B.A. (Hons) Applied Psychology NEP

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

STRUCTURE, COURSES & SYLLABI OF SEMESTER - VII

Semester	DSC/DSE/ GE	Nomenclature of the Paper	No. of Credits in each for total 4 credits		
			Theory	Tutorial	Practical
Sem 7 DSC					
Sem 7	DSC 19	Understanding Qualitative, Mixed Methods and Intervention Designs	3	0	1
Sem 7 DSE					
Sem 7 DSE					
Sem 7	DSE 14	Gender Identity and Challenges	3	0	1
Sem 7	DSE 15	Psychology and Media	3	0	1
Sem 7	DSE 16	Psychology of Sustainable Development	3	0	1
Sem 7	DSE 17	Workplace Issues and Challenges	3	0	1
Sem 7	DSE 18	Applied Geropsychology	3	0	1
Sem 7	DSE 19	Culture, Mental Health and Psychopathology	3	0	1
Sem 7	DSE 20	Essential Therapeutic Skills	3	0	1
Sem 7 GE (Odd) Level 300					
Sem 7	GE 21	Understanding Human Resources	3	1	0
Sem 7	GE 22	Understanding Diversity	3	1	0
Sem 7	GE 23	Psychology and Communities	3	1	0
Sem 7	GE 24	Cognitive Psychology in the Contemporary World	3	1	0
Sem 7	GE 25	Fundamentals of Sports Psychology	3	0	1
Sem 7	GE 26	Statistical Foundations for Psychological Research	3	1	0
Sem 8 DSC					
Sem 8	DSC 20	Quantitative Data Analysis in Psychology	3	0	1
Sem 8 DSE					
Sem 8	DSE 21	Political Psychology	3	0	1
Sem 8	DSE 22	Diversity, Equity and Inclusion in Psychology	3	0	1
Sem 8 DSE	DSE 23	Mental Health at workplace	3	0	1
Sem 8	DSE 24	Treatment of Psychological Disorders	3	0	1
Sem 8	DSE 25	Technique Based Counseling Skills	3	0	1
Sem 8	DSE 26	Psychology and literature	3	0	1
Sem 8 GE (Even) Level 300					
Sem 8	GE 27	Basics of Counselling Psychology	3	1	0
Sem 8	GE 28	Conflict and Conflict Management at Work	3	1	0
Sem 8	GE 29	Yoga and Psychology	3	1	0
Sem 8	GE 30	Family Relations	3	1	0

SEMESTER 7

SEMESTER 7 DISCIPLINE SPECIFIC CORE COURSE:

UNDERTSANDING QUALITATIVE, MIXED METHODS AND INTERVENTION DESIGNS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre requisite of the Course (if Any)
		Lecture	Tutorial	Practical/ Practice		
DSC 19- Understanding Qualitative, Mixed Methods, and Intervention Designs	4	3	0	1	As per University requirements	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To understand the nature, process, and methodological foundations of qualitative and mixed-methods research.
- To develop skills in applying qualitative research methods, including Thematic Analysis, Phenomenology, Grounded Theory, and Ethnography.
- To acquire the ability to design, and evaluate behavioural interventions.

Learning Outcomes

- Students will be able to understand and differentiate between qualitative, quantitative, and mixed-methods research approaches.
- Students will be able to apply qualitative research methods, such as Thematic Analysis, Phenomenology, Grounded Theory, and Ethnography.
- Students will be able to design and implement mixed-methods research based on research objectives.
- Students will be able to develop, and evaluate behavioural interventions.

SYLLABUS OF DSC-

UNIT 1: Qualitative Approach: Nature, Purpose, and Process of qualitative research (Identifying the research problem, conceptual framework, formulation of research question and objectives, data collection procedures) **(10 Hours)**

UNIT 2: Qualitative Methods: Thematic Analysis, Grounded Theory, Ethnography; Difference between qualitative and quantitative research **(13 Hours)**

UNIT 3: Mixed Methods Approach: Defining Mixed Methods Approaches; Core Mixed Methods Designs: Convergent Mixed Design, Explanatory Sequential and Exploratory Sequential; Advantages and Challenges of Mixed Methods **(12 Hours)**

UNIT 4: Interventions and Evaluation: Nature of Interventions, Tasks and Steps in Intervention design and delivery, Evaluation of Interventions. **(10 Hours)**

Practical Component- **(30 Hours)**

A total of two Practicals. Suggested Practicals:

- Conduct a small-scale qualitative study
- Conduct in-depth interviews on a lived experience (e.g., lived experience of stress and coping mechanisms) to extract key insights.
- Explore and compare the same issue using both qualitative (e.g., interviews) and quantitative (e.g., survey) methods to highlight methodological differences. 4. Design and implement a small-scale intervention

Essential/Recommended Readings

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research (3rd ed.). Sage Publications.*

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.*

Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009). *Intervention research: Developing social programs.* Oxford University Press.

Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2017). *Applied social psychology: Understanding and addressing social and practical problems* (3rd ed.). SAGE Publications.

Matthews, L., & Simpson, S. A. (2020). Evaluation of behavior change interventions. In M. S. Hagger, L. D. Cameron, K. Hamilton, N. Hankonen, & T. Lintunen (Eds.), *The handbook of behavior change* (pp. 318–332). Cambridge University Press.

Seth, S., Chadha, N.K. and Bhatia, H. (2022). Qualitative Methods: A Practical Journey Into Research. New Delhi: Friends Publications (India).

SEMESTER 7: DISCIPLINE SPECIFIC ELECTIVE COURSE: GENDER IDENTITY AND CHALLENGES

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: Gender Identity and Challenges		4	3	0	1	As per University requirements	NIL

Learning Objectives

The learning objectives of the course are as follows:

- To be able to understand the concept of sex and gender, and gender as a social construct
- To understand the gender biases and stereotypes operating in our society.

Learning Outcomes

At the end of this semester, the students will be able to:

- Examine the growth of gender.
- Critically analyse the different approaches in understanding of development of gender identity.
- Reflect on issues and challenges faced by different gender in the Indian context.
- Becoming gender sensitive and understanding its impact on psychological well-being.

SYLLABUS OF DSE-

UNIT 1: Introduction: Understanding sex and gender, social construction of gender (gender norms, roles and socialization), Gender biases and stereotypes, Approaches to gender research (cross-sectional and longitudinal research). **(13 Hours)**

UNIT 2: Theories of gender: Psychoanalytic theory (Karen Horney), Cognitive (gender identity development theory), Giligan's theory of moral development; Gender Schema theory (Sandra Bem), social learning theory. **(12 Hours)**

UNIT 3: Issues and Challenges in India: Discrimination, violence, and inequality.

(10 Hours)

UNIT 4: Recent developments: gender sensitization and psychological well-being.

(10 Hours)

PRACTICAL COMPONENT (30 hours)

Any two practicum from the Units above

1. Experiential activities, movie analysis, secondary data analysis from the Units.

2. Any one field based small research/experiment based on Unit III.

ESSENTIAL/RECOMMENDED READINGS

Bem, S. (1993). The lenses of gender. Transforming the debate on sexual inequality. New Haven: Yale University. Press.

