

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI
UNDERGRADUATE CURRIC
FRAMEWORK – 2022

Bachelor of Arts (Hons.) Applied Psy
(Effective from Academic Year 2



दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

UNDERGRADUATE CURRICULUM FRAMEWORK – 2022

Bachelor of Arts (Hons.) Applied Psychology
(Effective from Academic Year 2022-23)



PREAMBLE

Higher Education purports to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education.

The University of Delhi, an institution of Eminence (IoE) has been a premier seat of teaching, learning and research in higher education, acclaimed nationally and internationally. Being a Central University, mandated to act as the torchbearer in expanding the horizons of human resource development through expansion of higher education, it has always paid adequate premium towards constructive and meaningful innovation as a regular feature in its undergraduate curriculum development over the years.

The National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) that aims to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environ of the university and its constituent colleges.

The Undergraduate Curriculum Framework-2022 underlines the historical perspective, philosophical basis, and contemporary realities of higher education as enshrined in the National Education Policy 2020 and endeavours to synchronize these cornerstones while charting the road ahead for the state of higher education on the historic occasion of the Centenary Celebrations of the University.

OBJECTIVES

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- Ø to promote holistic development of students having the world view of a truly global citizen;
- Ø to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- Ø to eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- Ø multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- Ø to promote creativity and critical thinking and to encourage logical decision-making and innovation;

- Ø to promote ethics and human & Constitutional values;
- Ø to promote multilingualism and the power of language in learning and teaching;
- Ø to impart life skills such as communication, cooperation, teamwork, and resilience;
- Ø to promote outstanding research as a corequisite for outstanding education and development;
- Ø to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

INTRODUCTION TO B.A. (HONS.) APPLIED PSYCHOLOGY PROGRAMME

The study of Psychology at the undergraduate level facilitates explorations on the vast canvas of knowledge of human behavior. This programme has been framed to maintain the teaching standards, assessment of students and keeping the interface of psychology-individual/community for the human welfare in the forefront. The course structure concerns itself with relevant developments in theory and practice of Psychology. The current structure aims to impart basic knowledge in Psychology via the core papers, specialized area are introduced in the discipline centered course and the students are exposed to the application possibilities via the skill based and value addition courses. The course also includes papers that have been designed to cater to interested students who are chosen other subjects as their primary area of study at the undergraduate level. The General Electives offer a wide array of basic psychological information to the larger (non-psychology) student population. While understanding and learning the historical influences, the curriculum addresses the fast paced changes in the subject matter. The curriculum development and pedagogy of Psychology is sensitive to the advances in the knowledge base and the growing application and research possibilities. It is expected that the course is transacted keeping in mind the current realities of the discipline including the socio-cultural context. The undergraduate coursework in Psychology touches upon the diverse areas in discipline including, among others – developmental psychology, cognitive psychology, history of psychology, research methods, social psychology, Industrial/Organizational psychology, counseling psychology, health and well being.

The Psychology programme at the undergraduate level focuses on the following aims:

- Imparting knowledge of basic psychological concepts and models, and developing ability to apply this knowledge in field settings and varying socio-cultural contexts.
- Enhancement of knowledge related to self through the utilisation of Indian Psychological concepts for personal growth.
- Examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and political and creating awareness of Indian knowledge system.
- Developing psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and appreciate diversity
- Practicing effective listening skills in order to understand narratives of pain and social suffering enabling them to become more aware about themselves and others.
- Facilitating acquisition of basic skills for building responsible professionals in varied settings. Promoting and understanding of research skills so that students are able to design and conduct psychological research adhering to ethical principles of scientific writing and reporting research.

- Appreciating the limitations of the discipline and critically analyzing conflicting theories and approaches.
- Building commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
- Development of skills related for competence in clinical work with a focus on empathetic understanding
- Building personal and social competence and based on self-understanding, reflection and personal growth.

