. Use of creative approaches in counseling
5. Case conceptualization based on secondary data
6. Mindfulness training
7. Counseling case studies and intake interview using role plays

Essential/Recommended Readings:

David Capuzzi and Mark D. Stauffer (Eds) (2016). *Counseling and Psychotherapy: Theories and Interventions*. (6th ed.). APA (Creative approaches to counseling, Narrative)

Else Jones-Smith (2020). *Theories of Counseling and Psychotherapy: An Integrative Approach*. Sage.

Edward Neukrug (Editor) (2020). *Contemporary Theories in Counseling and Psychotherapy*. Cognella Academic Publishing. ISBN-13 : 978-1516581306

Tinsley, H. E. A., Lease, S.H., Giffin Wiersma, N. S. (Eds) (2015) *Contemporary Theory and Practice in Counseling and Psychotherapy*. Sage (for dialectical behaviour, narrative, integrative theory)

Jay L. Lebow (Ed.) (2008). *Twenty-First Century Psychotherapies: Contemporary approaches to theory and practice*. John Wiley and Sons

Seligman, L & Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson ((Narrative, Emotion focused)

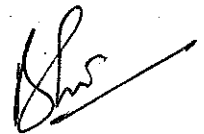
Suggestive Readings:

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counseling and Psychotherapy*. (4th Ed.). Sage

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley and Sons (chapter 12 on multicultural and non-westren theories)

Tracy D. Eels. (Ed) (2007). *Handbook of Psychotherapy Case Formulation*. Guilford (Chapter 1 and 2)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



REGISTRAR

B.A. (Hons.) PSYCHOLOGY SYLLABUS (SEMESTER VII & VIII)

Updated List of DSC, DSE & GE Papers in B.A. (Hons.) Psychology with Credits: Semester 1 to Semester 8					
Semester	DSC/ DSE/GE	Paper Nomenclature	No. of Credits in each for total 4 credits		
		Total credits in parentheses	Theory	Tutorial	Practical
Sem 1 DSC					
Sem 1	DSC 1	Introduction to Psychology	3	0	1
Sem 1	DSC 2	Cognitive Psychology	3	0	1
Sem 1	DSC 3	Bio Psychology	3	1	0
Sem 1 GE (Odd) Level 100					
Sem 1	GE 1	Foundations of Psychology (Mandatory)	3	1	0
Sem 1	GE 2	Understanding Psychology	3	0	1
Sem 1	GE 3	Psychology for Healthy Living	3	1	0
Sem 1	GE 4	Understanding Human Mind	3	1	0
Sem 2 DSC					
Sem 2	DSC 4	Psychology of Individual Differences	3	0	1
Sem 2	DSC 5	Social Psychology	3	0	1
Sem 2	DSC 6	Basic Statistics in Psychology	3	0	1
Sem 2 GE (Even) Level 100					
Sem 2	GE 5	Basics of Social Psychology (Mandatory)	3	1	0
Sem 2	GE 6	Intergroup Relations	3	0	1
Sem 2	GE 7	Health and Well Being	3	1	0
Sem 2	GE 8	Self in Contemporary Society	3	1	0
Sem 3 DSC					
Sem 3	DSC 7	Development of Psychological Thought	3	1	0
Sem 3	DSC 8	Paradigmatic Foundations of Psychological Inquiry	3	0	1
Sem 3	DSC 9	Social Psychology in Applied Contexts	3	0	1
Sem 3 DSE					
Sem 3	DSE 1	Social Behaviour and Group Interactions	3	1	0
Sem 3	DSE2	Development of Indian Psychological Thought	3	1	0
Sem 4 DSC					
Sem 4	DSC 10	Understanding Mental Disorders	3	0	1
Sem 4	DSC 11	Positive Psychology	3	0	1
Sem 4	DSC 12	Inferential Statistics in Psychology	3	0	1
Sem 4 DSE					
Sem 4	DSE 3	Advanced Social Psychology	3	0	1
Sem 4	DSE 4	Group Dynamics in Organisations	3	1	0
Sem 4	DSE 5	Psychodiagnostics	2	0	2
Sem 5 DSC					
Sem 5	DSC 13	Perspectives on Mental and Behavioural Disorders	3	0	1
Sem 5	DSC 14	Child and Adolescent Development	3	0	1
Semester					
	DSC/DSE/GE	Nomenclature of the Paper	No. of Credits in each for total 4 credits		
			Theory	Tutorial	Practical
Sem 5	DSC 15	Applying Psychology to Work	3	0	1
Sem 5 DSE					
Sem 5	DSE 6	Psychology of Disability	3	1	0
Sem 5	DSE 7	Essentials of Media Psychology	3	1	0
Sem 5	DSE 8	Psychology of Gender	3	1	0
Sem 6 DSC					
Sem 6	DSC 16	Human Resource Management: Theory and Practice	3	0	1

Sem 6	DSC 17	Counselling Psychology	3	0	1
Sem 6	DSC 18	Health and Well being	3	0	1
Sem 6 DSE					
Sem 6	DSE9	Psychology of Exceptional Children	3	0	1
Sem 6	DSE10	Research Methods in Psychology	3	0	1
Sem 6	DSE 11	Educational Psychology	3	0	1
Sem 3,5 GE (Odd) Level 200					
	GE 9	Industrial and Organisational Psychology	3	0	1
	GE 10	Media Psychology	3	1	0
	GE 11	Youth and Mental Health (T) (Mandatory)	3	1	0
	GE 12	Foundations of Developmental Psychology (Mandatory)	3	0	1
	GE 13	Identifying and Dealing with Psychological Disorders	3	0	1
	GE 14	Psychology of Adjustment	3	1	0
Sem 4,6 GE (Even) Level 200					
	GE 15	Foundations of Inquiry in Psychology (Mandatory)	3	0	1
	GE 16	Psychology at the Workplace (Mandatory)	3	1	0
	GE 17	Negotiating Intimate Relationships (T)	3	1	0
	GE 18	Group Processes and Dynamics at Work	3	0	1
	GE 19	Disability and Rehabilitation	3	1	0
Semester	DSC/DSE/GE	Nomenclature of the Paper	No. of Credits in each for total 4 credits		
			Theory	Tutorial	Practical
Sem 7 DSC					
Sem 7	DSC 19	Community Psychology	3	0	1
Sem 7 DSE					
Sem 7 DSE					
Sem 7	DSE 12	Inclusion and Diversity at Work	3	1	0
Sem 7	DSE 13	Psychology of Peace	3	1	0
Sem 7	DSE 14	Forensic Psychology	3	1	0
Sem 7	DSE 15	Introduction to Psychometrics	3	0	1
Sem 7	DSE 16	Relationship Science	3	1	0
Sem 7	DSE 17	Bereavement, Grief and Healing	3	1	0
Sem 7	DSE 18	Consumer Psychology	3	1	0
Sem 7	DSE 19	Psychology of Spirituality			
Sem 7	DSE 20	Statistical Techniques using Software Tools	2	0	2
Sem 7	DSE 21	Basic Psychotherapeutic Skills	3	0	1
Sem 7 GE (Odd) Level 300					
Sem 7	GE 20	Understanding Human Resources	3	1	0
Sem 7	GE 21	Understanding Diversity	3	1	0
Sem 7	GE 22	Psychology and Communities	3	1	0
Sem 7	GE 23	Cognitive Psychology in the Contemporary World	3	1	0
Sem 7	GE 24	Fundamentals of Sports Psychology	3	0	1
Sem 7	GE 25	Statistical Foundations for Psychological Research	3	1	0
Sem8 DSC					
Sem8	DSC 20	Culture and Psychology	3	1	0
Sem 8 DSE					
Sem8	DSE 22	Qualitative Research in Psychology	3	1	0
Sem 8	DSE 23	Self Management in Organizations	3	1	0
Sem 8 DSE	DSE 24	Personality Psychology	3	1	0

Sem 8	DSE 25	Psychology and Technology	3	1	0
Sem 8	DSE 26	Psychology of Ageing	3	1	0
Sem 8	DSE 27	Neuropsychology	3	1	0
Sem 8	DSE 28	Cognitive Neuroscience	3	1	0
Sem 8	DSE 29	Psycholinguistics	3	1	0
Sem 8 GE (Even) Level 300					
Sem 8	GE 26	Basics of Counselling Psychology	3	1	0
Sem 8	GE 27	Conflict and Conflict Management at Work	3	1	0
Sem 8	GE 28	Yoga and Psychology	3	1	0
Sem 8	GE 29	Family Relations	3	1	0

SEMESTER- VII

DISCIPLINE SPECIFIC CORE COURSE –19

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 19 Community Psychology	4	3	Nil	1	Class XII	Nil

Learning Objectives

- To learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community based work and mental health concerns.

Learning outcomes

By studying this course, students will be able to :

- Gain greater grounding in community based processes and functioning.
- Analyze phenomena through an Ecological Lens
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

Syllabus DSC 19

Unit I Introduction to Community Psychology

(10 Hours)

Definition and types of communities ; Working with communities in India ; Nature and core values of community psychology ; Ecological Systems Perspective in Community Psychology.

Unit II Research Paradigms and Methods in Community Psychology

(10 Hours)

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, transformative); Transformative research with Indian communities.

Unit III Empowerment: Working with Indian Communities on Mental Health

(15 Hours)

Empowerment as a goal for community psychologists; Community Mental Health; Changing Public Notions; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation.

Unit IV- Working with Vulnerable Communities

(10 Hours)

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities; Field visit to community settings.

Note: One field visit is a mandatory requirement for the course during the semester.

Practical component

(30 hours)

Suggested practical activities-

Practicals should be based on one of the above research paradigms of community psychology:

- Analysis of a Film/Documentary that depicts community life and interaction in India.
- Research on communities in India using methods such as observation and interviews.
- Needs assessment and designing awareness programs on health in communities.
- Evaluating Policies using frameworks such as the Ecological Systems Perspective.
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives.

Essential/recommended readings

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

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

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

Suggestive readings

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE: 12

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Inclusion and Diversity at Work	4	3	1	0	Class XII	Nil

Learning Objectives

The learning objectives of the course are as follows:

- To build a moral and business case for why diversity matters in workplaces.
- To encourage critical examination of organizational practices and policies for creating more inclusive work environments.

Learning Outcomes

After studying the course the students shall be able to:

- Understand and strategically execute key concepts and principles of diversity, equity, and inclusion in the context of human resource practices.
- Understand and examine the psychology of diversity and its implications for the workplace.
- Critically examine the opportunities and challenges related to workforce diversity.
- Reflect on issues of diversity in organizations.
- Apply principles learned in the course to recommend policies and practices for building a more inclusive workforce.

Syllabus DSE 12

Unit I Foundational Concepts of Diversity, Equity and Inclusion (DEI)

(9 hours)

Meaning of DEI; Differences between Equal Employment Opportunities (EEO), Affirmative Action, and Diversity Management; From Diversity to Inclusion: Psychological Lens.

Unit II Addressing Stereotypes and Working with Different Types of Diversity in Indian Context

(11 hours)

Understanding different kinds of Diversity: Cultural, Linguistic, Disability, Gender.

Unit III Inclusive Human Resource Management Practices (15 hours)
Recruitment; Selection; Training; Performance Appraisal.

Unit IV Organizational Policy and Provisions
Initiatives for DE & I in workplaces; Creating an inclusive environment -Case studies. (10 hours)

Practical Component (if any)- NIL

Tutorial Component: (15 hours)

Suggested activities for tutorials

- Exercises with students encouraging them being to become effective allies to peers from diverse groups
- Role plays demonstrating inclusive language usage in various scenarios
- Panel discussion on diversity issues.
- Self-awareness exercises to identify potential existence of stereotypes and biases.
- Mock interview sessions for hiring e.g. from culture fit to culture add exercise.
- Student projects and discussions on awareness of government policies/legal provisions and their impact on diverse target groups.

This is a suggestive and not an exhaustive list of tutorial activities.

Essential/ Recommended Readings

Barak, M. (2017). *Managing diversity towards a globally inclusive workplace* (4th ed.). Sage.

Ferdman, B. M., & Deane, B. (2014). *Diversity at work: The practice of inclusion*. Wiley Online Library.

Hubbard, E. E. (2004). *The manager's pocket guide to diversity management*. HRD Press.

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices*. London: Kogan Page.

Saxena, R. & Singh, V. (2019). Shifting landscapes of diversity in India: New Meaning or a contextual shift. In A. Giorgiadou, M.A. Gonzalwz-Perez, M.R. Olivas-Lujan (Eds.), *Diversity within diversity management: Country based perspectives, A.es*. Emerald Publishing.

Sahoo, D.K. & Lenka, U. (2024). Affirmative action and government initiatives to improve gender equality in India: A retrospective view. *Equality, Diversity & Inclusion: An International Journal, ahead of print*

Singh,S. & Shyamsunder,A. (2022). Bringing caste into the DEI conversation. *Harvard Business Review*, 94(4), 90.

Stone, D. L., Dulebohn, J. H., & Lukaszewski, K. M. (Eds.). (2020). *Diversity and inclusion in organizations*. IAP.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter.*Harvard Business Review*, 74(5), 79-90.

Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, N., ... & Gandhi, H. K. (2015). Inclusive workplaces: Lessons from theory and practice. *Vikalpa*, 40(3), 324-362.