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

Crawford, M (2018). Transformations: Women, gender and psychology. India: Mc GrawHill Education Pvt Ltd.

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.

Singh, S. (2016). The State of Gender Inequality in India. Gender studies, 15 (1). 139-157.

Santosh R., Suresha C. N. and S. Indumathi (2022). Gender Development in India: Issues and Challenges. Review of Economics and Econometrics Studies. Vol.1.No.1 pp 13-22. ESI Publications.

Mannat Chandel, & V.K. Shanwal. (2024). Gender and Parenting: The possibilities in Gender-Neutral Upbringing. *South India Journal of Social Sciences*, *22*(2), 117-127. https://doi.org/10.62656/SIJSS.v22i2.292

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*, 1241.

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.

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.

SEMESTER 7: DISCIPLINE SPECIFIC ELECTIVE COURSE: PSYCHOLOGY AND MEDIA

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 and Media	4	3	0	1	As per University requirements	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding media psychology as a field of psychology, its scope and various issues.
- To understand the developmental impacts of media.
- To gain a deeper understanding of the psychological aspects of emerging interactive technologies.
- To develop media literacy.

Learning outcomes

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

- Learn and apply psychological principles to understand and navigate the media's impact.
- Evaluate the psychological effects of emerging technologies.
- Develop critical media literacy skills.

Syllabus of DSE:

Unit 1: Media and Psychology: Media Psychology: Nature, Types and Scope; Issues in Media psychology: Media and culture, ethics, regulation; Media Literacy   **(12 Hours)**

Unit 2: Media and Impact on Development: Fantasy vs Reality, Socialization, Stereotyping and Violence (Case studies in the Indian context)   **(12 Hours)**

Unit 3: Psychological Perspectives of Interactive Technologies: Interactive media; various platforms of Interactive media - Virtual social media, Gaming.   **(12 Hours)**

Unit 4: Psychological Perspectives of Emerging Technologies: Issues of Internet Addiction, Screen addiction, Artificial Intelligence (Case studies in the Indian context)

(9 Hours)

Practical Component: (30 Hours)

Any two practicum based on the topics based on the above-mentioned topics.
Some Suggestive practicals:

- Experiential exercises
- Indian case studies-based analysis (Indian ads/movies etc)
- Media analysis (such as print or audio)
- Any field-based activity/visit

Recommended/Essential Readings:

Berns, R. M. (2004). *Child, Family, School, Community: Socialization and support*. Thomson/ Wadsworth.

Dill, K. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.

Giles, D. (2008). *Media Psychology.* Lawrence Erlbaum

Suggestive Readings:

Baturay, M. H., & Toker, S. (2019). Internet addiction among college students: Some causes and effects. *Education and Information Technologies.* doi:10.1007/s10639-019-09894-3

Bener, A., Yildirim, E., Torun, P., Çatan, F., Bolat, E., Alıç, S., ... & Griffiths, M. D. (2019). Internet addiction, fatigue, and sleep problems among adolescent students: A large-scale study. *International Journal of Mental Health and Addiction*, *17*, 959-969.

Bender, P. K., Kim, E. L., & Gentile, D. A. (2020). Gaming disorder in children and adolescents: risk factors and preventive approaches. *Current Addiction Reports*, *7*, 553-560.

Granic, I., Lobel, A., & Engels, R. C. (2014). The benefits of playing video games. *American psychologist*, *69*(1), 66.

Kumar, M., & Mondal, A. (2018). A study on Internet addiction and its relation to psychopathology and self-esteem among college students. *Industrial psychiatry journal*, *27*(1), 61.

Milani, L., La Torre, G., Fiore, M., Grumi, S., Gentile, D. A., Ferrante, M., ... & Di Blasio, P. (2018). Internet gaming addiction in adolescence: Risk factors and maladjustment correlates. *International Journal of Mental Health and Addiction*, *16*, 888-904.

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

SEMESTER 7 DISCIPLINE SPECIFIC ELECTIVE COURSE:
PSYCHOLOGY OF SUSTAINABLE DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course Title	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/ Practice		
DSE-16: Psychology of Sustainable Development	4	3	0	1	As per University requirements	Nil

Learning Objectives

- To help students understand the concept of Sustainability and Sustainable behaviour from a psychological lens.
- Describe psychological, socio-cultural, and real-world factors that lead people to engage or not engage in sustainable behavior
- To make students understand various environmental and sustainability challenges and ways to address them.

Learning Outcomes

After the completion of the course students would

- Develop awareness about relationship between consumption, environment and wellbeing.
- Gain understanding of how psychological research and theories can play a role in tackling environmental challenges by drawing on empirical research evidence.
- Be able to critically evaluate the theories related to sustainability and
- Demonstrate abilities to design evidence based interventions for the promotion of sustainable behaviours.

SYLLABUS OF DSE-

UNIT 1: Introduction to Sustainable Development: Consumption (materialism, consumerism) and environment; Meaning and Nature of Sustainability; The Sustainable Development goals; Dimensions of Sustainability: Psychological, Social, Ecological, Environmental, and Philosophical. **(12 hours)**

UNIT 2: Environment and Sustainability: Pro-environment behavior and attitudes; Role of norms, beliefs and values (individual, societal, cultural) in Environmental Behaviour; Social barriers and motivations for pro-environmental behaviour (e.g., Social dilemma paradigm, Theory of Planned Behavior, Norm Activation Model). **(11 hours)**

UNIT 3: Challenges to Sustainability: Challenges to sustainable development (Resource depletion, climate change economic, technological political, cultural, etc); Carrying capacity and Overconsumption, Environment risk perception **(11 hours)**

UNIT 4: Promoting Sustainable development: Importance of Sustainability**,** Psychological approaches to promoting sustainable behavior. India's initiatives for Sustainability (Indigenous knowledge perspective; Governmental initiatives/policies) **(11 hours)**

PRACTICAL COMPONENT- **(30 hours)**

Suggestive Practicum:

Any two practicum from the Units above

- Experiential activities/ movie analysis/ secondary data analysis/case studies from any of the Units.
- Any one field based small research/experiment based on Units above.

ESSENTIAL/RECOMMENDED READINGS

Schmuck, P., & Schultz, W. P. (Eds.). (2002). *Psychology of sustainable development.* Springer: New York

Scott, B.A., Amel, E.L., Koger, S.M. and Manning, C.M. (2021). *Psychology for Sustainability (5th ed.)*. New York, NY: Routledge

Steg, Linda and De Groot, Judith I. M. (2018). *Environmental Psychology: An Introduction.* John Wiley & Sons Ltd.