TEACHING LEARNING PROCESS

The B.A. (Hons.) Applied Psychology Programme aims to create a learning environment for students wherein there is an in-depth exploration and understanding of basic concepts, theoretical traditions as well as the contemporary debates of the discipline. The programme also has a particular focus on the practical knowledge of Psychology and Practicums are an essential component of training in Psychology. The nature of practicums range from laboratory work, assessment, psychological testing, skill building to designing and conduction of research studies and interventions related to pressing concerns of Society and Institutions. For instance prejudice reduction, promoting positive health, aggression in society, building effective work cultures in organizations or deeper engagement with the aspects of self-awareness and emotion management. The Programme envisions that the curriculum be transacted through the blending of various learning modalities that are interactive, learner centric, collaborative and based on scientific tradition or reflective practice. In alignment with the aforementioned discipline specific thrust, the course will be taught using several pedagogical methods such as lectures, tutorials, practicums, seminars, workshops, project work, field visits, case studies, or newer methods of teaching learning in technology enabled environments. It is required that the practicals and tutorials be conducted under supervision of the course instructor with a maximum group size of 10-12 participants.

ASSESSMENT

The assessment of each of the Discipline Specific Core, Generic Elective, Skill Enhancement and Value Addition Courses will be based on the expected Learning outcomes for respective courses. Different assessment modalities such as written examination, practical work, and viva-voce, student presentations, quizzes, class exercises, experiential activities, project work, may be used wherever applicable as per University guidelines. Students shall be assessed effectively for their understanding of the theoretical, conceptual and practical knowledge related to the subject matter of psychology in domains of basic psychological concepts or models with sensitivity to particular socio-cultural contexts, methods of psychological research including aspects of scientific report writing, ethical standards. Lastly the assessment shall also include the competence acquired with respect to the identified skills and values in different domains such as communication, self-awareness, compassion or interpersonal skills. Particularly the Skill Enhancement Courses and Value addition courses shall be assessed through continuous evaluation due to the specific nature of the course content. The division of continuous comprehensive evaluation (CCE) and end term evaluation would be in the ratio of 60:40. The end term evaluation shall be viva-voce. The CCE would use a multipronged approach including attendance, presentations, projects, tests, assignments etc. for a holistic assessment of the learning of the student.

CREDITS REQUIREMENTS

A student who exits at the end of any even semesters has to earn the requisite credits in order to be awarded the relevant certificate/diploma/ degree. The corresponding credits requirements for the undergraduate programmes as per University guidelines stated in Table below.

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1.	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	44
2.	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	88
3.	<i>Bachelor of (field of Study) (Honours) Discipline (for single core discipline course of study)</i>	After successful completion of Semester VI	132
4.	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research / Academic Projects/Entrepreneurship) Discipline (for single core discipline course of study)</i>	After successful completion of Semester VIII	176

SEMESTER I

Sl. No.	Course Title	Course Code	No. of Credits	Components of the Course		
				Lecture	Tutorial	Practical
DISCIPLINE SPECIFIC CORE (DSC)						
1.	Basic Processes in Psychology	DSC01	04	3	0	1
2.	Applied Social Psychology	DSC02	04	3	0	1
3.	Psychology of Health and Well-Being	DSC03	04	3	0	1
GENERIC ELECTIVE (GE)						
4.	Understanding Psychology	GE01*	04	3	0	1
5.	Psychology for Healthy Living	GE02*	04	3	1	0
SKILL ENHANCEMENT COURSE (SEC)						
6.	Interpersonal Skills	SEC01	02	1	0	1
7.	Understanding Mental Health	SEC02	02	1	0	1
VALUE ADDITION COURSE (VAC)						
8.	Contemplative Practices for Personal Growth	VAC01	02	1	0	1
9.	Diversity and Inclusiveness	VAC02	02	1	0	1
* No Pre-requisites for GE Courses						

* No Pre-requisites for GE Courses

Note : Students are required to choose One course each from a Pool of GE, SEC and VAC courses.

