

B.A. Program Psychology

| Semester | DSC/DSE/GE | Paper Name | Theory | Tutorial | Practical |
|----------|--------------------|--|--------|----------|-----------|
| I | DSC-1 | Fundamentals of Psychology | 3 | 0 | 1 |
| | DSC-2 | Fundamentals of Cognitive Psychology | 3 | 0 | 1 |
| | | | | | |
| II | DSC-3 | Introduction to Social Psychology | 3 | 0 | 1 |
| | DSC-4 | Applications of Social Psychology | 3 | 0 | 1 |
| | | | | | |
| III | DSC-5 | Understanding Mental Disorders | 3 | 0 | 1 |
| | DSC-6 | Biopsychology | 3 | 1 | 0 |
| | | | | | |
| IV | DSC-7 | Statistical Methods and Psychological Testing | 3 | 0 | 1 |
| | DSC-8 | Emergence and Growth of Psychology | 3 | 1 | 0 |
| | | | | | |
| V | DSC-9 | Organizational Behaviour | 3 | 0 | 1 |
| | DSC-10 | Perspectives in Mental and Behavioral Disorders | 3 | 0 | 1 |
| | DSE-01 | Positive Psychology | 3 | 1 | 0 |
| | DSE-02 | Diversity and Inclusion in Institutions | 3 | 1 | 0 |
| | DSE-03 | Self and Personal Growth | 3 | 1 | 0 |
| | | | | | |
| VI | DSC-11 | Counselling Psychology | 3 | 0 | 1 |
| | DSC-12 | Developmental Psychology | 3 | 0 | 1 |
| | DSE-04* | Psychological Research – Paradigms, Approaches and Methods | 3 | 0 | 1 |
| | DSE-05 | Essentials of Media Psychology | 3 | 1 | 0 |
| | DSE-06 | Managing Human Capital at Workplace | 3 | 1 | 0 |
| | | | | | |
| Sem 3, 5 | GE (Odd) Level 200 | | | | |
| | GE-9 | Industrial and Organisational Psychology | 3 | 1 | 0 |
| | GE-10 | Media Psychology | 3 | 0 | 1 |
| | GE-11 | Youth and Mental Health | 3 | 0 | 1 |
| | GE-12 | Foundations of Developmental Psychology | 3 | 1 | 0 |

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|-------------|------------------------|--|---|---|---|
| | GE-13 | Identifying and Dealing with Psychological Disorders | 3 | 1 | 0 |
| | GE-14 | Psychology of Adjustment | 3 | 0 | 1 |
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| Sem 4, 6 | GE (Even) Level 200 | | | | |
| | GE-15 | Foundations of Inquiry in Psychology | 3 | 1 | 0 |
| | GE-16 | Psychology at the Workplace | 3 | 0 | 1 |
| | GE-17 | Negotiating Intimate Relationships | 3 | 0 | 1 |
| | GE-18 | Group Processes and Dynamics at Work | 3 | 1 | 0 |
| | GE-19 | Disability and Rehabilitation | 3 | 0 | 1 |
| | | | | | |
| VII | DSC-13 | Fundamentals of Inferential Statistics | 3 | 1 | 0 |
| | DSE-07 | Development of Indian Psychological Thought | 3 | 1 | 0 |
| | DSE-08 | Personality Psychology | 3 | 0 | 1 |
| | DSE-09 | Introduction to Psychology of Gender | 3 | 1 | 0 |
| | DSE-10 | School Psychology | 3 | 1 | 0 |
| | DSE-11 | Yoga and Psychology | 3 | 1 | 0 |
| | DSE-04* | Psychological Research – Paradigms, Approaches and Methods | 3 | 0 | 1 |
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| Sem 7 | GE (Odd) Level 300 | | | | |
| | GE -20 | Understanding Human Resources | 3 | 0 | 1 |
| | GE - 21 | Understanding Diversity | 3 | 0 | 1 |
| | GE - 22 | Psychology and Communities | 3 | 0 | 1 |
| | GE - 23 | Cognitive Psychology in the Contemporary World | 3 | 0 | 1 |
| | GE - 24 | Fundamentals of Sports Psychology | 3 | 1 | 0 |
| | GE - 25 | Statistical Foundations for Psychological Research | 3 | 0 | 1 |
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| VIII | DSC-14 | Community Psychology | 3 | 0 | 1 |
| | DSE-12 | Basics of Sports Psychology | 3 | 1 | 0 |
| | DSE-13 | Consumer Behaviour | 3 | 1 | 0 |

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|-------|---------------------|--|---|---|---|
| | DSE-14 | Understanding and Dealing with Trauma | 3 | 1 | 0 |
| | DSE-15 | Psychology of Ageing | 3 | 1 | 0 |
| | DSE-16 | Intersections of Psychology and Technology | 3 | 1 | 0 |
| | DSE-17 | Foundations of Neuropsychology | 3 | 1 | 0 |
| | DSE-18 | Basic Psychotherapeutic Skills | 3 | 0 | 1 |
| | | | | | |
| Sem 8 | GE (Even) Level 300 | | | | |
| | GE - 26 | Basics of Counselling Psychology | 3 | 0 | 1 |
| | GE - 27 | Conflict and Conflict Management at Work | 3 | 0 | 1 |
| | GE -28 | Yoga and Psychology | 3 | 0 | 1 |
| | GE -29 | Family Relations | 3 | 0 | 1 |
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Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

B.A. (PROGRAMME) PSYCHOLOGY COURSE

STRUCTURE, COURSES & SYLLABI OF SEMESTER - VII





PSYCHOLOGY

COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Psychology Courses for Undergraduate Programme of study with
Psychology as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE – 13: FUNDAMENTALS OF INFERENTIAL STATISTICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|--------------------------------------|----------|----------------------------|----------------------------------|--|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSC-13 Fundamentals of Inferential Statistics | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with inferential statistical techniques in psychological research.
- To foster an understanding of the application of statistics tests for quantitative research in Psychology.