Siddiqui, R. N. (2014). The environment-behaviour link: Challenges for policy makers. In R. C. Tripathi & Y. Sinha (Eds.), *Psychology, development and social policy in*

India (pp. 297–320). Springer Science + Business Media. https://doi.org/10.1007/978-81-322-1003-0_15

Corral-Verdugo, V., Garcia-Cadena, C. H., & Frias-Armenta, M. (2010). *Psychological approaches to sustainability: Current trends in theory, research and applications*. Nova Science Publishers, Inc

Baena Morales, Salvador & Vásquez-Echeverría, Alejandro & González-Víllora, Sixto & Gavilan-Martin, Diego. (2024). Psychological approaches to sustainability: Implementing intervention model for sustainable development in physical education. *Sustainable Development*. 32. 5692–5704

https://sustainabledevelopment.in/CESD_web/images/anthology/Hardika_Bhagat.pdf

https://www.hpnlu.ac.in/PDF/b9813e07-5d12-4710-ac96-fd487f0a4b56.pdf

SUGGESTIVE READINGS

Bonnes, M., & Secchiaroli, G. (1995). *Environmental Psychology: A Psycho-social Introduction*. London: SAGE.

Clayton, S. (2012). *The Oxford handbook of environmental and conservation psychology*. New York: Oxford University Press. 640-646.

Jones, R. G (2014) *Psychology of Sustainability*: An Applied Perspective. Routledge.

Ramesh Jairam (2015). *Green Signals: Ecology, Growth & Democracy in India*. Oxford University press.

Di Fabio, A., & Cooper, C.L. (Eds.). (2023). *Psychology of Sustainability and Sustainable Development in Organizations* (1st ed.). Routledge. https://doi.org/10.4324/9781003212157

Tankha, G. (2017). *Environmental Attitudes and Awareness: A Psychosocial Perspective*. United Kingdom: Cambridge Scholars Publishing.

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

SEMESTER 7 DISCIPLINE SPECIFIC ELECTIVE COURSE:
WORKPLACE ISSUES AND CHALLENGES

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: Workplace Issues and Challenges	4	3	0	1	As per University requirements	Nil

Learning Objectives

- To understand the key principles of diversity, equity, and inclusion, and support the need for building more inclusive workplaces.

- To appreciate the role of emotions and understand the importance of emotional intelligence.

- To understand the importance of employee well-being and work-life balance, especially in the Indian context.

Learning Outcomes

- Learners will be able to understand social parameters (DEI) at the workplace.

- Learners will be able to understand the role of emotional labor and emotional intelligence at workplace.

- Learners will be able to evaluate workplace well-being challenges and work-life balance strategies in India.

SYLLABUS OF DSE-

Unit I: Diversity, Equity, and Inclusion in Organizations

Definition and importance of DEI at workplace, Stereotype Threat & Discrimination (gender bias, physical disability and regional prejudice), Implementing diversity management strategies. **(11 Hours)**

Unit II: Emotional Labor and Emotional Intelligence

Meaning, Nature and Challenges (psychological cost of emotional labor), strategies to manage emotional stress. Role of Emotional Intelligence in Managing Workplace Conflict, Developing Emotional Intelligence: Training and development strategies. **(11 Hours)**

Unit III: Employee Well-being in Indian Workplaces

Employee well-being: Definition, Nature, Healthcare access, physical activity support, and ergonomic workspaces, Occupational Wellbeing: employee job satisfaction and career development opportunities, Social Well-being: positive and inclusive work environment, psychological safety, mental wellness at work place. **(11 Hours)**

Unit IV: Work-Life Balance and Organizational Support in India

Work-life balance in India: impact of gender roles, extended family caregiving, and post-COVID hybrid work shifts: Remote & hybrid models, mental health concerns, Employee Strategies: effective time management; Setting boundaries (personal-professional); Mindfulness and self-care. **(12 Hours)**

Practical Component   (30 Hours)

- One practicum based on field activity.
- One practicum based on any tool or experiential activity from emotional intelligence, well-being, or work-life balance (e.g., stress assessment tools, employee surveys, Indian case study analysis), (e.g., Occupational Stress Index (OSI) Srivastava and Singh (1984), Indian Burnout Scale (IBS) Chauhan and Desai (2023)., NIMHANS Work-Life Balance Scale by the National Institute of Mental Health and Neurosciences (2020)

Suggested Readings

Agarwal, P., & Ahuja, V. (2019). *Work-life balance and quality of life among Indian working women*. *International Journal of Management Studies, 6*(3), 75–86. (Unit 4) https://doi.org/10.18843/ijms/v6i3/10

Cherniss, C., & Goleman, D. (Eds.). (2001). *the emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. Jossey-Bass. (Unit 2)

Deloitte India. (2022). *Mental health and well-being in the Indian workplace: Perspectives and strategies*. (Unit 3) https://www2.deloitte.com/in/en/pages/about-deloitte/articles/mental-health-well-being-in-indian-workplace.html

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. Journal of Occupational Health Psychology, 5(1), 95–110. (Unit 2) https://doi.org/10.1037/1076-8998.5.1.95

Khurana, K., Swami, R. K., Ranjan, P., & Jain, N. (2024). *Diversity, equity, inclusion and mental well-being: Challenges, opportunities and future trends*. Bloomsbury Publishing India Pvt. Ltd. (Unit 1)

Rajesh, S. (2018). *The 99 day diversity challenge: Creating an inclusive workplace*. Penguin Random House India (Unit 1)

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). *Organizational behaviour* (18th ed.). Pearson Education India.

Vashisht, S., & Kaushal, P. (2019). Work life balance: An Indian perspective. Global Vision Publishing House. GoOneBook

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

DISCIPLINE SPECIFIC ELECTIVE:

APPLIED GEROPSYCHOLOGY

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 – APPLIED GEROPSYCHOLOGY	4	3	NIL	1	As per University Guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand human ageing: physical, biological, psychological, and social change,

- To get familiar with the fundamental concepts of psychology with an emphasis on the application of the psychology of the aged.

- Identify current research trends and theories regarding several aspects of the aged population (successful aging)

- Evaluate the varied challenges that elderly persons face, including physical challenges, stereotyping, discrimination, financial issues, elder abuse, and a loss of independence.

Learning outcomes

The Learning Outcomes of this course are as follows:
- Learner gain insight in understanding the psychosocial issues of the older population, it helps in providing solutions to problems of older population and encourages research in the area of Geropsychology

- It also helps in sensitizing young people towards the challenges of the aged population and coping mechanisms to deal with issues of older population

- The study of this course will open another branch of psychology where they can work & contribute to society. Hands-on training for students with the help of practicals are listed in the course.