COURSE STRUCTURE AND CREDIT DISTRIBUTION FOR B.A. (HONS.) APPLIED PSYCHOLOGY

SEMESTER II

Sl. No.	Course Title	Course Code	No. of Credits	Components of the Course		
				Lecture	Tutorial	Practical
DISCIPLINE SPECIFIC CORE (DSC)						
1.	Foundations of Intelligence, Personality and Affect	DSC04	04	3	0	1
2.	Developmental Psychology	DSC05	04	3	0	1
3.	Social and Group Processes	DSC06	04	3	0	1
GENERIC ELECTIVE (GE)						
4.	Industrial and Organizational Psychology	GE03*	04	3	0	1
5.	Intergroup Relations	GE04*	04	3	1	0
SKILL ENHANCEMENT COURSE (SEC)						
6.	Emotional Competencies	SEC03	02	1	0	1
7.	Building Resilience	SEC04	02	1	0	1
VALUE ADDITION COURSE (VAC)						
8.	Positive Youth Development	VAC03	02	1	0	1
9.	Technology and Values	VAC04	02	1	0	1

* No Pre-requisites for GE Courses

* No Pre-requisites for GE Courses

Note : Students are required to choose One course each from a Pool of GE, SEC and VAC courses.

COURSE FOR B.A. (HONS.) APPLIED PSYCHOLOGY

SEMESTER - I

DISCIPLINE SPECIFIC CORE (DSC) COURSES

DSC01: BASIC PROCESSES IN PSYCHOLOGY

Credit: 4 (3 Lecture + 1 Practical)

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)

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

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

PRACTICAL: 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

DSC02: APPLIED SOCIAL PSYCHOLOGY

Credit: 4 (3 Lecture + 1 Practical)

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.

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).

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.

PRACTICAL: 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.

DSC03: PSYCHOLOGY OF HEALTH AND WELL-BEING

Credit: 4 (3 Lecture + 1 Practical)

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).

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).

Unit 3: Health enhancing behaviors and health compromising behaviours: Health enhancing behaviours: Exercise, Nutrition; Health compromising behaviours: Alcoholism and Smoking;

PRACTICAL: 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. Publications.
- 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).

GENERIC ELECTIVE (GE) COURSES

GE01: UNDERSTANDING PSYCHOLOGY

Credit: 4 (3 Lecture + 1 Practical)

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, behavioral, humanistic- existential, gestalt), Psychology in India

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

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

PRACTICAL: Total of TWO Experiments- One each from Unit 2 and 3 based on course GE01: Understanding 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

GE02: PSYCHOLOGY FOR HEALTHY LIVING

Credit: 4 (3 Lecture + 1 Tutorial)

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: Nature and Sources of stress; Effects of stress on physical and mental health; coping strategies (emotion focused, problem focused, avoidant coping), Stress management techniques (guided meditation, progressive muscle relaxation, time management, social support etc)

Unit 2: Conceptualizing Health and Well-being: Meaning of health, illness and well-being (subjective and psychological/hedonistic and eudaimonic well-being); Models: Medical and Bio-psycho-social model.

Unit 3: Health-Enhancing Behaviours: Exercise – Types, Reasons, Physical and Psychological Benefits of Exercising; Nutrition – maintaining a healthy diet, weight regulation, dieting; Sleep – enhancing sleep behaviours, sleep quality.

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)

References:

- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- 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).
- Lazarus, J. (2008). Stress Relief and Relaxation Techniques. Los Angeles: Keats Publishing.
- Luthans, B. C., Luthans, K. W., Luthans, F. (2015). Organizational Behavior: An Evidence-Based Approach. (13th ed.). McGraw-Hill (Chapter: Positive organizational behavior and Psychological Capital).
- Sarafino, P. E. (1998). Health Psychology: Biopsychosocial Interactions (3rd ed.). 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 ed.). 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 ed.). 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 Learning. (Unit 1: Chapter 3; Unit 2: Chapter 4).

SKILL ENHANCEMENT COURSES (SEC)

SEC01: INTERPERSONAL SKILLS

Credit: 2 (1 Lecture + 1 Practical)

Course Learning Outcomes

- Students will learn about various interpersonal skills for effective relationships.
- Students will learn basic skills for effective communication in an interpersonal context.
- Students will demonstrate sensitivity in an interpersonal context.
- Students will get an opportunity to practice interpersonal skills to gain first-hand experience in the classroom with their peers.