Suggestive Readings

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-andinclusion-at-the-workplace.html>

Cooke, F.L. & Saini, D.S.(2010). Diversity Management in India: A study of organizations in different ownership forms and industrial sectors. *Human Resource Management*, 4(3), 477-500.

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7), 60.

Government of India. (2015). Towards a new dawn Government of India Ministry of Women and Child Development On Sexual Harassment of Women at Workplace for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee.
<http://www.shebox.nic.in/assets/site/main/images/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf>

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices*. London: Kogan Page.

Hristov, I, Camilli, & R Mechelli (2022). Cognitive biases in implementing performance management system. *Management Research Review*, 45(9), 1110-1135.

Nair, N., & Vohra, N. (2015). *Diversity and inclusion at the workplace: A review of research and perspectives*. Working Paper Number 2015-03-34. IIM Ahmedabad.

Panicker, A. & Agarwal, R.K.(2020). Transition from diversity to inclusion: Auditing the pulse from an Indian perspective. In J. Marques (Ed.), *The Routledge Companion to Inclusive Leadership* (pp. 203-214). NY: Taylor & Francis.

Robertson,L., Culik, C.T & Tan,R.Y.(2013). Effective diversity staffing. In P.E. Nathan (Ed.), *The Oxford Handbook of Diversity and Work* (pp. 341-365). New Delhi: Oxford University Press.

Roy, I., Saini, T., & Ghosh, P. (2022). Nurturing diversity: Are we ready yet?. *Vikalpa*, 47(3), 235-241.

Sen, K. & Shahi, S. (2021). *Creating a culture of diversity and inclusiveness in India Inc*. Singapore: Springer.

Theodorakopoulus,N & Budhwar, P. (2015).Diversity and inclusion in different work settings: Emerging patterns, challenges and research agenda. *Human Resource Management*, 54(2), 177-197.

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*,68(2), 107-117.

Wilson, E. M. (2003). Managing diversity: Caste and gender issues in organizations in India. In M.J. Davidson & S. L. Fielden (Ed.). *Individual Diversity and Psychology in Organizations*, (pp. 149-169). John Wiley.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE: 13

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE 13 Psychology of Peace	4	3	1	0	Class XII	Nil

Learning Objectives

- To analyze Peace Processes and Models
- To understand Frameworks for Peace building
- To Explore Psychological Perspectives on Peace
- To gain insight of peace building from the Bhagavad Gita and Mahabharata.

Learning Outcomes

After studying the course the students shall be able to:

- Understand the concepts of peace and its relevance in psychology.
- Develop an insight into the process of peace and understand the important models to understand the peace process.
- Explore and interpret social conditions and its relation with conflicts.
- Understand and apply various psychological perspectives of peace.

UNIT I Introduction and History

(9 hours)

Introduction: Peace psychology: definition, historical development of the field, and its relation with the field of CAR (Conflict Analysis and Resolution). Meaning of key concepts- conflict management, conflict resolution, conflict transformation and conflict prevention.

UNIT II Process of Peace and Peace Building

(12 hours)

Nature of peace process (peace-making, peacekeeping and peace building); Positive and Negative Peace; Conflict Transformation by Peaceful Means: Johan Galtung's Transcend Method; Peace education.

UNIT III Psychological Perspective of Peace

(12 hours)

Psychological Understanding of Peace and Conflict - Psychoanalytical: Vamik Volkan; Social-Psychological: Herbert C. Kelman; Exploring Indigenous Traditions (Satyagraha and Ahimsa)

UNIT IV Lessons from the Mahabharata and the Bhagavad Gita

(12 hours)

The concept of Just War- elements of peace, emphasis on war avoidance, role of diplomacy, deterrents, stratagem; Bhagavad Gita's relevance in contemporary times; and any one relevant psychological perspective.

Suggested Tutorial Activities

(15 hours)

- Case studies on conflict, reconciliation, and resolution.
- Analyze text on peace, conflict reconciliation, and conflict resolution.
- Analyze movies on peace, conflict reconciliation, and conflict resolution.
- Peace education
- In depth analysis of the text of Bhagavad Gita.

Essential/recommended readings:

Chadha, V. (2024). How Dharma Shapes Strategic Thought on War in the Mahabharata. *Manohar Parrikar Institute for Defence Studies and Analyses, New Delhi.*, 62. <https://www.idsa.in/wp-content/uploads/2024/04/op-62-How-Dharma-Shapes-Strategic-Thought.pdf>

Christie, D. J. (2006). What is peace psychology the psychology of?. *Journal of social issues*, 62(1), 1-17.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*. London: Pluto Press.

Jeong, H, W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage.

Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution* (pp. 170-183). London: Routledge.

Kelman, H. C., & Fisher, R. J. (Eds.). (2016). *Herbert C. Kelman: A pioneer in the social psychology of conflict analysis and resolution*. Springer International Publishing.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.

Satpathy, B. (2010). Spiritual intelligence from the Bhagavad-Gita for conflict resolution. *International Journal of Indian Culture and Business Management*, 3(4), 449-465.

Upadhyaya, K. N. (1969). The bhagavad gītā on war and peace. *Philosophy East and West*, 159-169.

Volkan, V. D. (2018). *Psychoanalysis, international relations, and diplomacy: A sourcebook on large-group psychology*. Routledge.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York: Routledge.

Suggestive readings:

Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace. *Peace and Conflict: Journal of Peace Psychology*, 7(2), 173-185. DOI: [10.1207/S15327949PAC0702_07](https://doi.org/10.1207/S15327949PAC0702_07)

Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge.

Galtung, J., Fischer, D., & Fischer, D. (2013). *Johan Galtung: Pioneer of peace research* (Vol. 5). New York: Springer.

Malley-Morrison, K., Mercurio, A., & Twose, G. (Eds.). (2013). *International handbook of peace and reconciliation*. New York: Springer.

Langholtz, H. J. (1998). *The psychology of peacekeeping*. Praeger Publishers/Greenwood Publishing Group.

Volkan, V. D. (2000). Traumatized societies and psychological care: Expanding the concept of preventive medicine. *Mind and Human Interaction*, 11: 177-194.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE: 14

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 14 Forensic Psychology	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To examine the history, scope, and ethical considerations of forensic psychology.
- To identify key theories and concepts related to the psychology of criminal behaviour.
- To evaluate the application of forensic psychology in various legal contexts.
- To critically evaluate contemporary issues in the field of forensic psychology.

Learning Outcomes

After completing this course the students will be able to:

- Demonstrate an in-depth understanding of the field of forensic psychology.
- Understand the psychology of criminal behaviour.
- Evaluate the application of forensic psychology in various legal contexts.
- Explore current issues and controversies in the practice of forensic psychology in India.

Syllabus DSE 14

UNIT I Foundations of Forensic Psychology (12 hours)

Overview of Forensic Psychology; Roles and Responsibilities of Forensic Psychologists; Forensic Assessment and Evaluation; Professional Ethics and Standards.

UNIT II Psychology of Criminal Behaviour (12 hours)

Psychological Theories of Criminal Behaviour; Motivation and Criminal Behaviour; Violent Offending and Aggression; Sex Offending and Sexual Violence.

UNIT III Applications of Forensic Psychology (12 hours)

Eyewitness Identification and Testimony; False Confessions and Interrogation Techniques; Trial Consulting and Jury Selection; Techniques in Forensic Psychology (Narco test, Polygraph test and Psychological Autopsy).

UNIT IV Trends and Future Directions in Forensic Psychology (9 hours)

Competency to Stand Trial and Insanity Defense; Forensic Psychology and the Policy Landscape in India; Future Directions in Forensic Psychology Research and Practice.

Practical component (if any) NIL
Tutorial Component (15 hours)

Suggestive Tutorial activities

- Organize a role-playing activity where students take on the roles of forensic psychologists in different scenarios (e.g., working with law enforcement, in court, or in a correctional facility).
- Present case studies that require students to analyze and recommend appropriate forensic assessment techniques.
- Assign students to create visual presentations illustrating the key concepts of selected theories.
- Analyze real-life cases to identify and discuss the motivational factors behind criminal behaviour and to prepare case profiles that focus on the motivational aspects of specific criminal cases.
- Simulate a courtroom setting where students practice questioning eyewitnesses and analyzing the reliability of their testimony.
- Conduct a literature review assignment on the factors influencing eyewitness identification accuracy.
- Organize a role-playing activity where students take on the roles of investigators and suspects in an interrogation scenario.

Essential/recommended readings:

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/>
- Bartol, C. R., & Bartol, A. M. (2017). *Introduction to forensic psychology: Research and application* (5th ed.). SAGE Publications.
- Dvoskin, J. A., & Skeem, J. L. (Eds.). (2016). *Applying social science to reduce violent offending*. Oxford University Press.
- Howitt, D. (2002). *Forensic and Criminal Psychology*. New Delhi: Prentice Hall.
- Grisso, T. (2013). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.). Springer Science & Business Media.
- Gudjonsson, G. H. (2018). *The psychology of interrogations and confessions: A handbook*. Wiley.
- Hess, A. K., & Weiner, I. B. (Eds.). (2015). *The handbook of forensic psychology* (4th ed.). John Wiley & Sons.

Suggestive readings

- de Ruiter, C., & Kaser-Boyd, N. (2015). *Forensic psychological assessment in practice: Case studies*. Taylor & Francis Group.
- Ewing, C. P., & McCann, J. T. (2006). *Minds on trial: Great cases in law and psychology*. Oxford University Press.

Fulero, S. M., & Wrightsman, L. S. (2008). *Forensic psychology*. Cengage Learning.

Loftus, E. F. (1996). *Eyewitness Testimony: With A New Preface*. Cambridge, MA: Harvard University Press

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE: 15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical /Practice		
DSE 15 Introduction to Psychometrics	4	3	0	1	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the fundamental concepts and principles of psychometrics.
- To understand the process of test standardization.
- To design and develop psychometrically robust measuring instruments.
- To conduct item analysis to evaluate the effectiveness of test items.

Learning outcomes

By studying this course, the students will be able to:

- Describe psychometric concepts and principles.
- Understand the steps involved in constructing a test.
- Apply statistical techniques of item analysis.
- Standardize psychological tests.

SYLLABUS OF DSE-15

UNIT I Introduction to Psychometry

(8 hours)

Definition, Nature of psychological measurement; Classical Test Theory, Item Response Theory; Ethical issues (construction and publication of tests).

UNIT II Test Construction

(16 hours)

Conceptualization of the construct (operational definition); Item construction, (item writing, designing responses and scoring); Item analysis (item difficulty, item discrimination, item reliability, and item validity); Translation, validation, and adaptation of test.

UNIT III Test Standardization

(15 hours)

Estimation of Reliability (split-half, parallel/alternate form, test-retest, Kuder-Richardson 20, and Cronbach alpha); Estimation of Validity (Face, Construct, Concurrent, Predictive, Criterion-related, and Factorial validity); Test norms (percentile and standard norms).

UNIT-IV: Issues and Trends in Psychometric Assessment

(6 hours)

Issues: Professional Issues, Social Issues and Moral Issues; Trends: Present and Future Trends in Psychometric Assessment (Indian context also to be emphasized).

Practical component:

(30 Hours)

Suggestive list for practicals:

- Items construction
- Cultural adaptation of a psychological test
- Validation of a psychological test
- Standardization of a psychological test
- Estimating reliability of psychological test

Essential readings

Aiken, L.R., & Groth-Marnat, G. (2009). *Psychological Testing and Assessment*. New Delhi: Pearson Education.

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.

Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications*. New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological Testing and Assessment*. New Delhi: Cengage Learning.

Kline, P. (2000). *Handbook of Psychological Testing (2nd ed.)*. London: Routledge.

Suggested readings

Cohen, R. J. & Swerdilk, M.E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. New York: McGraw-Hill Education.

Furr, M R., & Bacharach, V R (2008). *Psychometrics: An Introduction*. Los Angeles: SAGE Publications.

Guilford, J. P. (1989) *Psychometric Methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Kalina, P. (1998). *The New Psychometrics: Sciences, Psychology and Measurement*. London & New York: Routledge.

Miller, L. A., Lovler, R.L., & McEntire, S A (2015). *Psychological Testing: A Practical Approach (4th Edition)*. New Delhi: SAGE Publication.

Murphy, K.R., & Davidshofer, C.O. (2014). *Psychological Testing: Principles and Applications*. New York: Pearson Education (International Edition)

Nunnally, J.C., & Bernstein, I. H., (2010). *Psychometric Theory*. New Delhi: Tata McGrawHill,

Rust, J., & Golombok, S. (2009). *Modern Psychometrics: The Science of Psychological Assessment*. London and New York: Routledge.

Verma, S K., (2015). Development of Psychological Testing in India. In Savita Malhotra and Subho Chakrabarti, (Eds.). *Developments in Psychiatry in India: Clinical, Research and Policy Perspectives*. New Delhi: Springer, Pp-15-32

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE: 16

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 16 Relationship Science	4	3	1	0	Class XII	Nil

Learning Objectives

- To develop an understanding of the science of close relationships.
- To foster an understanding of families, with special regard to the Indian family.
- Exploring how to nurture and foster healthy relationships.

Learning Outcomes

By studying this course students will be able to:

- Understand the most influential theoretical perspectives guiding relationships research today
- Form effective relationships with friends and other close relationships, like parents, siblings and grandparents
- Develop strategies to form healthy relationships.