Learning Outcomes

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

- Have statistical understanding for review of literature of quantitative research in Psychology.
- Make informed choice about application of statistical techniques for quantitative data.
- Perform statistical analysis for quantitative data analysis in research using calculator.
- Interpret the results obtained from statistical tests.

SYLLABUS OF DSC-13

UNIT 1

(15 Hours)

Introduction to Inferential Statistics; Properties of Random Sampling Distribution of the Mean; Hypothesis Testing – t test – Calculation with raw scores and Assumptions (Single mean, Independent samples, Dependent samples); One-tailed and Two-tailed tests; p -Value; Errors in hypothesis testing; Power of test

UNIT 2**(10 Hours)**

Confidence Intervals for Single Mean and Difference between two means (Calculation); Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals

UNIT 3**(10 Hours)**

Hypothesis testing – One-way Analysis of Variance (ANOVA); Basis of ANOVA, Calculation with raw scores, Assumptions, Comparison of t and F ; Conceptual understanding of Post Hoc Comparisons

UNIT 4**(10 Hours)**

Chi-Square Test – Logic and Assumptions, Calculation for Goodness-of-fit, Test for Independence between two variables; Nonparametric Tests - Uses and Applications; Comparison with Parametric Tests

Tutorial component –**(15 Hours)**

Data Analysis, interpreting output, and presenting results:

- t test (Single Mean, Independent, Dependent Samples)
- One way ANOVA
- Chi-Square
- Non parametric
- Graphical presentation of results

Practical component – NIL**Essential/recommended readings**

Howell, D. C., (2013). *Statistical Methods for Psychology*. Wadsworth.

King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

Suggestive readings

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

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

Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. 5th Edition, Sage Publications Ltd., London.

Lindner, A. M. (2012). Teaching Quantitative Literacy through a Regression Analysis of Exam Performance. *Teaching Sociology*, 40(1), 50–59. <http://www.jstor.org/stable/41503322>

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

Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics*. New Delhi: Sage.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VII:

DSE 7: Development of Indian Psychological Thought

DSE 8: Personality Psychology

DSE 9: Introduction to Psychology of Gender

DSE 10: School Psychology

DSE 11: Yoga Psychology

***DSE 4: Psychological Research – Paradigms, Approaches and Methods**

***(Same as Semester VI)**

DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: DEVELOPMENT OF INDIAN PSYCHOLOGICAL THOUGHT

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

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|------------------------|----------------------------------|--|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-7 Development of Indian Psychological Thought | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

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

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

SYLLABUS OF DSE-7

UNIT 1

(12 Hours)

Introduction

Core Components of Indian Psychological Thought, Consciousness, the Nature of the Self in Indian Psychology: *Upanishadic* perspective, *Atman* (the soul), *Brahman* (ultimate reality), and their psychological significance; Differences between Indian and Western views of the mind, holistic approaches to understanding human nature.

UNIT 2

(15 Hours)

Self-Development

Evolution of self through spiritual and psychological growth; Emotions and their transformation in Indian Psychology including practices such as mindfulness and meditation; Meaning and purpose in Life: Indian perspective.

UNIT 3

(9 Hours)

Karma Theory

Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana Yoga* (knowledge) and *Bhakti Yoga* (devotion), laws of karma and the interplay between free will and destiny.

UNIT 4

(9 Hours)

Applications of Indian Psychology

Counselling, education, health and organizations settings; stress management, and promoting well-being through ancient practices like Yoga and Ayurveda.

Tutorial component –

(15 Hours)

Suggestive Tutorial Activities:

- Literature review
- Yoga and meditative exercises
- Emotional regulation activities
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Visit to yoga and meditation centres to understand the underlying processes

Practical component - NIL

Essential/recommended readings

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

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

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

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

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

Suggestive readings

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

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

Yogananda, P. (1946/2002). *Autobiography of a Yogi*. Bombay: Jaico.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: PERSONALITY PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding on various theoretical perspectives of personality and its assessment procedures.
- To learn about the contributions of key psychologists in the field of personality psychology.
- To learn about contemporary trends and issues in personality psychology.

Learning Outcomes

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

- Comprehend perspectives on personality and their foundational assumptions.
- Evaluate the contributions of key psychologists to the field of personality psychology.
- Apply theoretical concepts to practical scenarios, including personality assessment.

SYLLABUS OF DSE-8

UNIT 1

(8 Hours)

Introduction to Personality Psychology

Nature and Scope of Personality Psychology; Overview of key theoretical frameworks: Psychodynamic Theories, Humanistic-Existential Theories, Dispositional, Theories, Biological-Evolutionary Theories, Learning- Social Cognitive Theories and Contemporary trends in personality research

UNIT 2

(20 Hours)

Major Theories and Theorists in Personality Psychology

- Psychodynamic approach –Carl Jung and Eric Erickson
- Trait Theorists: Raymond Cattell, and Paul Costa and Robert McCrae.
- Humanistic and Existential Approach – Eric Fromm and Rollo May
- Social-cognitive – Walter Mischel and Albert Bandura

UNIT 3

(10 Hours)

Cultural Foundations of Personality: A Global and Indian Perspective

Cultural and Gender Influences on Personality Development; Indian Framework of Personality: The Triguna Theory and the Panchkosha Theory of Self; Personality studies in India.

UNIT 4

(7 Hours)

Assessment and Applications

Assessment of Personality- Objective, Subjective, and Projective techniques, Applications – Personality and mental health: links to anxiety, depression, resilience, Personality in the workplace: leadership and job performance.