Unit 1: Interpersonal Skills: Understanding dynamics of interpersonal communication: Nature and Importance; Communication Skills (Verbal and Non Verbal communication), Conflict Resolution Skills; Learning how to Forgive.

Unit 2: Experiential Activities: A total of three activities: one each from the three interpersonal skills given in Unit 1.

Suggested Activities: Verbal Skills: Paraphrasing, Summarizing; Non Verbal Skills: Active Listening, Understanding Non Verbal Cues; Conflict Resolution : Johari Window, Role Plays ; Forgiveness : Experiential Account Activity, Based on Enright Steps of Forgiveness. Any other experiential activities based on Unit 1 can also be used.

PRACTICAL: 3 experiential activities based on SEC01: Interpersonal Skills. Each practical group will consist of 10-12 students.

References:

- Adler, R. B., & Rodman, G. (2006) Understanding Human Communication. Oxford University Press. (Part 1: Elements of Communication, Part 2 : Interpersonal Communication)
- Freedman, S., & Enright, R. D. (2020). A Review of Empirical Research Using Enright's Process Model of Interpersonal Forgiveness, In Worthington, E. L. & Wade, N. G. (Eds.), Handbook of Forgiveness, New York: Routledge (pp. 266 - 276) (forgiveness)
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi:Sage. (for forgiveness)
- Weiten, W., & Lloyd, M. A. (2007). Psychology Applied to Modern Life. Thomson Detmar Learning (Chapter 7 : Interpersonal Communication)

SEC02: UNDERSTANDING MENTAL HEALTH

Credit: 2 (1 Lecture + 1 Practical)

Course Learning Outcomes

- Sensitization towards mental health issues and challenges.
- Creating a receptive environment towards mental health.

Unit 1: Mental Health Concerns: Concept of mental health, importance of mental health, Mental health literacy, identifying mental health challenges, Mental Health issues: Bullying, academic grades, body image, relational issues with parents and friends/romantic partners, sexual orientation (adolescents and young adults).

Unit 2: Reaching Out and Providing Initial Help: Recognizing the signs that someone may need support, Knowing what to do, what not to do when a person reaches out for help, Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.

PRACTICAL: 3 field-based/experiential activities based on SEC02: Understanding Mental Health. Each practical group will consist of 10-12 students.

References:

- Eisenbach, B., & Frydman, J. S. (2022). *Fostering Mental Health Literacy through Adolescent Literature*. Rowman and Littlefield.
- Everly, G. S., & Lating, J. M. (2017). *The John Hopkins Guide to Psychological First Aid*. John Hopkins University Press.
- Jorm, A. (2000). Mental Health Literacy: Public Knowledge and Beliefs about Mental Disorders. *British Journal of Psychiatry*, 177(5), 396-401. doi:10.1192/bjp.177.5.396
- Gupta, S., & Sagar, R. National Mental Health Policy, India (2014): Where Have We Reached? *Indian Journal of Psychological Medicine*. October 2021.
- Mental Health Foundation. (n.d.). How to support someone with a mental health problem. <https://www.mentalhealth.org.uk/publications/supporting-someone-mental-health-problem>
- Ministry of Health & Family Welfare, Government of India (2014). National Mental Health Policy. https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf
- Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd ed.). Elsevier.
- Psychological First Aid: Guide for Field Workers. (2011). http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
- Santrock, J. W. (2018). *Life Span Development*. McGraw-Hill.

VALUE ADDITION COURSES (VAC)

VAC01: CONTEMPLATIVE PRACTICES FOR PERSONAL GROWTH

Credit: 2 (1 Lecture + 1 Practical)

Course Learning Outcomes

- Understanding of contemplative practices embedded in cultural and historical context
- Learning diverse methods of deepening and broadening conscious awareness
- Personal growth through developing values of contemplation, calmness, self-reflection, awareness, compassion, empathy, skillful relating.