Syllabus DSE 16

UNIT I Introduction to the field of relationship science

(8 Hours)

Developments in the field of relationship science; Theoretical perspectives: Interdependence theory, attachment theory, evolutionary theories; Methods to study relationships.

UNIT II Close Relationships

(14 Hours)

Family: Father, Mother and Siblings; Grandparents; Indian Joint Family System

Friendships: Factors affecting friendships; impact of friendships; Indian perspective on friendship.

Marriage: evolution, outcomes and factors affecting marital satisfaction.

UNIT III Psychology of love

(10 Hours)

Factors affecting attraction; Love as a prototype (types of love); Theories of love (love as an ego-strength, the evolutionary perspective, the triangular theory of love); Indian perspective- Divine (Bhakti) love.

UNIT IV Healing in relationships**(8 Hours)**

Healthy relationships: Minding; Flourishing relationships; Relationship Maintenance; Practicing positive relational attitudes like gratitude and forgiveness.

Practical Component (if any)- NIL

Tutorial Component:

(15 Hours)

Suggested activities for tutorials:

- Class debates and discussions to develop critical thinking, e.g. is the Indian perspective of love different from the Global North?
- Experiential exercises to reflect on one's relationship with one's friends/parents/siblings etc.
- Review of movies and OTT series.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or books.
- Class Presentations on contemporary topics.
- Practicing gratitude through exercises such as gratitude journal, and REACH interventions for inculcating forgiveness.
- Assessing how resilient Indian families are.

This is a suggestive and not an exhaustive list of tutorial activities.

Essential/Recommended Readings

- Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.
- Balgopal, P. R., Vassil, T. V., & Verma, R. (2024). Group formation and development. In *Social group work: Historical and contemporary perspectives and practice* (pp. 75–98). Routledge India.
- Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. Sage.
- Chakravorty, S., Desai, S., & Vanneman, R. (2021). *Family demography in India: Emerging patterns and its challenges*. National Council of Applied Economic Research (NCAER). Retrieved from https://www.ncaer.org/news_details.php?nID=499
- Erber, R. & Erber, M. W. (2024). *Intimate relationships: Issues, theories and research*, 4th Edition. Routledge.
- Fehr, B., & Russell, J. A. (1991). The concept of love viewed from a prototype perspective. *Journal of Personality and Social Psychology*, 60(3), 425-438. <https://doi.org/10.1037/0022-3514.60.3.425>
- Finkel, E. J., & Simpson, J. A. (2015). Editorial overview: Relationship science. *Current Opinion in Psychology*, 1, 5-9.
- Regan, P. (2011). *Close relationships*. Routledge.
- Sternberg, R.J. & Weis, K. (2008)(Eds.). *The New Psychology of Love*. Yale University Press.

Suggestive readings

- Ahuja, K.K. & Khurana, D. (2021). Locked-Down love: A study of intimate relationships before and after the COVID lockdown. *Family Relations*, 70(5), 1343-1357. doi.org/ 10.1111/fare.12582.
- Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54(4), 260–266. <https://doi.org/10.1037/0003-066X.54.4.260>

- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Dhar, P.L. (2019). Chapter 18. Love and Kindness. In *The Budha for inquisitive minds*. Embassy Books.
- Franzoi, S.L. (2016). *Social Psychology*, 7th Ed. BVT Publishing
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. Oxford University Press.
- Paranjape, A.C. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies*, 54, 3–22.
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and romantic relationships in college: Can it heal the wounded heart? *Journal of Clinical Psychology*, 58(4), 419–441.
- Varma S. (2024). True love: The penultimate emotion. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (pp. 453-462).Springer.
- <https://www.youtube.com/watch?v=LLXX8wzvT7c>. Gottman, J. *Making relationships work* (part 1).

DISCIPLINE SPECIFIC ELECTIVE COURSE: 17

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 17 Bereavement, Grief and Healing	4	3	1	0	Class XII	Nil

Learning Objectives:

- Introduce students to the psychological, cultural, and social constructs of death, bereavement, and grief.
- Explore various theoretical perspectives on grief and mourning, including stage models, task-based approaches, and constructivist views.
- Examine the cultural expressions of grief through rituals, traditions, and mourning practices across different societies.
- Highlight therapeutic interventions, including professional and alternative healing approaches, to support individuals experiencing grief.

Learning Outcomes:

- Articulate a nuanced understanding of death and grief from psychological, cultural, and religious perspectives.
- Understand the theoretical frameworks to analyze grief experiences across diverse social and cultural contexts.
- Know the role of professional interventions and alternative healing practices in supporting grieving individuals.
- Demonstrate empathy and cultural sensitivity in addressing grief and loss across varied populations.

Syllabus DSE-17**Unit I: Loss and Bereavement****(12 Hours)**

Definition of Death, Perspectives on Death- Death from Eastern and Western perspectives, Karma theory and the cycle of life, death, and rebirth, Concepts of detachment (vairagya), acceptance (samarpan), and dharma in grieving, Religious understanding of Death (Freud, Jung, Tillich, and Bolwby) Clinical Understanding of Death, Psychological Responses to Death (death anxiety), Bereavement.

Unit II: Understanding Grief and Loss**(9 Hours)**

Conceptualising Grief (Definitions, types, and triggers of grief), Bio–Psycho–Social–Spiritual Aspects of Grief, Theories of Grief and Mourning (stage models, task-based models and constructivist perspectives), Grief Responses (emotional and cognitive responses to grief, Pathological responses - Prolonged Grief Disorder, Complicated Grief).

Unit III: Cultural and Social Contexts of Grief**(12 Hours)**

Cultural expressions of grief: rituals, traditions, and mourning practices across cultures, Social Constructs of grief: disenfranchised grief, Collective grief in the face of disasters, pandemics, spirituality and grief.

Unit IV: Healing Practices and Professional Interventions**(12 Hours)**

Therapeutic approaches to grief (Individual therapy (CBT, narrative therapy, existential therapy, crisis intervention), Group interventions and Community Support Systems, Alternative Healing Modalities (Faith Healing, shamans and Mindfulness); Ethics in Grief Work (Understanding boundaries, cultural sensitivity, and trauma-informed care); Post-Traumatic Growth (recognizing opportunities for personal growth and transformation).

Suggested Tutorial Activities: (15 Hours)

- Examine individual differences in grief on personality traits, coping styles, and attachment patterns.
- Explore family systems and dynamics during grief.
- Examine the role of shared grief in strengthening or straining relationships.
- Examine how children understand and cope with loss.
- Discuss the challenges in adulthood in managing grief while balancing roles and responsibilities.
- Interview an elderly person to understand their understanding of grief.
- Self-reflection journal on experiences with change or loss.
- Case vignette analysis: Grief experiences across the lifespan.
- Role-play scenarios: Providing support to grieving individuals.
- Group project on cultural mourning practices.
- Reflection paper on societal attitudes toward disenfranchised grief.
- Analysis of movies and texts on experiences of grief.

Essential Readings

Benziman, G.; Kannai, R.; & Ahmad, A. "The Wounded Healer as Cultural Archetype." *CLCWeb: Comparative Literature and Culture* 14.1 (2012). <https://doi.org/10.7771/1481-4374.1927>

Bryant, C. D. (2003). *Handbook of death and dying*. SAGE Publications.

Dalal, A. K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and traditional Health Care*. India: Sage Publications.

Feifel, H. (1959). *The meaning of death*. McGrawHill.

- Fong, B. Y. (2016). *Death and Mastery: Psychoanalytic drive theory and the subject of late capitalism*. Columbia University Press
- Greenspan, M. (2003). *Healing through the dark emotions: the wisdom of grief, fear, and despair*. Shambhala
- Gross, R. (2018). *The Psychology of Grief*. Taylor & Francis Group.
- Yalom, I. D. (2008). *Staring at the sun*. Wiley
- Kübler-Ross, E. (2009). *On Death and Dying What the dying have to teach doctors, nurses, clergy and their own families*. Routledge.
- Neimeyer, R. A. (1994). *Death Anxiety Handbook: Research, Instrumentation, and Application*. Taylor & Francis
- Neimeyer, R. A., Harris, D., Winokuer, H. R., & Thornton, G. F. (Eds.). (2022). *Grief and Bereavement in Contemporary Society: Bridging Research and Practice*. Routledge.
- Parkes, C. M., Laungani, P. D., & Young, B. (1997). *Death and bereavement across cultures*. Routledge
- Pentaris, P. (Ed.). (2021). *Death, Grief and Loss in the Context of COVID-19*. Routledge.
- Samuel, J. (2017). *Grief Works: stories of life, death and surviving*. Penguin
- Zerubavel, N., & Wright, M. O. (2012). The dilemma of the wounded healer. *Psychotherapy*, 49(4), 482–491. <https://doi.org/10.1037/a0027824>

Suggestive Readings

- Boyratz, G., Horne, S. G., & Waits, J. B. (2014). Accepting death as part of life: meaning in life as a means for dealing with loss among bereaved individuals. *Death Studies*, 39(1), 1–11. <https://doi.org/10.1080/07481187.2013.878767>
- Cozzolino, P. J., Blackie, L. E. R., & Meyers, L. S. (2013). Self-Related consequences of death fear and death denial. *Death Studies*, 38(6), 418–422. <https://doi.org/10.1080/07481187.2013.780110>
- Kumar, R. M. (2023). The many faces of grief: A systematic literature review of grief during the COVID-19 pandemic. *Illness, Crisis & Loss*, 31(1), 100-119.
- Martin, P.M. (2023). *Personal Grief Rituals : Creating Unique Expressions of Loss and Meaningful Acts of Mourning in Clinical or Private Settings*. Routledge.
- Neimeyer, R. A., Wittkowski, J., & Moser, R. P. (2004). Psychological Research on Death Attitudes: An Overview And Evaluation. *Death Studies*, 28(4), 309–340. <https://doi.org/10.1080/07481180490432324>
- Walter, C. A., McCoyd, J. L. M., Koller, J., & Koller, J. M. (2021). *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective*. Springer Publishing Company.

DISCIPLINE SPECIFIC ELECTIVE COURSE: – 18

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 18 Consumer Psychology	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological factors involved in consumer behaviour.
- To understand the internal dynamics of consumers.
- To describe how marketers structure their messages to persuade consumers.

Learning outcomes

By studying this course, the students will be able to:

- Interpret and analyse information about products and services available.
- Understand their motivations for consumption.
- Identify cultural values that influence their consumption behaviour.
- Make informed decisions regarding their purchase behaviour.

Syllabus DSE-18

UNIT I Introduction to Consumer Psychology

(11 hours)

Nature of consumer and consumer psychology, Historical development of consumer psychology; Models of consumer behaviour (learning & psychoanalytic); Contemporary issues in consumer psychology (digital consumer behaviour, sustainability- green consumerism & green washing, ethical consumption).

UNIT II Individual Consumer

(12 hours)

Consumer attention; Consumer learning and memory; Consumer needs (hedonistic vs. utilitarian consumption), Motivational determinants of consumer behaviour.

UNIT III Consumer Influences

(12 hours)

Consumer attitudes and persuasion; Social influence on consumption (family, peers, social media); Cultural values and consumption.

UNIT IV Consumer Decision Making

(10 hours)

Consumer decision making process; Types of consumer decision making; Heuristics and cognitive biases in consumer decision making; Consumption and happiness.

Practical component NIL

Tutorial component:

(15 hours)

Suggestive tutorial activities:

- Debates on ethics of influencer marketing
- Consumer surveys on online shopping/ sustainable consumption
- Case Study analysis of consumer behaviour/ brand loyalty
- Perceptual experiments on how sensory cues influence consumer perception
- Consumer motivation mapping of brands and products.
- Heuristic analysis of marketing strategies
- Group-dynamics role play on consumer scenarios/consumer decision making
- Analysing real-world advertising campaigns
- Class discussion on analysis of factors influencing consumer perception and purchase decisions

Essential/recommended readings

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.

Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus, and Giroux.

Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2nd ed. India: Pearson India Education Services Pvt. Ltd

Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12th ed.). NY: Pearson Education

Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10th ed. England: Pearson Education Limited.

Suggestive readings

Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising*. Psychology Press.

Foxall, G.R. (2015). *Consumer behaviour: A practical guide*. London & NY: Routledge

Noel, H. (2009). *Consumer behaviour*. Switzerland: AVA Publishing

Schiffman, L. G., Kanuk, L. L., & Kumar, S. R. (2020). *Consumer Behavior: Buying, Having, and Being* (12th ed.). Pearson.

Wanke, M. (Ed.). (2009). *Social psychology of consumer behaviour*. NY: Taylor & Francis Group.

Young, B. (2018). *Consumer psychology: A life span developmental approach*. UK: Palgrave Macmillan

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE -19

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 19 Psychology of Spirituality	4	3	1	0	Class XII	NIL

Learning Objectives

- To develop an understanding of Spirituality, its relationship with psychology & the impact of spiritual practices on the structure & function of the brain.
- To study the traditional & contemporary perspectives of spiritual practices in relation to mental health.
- To understand the spiritual practices that enhance well-being & build resilience in an individual.

Learning outcomes

By studying this course, the students will be able to:

- Have an in-depth understanding of Spirituality, its relationship with Psychology & the impact of spiritual practices.
- Develop thorough knowledge on the mental health of an individual in relation to the traditional & contemporary perspectives of spiritual practices.
- Acquire a holistic understanding of the various spiritual practices and their real life applications.