SYLLABUS OF DSE-

UNIT 1: Basics of Gero psychology: Introduction, Nature & Scope of Gero psychology, Psychosocial aspects of ageing: physical, biological, psychological, and social change

(15 hours)

UNIT 2: Theories Related to Aging: Theories of Ageing – Activity theory, Continuity theory, Erikson and life course theory, Disengagement theory, Indian Theory of Ashram (successful aging), Suggestion for achieving successful and healthy ageing **(10 Hours)**

UNIT 3: Issues Related to Aging: Bio-psycho-social issues and challenges of aged people: chronic illnesses and mental health, depression, loneliness, elder abuse, discrimination and prejudice (Ageism) **(10 Hours)**

UNIT 4: Welfare And Policy Issues for the Aged: National Policy for Older People, Human rights & policies for older people in India, Ethical issues related to the aged population **(10 Hours)**

Practical component   (30 hours)
ANY TWO OF THE FOLLOWING

- Any psychological test from the above units: to understand the issues faced by the older people
- Using case study to understand problems faced by an older person
- Visit to old age home and studying their conditions and problems
- FGD/ Simulated Exercise / Workshop to study various issues and coping of older persons
- Any one field based practical from the units above.

Essential/recommended readings

Belsky , J. (2019) . The Psychology of Aging : Theory , research and interventions. New Delhi Wadsworth Cenage . ISBN – 13 : 978-0534359126; ISBN – 10 : 0534359124

Berk . L (2017) Exploring Life Span Development .Fourth edition . NewDelhi : Pearson

Moody , H.R & Sasser (2014) , Aging : concepts and Controversies .8th Edition . Sage

Sharma, Ritu & Marwaha, B. Ekta (2023). Geriatric Psychology. V.L Media solution.

Raju , MVR (2015) .Elderly issues and challenges . The Indian psychological perspective. New Delhi : Prasad Psycho.

Suggested readings

Santrock , J .W (2017) Life Span Development . New Delhi : Mc Graw Gill

Sharma, R. (2022). Elder Abuse and Psychological Coping Mechanisms. In: Handbook of Aging, Health and Public Policy. Springer, Singapore.

Sharma, R (2022). A chapter of "Psycho-social aspects of aging" in MME-104 Basic Geriatrics. Block 2 'Different perspectives of process of ageing' Unit 3, p 119-148.

Situation analysis of the elderly in India (2011) Central Statistics Office Ministry of statistics and program implementation

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

CREDIT DISTRIBUTION OF THE COURSE

DISCIPLINE SPECIFIC ELECTIVE COURSE – CULTURE, MENTAL HEALTH AND PSYCHOPATHOLOGY (Semester VII)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria
		Lecture	Tutorial	Practical/ Practice	As per University Guidelines
DSE 19: Culture, Mental Health, & Psychopathology	04	03	0	01	

Learning Objectives

- To explore mental health issues and cultural nuances and how these influence perceptions of psychopathology.
- To understand the impact of trauma, loss, NSSI, and suicide on the mental health landscape in India
- To identify psychopathology of Dissociation, Somatic Complaints, and Sleep-Wake Disorders

Learning Outcomes

- To develop a multidimensional understanding of mental health & psychopathology
- To create awareness and sensitisation around self-harm & suicide
- To show an understanding of the role of culture in psychopathology.
- To create a foundation for choosing a career in clinical psychology.

SYLLABUS OF DSE-

Unit 1: Mental Health & Psychopathology: Mental Health Issues in India; Access to Mental Health Care in India; A Social Constructionist Perspective; Cultural Perspectives on Psychopathology; Cultural models of health and illness; Culture & psychiatric diagnosis (Culture bound syndrome- DSM-5-TR)   **(15 Hours)**

Unit 2 : Trauma & Stress Related Disorders and Suicide: Impact of trauma, & stress,Post Traumatic Stress Disorder (PTSD) clinical picture & causal factors , Non Suicidal Self Injury (NSSI), Suicide & related factors; suicide prevention and challenges.   **(10 Hours)**

Unit 3: Dissociative Disorders & Somatic Disorders & : Defining dissociation and somatic complaints; Dissociative Identity Disorder, Dissociative Amnesia, Somatic Symptom Disorder (Clinical picture and culturally rooted case studies).   **(10 Hours)**

Unit 4: Sleep-Wake Disorders: Sleep & mental health; Dyssomnias & Parasomnias (etiology & treatment). **(10 Hours)**

Practicum (A total of two Practicals) **(30 Hours)**

- An empirical study based on the above units.
- Practical based on a case study from any of the above units.

Essential/Recommended Readings:

Butcher, J. N., Hooley, J. M, Nock, M.K., & Mineka, S. (2019). *Abnormal psychology*. India: Pearson.

Kar, S.K., Menon, V. (2024). Mental Healthcare Access in India: Models, Trends, and Challenges. In: Arafat, S.M.Y., Kar, S.K. (eds) *Access to Mental Health Care in South Asia.* Springer, Singapore. https://doi-org.libproxy.lib.unc.edu/10.1007/978-981-99-9153-2_5

Keith, K. D. (2019). *Cross-cultural psychology: Contemporary themes and perspectives.* USA: Wiley Blackwell.

Maddux, J.E., & Winstead, B.A. (2025). *Psychopathology: Foundations for a contemporary understanding.* NY: Routledge.

Paniagua, F. A., & Yamada, A.-M. (2013). *Handbook of multicultural mental health: Assessment and treatment of diverse populations*. Elsevier Academic Press. (Unit 3- Chapters 1-4).

Raskin, J. (2024). *Psychopathology and mental distress: Contrasting perspectives.* London: Bloomsbury Academic.

Sue, D., Sue, D. W., Sue, S., & Sue, M. (2022). *Understanding abnormal psychology* (12th ed.). Wiley.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – ESSENTIAL THERAPEUTIC SKILLS
(Semester VII)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	**Tutorial**	**Practical/ Practice**		
DSE 20: Essential Therapeutic Skills	04	03	-	01	As per University Guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop essential counseling skills in students, with respect to building effective client-counselor relationship.
- To develop skills pertaining to different stages of the counseling process.
- To facilitate development of multi-cultural counselling competence to help clients from diverse backgrounds.
- To give hands on training to students towards becoming skilled professional counsellor

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will have essential skills necessary to carry out the process of counselling with hands on training being provided.
- By studying this course, the student will be equipped with essential counselling skills that would facilitate building effective client-counsellor relationship.
- By studying this course, the students will be trained in multi-cultural counselling competence.

SYLLABUS OF DSE-

UNIT I: Counselling micro-skills (relational). Rapport formation, empathy, active listening, verbal and non-verbal skills: use of minimal encouragers, paraphrasing, reflecting, mirroring, , body language (SOLER, gesture, touch, tone of voice), conveying unconditional positive regard and congruence (self-disclosure, immediacy, enhancing responses)

(14 hours)

UNIT II: Counselling micro-skills (for understanding). art of questioning, summarizing, assessing client problems, Setting counselling goals   **(8 hours)**

UNIT III: Process based counselling skills (for intervention and change). planning interventions, challenging and confronting skills, maintaining professional boundaries, termination and referral skills   **(10 hours)**

UNIT IV: Therapist's self and Multi-cultural counselling skills. Self-awareness, open-mindedness, objectivity, presence, warmth, intuition in counsellors *(taking inputs from ideal of inner purification and the role of Guru in Indian thought)*

 Multi-cultural counselling, goals, multi-cultural competencies, incorporating culture in counselling practice, types of diversity (linguistic, gender, race, caste, class, religion, sexual orientation, disability etc. with case examples)   **(13 hours)**