Tutorial component - NIL

Practical component

(30 Hours)

Suggestive list of practical:

- Trait Theory-Based Personality Assessment
- Personality Profiling through Case Studies
- Projective and Semi-Projective Personality Assessments
- Cross-Cultural Personality Assessments

Essential/recommended readings

- Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 44(1), 1–26. <https://doi.org/10.1111/j.1744-6570.1991.tb00688.x>
- Campbell-Sills, L., Cohan, S. L., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young adults. *Behaviour Research and Therapy*, 44(4), 585–599. <https://doi.org/10.1016/j.brat.2005.05.001>
- Feist, J., Feist, G.J., & Roberts, T.A. (2018). *Theories of personality*. McGraw-Hill Education.
- Jakhar, S. (2019). Panchakosha. *International Journal of Yogic, Human Movement and Sports Sciences*, 4(1), 1382-1384. <https://www.theyogicjournal.com>
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780. <https://doi.org/10.1037/0021-9010.87.4.765>
- Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin*, 136(5), 768–821. <https://doi.org/10.1037/a0020327>
- Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature*. McGraw Hill.
- Medina-Craven, M. N., Ostermeier, K., Sigdya, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of Management History*. doi.org/10.1108/JMH-06-2022-0021

- Singh, J. K., & Tung, N. S. (2019). Personality studies in India. In G. Misra (Ed.), *Psychology: Volume 2: Individual and the social: Processes and issues* (pp. 1–52). New Delhi: Oxford University Press. <https://doi.org/10.1093/oso/9780199498857.003.0001>
- Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal*, 21(2), 89-93. doi: 10.4103/0972-6748.119586

Suggestive Readings

- Bienvenu, O. J., & Stein, M. B. (2003). Personality and anxiety disorders: A review. *Journal of Personality Disorders*, 17(2), 139–151. <https://doi.org/10.1521/pedi.17.2.139.23986>
- Clark, L. A., & Watson, D. (1991). Tripartite model of anxiety and depression: Psychometric evidence and taxonomic implications. *Journal of Abnormal Psychology*, 100(3), 316–336. <https://doi.org/10.1037/0021-843X.100.3.316>
- Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge University Press.
- Ewen, R.B. (2014). *An Introduction to Theories of Personality*. Psychology Press
- Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist*, 64(4), 241–256. <https://doi.org/10.1037/a0015309>
- Misra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology*. Concept Publication Company.
- Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality*. Wadsworth, Cengage Learning.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: INTRODUCTION TO PSYCHOLOGY OF GENDER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|----------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE-9 Introduction to Psychology of Gender | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to define and evaluate gender as a social construct.
- To understand the ways in which gender, power, privilege, and oppression play out across a range of human experiences.

Learning Outcomes

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

- Examine the growth of gender as a construct in psychological research.
- Critically analyse the different perspectives highlighting the development of the concept of gender.
- Reflect on issues and challenges based on gender and identity.
- Apply the principles of equality and equity in various facets of life.

SYLLABUS OF DSE-9

UNIT 1

(9 Hours)

Conceptualizing gender: Social construction of gender; Historical understanding of gender in psychology

UNIT 2

(12 Hours)

Theoretical perspectives of gender development: Psychoanalytic, Cognitive-developmental, Gender Schema, Biological, Social Cognitive Theory

UNIT 3

(12 Hours)

Gender based issues and challenges: Discrimination against gender spectrum.

UNIT 4

(12 Hours)

Current frontiers in psychology of gender: Promoting equality and equity; Gender neutral parenting; Gender similarities hypothesis

Tutorial component**(15 Hours)****Suggested Tutorial Activities:**

- Literature review on topics such as gender diversity, POSH Act, gender neutral parenting etc.
- Movie screening and discussion on gender roles
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Find and write about an NGO which work towards gender empowerment.
- Case study analysis of cultural differences in gender role perception.
- Book review

Practical component – NIL**Essential/recommended readings**

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

Suggestive readings

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1441.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: SCHOOL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---------------------------------|---------|-----------------------------------|----------|----------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE-10 School Psychology | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of School Psychology to the students.
- To learn strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- To promote the well-being of children and adolescents in the school setting.

Learning Outcomes

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

- Develop an understanding of the fundamentals of School Psychology.
- Understanding strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- Promoting the well-being of children and adolescents in the school setting.

SYLLABUS OF DSE-10

UNIT 1

(10 Hours)

Introduction to School Psychology

Orientation to School Psychology (Nature, Historical and Current trends, Scope and Allied Fields), Role and Function of School Psychologist as a Professional, Overview of the Indian School System and Educational Policy in India, Socio-cultural Diversity

UNIT 2

(10 Hours)

Theoretical and Conceptual Underpinnings

Application of Psychological Theories in Classrooms (e.g., Piaget, Vygotsky, Gardner, Erikson and Bronfenbrenner), Indian Perspectives on Teaching Learning and Schooling (Guru-Shishya Parampara), Role of Family and Community in Schooling

UNIT 3

(12 Hours)

Addressing Contemporary Concerns among School Students

Academic Concerns (Learning Difficulties, Neurodevelopmental Issues, Exceptional and Gifted Children), Social Emotional Concerns (Stress and Anxiety, Body Image, Peer Pressure), Behavioural Concerns (Conduct issues, Digital dependency)

UNIT 4

(13 Hours)

Assessments and Interventions in School Settings

Assessment (Comprehensive Psycho-educational Assessment); Intervention – School Mental Health, Crisis Intervention, Bullying, Abuse; School-based remedial programme for the child - art therapy, play therapy, problem-solving; Vocational and career guidance

Tutorial component

(15 Hours)

Suggested Tutorial Activities:

- Psycho-educational testing applicable in school setting
- Role play between teacher and learner
- Case study analysis
- Movie review
- Interventions designed to promote mental health, social emotional concerns, academic Concerns, or behavioural concerns
- Book review
- Policy review around child development
- Documenting experiences of school children
- Cultural practices in schooling

Practical component – NIL

Essential/recommended readings

Berk, L. E. (2018). *Development through the lifespan* (Seventh edition). Pearson.