SYLLABUS OF DSE- 19

UNIT I: Introduction:

Understanding Spirituality, Relationship between Psychology and Spirituality, Difference between Spirituality and Religion, Impact of Spiritual Practices on Structure and Function of the Brain.

(12 hours)

UNIT II : Traditional Perspectives: Traditional Perspectives on Mental Health in light of Spiritual Practices (Hinduism, Buddhism, Christianity, Sikhism)
(12 hours)

UNIT III: Contemporary perspectives: Contemporary perspectives on Mental Health in light of Spiritual Practices (Sri Aurobindo (Integral yoga), Jung, Frankl).
(12 hours)

UNIT IV: Uses: Using spiritual practices to enhance Well Being and build Resilience (Prayer, meditation, chanting, mindfulness).
(9 hours)

Practical component (if any) – NIL

Tutorial Component (15 hours)

Suggested Tutorial Activities

- Community outreach program: Visiting spiritual and religious places to understand the philosophy and spiritual practices.
- Debates (role of spirituality in promoting mental well-being).
- Reflective Writing Exercises on Personal Spiritual Growth.
- Book reviews.
- Presentations on Traditional Perspectives in Different faiths.
- Presentation on the neurobiological basis of spirituality and its implications for mental health.
- Interactive meditation sessions (chanting, prayers).
- Comparative analysis essay on the spiritual practices of two different traditions.
- Practicing Mindfulness through journaling.
- Design guided meditation script tailored for a specific psychological well-being outcome.

Essential/recommended readings

- Arthur, A. Frankl's Logotherapy: Spirituality and Search for Meaning. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Frankl%E2%80%99s+Logotherapy%3A+Spirituality+and+Search+for+Meaning+Anne+Arthur&btnG=
- Bhawuk, D. (2011). Spirituality and Indian psychology: lessons from the Bhagavad-Gita. Springer Science & Business Media.
- Jhutti-Johal, J. (2012). Sikhism and mental illness: negotiating competing cultures. In Religion and the Body (pp. 235-255). Brill.
- Lazaridou, A., & Pentaris, P. (2016). Mindfulness and spirituality: therapeutic perspectives. Person-Centered & Experiential Psychotherapies, 15(3), 235-244.
- Moanungsang (2014). Sri Aurobindo's Integral Yoga . Christian world imprints. New Delhi. India.
- Mohandas E. (2008). Neurobiology of spirituality. Mens sana monographs, 6(1), 63–80.
<https://doi.org/10.4103/0973-1229.33001>
- Nelson, J. M. (2009). Psychology, religion, and spirituality. Springer Science & Business Media.
- Rao, K. R., & Marwaha, S. B. (Eds.). (2005). Towards a spiritual psychology: Essays in Indian psychology. Samvad India Foundation.

Suggestive readings

Chowdhury, M. S., Kochar, M. K. (2020). A study of spiritual values in Sikhism to immune the mental health for joyful living. GHG Journal of sixth thought, 7.

Paloutzian, R. F., & Park, C. L. (Eds.). (2014). Handbook of the psychology of religion and spirituality. Guilford Publications.

Rama, S. (2000). Perennial psychology of the Bhagwat Gita. Himalayan Institute Press.

Tseng, A. A. (2022). Scientific Evidence of Health Benefits by Practising Mantra Meditation: Narrative Review. International Journal of Yoga, 15(2), 89.

Villani, D., Sorgente, A., Iannello, P., & Antonietti, A. (2019). The role of spirituality and religiosity in subjective well-being of individuals with different religious status. Frontiers in psychology, 10, 1525.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE -20

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 20 Statistical Techniques Using Software Tools	4	3	Nil	1	Class XII	

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with advanced statistical methods applicable to psychological research.
- To orient students to conduct data analysis utilizing statistical software applications.
- To equip students to interpret and present statistical findings.
- To encourage critical thinking and the capability to assess the suitability of statistical methods for particular research inquiries.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course, students will be able to:

- Utilize software tools to perform statistical analyses.
- Interpret and report results of statistical analyses.
- Employ statistical techniques in psychological research.
- Evaluate the statistical methods and outcomes presented in published studies.

Syllabus DSE 20

UNIT – I: Basics of Quantitative analysis (10 hours)

Data Cleaning, Missing values, Normalcy of data, Sample size estimation, Power and Effect size

UNIT – II: Analysis of Variance (12 hours)

Repeated measures ANOVA; Introduction to Factorial Designs: 2-way ANOVA, ANCOVA, MANOVA

UNIT – III: Correlation and Regression Analysis (13 Hours)

Correlation methods (point biserial, biserial, tetrachoric and Phi), Partial and Multiple correlation; Multiple regression, logistic regression; Introduction to Mediation and Moderation analysis; Interpretive aspect of correlation and regression

UNIT – IV: Non-Parametric Statistics**(10 Hours)**

Mann-Whitney Wilcoxon test, Wilcoxon signed-rank test, Kruskal-Wallis one way ANOVA and Friedman test; Applications of non-parametric methods in psychological research.

Practical component:**(30 hours)**

- Hands-on data analysis using software such as Jamovi, SPSS, R, or Python.
- Sample size estimation, Power and Effect size using G* Power.
- Conducting statistical tests and interpreting results.
- Report writing and presentation of analysis outcomes using APA format.

Essential/recommended readings:

Aron, A., Aron, E. N., & Coups, E. J. (2022). *Statistics for Psychology* (7th ed.). Pearson.

Brooto, K. D. (1990). *Experimental design in behavioural research*. Wiley.

Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: A practical introduction* (2nd ed.). Routledge.

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Hinton, P. R., McMurray, I., & Brownlow, C. (2014). *SPSS explained* (2nd ed.). Routledge.

King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). Wiley.

Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson.

Suggestive readings:

Garrett, H. E. (2014). *Statistics in Psychology and Education* (6th ed.). Surjeet Publications.

Mangal, S. K. (2002). *Statistics in Psychology and Education* (2nd ed.). Prentice Hall India Learning Private Limited.

Rust, J., Kosinski, M., & Stillwell, D. (2020). *Modern psychometrics: The science of psychological assessment* (4th ed.). Routledge.

Suggestive Softwares:

- <https://www.jamovi.org/>
- <https://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – 21

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 21 Basic Psychotherapeutic Skills	4	3	0	1	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

Learning Outcomes

After completing this course, the students will be able to:

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

Syllabus of DSE

Unit 1: Introduction to Psychotherapy (10 hours)

Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

Unit 2: Psychotherapeutic Techniques (15 hours)

Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

Unit 3: Psychotherapy in diverse settings (12 hours)

Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

Unit 4: Ethics and Psychotherapy (8 hours)

Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017

Suggestive Practicals-**(30 hours)**

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

Essential/recommended readings:

- Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.
- Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017). *Comprehensive textbook of psychotherapy*. Oxford University Press.
- Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. *Foundations of Indian Psychology*, 5–4.
- Frank, E., Swartz, H. A., & Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Bipolar Disorder*, 257-268.
- Lev, A., McKay, M., Steven C. Hayes, Dennis Tirch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirch. (n.d.). *ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles*.
- Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.
- Ministry of Law and Justice. (2021). *The national commission for allied and healthcare professions act*. Ministry of Health and Family Welfare.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model*. Sage Publications.
- Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*. Thomson/Brooks/Cole.
- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE : Understanding Human Resources

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Understanding Human Resources	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- It will enable students to effectively manage and plan key human resource functions within organisations.
- The student will be able to integrate the knowledge of HR concepts to take correct business decisions.

Syllabus GE

UNIT –I Acquisition of Human Resources (15 hours)

Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

UNIT – II Development of Human Resources (9 hours)

Training: Process, Training Need Analysis, Training methods.

UNIT III Rewarding Human Resources (9 hours)

Performance Appraisal: Process, Methods.

UNIT IV HRM and IHRM

(12 hours)

Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

Suggestive list of Tutorials (15 hours)

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Case Study

Essential/recommended readings

Aswathappa, K. (2017). *Human Resource Management: Text and Cases* (8th ed.) McGraw Hill Education.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International Human Resource Management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005). *Human Resource Management-Issues, case studies and experiential exercises*. 3rd edition. New Delhi: Sai Printographers.

DeCenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of Human Resource Management*. (14th Ed). NY: Wiley.

Harzing, A. W. (2011). *International Human Resource Management*. Sage.

Suggestive readings

Deb, T. (2006). *Strategic Approach to Human Resource Management: Concept, Tools & Application*. Atlantic Publishers.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERAL ELECTIVE COURSE: Psychology and Communities

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE- Psychology and Communities	4	3	1	0	Class XII	Nil

Learning Objectives

- To comprehend the concepts and goals of Community Psychology.
- To examine research methods relevant to the field of Community Psychology.
- To learn applications of Community Psychology towards vulnerable communities.
- To understand the links between community-based work and mental health.

Learning outcomes

By studying this course, students will be able to:

- Obtain a greater understanding of community based work.
- Analyze phenomena through an ecological lens.
- Acquire the readiness to work with different communities.

Syllabus

UNIT – I Community Psychology - An Introduction

(12 Hours)

Definition and types of communities; Nature and core values of community psychology; Ecological Systems Perspective in Community Psychology

UNIT – II Research in Community Psychology

(12 Hours)

Goals of Community Research; Assumptions and Values underlying Research in Community Psychology; Processes in Community Psychology Research; Research methods of Community Psychology

UNIT III- Working with Vulnerable Communities

(9 Hours)

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities

UNIT IV- Community Mental Health in India Hours)

(12

Community Mental Health; Changing Public Stigma in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

Suggestive tutorial activities

(15 hours)

- Discussions on the lives and works of well-known community psychologists and/or advocates
- Presentations on topics relevant to Community Psychology
- Devising and sharing interesting research designs and interventions on topics given in the syllabus
- Self-reflective exercises on students' community based identities
- Documentary screening and analysis on diverse communities.

- Analysis of policies relevant to different communities

Essential readings

- Bakic, H., & Ajdukovic, D. (2021). Resilience after natural disasters: the process of harnessing resources in communities differentially exposed to a flood. *European journal of psychotraumatology*, 12(1), 1891733.
- Cáceres, Á. L., Ramesh, R. M., Newmai, P., Kikon, R., & Deckert, A. (2023). Perceptions, health seeking behavior and utilization of maternal and newborn health services among an indigenous tribal community in Northeast India—a community-based mixed methods study. *Frontiers in Public Health*, 11.
- Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.
- Joseph, J. K., Anand, D., Prajeesh, P., Zacharias, A., Varghese, A. G., Pradeepkumar, A. P., & Baiju, K. R. (2020). Community resilience mechanism in an unexpected extreme weather event: An analysis of the Kerala floods of 2018, India. *International Journal of Disaster Risk Reduction*, 49, 101741.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.
- McNamara, R. A., & Naepi, S. (2018). Decolonizing community psychology by supporting indigenous knowledge, projects, and students: Lessons from Aotearoa New Zealand and Canada. *American Journal of Community Psychology*, 62(3-4), 340-349.
- Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.
- Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.
- Palita, S. K., Panda, D., & Nayak, J. K. (2023). Indigenous Communities And Biodiversity Conservation: An Indian Perspective. *Science And Culture*.
- Sharma, S., Mehra, D., Akhtar, F., & Mehra, S. (2020). Evaluation of a community-based intervention for health and economic empowerment of marginalized women in India. *BMC Public Health*, 20(1), 1-16.

Additional References:

- Bhattacharjee, S. (2021). Conservation of Indigenous Tribal Culture at Tripura, India: A Model. *Library Philosophy and Practice*, 1-11.
- Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.
- Gupta, M., Bosma, H., Angeli, F., Kaur, M., Chakrapani, V., Rana, M., & Van Schayck, O. C. (2017). Impact of a multi-strategy community intervention to reduce maternal and child health inequalities in India: a qualitative study in Haryana. *PloS one*, 12(1), e0170175.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERAL ELECTIVE COURSE : Cognitive Psychology in the Contemporary World

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Cognitive Psychology in the Contemporary World	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- To understand the nature of human cognition
- Understand the fundamental concepts central to cognitive psychology
- To comprehend how cognitive functioning operates in everyday life.

Learning outcomes

By studying this course, students will be able to :

- Learn important concepts in the field of Cognitive Psychology
- Understand the uses of cognitive psychology concepts in daily life.

Syllabus GE

Unit I: Cognitive Psychology: Introduction

(9 Hours)

Nature, Fundamental Ideas And Key Themes; History: Philosophical And Psychological Antecedents Of Cognitive Psychology; Paradigms Of Cognitive Psychology

Unit II: Reasoning And Decision Making

(12 hours)

Types Of Reasoning; Patterns Of Reasoning Performance; Phases Of Decision Making; Cognitive Illusions In Decision Making

Unit III Language

(12 hours)

The Structure Of Language; Language Comprehension And Production; Language And Cognition

Unit 4: Individual And Situational Differences In Cognition

(12 hours)

Gender Differences In Cognition; Effects Of Aging On Cognition; Cognition In Cross-Cultural Perspectives

Suggestive tutorial activities

(15 hours)

- Discussions on the lives and works of well-known cognitive psychologists
- Presentations on topics relevant to cognitive psychology. E.g., critical thinking, culture and cognition
- Devising and sharing interesting research designs on topics given in the syllabus
- Experiential exercises related to cognitive phenomena such as reasoning and decision making
- Documentary screening on related fields such as cognitive neuroscience, cognitive science

Essential/ recommended readings:

- Srinivasan, N., Gupta, A., & Pandya, R. (Eds.) (2008). *Perspectives on Cognitive Science; Volume 1*. New Delhi; Sage Publications
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.
- Matlin, M.W. (2014). *Cognition*. 8th Edition. Delhi: Pearson.
- Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

Suggested readings:

- Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.
- Passer, M. W., & Smith, R. E. (2004). *Psychology: The science of mind and behavior*. McGraw-Hill.
- Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The leadership quarterly*, 15(1), 55-77.