Practical Component   **(30 hours)**

A total of two practicals, each consisting of at least four activities, selected from any two of the three units

Suggested Practicals:

- Skill development practicum based on any of the units (using experiential and reflective activities)
- Role plays on counselling process (demonstrating micro-skills for building effective client-counsellor relationship and other process based skills)
- Real life cases with intervention planning and its implementation
- Experiential group activity to understand issues of multi-cultural counselling by discussing
  Honey Oberoi Vahali (2015). 'Could I Become Human by Engaging with Your Un(der)stated Life?' Struggles from a Psychoanalytical Perspective on Listening to the Mentally ill Poor Person and the Homeless Poor, Psychology and Developing Societies, 27(2), 231-253
  Or
  Meena Sawariya's (2021) Caste and Counselling Psychology in India: Dalit Perspectives in Theory and Practice, CASTE: A Global Journal on Social Exclusion, 2(1), 189–201

- Activities based on Tony Evans (2015). Counselling Skills for Becoming a Wiser Practitioner: *Tools, Techniques and Reflections for Building Practice Wisdom*. Jessica Kingsley (Chapter 3: stream 11, 12, 14, 15, 18, Chapter 5: stream 28, 29, 30 for Therapist's self)

Essential Readings

Capuzzi, D. & Stauffer, M. D. (Eds.) (2016). *Counselling and Psychotherapy: Theories and Interventions* (6th ed.). APA. (Chapter 2 for multicultural counseling)

Evans, T. (2015). Counselling Skills for Becoming a Wiser Practitioner: *Tools, Techniques and Reflections for Building Practice Wisdom*. Jessica Kingsley (Chapter 3: stream 11, 12, 14, 15, 18, Chapter 5: stream 28, 29, 30 for Therapist's self)

Hackney, H.L & Cormier, S. (2009). *The Professional Counselor: A Process Guide to helping.* Pearson. (Chapters 2, 4, 5 and 6)

Hough, M. (2010). Counselling Skills and theory (3rd edition). Hodder education. (Chapter 1 & 2 for unit 1)

Ivey, A. E., Ivey, M. B. & Zalaquett, C. P. (2018). *Intentional interviewing and counseling facilitating client development in a multicultural society.* Cengage

Kakar, S. (2011). The Guru as Healer. In . In AK Dalal and G Misra (Eds) New directions in Health Psychology. Sage

Manivong J. Ratts et al. (The Multicultural Counseling Competencies Revisions Committee_(2015). Multicultural and Social Justice Counseling Competencies. ACA.

Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th edition). Sage. (Chapter 2, 6, 7, 9 for Unit 1; chapter 8, 14, 24; chapter 26 for unit 4)

Pandey, A. (2011). Psychotherapy and Indian Thought. In AK Dalal and G Misra (Eds) New directions in Health Psychology (p. 259- 281). Sage.

Prout, T. A. & Wadkins, M. J. (2014). *Essential interviewing and counselling skills: An integrated approach to practice.* Springer. (chapters 5, 6, 7, 8 & 12)

S.T. Gladding (2018). *Counselling: A comprehensive profession (8th edition)*. Pearson (Chapter 5 and 6)

Suggested Readings

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques.* John Wiley and Sons (chapter 12 on multicultural counseling)

GENERAL ELECTIVE COURSE –

FUNDAMENTALS OF SPORTS PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 25: Fundamentals of Sports Psychology	04	03		01	As per University Guidelines	NIL

Learning Objectives

- To understand the role of psychology in sports

- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports

- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.

- Hands-on training to students with the help of practical are listed in the course

- Understand potential issues with measurement and interventions in sports

CONTENT

UNIT-1: BASICS OF SPORTS PSYCHOLOGY   (15 Hours)

Introduction (Definition & origin), Need & Scope of Sports Psychology, Origin of Sports Psychology in the Indian setting, Role of Sports Psychologist (imp of sports psy for athletes, coaches & others related to sports settings)

UNIT-2: PSYCHOPYSIOLOGICAL CORRELATES & INTERVENTIONS (12 Hours)

Anxiety, Arousal (inverted u hypothesis) & Stress in relation to peak performance, Personality (sports-specific personality traits), Personality & performance in sports (POMS by Morgan),Motivation in relation to sports performance & Goal setting

UNIT – 3: PSYCHOLOGICAL PROBLEMS OF ATHLETES: **(8 Hours)**

Injury in sports, Understanding the Psychological Factors of Injury and Rehabilitation, Burnout & overtraining

UNIT – 4: MENTAL TRAINING IN SPORTS: **(10 Hours)**

Need for and Importance of Mental Training in Sports for Athletes, Relaxation Techniques(Progressive Muscle Relaxation, Yoga, meditation, Biofeedback-assisted training), Activation Techniques(Imagery, VMBR, Psych up technique, pep talk, & mindfulness training), Concentration Training, Self-confidence, Goal Setting, self-efficacy in sports, Self-talk, Thought stopping & centering)

PRACTICALS:

Suggestive Practicums :

- Any psychological test from the above units on measuring Sports Anxiety, Personality Testing POMS, Attention & Concentration, etc.
- Measuring Participation Motivation Questionnaire, Willi's sports motivation scale, Mental Toughness, etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop
- Simulated Exercise/case study of Indian sportsperson /Team.
- 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.

Suggested readings

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..

SEMESTER 8

SEMESTER 8 DISCIPLINE-SPECIFIC CORE COURSE:
QUANTITATIVE DATA ANALYSIS IN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria
		Lecture	Tutorial	Practical /Practice	
DSC-20: Quantitative Data Analysis in Psychology	4	3	0	1	As per University Requirements

Learning Objectives

The learning objectives of this course are as follows:

- To understand and apply the conceptual and theoretical foundations of advanced inferential statistics in psychological research.

- To inculcate an understanding of logical application of statistical techniques to complex data.

- To develop proficiency in SPSS software for multivariate data analysis and present findings professionally.

Learning Outcomes

- Learners will be able to understand and master advanced statistical methods for analyzing and interpreting complex psychological data.

- Learners will be able to utilize statistical software for effective data analysis and presentation of findings.

- Learners will be able to apply critical thinking to evaluate relationships and differences among variables.