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families* [Major Research Project]. University Grants Commission.

Kapur, M. (2011). *Counselling Children with Psychological Problems* (1st ed.). Pearson Education India.

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

Merrell, K. W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century: Foundations and practices* (Third edition). The Guilford Press.

Mohan, L., Yilanli, M., & Ray, S. (2023). Conduct Disorder. In *StatPearls [Internet]*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK470238/>

- Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School & Educational Psychology*, 7(2), 94–101. <https://doi.org/10.1080/21683603.2019.1570886>
- Ramalingam, P. (2011). Prospects of School Psychology in India. *Journal of the Indian Academy of Applied Psychology*, 37(2), 201–211.
- Saraswati, T. S., Menon, S., & Madan, A. (Eds.). (2018). *Childhoods in India: Traditions, trends, and transformations* (First South Asia edition). Routledge.

Suggested readings

- Agrawal, R., & Rao, B. V. L. N. (2007). *Education for disabled children*. Shipra Publications.
- Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, 2(7).
- Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal psychology* (Sixteenth edition). Pearson.
- Case, C., & Dalley, T. (Eds.). (2008). *Art therapy with children: From infancy to adolescence* (1st ed.). Routledge.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.
- Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. SAGE Publications Inc.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: YOGA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|----------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE-11 Yoga Psychology | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga Psychology and various schools of Yoga.
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well being.

Learning Outcomes

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

- Awareness about the ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology.
- Exposure to research in Yoga Psychology and its therapeutic benefits.

SYLLABUS OF DSE-11

UNIT 1 (12 Hours)

Introduction

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

UNIT 2 (12 Hours)

Principles and Yogic View of Personality

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

UNIT 3 (11 Hours)

Ashtang Yoga of Patanjali

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self)

UNIT 4 (10 Hours)

Research and Applications of Yoga Practices

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

Tutorial component**(15 Hours)****Suggested Tutorial Activities:**

- Debate on the relevance and application of yoga psychology in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

Practical component – NIL**Essential/recommended readings**

Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. Kaivalyadhama Samiti, Lonavala.

Kumar, K. (2013). *Yoga psychology: A handbook of yogic psychotherapy*. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? *Psychology & Developing Societies*, 097133362110388. <https://doi.org/10.1177/09713336211038809>

Mehta, J. M. (2005). *Essence of Maharishi Patanjali's Ashtang Yoga*. Pustak Mahal.

TI, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. *Complementary therapies in medicine*, 61, 102772.

Vivekananda, R. (2005). *Practical yoga psychology*. Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. <https://yoga.ayush.gov.in/Yoga-History/>

Suggestive readings

Ajaya, S. (1976). *Yoga psychology: A practical guide to meditation*. Himalayan Institute Press.

Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. *Depression and anxiety*, 35(9), 830-843.

- Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. *Cochrane Database of Systematic Reviews*, (5).
- Levine, M. (2011). *The positive psychology of Buddhism and yoga: Paths to a mature happiness*. Routledge.
- Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. *International Journal of Yoga*, 14(2), 100.
- PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. *National Journal of Physiology, Pharmacy and pharmacology*, 8(11), 1526-1526.
- Udupa, K. N. (1985). *Stress and its management by yoga*. Motilal Banarsidass Publ.

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

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

B.A. (PROGRAMME) PSYCHOLOGY COURSE

STRUCTURE, COURSES & SYLLABI OF SEMESTER - VIII





PSYCHOLOGY

COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

Psychology Courses for Undergraduate Programme of study with
Psychology as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE – 14: COMMUNITY PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|----------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSC-14 Community Psychology | 4 | 3 | 0 | 1 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community based work and mental health concerns.

Learning Outcomes

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

- Gain greater grounding in community based processes and functioning.
- Analyze phenomena through an Ecological Lens.
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

SYLLABUS OF DSC-14

UNIT 1

(10 Hours)

Introduction to Community Psychology

Definition and types of communities; Working with communities in India; Nature and core values of community psychology; The Ecological Systems Perspective in Community Psychology

UNIT 2

(10 Hours)

Research Paradigms and Methods in Community Psychology

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, trans-formative); Transformative research with Indian communities

UNIT 3

(10 Hours)

Working with Vulnerable Communities

Empowerment as a goal for community psychologists; Community Mental Health ; Changing Public Perception in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

UNIT 4

(15 Hours)

Empowerment: Indian Communities and Mental Health

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous communities

Tutorial component – NIL

Practical component

(30 Hours)

Suggested practical activities:

Practical should be based on one of the above research paradigms of community psychology.

- Analysis of a Film/Documentary that depicts community life and interaction in India
- Research on communities in India using methods such as observation and interviews
- Needs assessment and designing awareness programs on health in communities
- Evaluating Policies using frameworks such as the Ecological Systems Perspective
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives

Essential/recommended readings

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Gram, L., Paradkar, S., Osrin, D., Daruwalla, N., & Cislighi, B. (2023). ‘Our courage has grown’: a grounded theory study of enablers and barriers to community action to address violence against women in urban India. *BMJ global health*, 8(1), e011304.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*. Singapore: Wadsworth Cengage Learning.

Menon, S. V., & Allen, N. E. (2020). Community organizing and transformative change in the response to domestic violence in India. *American journal of community psychology*, 66(1-2), 106-118.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

Suggestive readings

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.