GENERAL ELECTIVE COURSE : Fundamentals of Sports Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE: Fundamentals of Sports Psychology	4	3	0	1	Passed Class XII	Nil

Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- Hands-on training to students with the help of practical are listed in the course.

Learning Outcomes

- Understand potential issues with measurement and interventions in sports.

Syllabus

UNIT-I: Basics of Sports Psychology (15 hours)

Introduction (Definition and origin), Need & Scope of Sports Psychology, Origin of Sports Psychology in the Indian setting, Role of Sports Psychologist (importance of sports psychology for athletes, coaches and others related to sports settings)

UNIT-II: Psychophysiological Correlates (12 Hours)

Anxiety, Arousal (inverted u hypothesis) and Stress in relation to peak performance, Personality (sports-specific personality traits), Personality and performance in sports (POMS by Morgan), Motivation in relation to sports performance & Goal setting

UNIT – III : Psychological Problems of Athletes (8 Hours)

Injury in sports, Understanding the Psychological Factors of Injury and Rehabilitation, Burnout & overtraining

UNIT – IV: Mental Training in Sports (10 Hours)

Need for and Importance of Mental Training in Sports for Athletes, Relaxation Techniques (Progressive Muscle Relaxation, Yoga, meditation, Biofeedback-assisted training), Activation Techniques(Imagery, VMBR, Psych up technique, pep talk, & mindfulness training), Concentration Training, Self-confidence, Goal Setting, self-efficacy in sports, Self-talk, Thought stopping & centering).

Suggestive Practical : (30 Hours)

- Any psychological test from the above units on measuring Sports Anxiety, Personality Testing POMS, Attention & Concentration, etc.

- Measuring Participation Motivation Questionnaire, Willi's sports motivation scale, Mental Toughness, etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop
- Simulated Exercise/case study of Indian sportsperson /Team.

Essential/recommended readings

Cox ,R (2006) .Sports Psychology .McGraw -Hill Education

Carron, A.V ., Hausenlas, H.A.Mark Eys (2005).Group Dynamics in Sports.Organtown ,WV:Fitness information Technology , INC, US.

Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers

Weinberg , R.S.,& Gould ,D(1995) .Foundation of sports & Exercise psychology Champaign,IL:Human Kinetics.

Suggested readings

Jarvis M (2006). *Sports psychology: A students handbook* .Rutledge.

LeUnes, A., & Nation, J.R (2002). *Sport psychology: An introduction* 3rd ed.Belmont CA: Wadsworth Thomson Learning.

Perry J (2016) .*Sports Psychology: A complete introduction* .Kindle Edition

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE COURSE: Statistical Foundations for

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Statistical Foundations for Psychological Research	4	3	1	0	XII Passed	Nil

Learning Objectives

- To understand the importance of statistics in psychological research.
- To develop the ability to summarize and describe data sets using descriptive statistics.
- To understand and interpret the normal distribution curve in the context of psychological data analysis.
- To analyze relationships between variables using correlation techniques.
- To understand basics of hypothesis testing and determining statistical significance in psychological research.

Learning outcomes

By studying this course, students will be able to:

- Calculate and interpret descriptive statistics such as measures of central tendency and variability.
- Understand and apply the normal probability curve and z-scores.
- Conduct correlation analysis and interpret results.
- Understand testing of hypotheses and the implications of statistical significance.
- Use statistical reasoning to evaluate psychological research and draw valid conclusions.

Syllabus

UNIT-I: Introduction

(12 Hours)

Importance of statistics in psychological research; Descriptive and Inferential Statistics; Scales of Measurement; Measures of Central Tendency (Mode, Median, Mean): Properties and Computation using raw scores; Measures of Variability (Range, Variance, Standard Deviation): Properties and Computation using raw scores.

UNIT – II: Standard Scores & Normal Probability Curve (8 Hours)

Standard Scores (z-scores and T-scores): Properties and Computation using raw scores; Normal Probability Curve: Nature and Properties; Skewness & Kurtosis: Meaning and Types

UNIT–III: Correlation (10 Hours)

Correlation: Direction and Degree; Correlation and Causation; Pearson's Coefficient of Correlation: Assumptions and Computation from raw scores; Cautions concerning Correlation Coefficients

UNIT–IV: Hypothesis Testing (15 Hours)

Testing a Hypothesis about a Single Mean; Steps of Hypothesis Testing; Null hypothesis & Alternate hypothesis; Retention & Rejection of Null hypothesis; p - values and statistical significance; Errors in hypothesis testing (Type I & Type II Errors); t - test (independent & paired sample); Difference between Parametric and Non-Parametric Tests

Tutorial Component (15 Hours)

The following suggestive list of activities may be done manually or using excel tool pack or statistical software:

- Applying statistical methods to real-world psychological research
- Calculating descriptive statistics
- Drawing The Normal Probability Curve
- Problems Based On Standard Scores
- Calculating and Interpreting Pearson's Coefficient Correlation
- Performing Hypothesis Testing Using T-test
- Interpreting Data Based On P-values and statistical significance
- Reporting Results in APA Format

Essential/recommended readings

Aron, A., Aron, E.N. & Coups, E.J. (2013). *Statistics for Psychology* (6th Ed.). Delhi: Prentice Hall of India.

Howitt, D. and Cramer, D. (2011). *Introduction to Statistics in Psychology*. London, UK: Pearson Education Ltd.

King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). Noida: Wiley.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). Delhi: Prentice Hall of India.

Suggestive readings

Bourne, V. (2017). *Starting Out in Methods and Statistics for Psychology: A Hands-on Guide to Doing Research*. Oxford University Press.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Delhi: Cosmo Publications.

Veeraraghavan, V.&Shetgovekar,S.(2016).Textbook of Parametric and Non-Parametric Statistics. New Delhi: Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

SEMESTER- VIII

DISCIPLINE SPECIFIC CORE COURSE 20

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 20 Culture and Psychology	4	3	1	Nil	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

To understand and critically evaluate the role of culture in different culturally informed traditions of Psychology: Cultural Comparative, Cultural Psychology, Indigenous Psychologies and Decolonial Psychology

To specify the mechanisms involved in the interplay of psyche and culture in diverse approaches to study culture

To introduce methodological practices of studying culture in different cultural approaches

To comprehend the cultural constitution of psychological processes such as emotion, moral development, family relations, health and healing

Learning outcomes

By studying this course students will be able to:

- Understand the need to study culture in psychology
- Compare and contrast as well critically evaluate the cultural concept across different traditions of study of culture in Psychology
- Analyze the diverse mechanisms underlying the interplay between culture and psyche as conceptualized in different approaches
- Comprehend the varied methodological practices of researching culture.

Syllabus DSC- 20

UNIT – I

(12 Hours)

Interface of Culture and Psychology: What is Culture: Definitional Debates in Culture; Need to study Culture in Psychology; Major features and Goals, Culture-Psyche relationship, Methodological Considerations: Cross-Cultural Approach, Cultural Psychology, Indigenous Psychologies

UNIT – II**(12 Hours)**

Cultural constitution of psychological processes: Approaches of interdependence of Culture and Psychology: The Dimensional Approach, The Sociocultural Model Approach, The Toolkit Approach, The Ecocultural Approach, The Dynamic Constructivist Approach; Cultural research on Family Dynamics: Filial Piety; Culture and Moral Development; Indigenous Healing Practices; Cultural Construction of Emotions

UNIT – III**(9 Hours)**

Critical Look at Culture: Problematics of Cultural Concept in Indigenous Psychologies; Transnational approach to Culture; Self making in the context of migration and diaspora: Hybridity and Dialogical Self

UNIT – IV**(12 Hours)**

Challenges to Western hegemony in Psychology: Decolonizing Psychology; Introducing Decolonizing research practices; Building Global Psychology: Prospects and Challenges

Practical component (if any) - Nil

Tutorial Component :**(15 hours)****Suggestive Tutorial Activities**

- An exploration of the themes of culture in literary writings of various authors.
- An exploration of the themes of culture in suitable films.
- Presentations on the cultural comparative analysis of psychological concepts (like self, personality, emotion, cognition, psychopathology, well-being, health etc)
- A conceptual analysis of any culturally rooted constructs.
- An explication of the decolonising research and practices related to various sub-fields of psychology (such as therapy, counselling, education and people management practices)
- Reflexive journaling to understand self-construal in the context of culture and globalisation
- An engagement with and reflections on the personal narratives of diaspora, exile, immigration, and refugee hood. The narratives may be accessed through media and social media.

Essential/ recommended readings:

- Bansal, P. (2024). Where is 'Culture' in Psychology?. In P. Bansal, *Re-envisioning Psychology: Debating Paradigmatic Foundations*. Routledge India.
- Bedford, O., & Yeh, K.-H. (2021). Evolution of the Conceptualization of Filial Piety in the Global Context: From Skin to Skeleton. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.570547>
- Bharte, U. L., & Mishra, A. K. (2023). Working Through the Politics of Indigeneity: Decolonising Psychology by Way of a Dialectical Approach. *Psychology and Developing Societies*, 35(1). <https://doi.org/10.1177/09713336231152302>
- Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology*, 27-28(2-1), 301–321. <https://doi.org/10.1037/h0091298>
- Bhatia, S. (2017). Decolonizing Moves: Beyond Eurocentric Culture, Narrative, and Identity. In *Decolonizing psychology: Globalization, social justice, and Indian youth identities*

- (pp. 1–20). Oxford University Press.
<https://doi.org/10.1093/oso/9780199964727.001.0001>
- Bhatia, S., & Ram, A. (2004). Culture, Hybridity, and the Dialogical Self: Cases From the South Asian Diaspora. *Mind, Culture, and Activity*, 11(3), 224–240.
https://doi.org/10.1207/s15327884mca1103_4
- Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 301–346). Allyn & Bacon.
- Kitayama, S. & Salvador, C.E. (2024) Cultural Psychology: Beyond East and West. *Annual Review of Psychology*, 18(75), 495-526. <https://doi.org/10.1146/annurev-psych-021723-063333>.
- Lonner, W. J., & Adamopoulos, J. (1997). Culture as antecedent to behavior. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 43–83). Allyn & Bacon.
- Markus, H. R., & Hamedani, M. G. (2007). Sociocultural psychology: The dynamic interdependence among self systems and social systems. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 3–39). The Guilford Press.
- Menon, U., & Shweder, R. A. (1994). Kali’s tongue: Cultural Psychology and the Power of Shame in Orissa, India. *Emotion and Culture: Empirical Studies of Mutual Influence.*, 241–282. <https://doi.org/10.1037/10152-007>
- Pe-Pua, R. (2020). From Indigenous Psychologies to Cross-Indigenous Psychology—Prospects for a “Genuine, Global Human Psychology.” *Global Psychology from Indigenous Perspectives*, 189–223.
- Ranganathan, S. (2018). Indigenous Healing Practices in India: Shamanism, Spirit Possession, and Healing Shrines. In G. Misra (Ed), *Psychosocial Interventions for Health and Well-Being* (pp.109-122). Springer.
- Shweder, R. A., Mahapatra, M., & Miller, J. G. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), *The emergence of morality in young children* (pp. 1–83). University of Chicago Press.
- Thambinathan, V., & Anne Kinsella, E. (2021). Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis. *International Journal of Qualitative Methods*, 20, 1-9. <https://doi.org/10.1177/16094069211014766>.
- van de Vijver, F. J. R., & Leung, K. (1997). Methods and data analysis of comparative research. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 257-300). Allyn & Bacon.

Suggestive readings

- Bansal, P. (2022). Insurrections of indigenous knowledges: Debating “critical” in indigenous psychologies. *Culture & Psychology*, 1354067X2211458.
<https://doi.org/10.1177/1354067x221145897>
- Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from? Where can they go? *Asian Journal of Social Psychology*, 3(3), 223–240.
<https://doi.org/10.1111/1467-839x.00066>
- Matsumoto, D., Juang, L., & Hwang, H. C. (2022). An Introduction to Culture and Psychology. In Matsumoto, D., Juang, L., & Hwang, H. C., *Culture and psychology* (7th ed., pp.1-35). Cengage Learning.
- Misra, G., Sundararajan, L., Teo, T., Sing-Kiat Ting, R., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist*.

Pandya, N., Jensen, L. A., & Bhangaokar, R. (2021). Moral reasoning among children in India: The intersection of culture, development, and social class. *Applied Developmental Science*, 1–20. <https://doi.org/10.1080/10888691.2021.2007770>

Sinha, M., & Chauhan, V. (2013). Deconstructing LajjA as a Marker of Indian Womanhood. *Psychology and Developing Societies*, 25(1), 133–163. <https://doi.org/10.1177/0971333613477314>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE 22

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 22 Qualitative Research in Psychology	4	3	1	Nil	Class XII	Nil

Learning objectives

The Learning Objectives of this course are as follows:

- To orient learners with the landscape of qualitative methodology.
- To acquaint learners with skills of using qualitative methods.
- To acquaint learners with methods of qualitative analyses.
- To further the foundational knowledge of qualitative research methods in psychology

Learning outcomes

After studying this course, learners will be able to:

- Develop a sound knowledge base of emerging methods used in qualitative research
- Apply qualitative research in various subfields of psychology and allied social research domains
- Apply the qualitative methods in various interdisciplinary fields rooted in psychological orientation.