Unit 1: Statistical and Graphical Insights into ANOVA   Analysis of Variance: Concept, Assumptions, Sources, Calculations, Graphical representation, and Interpretation of Two-way ANOVA, One-way and Two-way Repeated measures.   **(12 Hours)**

Unit 2: Non-parametric Statistical Tests

Non-parametric Tests: Concept and Assumptions; When to Use; Mann- Witney U test, Wilcoxon Signed-Rank Test, Kruskal Wallis, Friedman test; Merits and Limitations of Different Non-parametric statistical tests.
(10 Hours)

Unit 3: Relational Analysis and Prediction

Degree of Relationship among Variables; Non-linear Correlations (concepts and numerical): Partial, Biserial, Point-Biserial, Tetrachoric, and Phi-Coefficient; Simple Regression: Concept and Numerical; Multiple Regression: Concept, terminologies, and applications.   **(13 Hours)**

Unit 4: Factor Extraction

Conceptual Overview of Factor Analysis: Meaning, Assumptions and terminologies, Types: Exploratory and Confirmatory; Methods (Principal Components, Varimax).   **(10 Hours)**

PRACTICAL COMPONENT-   **(30 Hours)**

Two Practicums to be done based on the operational use of any two statistical techniques from the three units. You are free to choose from univariate, bivariate, or multivariate techniques. The practicums can be conducted using either secondary data or primary data. Additionally, you may perform the analysis manually or use statistical software (SPSS, Jamovi, R, etc.) as per your preference.

ESSENTIAL/RECOMMENDED READINGS:

Aron, Arthur, Coups, Elliot J., Aron, Elaine N. (2012). *Statistics for Psychology*. Prentice-Hall, Inc.

Broota, K. D. (1989). *Experimental Design in Behavioural Research*. Wiley.

Brysbaert, Marc (2011). *Basic Statistics for Psychologists*. Macmillan International.

Chadha, N. K. (2009). *Applied Psychometry*. Sage Publication

Field, Andy. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th Edition). Sage Publication.

Garrett, Henry E. & Woodworth, R. S. (1973). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Private Ltd, Bombay.

Hutcheson, G. & Sofroniou, Nick. (1999). *The Multivariate Social Scientist.* Sage Publication.

King, B. M., & Minium, E. W. (2008). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). John Wiley & Sons Inc.

Mangal. S.K. (2002). *Statistics in Psychology and Education*. New Delhi, India: Prentice Hall of India Private Limited.

Sarma, K.V.S & Vardhan, R. Vishnu (2019). *Multivariate Statistics Made Simple*: A Practical Approach, Taylor and Francis.

Tabachnick, Barbara G. & Fidell, Linda S. (2007). *Using Multivariate Statistics* (5th Edition). Pearson.

SUGGESTIVE READINGS

Coolican, Hugh. (2014). *Research Methods and Statistics in Psychology* (6th Edition), Psychology Press

Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: A practical introduction* (2nd edition). Routledge. https://doi.org/10.4324/9781003343097

Kerlinger, F.N., & Lee, H.B. (1999, 2023). *Foundations of behavioural research*. Visionias. 4th & 5th edition

Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson

DISCIPLINE SPECIFIC ELECTIVE COURSE: POLITICAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE–REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
DSE 21: Political Psychology	4	3	0	1	As per University Guidelines

Learning Objectives

The learning objectives of the course are as follows:

- To learn about the meaning, nature, and development of Political Psychology.
- To learn how the political is intricately embedded in the social-cultural milieu.
- To learn about political processes which are often experienced or encountered.

Learning Outcomes

- To enable students to develop an understanding of how individual, group, and the inter group processes contribute in determining and influencing the political processes and vice versa.
- To enable the students to develop an interdisciplinary understanding of how psychological processes are underpinned and interplayed with the socio-economic-political processes/conditions.

SYLLABUS:

UNIT – I: Introduction- Nature, Historical Development; Theoretical Foundations of Political Psychology; Methodological Overview; Significance **13 hours**

UNIT – II: Social and Political Cognition- Cognitive and Affective processes of Political Behaviour (Heuristics, biases in political judgements, political decision making); Emotions; Attitudes **12 hours**

UNIT III: Political Processes and Behaviour- Political Leadership; Voting Behaviour; Exit Polls and Pre-Election Polls (In Indian Context) **10 hours**

UNIT IV: Collective Political Behaviour- Nationalism; Ideology; Collective Action and Social Movements; Radicalisation **10 hours**

PRACTICAL COMPONENT: **30 hours**

Suggestive Practicals (Any two practicums from the above units, not limited to the following):

- Analyses of speeches/movies/documentaries on political leadership
- Biographical analyses of political leaders
- Analyses on social movements
- Case studies on various socio-political issues
- Surveys on various political behaviours

Essential/Recommended Readings:

Aumer, K. V. (Ed.). (2021). *The psychology of extremism*. Springer Nature. https://doi.org/10.1007/978-3-030-59698-9 [Chapters 3 and 4]

Beattie, P., & Beattie, M. (2023). Political polarization: a curse of knowledge?. *Frontiers in Psychology*, *14*, 1200627.

Cottam, M. L., Mastors, E., & Preston, T. (2022). *Introduction to Political Psychology*. Routledge. https://doi.org/10.4324/9781315671932 [Chapters 1, 3, 5, 10 and 11]

Houghton, D.P. (2009). *Political Psychology: Situations, Individuals, and Cases,* (1st ed.). Routledge. https://doi.org/10.4324/9780203889114 [Chapters 2 and 13]

Huddy, Leonie, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199760107.001.0001 [Chapters 1, 6 and 24]

Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual review of psychology*, *60*(1), 307-337. https://doi.org/10.1146/annurev.psych.60.110707.163600

Krosnick, J. A., Visser, P. S., & Harder, J. (2010). The psychological underpinnings of political behavior. *Handbook of social psychology*, *2*, 1288-342. https://web.stanford.edu/dept/communication/faculty/krosnick/docs/2009/2009%20Handbook%20of%20Social%20Psychology.pdf

Lau, R. R., & Redlawsk, D. P. (2001). Advantages and disadvantages of cognitive heuristics in political decision making. *American journal of political science*, 951-971. https://doi.org/10.2307/2669334

McGraw, K. M. (2000). Contributions of the cognitive approach to political psychology. *Political Psychology*, *21*(4), 805-832. https://doi.org/10.1111/0162-895X.00217

Suggested Readings:

Beattie, P., & Milojevich, J. (2023). What do voters know, and why does it matter? Investigating issue-specific knowledge and candidate choice in the 2020 US primaries. *Analyses of Social Issues and Public Policy*, *23*(3), 592-622. https://doi.org/10.1111/asap.12363

Jost, J. T., & Sidanius, J. (Eds.). (2004). *Political psychology: Key readings.* Psychology Press. https://doi.org/10.4324/9780203505984

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

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:
DIVERSITY, EQUITY, AND INCLUSION IN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 22- DIVERSITY, EQUITY, AND INCLUSION IN PSYCHOLOGY	4	3	0	1	As per University Guidelines	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To explore key psychological frameworks (Ecological, Critical Psychology, Intersectionality, and Symbolic Interactionism) to understand how diversity, equity, and inclusion are integrated into psychological practice.
- To analyze the influence of psychological frameworks on India's social policy landscape, with a focus on cultural diversity and its role in shaping policy.
- To examine the intersection of linguistic and disability diversity with policy development and execution in India.
- To investigate the role of community psychology in addressing systemic inequalities, with an emphasis on cultural, linguistic, and disability perspectives, and community empowerment.

Learning Outcomes

- Learners will be able to understand and apply the ecological, critical psychology, intersectionality, and symbolic interactionist frameworks to analyse diversity, equity, and inclusion in psychological practice.