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DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VIII:

DSE 12: Basics of Sports Psychology

DSE 13: Consumer Behaviour

DSE 14: Understanding and Dealing with Trauma

DSE 15: Psychology of Ageing

DSE 16: Intersections of Psychology and Technology

DSE 17: Foundations of Neuropsychology

DSE 18: Basic Psychotherapeutic Skills

DISCIPLINE SPECIFIC ELECTIVE COURSE – 12: BASICS OF SPORTS PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of Sports Psychology to the students.
- To get acquainted with the major concepts of psychology, emphasizing the application of psychology in sports.
- Understand potential issues with measurement and interventions in sports.

Learning Outcomes

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

- Develop an understanding of the fundamentals of sports psychology.
- Understand the dynamics of the psychophysiological aspect in relation to performance in sports.
- Develop a vision for talent identification, diagnosis, and intervention in enhancing sports performance and well-being.

SYLLABUS OF DSE-12

UNIT 1

(10 Hours)

Introduction: Introduction to sports psychology, Need and Scope of Sports Psychology, and Role of Sports Psychologist

UNIT 2

(15 Hours)

Psychophysiological Correlates: Anxiety, Arousal and Stress in relation to peak performance, Attention and concentration in relation to sports performance Motivation in relation to sports performance. personality and performance in sports (POMS by Morgan)

UNIT 3

(10 Hours)

Social psychology in Sports: Individual and Team sports (Team Cohesion: Nature, Correlates, and Development), Team Building: (Factor Affecting group performance, Communication structure, Social facilitation, and inhibition), Impact of the audience on Sport Performance

UNIT 4

(10 Hours)

Mental Training in Sports for Athletes: Need for and mental training in sports (Relaxation Techniques, Psych-up techniques, Concentration Training, Self-confidence, Goal setting, Self-efficacy in sports, Self-talk, Thought stopping and centring).

Practical component – NIL

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- In a group situation, explore various methods for assessing psychological performance in a range of athletic scenarios, as well as ways for enhancing key psychological elements.
- Understanding essential factors such as team dynamics, team development, leadership, and communication: Coach-Athlete, Team Members, and Parent Relationships
- Investigate numerous films, videos, and case studies on athletes and teams, followed by a focus group discussion.
- Appreciate the significance of psychological intervention, Experiential exercises that use relaxation techniques including progressive muscle relaxation, imagery, and autosuggestion.

Essential/recommended readings

Cox, R. (2006). *Sports Psychology*. McGraw -Hill Education

Carron, A.V., Hausenlas, H.A., & Mark, E. (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 and exercise psychology*. Champaign, IL: Human Kinetics.

Perry, J. (2016). *Sports Psychology: A complete introduction*. Kindle Edition

Jarvis, M. (2006). *Sports Psychology: A Students handbook*. Rutledge.

LeUnes, A., & Nation, J.R. (2002). *Sport Psychology: An Introduction* 3rd ed. Belmont CA: Wadsworth Thomson Learning

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 13: CONSUMER BEHAVIOUR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-13 Consumer Behaviour | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological underpinnings of consumer behavior.
- To analyze the role of emotions, motivations, and biases in consumer decisions.
- To evaluate the impact of social, cultural, and technological factors on consumer choices.
- To explore contemporary issues like sustainability, ethical consumption, and digital transformation in consumer behavior.

Learning Outcomes

By studying this course, the students will be able to:

- Understand key theories and models in consumer psychology.
- Identify and explain how cognitive biases, emotions, and social factors shape consumer decisions and post-purchase behavior.
- Develop consumer-centered marketing strategies by applying psychological principles, particularly in digital and social media contexts.
- Analyze trends like sustainability, ethical consumption, and the role of AI in consumer behavior, considering their psychological impact and ethical implications.

SYLLABUS OF DSE 13

UNIT 1

(11 Hours)

Introduction

Consumer and Consumer behaviour; History of consumer psychology; Scope of consumer psychology; Consumer Decision Making Process: Need, Information Search, Alternate Evaluation, Decision rules, Post-purchase behaviour; Consumer happiness

UNIT 2

(12 Hours)

Psychological Mechanisms in Consumer Behaviour

Consumer motivation; Role of affect and emotion in consumption; Cognitive biases in consumer choices; Consumer attitude formation and change

UNIT 3**(11 Hours)****Social and Cultural Influences on Consumer Behaviour**

Reference Groups and Aspirational Groups; Cultural Norms and Values in Consumption; Role of Advertising and Media in Shaping Consumer Culture; Sustainability and Ethical Consumption

UNIT 4**(11 Hours)****Contemporary Trends and Issues in Consumer Behaviour**

Personalization in E-commerce; Social Media Influencers and Consumer Preferences; Green Consumption and Ethical Decision Making; Consumer Choice and artificial intelligence

Practical component – NIL

Tutorial component -**(15 Hours)****Suggestive Tutorial Activities**

- Consumer Behaviour Timeline and its interdisciplinary influences
- Apply decision making models on real life consumer decision making scenarios
- Discuss real-world marketing campaigns that use psychological principles to influence consumer decisions
- Role-playing exercise to understand the emotional drivers of consumer choices.
- Investigate how cognitive biases (e.g., anchoring, framing) affect decision-making through experiments
- Debate on post-purchase rationalization, ethical consumption, sustainability
- Research to explore how culture influences consumer behaviour
- Analyze how advertisements target social identity, values, and emotions
- Case study of a successful influencer campaign

Essential/recommended readings

Goldsmith, E.B. (2015). *Social Influence and Sustainable Consumption*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-20738-4>

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

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

Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2nd ed. India: Pearson India Education Services Pvt. Ltd

Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12th ed.). NY: Pearson Education

Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10th ed. England: Pearson Education Limited.

Tuten, T.L., & Solomon, M.R. (2018). *Social Media Marketing*, 3rd ed. Sage Publications Ltd.