Syllabus DSE 22

Unit I Orientation to Qualitative Research

(10 Hours)

Issues in Qualitative research (*reflexivity, ethics, voice and agency*); Basics of Qualitative Analyses (*coding, theme generation, memoing, bracketing and data saturation*)

Unit II Advanced Methods of Qualitative Research

(12 Hours)

Ethnography, Autoethnography, Oral History, Life History and Biographies, Visual Methods (*videos, photographs and films*); Qualitative research in media & digital content

Unit III Analyses in Qualitative Research

(15 Hours)

Approaches: Interpretative Phenomenological Analysis, Discourse Analysis and Psychoanalytic Approaches; Software aids to qualitative analyses: *NVivo & ATLAS.ti*

Unit IV Domains of Applications in Qualitative Research

(8 Hours)

Working with Vulnerable Groups; Policy Review and Market Research; Healthcare Research

Practical component (if any) – NIL

Tutorial Component

(15 Hours)

Suggestive List of Tutorial Activities:

- Interpreting visual texts, art forms and aesthetics, poems and literary pieces.
- Analysing media artifacts: advertisements, magazine & posters.
- Interpreting archival data like books, manuscripts, biographies etc.
- Analysing interview/observation data.
- Comparing the data coding and themes generation from various qualitative methods
- Developing qualitative research proposals.
- Hands on exercises on publishing qualitative reports.
- Using qualitative methodology towards understanding self from a first person perspective (e.g. Reflexive journaling and autoethnography).

Essential/ Recommended Readings

Raghvan, A. (2022). Qualitative research methods in psychology. Society Publishing.
Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.
Howitt, D. (2019). *Introduction to Qualitative Research Methods in Psychology*. Pearson UK.
Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press, USA.
Okoko, J. M., Tunison, S., & Walker, K. D. (2023). *Varieties of Qualitative Research Methods*. Springer.
Willig, C., & Rogers, W. S. (Eds.). (2017). *The SAGE handbook of qualitative research in psychology*. Sage.

Suggestive Readings

Bauer, M. W., & Gaskell, G. (Eds.). (2000). *Qualitative researching with text, image and sound: A practical handbook for social research*. Sage.
Belk, R. W., & Otnes, C. (Eds.). (2024). *Handbook of Qualitative Research Methods in Marketing: Second Edition*. Edward Elgar Publishing.
Denzin, N. K., & Lincoln, Y. S. (1996). Handbook of qualitative research. *Journal of Leisure Research*, 28(2), 132.
Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.
Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological journal*, 20(1), 7-14.
Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2012). *Qualitative methods in public health: A field guide for applied research*. John Wiley & Sons.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE 23

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 23 Self-Management in Organisations	4	3	1	Nil	Class XII	Nil

Learning Objectives

- Develop self-awareness and understand their own strengths and weaknesses
- Appreciate the relevance of emotional intelligence at the work place and its relationship with leadership
- Understand the strategies of self-presentation in organizations
- Critically examine the nature of stress management, time management, and anger management
- Recognize the dynamics of constructs of positive psychology at the workplace, viz. Hope, Efficacy, Resilience, and Optimism

Learning Outcomes

At the end of this semester, the students will be able to:

- Develop self-awareness and understand their own strengths and weaknesses
- Comprehend the nature of emotional intelligence and find ways to enhance it
- Use the strategies of self-presentation in organizations to write cover letters and resumes, and make effective presentations
- Understand strategies of stress management and time management
- Find ways to build Hope, Efficacy, Resilience, and Optimism at the workplace.

Syllabus DSE 23

Unit I

(12 hours)

Self-awareness: Understanding self-strengths and weaknesses; Johari window; Emotional intelligence (any one model, Emotional intelligence in the workplace, Enhancing EI, Emotional intelligence and leadership)

Unit II:

(12 hours)

Self-management: Clarifying values, setting goals and planning; Self-presentation tactics; Gender differences on self-presentation; Social networking sites and self-presentation; Self-promotion; Resumes and cover letters

Unit III: (12 hours)
Competencies at work: Stress Management, Time management; Anger management

Unit IV:
Being a HERO at the Workplace: Building Hope; Efficacy; Resilience, Optimism (9 hours)

Practical component (if any) Nil
Tutorial component (15 hours)

Suggested Tutorial Activities:

- Self-awareness experiential exercises
- SMART goal setting exercises
- Preparing an inventory of self-strengths, personal values and KSAs
- Reflective exercises to identify cognitive distortions to reframe negative thoughts that may cause anger
- Experiential exercises to develop emotional intelligence, manage stress, optimism
- Assessing gender differences on self-presentation on social networking sites such as LinkedIn
- Preparing one’s resume
- Review of job descriptions on job postings to tailor resumes accordingly
- Review of literature or papers in journals/ books and tailoring it accordingly

This is a suggestive and not an exhaustive list of tutorial activities.

Essential readings

Ahuja, K. K. (2024). Right byte or left out? Gender differences in self-presentation among job-seekers on LinkedIn in India. *Discover Psychology*, 4(1): 59. <https://doi.org/10.1007/s44202-024-00176-9>.

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. Routledge.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behaviour: An evidence-based approach* (14th ed.) IAP.

Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behaviour* (6th Edn.). Mindtap Cengage.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training in interpersonal skills: Tips for managing people at work*, 6th Ed. Pearson.

Suggested readings

Aeon B, Faber A, Panaccio A (2021) Does time management work? A meta-analysis. *PLoS*

ONE 16(1): e0245066. <https://doi.org/10.1371/journal.pone.0245066>

Ahuja, KK (2021). (In)Sincerely yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations*, 57(1), 86-98.

Gibson, D., & Tulgan, B. (2004). *Managing anger in the workplace*. HRD Press.

Goleman, D., Kaplan, R.S., David, S. & Eurich, T. (2018). *Self-Awareness* (HBR Emotional Intelligence Series). HBR.

Goleman, D. (2008). *Working with Emotional Intelligence*. Bantam Books.

Goleman, D. (2006). *Emotional Intelligence*, 10th anniversary ed. Bantam Dell.

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

Jones, E.E., Pittman, T.S. and Jones, E.E. (1982) Toward a general theory of strategic self-presentation. In Suls, J. (Ed.), *Psychological Perspectives on the Self*, Vol. 1, Erlbaum, Hillsdale, 231-262.

Luft, J. & Ingham, H. (1955). *The Johari window: A graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development*. UCLA.

Mayer, J.D., Salovey, P. & Caruso, D. (2000). Models of emotional intelligence. In R. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge University Press.

Risavy, S. D. (2017). The resume research literature: Where have we been and where should we go next? *Journal of Educational and Developmental Psychology*, 7(1), 169-187. <https://doi.org/10.5539/jedp.v7n1p169>

Stranks, J. (2005). *Stress at work: Management and prevention*. Elsevier Butterworth-Heinemann.

Thomack B. (2012). Time management for today's workplace demands. *Workplace Health Safety*, 60(5):201-3. doi: 10.1177/216507991206000503.

Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation*. Routledge.

DISCIPLINE SPECIFIC ELECTIVE 24

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 24 Personality Psychology	4	3	1	0	Class XII	Nil

Learning Objectives

The learning objectives of this course are as follows:

- To develop the conceptual knowledge of personality psychology and its scope.
- To develop an understanding on various theoretical perspectives of personality with special emphasis on the Indian view.
- To learn various techniques of personality assessment and understand its application in different areas.

Learning Outcomes

- Developing an understanding of personality, its foundations and recognizing the role of culture and gender in shaping personality.
- Enabling comprehensive knowledge of various approaches to personality.
- Understanding various techniques of personality assessment and appreciating its applications in diverse frameworks.
- Knowledge of contemporary research in the field of personality psychology.

Syllabus DSE 24

UNIT I: Introduction

(12 Hours)

Nature and scope of personality psychology, Personality over time – stability, change and coherence, Role of culture and gender in shaping personality, Deviations in personality using case reflections

UNIT II: Theories of Personality**(18 hours)**

Indian Approaches to understanding personality: Triguna :Sattva (clarity), Rajas (activity) and Tamas (inertia) and Ayurvedic Tridosha (Vata, Pitta and Kapha)

Overview of various approaches in understanding personality

psychoanalytic, humanistic, behavioural, social-cognitive, humanistic, existential, social-cultural and biological.

Neo- Freudian- Carl Jung, Alfred Adler

Humanistic- Carl Rogers and Rollo May

UNIT III: Personality Assessment and contemporary trends**(6 hours)**

Assessment of personality (objective, subjective, and projective techniques) and Contemporary trends in personality research

UNIT IV: Development and Applications**(9 hours)**

Skills for personality development, Applications of personality psychology in varied contexts – workplace, relationships and academia

Practical Component Nil**Tutorial component****(15 hours)****Suggestive list of tutorials:**

- Compare personalities of any two famous people belonging to different cultures/ countries.
- Pick any character of your choice (fictional, TV series, etc.) and prepare a list of their personality traits.
- Administer MPI or NEO-FFI to assess personality traits of an individual.

Essential / recommended readings:

Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology*. New York: Cambridge University Press.

Chaudhary, M (2020). Soft skills and personality development. *International Journal of Multidisciplinary Research Review*, 6(2).

Ewen, R.B.(2014). *An Introduction to Theories of Personality*. Psychology Press

Feist, J., Feist, G.J., & Roberts, T.A (2018). *Theories of personality*. McGraw-Hill Education.

Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). *Theories of Personality*. New Delhi: Wiley India Pvt. Ltd.

Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature*. McGraw Hill.

Medina-Craven, M. N., Ostermeier, K., Sigdya, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of*

Management History. doi.org/10.1108/JMH-06-2022-0021

Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Wadsworth, Cengage Learning.

Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal*, 21(2), 89-93. doi: 10.4103/0972-6748.119586

Suggestive Readings:

Cornelissen, M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology: Theories and Concepts, Vol I*. New Delhi: Pearson.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE: 25

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 25 Psychology And Technology	4	3	1	0	Class XII	Nil

Learning Objectives

- To explore the intersection of psychology and technology.
- To understand the various ways in which technology impacts our behavior, cognition, and emotions.
- To explore and study the psychological theories that underlie our interactions with technology, as well as the ethical considerations that arise when technology is used to manipulate or influence human behavior.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to understand the psychological principles that underlie our interactions with technology;
- The students will be able to examine the ways in which technology impacts our behavior, cognition, and emotions;
- The students will be able to comprehend the ethical considerations that arise when technology is used to manipulate or influence human behavior;
- The students will be able to carry out critical thinking on the role of technology in our lives

Syllabus DSE-25

UNIT – I Introduction to Psychology and Technology

(12 hours)

Overview of the intersection between Psychology and Technology; Theoretical Perspectives; Ethical considerations in psychology and technology research. Current

trends and future directions in the field; Brief introduction to AI; Orientation to use of technology in quantitative and qualitative data analysis.

UNIT – II Technology and Intra-personal processes (12 hours)

How technology affects our attention; The effects of technology on memory processes; Online identity and self-presentation; Impact of technology on physical and psychological well-being.

UNIT – III Technology and Interpersonal processes (12 hours)

Impact of technology on relationships: Technology mediated relationships (romantic relationship, friendships, communities online.); Technology and its role in formal and informal communication patterns; The impact of technology on decision-making processes (Automation and human judgment in decision-making).

UNIT – IV Technology and Society (9 hours)

Bidirectional relationship of technology and society; Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps); Psychological implications of Technology; Technology and education.

Suggestive Tutorial Activities (15 hours)

- Assign a reflective writing task where students share personal experiences related to technology and its influence on their behavior, cognition, or emotions.
- Facilitate a discussion on the advantages and disadvantages of applying different theoretical perspectives to the study of psychology and technology.
- Present case studies involving ethical dilemmas in technology research, and engage students in discussions on how these dilemmas can be addressed.
- Conduct a brainstorming session on emerging trends in technology and how they might impact psychology.
- Group discussions on investigating how technology influences memory consolidation and retrieval.
- Organize a memory game activity using both traditional and digital methods, discussing the outcomes in terms of memory processes.
- Have students create and analyze their online profiles, discussing how they present themselves and the potential impact on self-perception.
- Organize a role-playing scenario where students embody different online personas to understand the psychological aspects of self-presentation.
- Organize a wellness day where students practice mindfulness and discuss how technology can both positively and negatively affect well-being.
- Assign case studies exploring how technology affects various types of relationships (romantic, friendships, online communities).
- Assign a group project where students create scenarios depicting the challenges and benefits of technology-mediated relationships.
- Assign a research project on how societal norms and values influence the development and adoption of new technologies.
- Students can design/simulate educational technology tools with a focus on enhancing psychological well-being.