Unit 1: Indigenous Traditions : Indian worldview; embeddedness of contemplative practices in culture; importance of sustained, conscious practices; Practices, Yoga, meditation - Introduction, process, applications, Creative art, music and singing - Introduction, process, applications, Seva, human-earth connection, volunteering, Love - Introduction, process, application.

Unit 2: Western Traditions: Mind-body medicine techniques: Western mindfulness, relaxation therapies - Introduction, process, applications, Contemplative approaches to reading, Journaling - Introduction, process, applications.

PRACTICAL: 3 experiential activities based on VAC01: Contemplative Practices for Personal Growth. Each practical group will consist of 10-12 students.

Suggested Activities: Noticing practice, eating an almond/meal with awareness, Keeping daily record of un-/pleasant events Body-scan practice, Loving kindness practice, Giving and receiving compassion, Walking meditation, yoga practices, exercises related to stretching the body with awareness, Reading, reflection, inquiry around select texts/poems/music (individual/group activity), Mindfulness of breath-body in music/art, Mindful writing, Gratitude journaling.

References:

- Barbezat, D. P., & Bush, M. (2014). *Contemplative Practices in Higher Education*. Jossey-Bass.
- Dalai Lama, T. G. (1994). *Universal Responsibility and Our Global Environment*. Tibetan Bulletin.
- 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.
- Frager, R., & Fadiman, J. (2007). *Personality and Personal Growth*. Pearson.
- Franklin, M. A. (2017). *Art as Contemplative Practice: Expressive pathways to the Self*. SUNY press.
- Hanh, T. H. (1999). *The Miracle of Mindfulness*. Beacon Press.
- Phelan, J. P. (2012). *Friendliness to the Self*. *Mindfulness*, 3, 165–167.
- Sohi, K. K., Singh, P., & Bopanna, K. (2018). *Ritual Participation, Sense of Community, and Social Well-Being: A Study of Seva in the Sikh Community*. *Journal of Religion and Health*, 57, 2066–2078. <https://doi.org/10.1007/s10943-017-0424-y>
- Upadhyay, B. K. (2018). *Yoga as an Intervention for Promoting Subjective Well-Being*. In: Misra, G. (eds.) *Psychosocial Interventions for Health and Well-Being*. Springer. https://doi.org/10.1007/978-81-322-3782-2_13
- Varma, S. (2017). *Non-violent ways of relating: Love, Healing, and Beyond*. In W. Shukla [Ed.], *Annals of Hindi Studies*. JBS Publications India.

SEMESTER - II
DISCIPLINE SPECIFIC CORE (DSC) COURSES

DSC04: FOUNDATIONS OF INTELLIGENCE, PERSONALITY AND AFFECT
Credit: 4 (3 Lecture + 1 Practical)

Course Learning Outcomes

- 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.

Unit 1: 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 Mental Retardation.

Unit 2: Personality: Defining Personality; Personality-environment interaction; Theories: Psychodynamic, phenomenological-humanistic, behavioural and social-cognitive, Trait Perspective; Biological basis of personality. Assessment of Personality

Unit 3: 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: Any TWO tests from the 3 units above, based on DSC04: Foundations of Intelligence, Personality and Affect. Each practical group will consist of 10-12 students. Report writing in the APA style.

References :

- 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). Psychology: South Asian Edition. New Delhi: Pearson Education.

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -II





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	12 th 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	12th 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., Alert, 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

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 Organisation, 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. & 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. Sehepal, 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	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 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.

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.

B.A. (Hons) Applied Psychology
NEP
Semester 4

DSC

- 10. Counselling Psychology
- 11. Introduction to Psychological Assessment
- 12. **Inferential Statistics in Psychology**

DSE

- 3. Advances in Applied Social Psychology
- 4. Foundations of Sports Psychology
- 5. Understanding Self and Others

GE

- GE-12: Group Processes and Dynamics at Work
- GE-13: Psychology at the Workplace
- GE-14: Psychology of Adjustment

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

STRUCTURE, COURSES & SYLLABI OF SEMESTER - IV



COURSE CONTENT OF FOURTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE 10– :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		
Counseling Psychology	04	03	0	01	As per University Requirements	As per University Requirements