Suggestive readings

André, Q., Carmon, Z., Wertenbroch, K. et al. (2018). Consumer Choice and Autonomy in the Age of Artificial Intelligence and Big Data. *Customer Needs and Solutions*. 5, 28–37. <https://doi.org/10.1007/s40547-017-0085-8>

- Chandra, S., Verma, S., Lim, W. M., Kumar, S., & Donthu, N. (2022). Personalization in personalized marketing: Trends and ways forward. *Psychology & Marketing*, 39, 1529–1562. <https://doi.org/10.1002/mar.21670>
- Foxall, G.R. (2015). *Consumer behaviour: A practical guide*. London & NY: Routledge
- Noel, H. (2009). *Consumer behaviour*. Switzerland: AVA Publishing
- Peattie, K. (2010). Green Consumption: Behavior and Norms. *Annual Review of Environment and Resources*. <http://dx.doi.org/10.1146/annurev-environ-032609-094328>
- Reczek, R.W., Irwin, J.R. (2015). Ethical Consumption. In: Norton, M.I., Rucker, D.D., Lamberton, C. eds. *The Cambridge Handbook of Consumer Psychology*. Cambridge Handbooks in Psychology. Cambridge University Press.
- Wanke, M. (Ed.). (2009). *Social psychology of consumer behaviour*. NY: Taylor & Francis Group.
- Young, B. (2018). *Consumer psychology: A life span developmental approach*. UK: Palgrave Macmillan

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DISCIPLINE SPECIFIC ELECTIVE COURSE - 14: UNDERSTANDING AND DEALING WITH TRAUMA

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 14 Understanding and Dealing with Trauma | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

- Build a comprehensive understanding of trauma, its multifaceted nature, and societal implications.
- Develop an understanding of the concept of trauma from different perspectives that explain trauma and its effects.
- Explore the significance of community engagement and culturally sensitive interventions in trauma recovery.
- Equip students with practical skills and knowledge of evidence-based trauma interventions.

Learning Outcomes

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

- Define and critically analyse various types of traumas and their consequences in local and global contexts.
- Apply psychological theories and interdisciplinary perspectives to understand trauma responses.
- Evaluate community-based interventions, including grassroots and participatory approaches.

SYLLABUS OF DSE 14

UNIT 1

(9 Hours)

Conceptual Understanding of Trauma

- Definition, types, Indian Psychological Perspective: Concept of Dukkha (suffering), Trauma and Samskara, post traumatic growth, scope of trauma, effects of trauma and PTSD

UNIT 2**(12 Hours)****Theories of Trauma**

- **Psychological Perspectives:** Psychodynamic Models: Trauma specific defense mechanisms, Behavioural and Cognitive Models: Trauma schemas, avoidance behaviours, and reprocessing
- **Biological Perspectives:** Neurobiology of trauma (HPA axis, amygdala, hippocampus), Role of epigenetics in trauma transmission, Evolutionary psychology's take on trauma responses (fight, flight, freeze)
- **Integrated Approaches:** Polyvagal theory and biopsychosocial models

UNIT 3**(12 Hours)****Psychological Interventions**

- **Trauma-informed care principles:** Safety, trust, empowerment, collaboration, and cultural sensitivity, Practitioner Considerations: Ethical dilemmas in trauma work
- **Evidence-Based Interventions:** Eye Movement Desensitization and Reprocessing (EMDR), Trauma-Focused Mindfulness and Somatic Experiencing, Dialectical Behavior Therapy (DBT) for complex trauma

UNIT 4**(12 Hours)****Community-Based Experiences and Interventions**

- **Trauma at the Community Level:** Collective trauma and its ripple effects (e.g., Partition) Participatory action research (PAR) in trauma recovery, Media and social networks (Their dual role in exacerbating and addressing trauma), Culturally Sensitive Approaches: Healing practices in Indian context, Peer support groups
- **Case Studies and Best Practices:** Case studies on disaster recovery programs

Practical component – NIL**Tutorial component****(15 Hours)****Suggestive Tutorial Activities**

- Designing and implementing intervention strategies like role plays for case vignettes.
- Organize a debate where students argue for or against different theories' effectiveness in explaining trauma.
- Choose a topic related to trauma and do class presentations.
- Class discussions on Podcasts like *Somatic Experiencing Explained by Peter Levine*, *Exploring Polyvagal Theory with Dr. Stephen Porges*, *Trauma Healing in Conflict Zones*, *Dan Siegel – The Neurobiology of Trauma etc*, *Brené with Dr. Edith Eger on Trauma, Healing, and Forgiveness*
- Showcase and discuss videos/TED Talks like *Bessel van der Kolk – Trauma-Sensitive Yoga and Somatic Therapies*. *Nadine Burke Harris – How Childhood Trauma Affects Health Across a Lifetime*.

Essential/recommended readings:

- Droždek, B., & Wilson, J. P. (Eds.). (2007). *Voices of trauma: Treating psychological trauma across cultures*. New York, NY: Springer.
- Farrington, S., & Woodward, A. (2024). *The Psychology of Trauma*. Taylor & Francis.
- Gold, S. N. (2017). *APA Handbook of Trauma Psychology: Foundations in Knowledge, Vol. 1* (pp. xxii-624). American Psychological Association.
- Gold, S. N., Cook, J. M., Dalenberg, C. J. (2017). *APA Handbook of Trauma Psychology: Volume 2: Trauma Practice*, 1-1223. American Psychological Association.
- Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books.
- Misra, G. (Ed.). (2018). *Psychosocial interventions for health and well-being*. New Delhi: Springer India.
- Nicolson, P. (2023). *Genealogy, Psychology and Therapy* (2nd ed.). Routledge.
- Porges, S. W. (2011). The polyvagal theory: Phylogenetic substrates of a social nervous system. *International Journal of Psychophysiology*, 42(2), 123-146.
- Subica, A. M., & Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. *Social Science & Medicine*, 292, 114574.
- Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking.