- Learners will critically examine how psychological frameworks influence India's social policy landscape, particularly cultural diversity and its impact on policy formation.
- Learners will be able to analyse the influence of linguistic diversity and disability considerations on policy development and execution in the Indian context, evaluating their psychosocial implications.
- Learners will be able to advocate for community-based psychological practices and interventions that address social inequities, with a focus on cultural, linguistic, and disability perspectives, and community empowerment in the Indian context.

Syllabus of DSE

UNIT 1: Psychological Frameworks and Principles to Understand Diversity, Equity, and Inclusion. Ecological Framework, Critical Psychology Framework, Intersectionality and Identity Framework, Symbolic Interactionist framework **(13 Hours)**

UNIT 2: Psychological Coordinates of Social Policy in India Understanding how psychological frameworks inform India's social policy landscape, exploring the role of cultural diversity in shaping Indian policy frameworks **(10 Hours)**

UNIT 3: Policy in India from a Psycho-Social Lens. Understanding the influence of linguistic diversity on policy development and analyzing the impact of disability on policy creation and execution. (Indian Context) **(9 Hours)**

UNIT 4: Inclusive Practices in Psychological Research and Applications. Understanding the role of community psychology in addressing systemic inequalities in Indian contexts (e.g., cultural, linguistic, and disability), Community Empowerment. **(13 Hours)**

PRACTICAL COMPONENT-   (30 Hours)

Total of two practical

1. Case study analysis of any Institution/unit/group (e.g., school, workplace, community center, co-workers) to understand systemic inequalities.
2. Media analysis (e.g., advertisements, movies, or news coverage) to delineate the existence of stereotypes in media and their psychological impact.
3. Design an inclusive psychological intervention for marginalized community members (e.g., mental health workshops, support groups, or outreach programs for rural/disempowered women, differently-abled people, or any other marginalized community)

ESSENTIAL/RECOMMENDED READINGS

American Psychological Association. (2023). APA multicultural guidelines: Ecological approaches to DEI in psychology. https://www.apa.org/about/policy/multicultural-guidelines.pdf

Christens, B. D. (2012). Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being. Community Development Journal, 47(4), 538–554.

Cole, E. R. (2009). Intersectionality and research in psychology. American Psychologist, 64(3), 170–180.

Dalal, A. K. (2015). Psychosocial interventions for community development. In A. K. Dalal & G. Misra (Eds.), Community psychology: Contributions to theory and practice (pp. 231–248). Springer India. https://doi.org/10.1007/978-81-322-1675-9_12

Jogdand, Y. (2024). Laying the ground for a critical psychology of caste. CASTE: A Global Journal on Social Exclusion, 5(2), 49–72.

Serpe, R. T., & Stryker, S. (2011). The symbolic interactionist perspective and identity theory. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), Handbook of identity theory and research (pp. 225–248). Springer New York.

Tripathi, R. C., & Sinha, Y. (Eds.). (2013). Psychology, development and social policy in India. Springer India. https://doi.org/10.1007/978-81-322-1003-0 (Chapters 1, 6, 7, 11)

SUGGESTIVE READINGS

Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. International Journal of Psychology, 28(2), 225–243.

Mishra, A. K., Akoijam, A. B., & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (Ed.), Psychology in India: Volume 2: Social and organizational processes (pp. 53–103). Pearson Education India.

Ostrove, J. M., & Cole, E. R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. Journal of Social Issues, 59(4), 677–692.

Parker, I. (Ed.). (2015). Handbook of critical psychology. Routledge.

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

MENTAL HEALTH AT WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/ Practice		
DSE23- MENTAL HEALTH AT THE WORKPLACE	4	4	0	1	NIL	NIL

Learning Objectives

The learning objectives of this course are as follows:

- Understanding the concept of mental health, along with the causes, focusing on Indian organizations.
- Studying the impact of mental health on the workplace, with its consequences, with a focus on challenges in India.
- Learning to develop positive mental health for effective workplaces that are culturally appropriate.
- Learning about advances in digital and tele-mental health in the workplace, relevant to the Indian workforce.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to understand the causes and consequences of workplace stress and stigma associated with mental health.
- Learners will be able to understand disruptive behaviours in the workplace and mental health challenges.

- Learners will be able to develop an understanding of positive mental health, learn about Mental Health First Aid and laws regarding mental health in the Indian context.
- Learners will understand the role of digital mental health interventions.

UNIT 1: UNDERSTANDING WORKPLACE MENTAL HEALTH

Defining Workplace Mental Health, Major Causes of Workplace Mental Health. Challenges of Mental Health Issues in the Workplace; Stigma Associated with Mental Health, Promoting awareness. Prevalence of Mental Health Issues in the Workplace   **(10 hours)**

UNIT 2: IMPACT OF MENTAL HEALTH

Mental Health Issues in the Workplace: Anger, Anxiety, Burnout, Depression. Disruptive Behaviours in the workplace: Addictions, Bullying. Stigma and Exclusion of Affected Employees. Relationship Between Mental Health and Productivity. Ethics and Fair Treatment of affected employees.   **(12 hours)**

UNIT 3: INTERVENTIONS FOR POSITIVE MENTAL HEALTH:

Intervention for Mental Health: Characteristics of Mentally Healthy Workplace; Promoting Mental Health and Well-Being. Training in Mental Health First Aid. Employee programs for Mental Wellness: Work flexibility programs. Developing culturally appropriate communication about mental health.   **(13 Hours)**

UNIT 4: APPROACHES TO MENTAL WELLNESS IN INDIA

Technology and Mental Health Support: Digital mental health interventions; Telehealth options in remote working environments. Implementation of Legislation with a Focus on India. Employee Benefits: Easing the Child-Care Burden, Elder-Care Burden.   **(10 Hours)**

Practical Component (30 Hours)

PRACTICAL COMPONENT: **(30 Hours)**

Choose **one** from each group.

Group 1:

- Field-Based Activity explores the causes, consequences, and stigma associated with mental health in the workplace through direct interaction with employees, observation, or a survey.
- Field Survey on Workplace Stress in an Indian Workplace.

- Identifying Disruptive Behaviors in any Indian organisation using interviews, observation or surveys.
- Field-based practical to explore awareness-based or any initiatives taken by organisations for enhancing employee well-being.

These field-based activities can use any Indian/international tool to gather data.

Group 2

Using any one of the tools listed below to develop a profile of an Indian worker. The profile should include a complete understanding of the tool.

- Workplace Stress Scale (WSS); Job Stress Survey (JSS); Work Ability Index (WAI).
- NIMHANS Work-Life Balance Scale by National Institute of Mental Health and Neuro-Sciences (NIMHANS),
- India Occupational Stress Index (OSI) by A.K. Srivastava and A.P. Singh.
- Indian Work Environment Scale (IWES),
- The Stress Tolerance Test by C.M. Bhatia.
- Mental Health Battery (MHB) Developed by: A.K. Singh and Alpana Sen Gupta.