Essential/recommended readings

- Kool, V. K., & Agrawal, R. (2017). *Psychology of technology*. Springer.
- Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology*, 55, 573-590.
- Carr, N. (2010). *The shallows: What the internet is doing to our brains*. W. W. Norton & Company.
- Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research*, 11(4), e48.
- Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives*. Palgrave Macmillan.
- Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist*, 39(10), 1123-1134.
- Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods*. Routledge.
- Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio/Penguin.
- Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn*. Palgrave Macmillan.
- Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind*. Harper Collins.
- Turkle, S. (2005). *The second self: Computers and the human spirit*. MIT Press.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.

Suggestive readings

- Baym, N. K. (2015). *Personal connections in the digital age* (2nd ed.). Polity.
- Chatterjee, A., & Sinha, B. (2022). Ethical considerations in human-technology interaction. *Journal of Technology and Ethics*, 12(2), 45-63.
- Greenfield, S. (2014). *Mind change: How digital technologies are leaving their mark on our brains*. Random House.

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. Cambridge University Press.

Rothbaum, B. O., & Hodges, L. (1999). The use of virtual reality exposure in the treatment of anxiety disorders. *Behavior Modification*, 23(4), 507-525.

Frith, E. (2020). *The psychology of technology: How digital media and artificial intelligence shape our minds*. Routledge.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE 26

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 26 Psychology of Ageing	4	3	1	0	Class XII	Nil

Learning Objectives

- To help learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well-being of the elderly.

Learning outcomes

By studying this course, students will be able to:

- Understand the ageing process
- Gain insight into physical and cognitive changes during later life
- Recognize social-emotional challenges experienced by the elderly
- Identify strategies for successful ageing

Syllabus DSE 26

UNIT – I Introduction

(9 Hours)

Understanding the ageing process; Gerontology: Nature, scope, concepts and theories ; Ageing as a Global Challenge

UNIT – II Physical and cognitive aspects of ageing

(12 Hours)

Psychological impact of Physical changes in ageing (sensory-motor changes, sleep); Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

UNIT – III Socio-emotional aspects of ageing

(12 Hours)

Transitions in later life; Family and social relationships Social security and crime against elderly; Economic issues in ageing

UNIT – IV Coping in later life

(12 Hours)

Coping with death, dying and bereavement ; Rights of the elderly; Spirituality Positive ageing

Practical component (if any) – NIL

Suggested activities for tutorials (15 hours)

(This is a suggestive and not an exhaustive list of activities)

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

Essential/recommended readings

- Kaushik, P. (2018). Promoting Successful Positive Ageing across the Health Continuum: A Holistic Approach. In Prasad, V., Akbar, S. (Ed.) Handbook of research on Geriatric Health, Treatment, and Care. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808
- Paltasingh, T. & Tyagi, R. (2015). Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0
- Quadagno, J. (2014). Ageing and the Life Course: An introduction to Social Gerontology (6th Edn). Mc Graw Hill.
- Robnett R.H., Brossoie, N., & Chop, W.C. (2020). Gerontology for the Health Care Professional. Jones & Barlett Learning, Burlington, MA
- Santrock, J.W. (2021). Life-span Development (18th Edn). McGraw Hill Pvt Ltd.
- Shankardass, M.K. (2020). Ageing Issues and Responses in India. Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4

Suggestive readings

- Woods, B. & Clare, L. (2008). Handbook of the Clinical Psychology of Ageing (2nd Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE : 27

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 27 Neuropsychology	4	3	0	1	Class XII	

Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its emergence and theories.
- Comprehensive knowledge of the structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
 - Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

Learning Outcomes

The student will be able to:

- To articulate key concepts and emergence of neuropsychology, including the brain hypothesis and lateralization theories.
- To recognize and describe structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
- To know the basic applications of neuropsychological assessments.
- To understand theories and methods of neuropsychological rehabilitation.

Syllabus DSE 27

Unit I: Introduction to Neuropsychology

(8 Hours)

Connection between structure and functions of brain; emergence of neuropsychology; localization and lateralization of brain functions; contribution of neuropsychology; neuropsychology in India.

Unit II: Neuropsychological Disorders

(12 Hours)

Neurodevelopmental Disorders: structural & neuropsychological deficits of Autism Spectrum Disorder and Attention Deficit/Hyperactivity Disorder.

Neurocognitive Disorders: structural & neuropsychological deficits of Dementia and Parkinson's Disorder.

Unit III: Neural Pathways & Neurotransmitter Hypotheses

(12 Hours)

Neural Pathways of Schizophrenia, Depression, Emotion – Papez Circuit; Social Brain Hypothesis; Mirror Neuron System; Dopamine hypothesis and Serotonin hypothesis.

Unit IV: Neuropsychological Assessment and Rehabilitation

(13 Hours)

Neuropsychological Assessment – Introduction, principles, scope and indicators.

Neuropsychological Rehabilitation – Introduction, principles and goals; Neural plasticity; Cognitive Intervention Models: general stimulation approach, functional compensation model, behavioural approaches; diaschisis; Methods: Cognitive retraining, Neurofeedback and Neuromodulation (Transcranial Magnetic Stimulation).

Tutorial Component : Nil

Practical Component: (30 Hours)

List of Suggested Practical Activities:

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g. memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g. Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury etc.)
- Visit to rehabilitation centres/clinics/hospitals

Essential / recommended Readings:

Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis*.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology*.

Springer Science & Business Media.

- Klomjai, W., Katz, R., & Lackmy-Vallée, A. (2015). *Basic principles of transcranial magnetic stimulation (TMS) and repetitive TMS (rTMS)*. *Annals of physical and rehabilitation medicine*, 58(4), 208-213.
- Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.
- Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.
- Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.
- Reddy, K. J. (2024). *Essentials of Neuropsychology: Integrating Eastern and Western Perspectives*. Taylor & Francis.
- Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory, models, therapy and outcome*. Cambridge University Press.
- Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

Suggested Readings:

- Halligan, P.W., Kischka, U., & Marshall, J. C. (2003) *Handbook of clinical neuropsychology*. Oxford University Press.
- Morgan.J.E., Joseph H.R.(2017). *Textbook of clinical neuropsychology*. Taylor & Francis.
- Rajeswaran, J.(2012). *Neuropsychological rehabilitation: principles and applications*. (First Edition), Elsevier.
- Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.
- Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE 28

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 28 Cognitive Neuroscience	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an understanding into the discipline of Cognitive Neuroscience as an emerging field.
- Orient towards Contemporary Methods used in the study of Cognitive Neuroscience.
- Gain insight into Higher-order cognitions and the underlying basis of behaviours of Attention & Consciousness, Visual Cognition, Object Recognition and Language.
- Explicating links between Cognitive Neuroscience and its Application in the Contemporary Social Worlds.

Learning outcomes

On Completion of this Paper, students will be able to:

- Knowledge about the discipline of Cognitive Neuroscience, its Emergence, Scope and Methods.
- Understanding of the basics of Cognitive Processes.
- Comprehending the Basic and Higher Mental functions of Attention, Consciousness, Visuospatial Recognition and Language.
- Awareness into the Real-World Applications and Ethical considerations of Cognitive neuroscience

Syllabus DSE: 28

UNIT – I Introduction

(12 Hours)

Foundations of Cognitive Neuroscience: Emergence and Scope of Cognitive Neuroscience as a Discipline. Methods in Cognitive Neuroscience: Behavioural, Structural and Functional Imaging. Psychophysiological, Stimulation and Lesion Methods.

UNIT – II Brain & Neuronal Structures

(12 Hours)

Basis of Cognitive Functions: The Cognitive Neuroscience Triangle. Five principles of Neural Network Model. Hemispheric Specialisation, Split Brain Experiments.

UNIT – III Cognitive Neuroscience of Basic and Higher mental functions**(15 Hours)**

Attention & Consciousness: Basis of Attention & Consciousness:
 Networks of Attention, States of Consciousness & Stages of Sleep.

Visual & Spatial Cognition: Cortical basis of Vision; Object Recognition: Anatomy of Object Recognition

Language: Anatomy of Language &; Basic Networks of Language.

UNIT – IV Applications & Ethics in Cognitive Neuroscience**(6 Hours)**

Neuroscience in Society: Aspects of Artificial Intelligence, Social Cognition; Legal & Ethical Imperatives.

Practical component (if any) - NIL**Suggestive Tutorials: (15 hours)**

Faculty teaching the Course could initiate Group Discussions, Case studies, Video Discussions, Simulation activities etc as part of the Tutorial Component.to be assessed. These could be formulated Unit wise as the following topics:

- Group discussions on the historical development of cognitive neuroscience, emphasizing key milestones and contributions.
- Facilitating debates on the advantages and limitations of different structural and functional imaging methods, encouraging critical thinking about methodological choices.
- Assigning case studies that require students to analyse how disruptions in specific neural networks relate to cognitive dysfunction.
- Organize group projects where students create visual representations (diagrams, models) illustrating the cognitive neuroscience triangle and hemispheric specialization.
- Conduct simulation activities for Consciousness States through meditations etc and discuss /report subjective experiences.
- Organize discussions on the role of brain networks in attention and consciousness, featuring expert's videos in the field.
- Engage in a class-wide discussion on the ethical considerations of using cognitive neuroscience in society, with a focus on artificial intelligence and social cognition.
- Assign case study analysis where students evaluate real-world applications of cognitive neuroscience, considering both the benefits and ethical challenges.
- Engaging students in designing and doing experiments/ simulations using open-source software.

Essential Readings

Badgaiyan, R. D. (2019). Neuroscience of the nonconscious mind. Academic Press.

Chakravarthy, V. S. (2019). Demystifying the brain: A computational approach. Springer.

Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition.

Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan.

Suggested/Recommended Readings:

Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press.

Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition

Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. Annual review of neuroscience, 13(1), 25-42.

Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE: 29

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 29 Psycholinguistics	4	3	1	0	Class XII	NIL

Learning Objectives

- To understand the relationship between psychology and language
- To develop linguistic knowledge
- To understand theoretical concepts about language acquisition
- To acquaint the students with underlying processes for language production and comprehension
- To familiarize the students with the issues, impairments, and research methods in psycholinguistics

Learning outcomes

After completing the course, students will be able to:

- Understand the components of language
- Appreciate the perspectives for studying language
- Understand the acquisition, production, and comprehension of language in humans
- Identify the key issues in psycholinguistics
- Develop skills for using research methods in psycholinguistics

Syllabus DSE 29

UNIT – I

(12 Hours)

Introduction to Psycholinguistics: Definition, Scope, Areas of linguistic knowledge (phonology, morphology, syntax, semantics, pragmatics), Language in Perspective (Biological: Brain and Language; Culture, Cognition and Language: Whorf Hypothesis, lexical and grammatical influences on cognitions)

UNIT-II

(6 Hours)

Language Acquisition: Stages of Language Acquisition, Theories of language acquisition (Behaviorist--Skinner, Nativist--Chomsky, Semantic-Cognitive--Piaget, Interactionist--Bruner, Social-Pragmatic--Vygotsky)

UNIT – III:

(15 Hours)

Language Production and Comprehension: Stages of speech production (conceptualization of a thought, formulation and articulation of a linguistic plan, and self- monitoring; Comprehension (phonological processing, Lexical Access, Morphological Processing, Syntactic Processing, Semantic Processing, Discourse Processing, Prosodic Processing)

UNIT-IV

(12 Hours)

Issues and Methods in Psycholinguistics: Multilingualism, Linguistic interactions in digital age, Language Impairments, Research methods (observational and experimental methods)

Practical component (if any)- Nil

Tutorial Component : (15 Hours)

Suggested Tutorial Activities:

- Review of literature in Psycholinguistics
- Language Analysis
- Figurative language (e.g., use of metaphors, idioms, metonymy, proverbs, indirect speech)
- Comparison of language development
- Bilingualism/Multilingualism in the Indian Context
- Analysis of impairments in language
- Interpretive aspects of linguistic diversity
- Innovations in language in digital age

This is a suggestive and not an exhaustive list of possible practical exercises .

Essential/recommended readings

Gupta, A., & Jamal, G. (2007). Reading strategies of bilingual normally progressing and dyslexic readers in Hindi and English. *Applied Psycholinguistics*, 28, 47-68.

Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: The case of Devanagari. *Brain and Language*, 81, 679-690.

Carroll, D. W. (1986). *Psychology of language*. Thomson Brooks/Cole Publishing Co. Guendouzi, J., Loncke, F., & Williams, M. J. (Eds.). (2023). *The Routledge International Handbook of Psycholinguistic and Cognitive Processes*. Routledge.

Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural publishing.

Tantra, D. K., Ling, D. A., Myartawan, I. P. N. W., & Hadisaputra, I. N. P. (2020). *Introduction to Psycholinguistics*. PT. RajaGrafindo Persada-Rajawali Pers.

Suggestive Readings

Gaskell, M. G., & Altmann, G. (Eds.). (2007). *The Oxford handbook of psycholinguistics*. Oxford University Press, USA.

Gupta, A., & Jamal, G. (2006). An analysis of reading errors of dyslexic readers in Hindi and English. *Asia Pacific Disability Rehabilitation Journal*, 17 (1), 73- 86.

Sedivy, J. (2014). *Language in mind: An introduction to psycholinguistics*. Sinauer Associates, Incorporated.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE- BASICS OF COUNSELLING PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Basics of Counselling Psychology	4	3	1	0	Class XII	Nil

Learning Objectives

- To acquaint the students with the basic concepts, processes, and techniques of Counselling.
- To develop a comprehensive understanding of counselling psychology as a profession.
- To make the students understand counselling psychology and its applications in the Indian context
- To guide students regarding the basic counselling skills, relationship building and rapport formation skills.
- To acquaint students with applications of counselling psychology in various developmental domains.