Suggestive Readings:

- Cherry, K. E., & Gibson, A. (2020). *The intersection of trauma and disaster behavioral health*. Springer.
- Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books.
- Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. North Atlantic Books Berkeley, California.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - 15: PSYCHOLOGY OF AGEING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|------------------------------------|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 15 Psychology of Ageing | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To help learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well-being of the elderly.

Learning Outcomes

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

- Understand the ageing process.
- Gain insight into physical and cognitive changes during later life.
- Recognize social-emotional challenges experienced by the elderly.
- Identify strategies for successful ageing.

SYLLABUS OF DSE 15

UNIT 1

(9 hours)

Introduction

- Understanding the ageing process
- Gerontology: Nature, scope, concepts and theories
- Ageing as a Global Challenge

UNIT 2

(12 hours)

Physical and cognitive aspects of aging

- Psychological impact of and Physical changes in ageing (sensory-motor changes, sleep)
- Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

UNIT 3

(12 hours)

Socio-emotional aspects of ageing

- Transitions in later life
- Family and social relationships
- Social security and crime against elderly
- Economic issues in ageing

UNIT 4**(12 hours)****Coping in later life**

- Coping with death, dying and bereavement
- Rights of the elderly
- Spirituality
- Positive ageing

Practical component (if any) – NIL**Tutorial component****(15 Hours)****Suggestive Tutorial Activities**

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

Essential/recommended readings

Kaushik, P. (2018). *Promoting Successful Positive Aging across the Health Continuum: A Holistic Approach*. In Prasad, V., Akbar, S. (Ed.) *Handbook of research on Geriatric Health, Treatment, and Care*. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808 (Unit IV – Positive aging)

Paltasingh, T. & Tyagi, R. (2015). *Caring for the Elderly: Social Gerontology in the Indian Context*. Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0

Quadagno, J. (2014). *Ageing and the Life Course: An introduction to Social Gerontology* (6th Edn). Mc Graw Hill. (Unit III – Family & Social relationships)

Robnett R.H., Brossoie, N., & Chop, W.C. (2020). *Gerontology for the Health Care Professional*. Jones & Barlett Learning, Burlington, MA

Santrock, J.W. (2021). *Life-span Development* (18th Edn). McGraw Hill Pvt Ltd. ISBN 9781260245844

Shankardass, M.K. (2020). *Aging Issues and Responses in India*. Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4

Suggestive readings

Woods, B. & Clare, L. (2008). *Handbook of the Clinical Psychology of Aging* (2nd Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 16: INTERSECTIONS OF PSYCHOLOGY AND TECHNOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-16 Intersections of Psychology and Technology | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- Identifying and defining key terms and concepts related to psychology and technology.
- Analyzing and synthesizing research findings related to the impact of technology on human behavior and cognition.
- Evaluating and critiquing the strengths and limitations of different theoretical frameworks and research methodologies used in psychology and technology research.
- Applying course concepts and theories to real-world examples of technology use and behavior.
- Collaborating with peers to develop research proposals, presentations, and other group projects related to psychology and technology.
- Developing and presenting written and oral arguments that reflect critical thinking and effective communication skills.

Learning Outcomes

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

- Demonstrate an understanding of the theoretical foundations of psychology and technology, including cognitive and behavioral theories of human-technology interaction, social and cultural theories of technology adoption and diffusion, and ethical considerations in psychology and technology research.
- Critically evaluate the impact of technology on attention, memory, emotion, communication, decision-making, and society.
- Analyze the opportunities and challenges presented by emerging technologies and their potential impact on human behavior and cognition.
- Apply course concepts to real-world issues or problems related to psychology and technology, and develop solutions or recommendations based on research and analysis.
- Communicate effectively about the intersection of psychology and technology, both orally and in writing, and engage in productive discussions and debates on related topics.

SYLLABUS OF DSE 16

UNIT 1

(12 hours)

An Introduction to Psychology and Technology

- Overview of the intersection between psychology and technology
- Ethical considerations in psychology and technology research
- Current trends and future directions in the field

UNIT 2**(12 hours)****Technology and Intra-personal Processes**

- How technology affects our attention and memory: Digital amnesia
- Online identity and self-presentation
- Impact of technology on physical and psychological well-being

UNIT 3**(12 hours)****Technology and Inter-personal Processes**

- Technology mediated relationships (romantic relationship, friendships, communities online.)
- Role of technology in shaping formal and informal communication patterns
- The impact of technology on decision-making processes

UNIT 4**(9 hours)****Technology and Society**

- Bidirectional relationship of technology and society
- Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps)
- Psychological implications of Technology. Technology and education

Practical component – NIL**Tutorial component****(15 Hours)****Suggestive Tutorial Activities**

- Present scenarios where psychology and technology intersect, such as using AI for mental health therapy or tracking personal data through health apps. Divide the class into groups to debate the ethical implications, focusing on privacy, consent, and accessibility.
- Assign students recent research papers or articles on emerging trends in psychology and technology (e.g., virtual reality for therapy). Students present a summary and discuss the future direction of the field.
- Ask students to survey peers or family members about their reliance on digital devices for memory tasks (e.g., remembering birthdays, appointments). Analyze and discuss the findings as a group.
- Students create mock social media profiles reflecting how individuals may present themselves differently online versus offline. Groups analyze and discuss the differences in self-presentation.
- Have students maintain a journal for a week, reflecting on their technology usage (e.g., screen time) and its impact on their physical and psychological well-being.
- Provide case studies on technology-mediated relationships, such as online dating or virtual communities. Ask students to analyze the benefits, challenges, and psychological effects.
- Divide students into groups and have them communicate using different mediums (e.g., face-to-face, email, social media). Discuss how communication patterns and interpretations change based on the medium.
- Conduct a group activity where students use online tools (e.g., polls, decision-making apps) to make collective decisions. Discuss the influence of technology on group dynamics and decision-making processes.