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: Introduction to counselling (15 hrs)

Definitions, Goals, Counselling Process, Counselling and Psychotherapy, Ethics in counselling, Current trends in counselling, Challenges of counselling profession in India

Unit 2: Skills and techniques in counselling practice (15 hrs)

Personal and professional aspects of a counsellor (skills), Behavioural approach (behaviour modification techniques & CBT), cognitive approach (REBT), psychoanalytic techniques, positive psychotherapy (Seligman, Rashid and Parks)

Unit 3: Application of counselling (15 hrs)

School counselling with a Solution Focused Brief Therapy lens, Career counselling through Super's model of career counselling, Queer affirmative therapy, Family counselling using Bowen's Family systems therapy

Practical (30 hrs)

Any 2 practicals, one of which should be skill based practicum based on Rogers' Person centered approach:

- 1 Skill based practicum based on Rogers' Person centered approach (Mandatory)
- 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 11: 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		
Introduction to Psychological Assessment	4	3	0	1	As per University Requirements	As per University Requirements

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][2][3]}
- 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. [L]
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- 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.

DISCIPLINE SPECIFIC CORE COURSE 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		
Inferential Statistics in Psychology	4	3	0	1	As per University Requirements	As per University Requirements

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 OF DSC

UNIT – I

(15 Hours)

Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single and double means (z and t): Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Independent and dependent means; assumptions of z and t-test; Characteristics of student's distribution of t; degrees of freedom Levels of significance versus p-values; Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test.

UNIT – II**(15 Hours)**

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of t and F. Post hoc analysis (Tukey's HSD), a priori comparison (planned comparison)

Unit-III**(15 Hours)**

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- one each from 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

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.

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.

1. DISCIPLINE SPECIFIC ELECTIVE COURSE 3– : 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		

Advances in Applied Social Psychology	04	03	0	01	As per University Requirements	As per University Requirements
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Learning Objectives

- To familiarize the student with Advanced Social Psychology and its various processes including social aspects of brain and behaviour, 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, Kellener, Chen, & 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, Newyork.
- 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		
Foundations of Sports Psychology	04	03	0	01	As per University Requirements	As per University Requirements

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,IL:Human Kinetics.

Suggestive Readings:

- Kamlesh ML, Mohan J. The development of sport psychological research in India . The Sports Psychologist (sep ,1987)
- Perry J (2016) . Sports Psychology: A complete Introduction .Kindle Edition
- Jarvis M (2006). Sports Psychology: A Students handbook .Rutledge.

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		
Understanding Self and Others	4	0	0	4	As per University Requirements	As per University Requirements

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 based paper. Format of the Practicum

- 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 and similar practicals 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 (2nded., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. 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

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

B.A (Hon) Applied Psychology

GENERIC ELECTIVE COURSE GE- 12: 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- 12 GROUP PROCESSES AND DYNAMIC S AT WORK	4	3	1	0	Complete d Semester III	As per Universit y Guidelin es

Learning Objectives

The course aims to:

- 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

At the end of this semester, the students 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- 12

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: An 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.

Practical Component: NIL

Tutorial Component: 1 tutorial per group per week

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* (14thed.). 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 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	Completed Semester III	As per University Guidelines

Learning Objectives

The paper aims to help students:

- 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 studying this paper, the students would 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, Sub fields of I/O psychology.

UNIT - II

(9 Hours)

Contemporary Challenges faced by the field- Workforce diversity, 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 Characteristic Model

UNIT - IV

(15 Hours)

Leadership- 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.

Practical Component: NIL

Tutorial Component: 1 tutorial per week per group

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.

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.

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

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

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	Nil	Completed Semester III	As per University Guidelines

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

By studying this course, students 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- What is 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 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 – III

(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 – IV

(12 Hours)

Adjustment in Work Settings- Adjustment in the Workplace: Job Satisfaction and its Enhancement; Gender at Work: Experiences of women and LGBTQIA++ community; 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: 1 tutorial per week per group

Essential 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.

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