Learning Outcomes

After Learning this course, students will be able to:

- Understand concept and goals of counselling.
- Understand the importance of ethical guidelines required to be followed as a professional counsellor.
- Acquire basic skills of a professional counsellor
- Understand the process of counselling to be followed in a professional set up.
- Learn a few basic psychotherapeutic approaches and techniques of Counselling.
- Develop skills of empathy, self-awareness, active listening, and objectivity.

Syllabus

UNIT I - Introduction

(12 hours)

Introduction: meaning, definitions and Goals of counseling; Ethics in counseling; effectiveness of a counselor; Counselling Psychology in Indian context

UNIT II - Processes of Counselling

(12 hours)

Therapeutic alliance, Johari's window, process of counseling

UNIT III - Techniques of Counselling (12 hours)

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques: Person-Centered Approach; Cognitive Therapy

UNIT IV - Applications of Counselling (9 hours)

Applications: Child Counselling, School Counselling, Career Counselling.

Suggested Tutorial activities (15 hours)

- Rapport formation
- Self-awareness activity with Johari's window
- Empathy skills
- Active listening skills
- Role play on therapeutic alliance
- Behavioural therapy
- Career counseling related assessments
- Cognitive restructuring skills for cognitive distortions

Essential/ recommended readings

Gladding, S. T. (2012). *Counselling: A comprehensive profession*. (7th Ed) New Delhi. Pearson.

Corey, G. (2009). *Counselling and psychotherapy: Theory and practice* (7th Ed.) New Delhi: Cengage Learning.

Hansen, J.C. (2012). Contemporary counselling psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford handbook of counselling psychology*. New York: Oxford University Press.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W.(2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

Suggestive Readings

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counselling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counselling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th Ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE- CONFLICT AND CONFLICT MANAGEMENT AT WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical /Practice		
GE Conflict and Conflict Management at Work	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop the conceptual knowledge of the process of conflict
- To understand the causes of conflict in organizations
- To understand generational and gender differences in conflict handling styles
- To help learners comprehend the basic conflict management strategies and techniques
- To develop an understanding of managerial implications of creating a conflict-positive organizations

Learning Outcomes

After completing this course students will be able to:

- Recognize the causes of workplace conflict
- Analyse and assess sources of intergroup, intragroup, interpersonal and intrapersonal conflict
- Examine and understand values, perceptions, and assumptions related to their background and design ways to handle conflict in organizations at the interpersonal and intergroup levels.
- Suggest effective ways of dealing with cultural expectations and differences as well as navigate conflict situations arising due to gender and generational differences with ease.

Syllabus

UNIT – I Introduction

(9 Hours)

Process of Conflict; The nature of conflict in organizations; Forms of conflict in Organizations (Intergroup, Intragroup, Interpersonal, Intrapersonal); Causes of Conflict in Organizations.

UNIT – II Conflict in Workplace

(12 Hours)

Conflict in Organizations in the Indian Context; Conflict & Culture; Emerging paradoxes in the global workplace and Global Identity: Diversity, Convergence. Any one case study.

UNIT – III Conflict Management**(12 Hours)**

Conflict management styles, Working across generations, Conflict handling styles of New Generation, Gender & Conflict Styles

UNIT – IV Negotiation**(12 Hours)**

Negotiation Strategies, the process of negotiation; Individual differences in negotiation effectiveness; Third-Party Negotiations; Negotiating and Resolving conflicts in India, Indian approach to Conflict resolution; Cultural differences in negotiations.

Practical component (if any) – NIL

Tutorial Component**(15 Hours)****Suggestive Tutorial Activities**

- Assessing conflict handling style using suitable tools
- Reflecting on personal conflict-handling styles, they tend to use in various situations.
- Experiential exercises e.g. 6 thinking hats, Prisoner's dilemma
- Role plays depicting negotiations from a position of either strength or weakness.
- Case studies highlighting navigating cultural differences to deal with conflict.

This is a suggestive and nt an exhaustive list of tutorials

Essential/recommended readings

- Chatterji, M., Chatterji, M., & Sharma, K. (2023). Conflict prevention and peace management. Emerald Publishing Limited.
- Mukherjee, J. (2014). Conflict resolution in multicultural societies: The Indian experience. SAGE Publications India.
- Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th edn.) IAP.
- Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behavior* (6th Edn.). Mindtap Cengage.
- Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18th edn.) Pearson India.

Suggestive Readings

- Appelbaum, S. H., Bhardwaj, A., Goodyear, M., Gong, T., Sudha, A. B., & Wei, P. (2022). A study of generational conflicts in the workplace. *European Journal of Business and Management Research*, 7(2), 7-15.
- Hirsch, A. S.(2023, December 21). *How to manage intergenerational conflict in the workplace*. Welcome to SHRM | The Voice of All Things Work. <https://www.shrm.org/in/topics-tools/news/employee-relations/how-to-manage-intergenerational-conflict-workplace>
- Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation*. NY: Routledge.
- Jeong, H. W. (2009). *Conflict management and resolution: An introduction*. Routledge.
- Kumar, A. & Singh, A.K. (2019). Conflict resolution: An analysis of the Gandhian approach, *अर्थ*, (April- June), 331-336.
- Kumar, R. & Sethi, A.K. (2005). Negotiating and resolving conflicts in India. In R. Kumar & A.K. Sethi. *Doing business in India*. Hampshire: Palgrave Macmillan.

Rahim, M. A., & Katz, J. P. (2020). Forty years of conflict: the effects of gender and generation on conflict-management strategies. *International Journal of Conflict Management*, 31(1), 1-16.

Sinha, J. B. (2009). *Culture and organizational behaviour*. Sage.

Stohl, C., McCnn, R.M. & Abu Bakar, H. (2013). Conflict in the global workplace. In J.G. Oetzel & Ting-Toomey, S. *The Sage handbook of conflict communication* (pp. 713-736). Thomas, K. W. (2008). Thomas-Kilmann conflict mode. *TKI Profile and Interpretive Report*, 1(11).

Weber, T. (1991). *Conflict resolution and Gandhian ethics*. The Gandhi Peace Foundation.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE- YOGA AND PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE Yoga and Psychology	4	3	1	0	Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga and Psychology and various schools of Yoga
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well-being.

Learning outcomes

Upon completing the course the students will be able to:

- Understand and explain the Yogic view of personality.
- Describe the role of *Gunas*, *Chakras* and *Kosha* in shaping personality.
- Apply of *Ashthang yoga* principles to promote well-being and self awareness.
- Evaluate the benefits of practicing Yoga on physical and mental health.
- Develop an awareness about ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology through exposure to research in Yoga and Psychology.

Syllabus

UNIT – I

(12 Hours)

Introduction:

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

UNIT – II Principles and Yogic View of Personality (14 Hours)

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

UNIT – III Ashtang Yoga of Patanjali (11 Hours)

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self).

UNIT – IV Research and Applications of Yoga Practices (8 Hours)

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

Practical component (if any) - NIL

Tutorial component (15 Hours)

Suggested Tutorial Activities

- Relevance and application of yoga in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

Essential/recommended readings

Bhogal, R. S. (2017). Yoga Psychology and Beyond, Kaivalyadhama Samiti, Lonavala.
Kumar, K. (2013). Yoga psychology: A handbook of yogic psychotherapy. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? Psychology & Developing Societies, 097133362110388. <https://doi.org/10.1177/09713336211038809>

Mehta, J. M. (2005). Essence of Maharishi Patanjali's Ashtang Yoga. Pustak Mahal.

TI, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. Complementary therapies in medicine, 61, 102772.

Vivekananda, R. (2005). Practical yoga psychology. Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. <https://yoga.ayush.gov.in/Yoga-History/>

Suggestive readings

Ajaya, S. (1976). Yoga psychology: A practical guide to meditation. Himalayan Institute Press.

Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. Depression and anxiety, 35(9), 830-843.

Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. Cochrane Database of Systematic Reviews, (5).

Levine, M. (2011). The positive psychology of Buddhism and yoga: Paths to a mature happiness. Routledge.

Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. International Journal of Yoga, 14(2), 100.

PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. National Journal of Physiology, Pharmacy and pharmacology, 8(11), 1526-1526.

Udupa, K. N. (1985). Stress and its management by yoga. Motilal Banarsidass Publ.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

GENERIC ELECTIVE : FAMILY RELATIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE: Family Relations	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- To develop an understanding of the dynamics of family relationships, with special reference to the Indian context
- To foster an understanding of the role of father, mother, siblings, grandparents and extended family
- To gain theoretical and practical insights into types of families
- To understand the evolution of marriage and the benefits of marriage
- To understand what contributes to healthy and resilient families, especially those with issues of equity, inclusion and access.

Learning Outcomes

By studying this course students will be able to:

- Appreciate the complex nature of the role of father, mother, siblings, grandparents in family relations
- Effectively deal with various members of one's family
- Understand what contributes to successful marriages
- Learn strategies to build family resilience; overcome the challenges of diversity, equity, inclusion and accessibility that some families face
- Support families through education, advocacy and informed public policy

UNIT I: Family (12 hours)

Defining family; Family in the Indian context; Role of the mother; Role of the father; Relationship with siblings (influence of siblings, factors that affect sibling relationships); Grandparents (Role of grandparents, factors that influence the quality of the grandparent-grandchild relationship, impact on grandchildren and grandparents)

UNIT II: Family in contemporary times (9 hours)

Types of family: Mixed families, Single parenting, Adoption: Psychological impact on children and parents; Role of extended families; Family as support system

UNIT III: Marriage (12 hours)

Evolution of marriage, Flight from marriage, Marriage in the Indian context, Benefits of marriage, Factors affecting marital satisfaction

UNIT IV: The science of families: Nurturing hope, happiness and health (12 hours)

Healthy families; Building family resilience; Diversity, equity, inclusion and accessibility (e.g., minority families, families with disabilities, families living in poverty); implications for intervention and policy

Practical Component - NIL

Tutorial Component: (15 Hours)

Suggested activities for tutorials:

- Focus Group Discussion
- Movie Review
- Class debates to develop critical thinking
- Experiential exercises to reflect on one's relationship with one's parents/siblings etc.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. role of father, mothers; challenges of adoption, single parents, etc.
- Class Presentations on contemporary topics
- Use of Adult Sibling Relationship Questionnaire (ASRQ) by Stocker, Lanthier, & Furman (1995) to assess one's relationship with siblings

This is a suggestive and not an exhaustive list of tutorial activities.

Essential/Recommended Readings

- Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.
- Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. Sage.
- Jones, G. W. (2005). The “flight from marriage” in South-East and East Asia. *Journal of Comparative Family Studies*, 36(1), 93-119.
- Noller, P., & Karantzas, G. C. (Eds.). (2012). *The Wiley-Blackwell handbook of couples and family relationships*. John Wiley & Sons.
- Pinsof, W. M., & Lebow, J. L. (Eds.). (2005). *Family Psychology: The Art of the Science*. Oxford University Press.
- Regan, P. (2011). *Close relationships*. Routledge.
- Sharma, D. (Ed.) (2003). *Childhood, family and sociocultural change in India: Reinterpreting the inner world*. Oxford University Press.

Suggestive readings

- Amodia-Bidakowska, A., Laverty, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children’s development. *Developmental Review*, 57, 2273-2297. <https://doi.org/10.1016/j.dr.2020.100924>
- Buchanan, A., & Rotkirch, A. (2018). Twenty-first century grandparents: Global perspectives on changing roles and consequences. *Contemporary Social Science*, 13(2), 131-144.
- Craig, L. (2006). Does father care mean fathers share? A comparison of how mothers and fathers in intact families spend time with children. *Gender & Society*, 20(2), 259-281.
- Kakar, S. (1981). The ties that bind: Family relationships in the mythology of Hindi cinema. *India International Centre Quarterly*, 8(1), 11-21.
- Lamb, M.E., & Sutton-Smith, B. (Eds.). (1982). *Sibling relationships: Their nature and significance across the lifespan*. Lawrence Erlbaum.
- Miller, R. (2022). *Intimate Relationships*, 9th Ed. McGraw Hill Education.
- Paquette, D. (2004). Theorizing the father-child relationship: Mechanisms and developmental outcomes. *Human Development*, 47(4), 193-219.
- Ramu, G. N. (2006). *Brothers and sisters in India: A study of urban adult siblings*. University of Toronto Press.
- Saraswathi, T. S., & Pai, S. (1997). Socialization in the Indian context. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 74–92). Sage.
- Silverstein, L. B., & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist*, 54(6), 397–407. <https://doi.org/10.1037/0003-066X.54.6.397>
- T. S. Saraswati & B. Kaur (Eds.) (1993). *Human development and family studies*

in India: An agenda for research and policy. Sage.

- Tamis LeMonda, C. S., Shannon, J. D., Cabrera, N. J., & Lamb, M. E. (2004). Fathers and mothers at play with their 2-and 3-year-olds: Contributions to language and cognitive development. *Child Development*, 75(6), 1806-1820.
- Thiele, D. M., & Whelan, T. A. (2006). The nature and dimensions of the grandparent role. *Marriage & Family Review*, 40(1), 93-108.
- White, L. (2001). Sibling relationships over the life course: A panel analysis. *Journal of Marriage and Family*, 63(2), 555-568.