- Organize a debate on topics such as: "Does technology shape society, or does society shape technology?" Assign students to different sides and have them present evidence to support their arguments.
- Assign students to research and present on a specific health technology (e.g., telemedicine, assistive technology, health apps). They can focus on its psychological implications and societal impact.
- In groups, students brainstorm innovative ways technology can improve education. They can present their ideas and discuss the potential psychological implications

Essential/recommended readings

- Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology*, 55, 573-590.
- Carr, N. (2010). *The shallows: What the internet is doing to our brains*. W. W. Norton & Company.
- Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research*, 11(4), e48.
- Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives*. Palgrave Macmillan.
- Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist*, 39(10), 1123-1134.
- Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods*. Routledge.
- Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.
- Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world*. Portfolio/Penguin.
- Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn*. Palgrave Macmillan.
- Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind*. Harper Collins.
- Turkle, S. (2005). *The second self: Computers and the human spirit*. MIT Press.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.

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DISCIPLINE SPECIFIC ELECTIVE COURSE - 17: FOUNDATIONS OF NEUROPSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 17 Foundations of Neuropsychology | 4 | 3 | 1 | 0 | Passed Class 12 th | Nil |

Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its historical developments and theories.
- Comprehensive knowledge of functions and dysfunctions of major brain regions and its impact on behaviour.
- Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

Learning Outcomes

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

- Articulate key concepts and historical milestones in neuropsychology, including the brain hypothesis and lateralization theories.
- Recognize and describe clinical symptoms associated with brain lesions, disease and their role in behaviour and cognition.
- Know the basic applications of neuropsychological assessments for cognitive and neurological evaluations.
- Conceptualise neuropsychological rehabilitation, addressing specific deficits and patient needs.

SYLLABUS OF DSE-17

UNIT 1

(8 Hours)

Understanding Neuropsychology

Neuropsychology – definition; historical antecedents of neuropsychology – the brain hypothesis, localization, Broca's and Wernicke's discovery, Disconnection syndrome hypothesis; Lateralization – right and left hemisphere.

UNIT 2**(14 Hours)****Frontal lobe and Temporal lobe: functions and dysfunctions**

Frontal lobe – anatomy, symptoms of frontal lobe lesions – disturbances of motor functions, loss of divergent thinking, and language; diseases affecting frontal lobe – schizophrenia, Parkinson's disease, and Korsakoff's syndrome, and drug addiction.

Temporal lobe – anatomy; symptoms of temporal lobe lesions – disorders of memory, emotion, and speech; diseases affecting frontal lobe – aphasia, amnesia, and amusia.

UNIT 3**(14 Hours)****Parietal lobe and Occipital lobe: functions and dysfunction**

Parietal lobe – anatomy; symptoms of parietal lobe lesions – somatosensory, deficits in arithmetic and writing, spatial cognition; diseases affecting parietal lobe – apraxia, acalculia, and contralateral neglect.

Occipital lobe - anatomy; symptoms of occipital lobe lesions – deficits in visual functions, diseases affecting occipital lobe – agnosia and its types.

UNIT 4**(9 Hours)****Neuropsychological Assessment and Rehabilitation**

Introduction, principles, and rationale of neuropsychological assessment; Neuropsychological test – Mini-mental state examination (MMSE), Luria-Nebraska Neuropsychological Battery (LNNB), AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery; Neuropsychological Rehabilitation – goals, indicators, and need.

Practical Component: Nil**Tutorial Component:****(15 Hours)****List of Suggested Tutorial Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g., memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g., Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury, etc.)
- Visit to rehabilitation centres/clinics/hospitals

Essential Readings:

Golden, C. J., Purisch A.D., & Hammeke, T.A. (1991). Luria-Nebraska Neuropsychological Battery: Form I and II. Western Psychological Services.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals*. Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology*. Springer Science & Business Media.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.

Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.

Rao, S. L., Subbakrishna, D.K., & Gopkumar, K. (2004). *NIMHANS neuropsychology battery*. National Institute of Mental Health and Neurosciences.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

Suggestive Readings:

Halligan, P.W., Kischka, U., & Marshall, J. C. (2003). *Handbook of clinical neuropsychology*. Oxford University Press.

Morgan.J.E., Joseph H.R. (2017). *Textbook of clinical neuropsychology*. Taylor & Francis.

Rajeswaran, J. (2012). *Neuropsychological rehabilitation: principles and applications*. (First Edition), Elsevier.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE - 18: BASIC
PSYCHOTHERAPEUTIC SKILLS**

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

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|-------------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 18 Basic Psychotherapeutic Skills | 4 | 3 | 0 | 1 | Passed Class 12 th | Nil |

Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

Learning Outcomes

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

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

Syllabus of DSE 18

Unit 1: Introduction to Psychotherapy

(10 hours)

Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

Unit 2: Psychotherapeutic Techniques

(15 Hours)

Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

Unit 3: Psychotherapy in diverse settings

(12 Hours)

Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

Unit 4: Ethics and Psychotherapy

Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017
(8 Hours)

Practical Component-**(30 Hours)**

A suggestive list of practical:

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

Essential/recommended readings:

- Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.
- Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017). *Comprehensive textbook of psychotherapy*. Oxford University Press.
- Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. *Foundations of Indian Psychology*, 5–4.
- Frank, E., Swartz, H. A., & Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Bipolar Disorder*, 257-268.
- Lev, A., McKay, M., Steven C. Hayes, Dennis Tirsch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirsch. (n.d.). ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles.
- Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.
- Ministry of Law and Justice. (2021). The national commission for allied and healthcare professions act. Ministry of Health and Family Welfare.
- Nelson-Jones, R. (2013). *Practical counselling and helping skills: Text and activities for the lifeskills counselling model*. Sage Publications.
- Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*. Thomson/Brooks/Cole.
- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford press.

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