ESSENTIAL READINGS

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson. [Chapter 14]

Jex, S.M.& Britt, T.W., (2015) Organizational Psychology: A Scientist–Practitioner Approach, John Wiley & Sons [Chapter 4, 7, 12]

Mental Health Act 2017 https://egazette.nic.in/WriteReadData/2017/175248.pdf.

Pandya, A., Khanal, N., & Upadhyaya, M. (2022). Workplace Mental Health Interventions in India: A Rapid Systematic Scoping Review. Frontiers in Public Health, 10.

Poddar, A., Chhajer, R. Detection and disclosure of workplace mental health challenges: an exploratory study from India. *BMC Public Health***24**, 1874 (2024). https://doi.org/10.1186/s12889-024-19422-9

Sarkar S, Menon V, Padhy S, Kathiresan P. Mental health and well-being at the workplace. Indian J Psychiatry. 2024 Jan;66(Suppl 2):S353-S364. doi:

10.4103/indianjpsychiatry.indianjpsychiatry_608_23. Epub 2024 Jan 24. PMID: 38445278; PMCID: PMC10911318.

World Health Organization. (2024). *The Self-Help Plus (SH+) training manual*. World Health Organization. https://www.who.int/publications/i/item/9789240053052

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

TREATMENT OF PSYCHOLOGICAL DISORDERS

CREDIT DISTRIBUTION OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/ Practice		
DSE 24- Treatment of Psychological Disorders.	4	3	0	1	NIL	NIL

Learning Objectives

- An introduction to psychotherapy, psychotherapeutic relationships, process, and interviewing.

- To describe some of the Eastern approaches to treating mental disorders.

- An attempt to understand the rehabilitation process of patients/clients.

Learning Outcomes

- To build a career in clinical psychology.

- To increase awareness and sensitise the students about the Eastern approaches to the treatment of psychological disorders.

- To acquire knowledge about the rehabilitation of patients/clients.

CONTENT

Unit 1 (10 Hours)

Introduction to psychotherapy- Definitions, objectives, issues related to training professional therapists, ethical and legal issues involved in therapy work, rights and responsibilities in psychotherapy, planning, and recording of therapy sessions.

Unit 2   **(10 Hours)**

Psychotheraputic Process- Structuring and setting goals in Psychotherapy; therapeutic relationship; therapeutic process; interviewing; evidence-based psychotherapy (in general)

Unit 3   Eastern approaches to the treatment of psychological disorders. Psychotherapy and Indian Thought, Yoga and the State of Mind, Asian Models of Therapy (Historical and Contemporary Perspectives), Healing and Culture.   **(10 Hours)**

Unit 4   Rehabilitation: (Approaches to rehabilitation; interventions in the rehabilitation processes, models of adaptation to disability, family, and caregiver issues; rights of mentally ill; empowerment issues; support to recovery)   **(15 Hours)**

Practicum (2 Practicals)   **(30 Hours)**

- Case study based on any of the above units.
- Role plays, especially based on Unit 1.

Suggested readings

Bloch, S. (2006). *An introduction to the psychotherapies*. NY: Oxford Medical Publications. (Unit 1)

Brenner, A.M., and Howe-Martin, L.S. (2020). *Psychotherapy: A practical introduction*. Wolters Kluwer. (Unit 1)

Carlat, D. J. (2005). *The psychiatric interview*. USA: Lippincott Williams & Wilkins. (Unit 1)

Cook, S.C., Shwartz, A.C., and Kaslow, N.J. (2017). Evidence-based psychotherapy: Advantages and challenges, Neurotherapeutics, 14, 527- 545.

Dalal, A., & Misra, G. (2012). *New Directions in Health Psychology*. India: Sage Publications. (Unit 2).

David, D, Lynn, S.J., and Montgomery, G.H. (2018). Evidence-based psychotherapy: The state of the science and practice. USA: Wiley Blackwell.

Eells, T. D. (2007). *Handbook of psychotherapy case formulation*. USA: The Guilford Press. (Unit 1)

Hersen, M., & Sledge, W. (2002). *Encyclopedia of psychotherapy*, Vol. 1 & 2, USA: Academic Press. (Unit 1)

Kakar, S. (2012). *Shamans, mystics, and doctors: A psychological enquiry into India and its healing traditions*. India: OUP (Unit 2)

Laungani, P. (2005). *Asian perspectives in counselling and psychotherapy*. U.S.A;:
Brunner-Routledge. (Unit 2)

Vyas, J.N., and Ahuja, N. (1999). Textbook of postgraduate psychiatry (Vols.1-2). New
Delhi: Jaypee Brothers.

DISCIPLINE SPECIFIC ELECTIVE COURSE – TECHNIQUE BASED COUNSELLING SKILLS
(Semester VIII)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 25- TECHNIQUE BASED COUNSELLING SKILLS	04	03		01		Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate development of evidence-based counselling skills pertaining to behavioral, cognitive and psychodynamic approaches.
- To give hands on training to students towards becoming skilled professional counsellor

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the students will be trained in specific evidence based behavioral, cognitive and psychodynamic counselling skills.
- By studying this course the students will be equipped in identifying different counselling strategies that can be used with clients with different sets of problems, and plan the process.

SYLLABUS OF DSE-

UNIT 1: **Skills based on Behavioral approach to counselling I** Systematic desensitisation, client self-management, practising and planning behaviour (Applied behavioral analysis), Meichenbaum's stress inoculation training, reinforcement methods, modelling, Imagery and visualisation. **(15 hours)**

Unit 2: Skills based on cognitive approach to counselling I

Cognitive Homework, Identifying and challenging Maladaptive Thoughts and Beliefs (ABCDE approach), Socratic questioning, cognitive restructuring, Psycho-education , shame-attacking exercises   **(08 hours)**

UNIT 3:   Skills based on cognitive approach to counselling II

Mindfulness facilitation, Yoga and counselling, acceptance facilitation, Bhagwat Geeta and Counselling   **(8 hours)**

UNIT 4:   Skills based on Psycho-dynamic approach to counselling Giving reflective responses, interpreting, attending to transference, counter-transference, looking at defences and resistance, managing resistance and ambivalence.   **(14 hours)**

Practical Component   **(30 hours)**

2 practicals –

A minimum of 4 activities to be done in each practicum, from any two of the three units.

Suggested Practicals:

- Skill development practicum based on any of the units (using experiential and reflective activities)
- Case formulation and designing of interventions using any of the three approaches
- Real life cases with intervention planning and its implementation using techniques based on any of the three approaches or role plays on the same
- Comparative analysis of the case of Gloria (using available YouTube videos) or any other case using any two perspectives.

Essential Readings

Cabaniss, D.L., Cherry, S., Douglas, C.J., & Schwartz, A. (2011). *Psychodynamic psychotherapy: A clinical manual*. Wiley-Blackwell. (Refer part 5 For unit 4)

Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice (7th ed)*. Cengage Learning. (for behavioral skills like applied behavior analysis and stress inoculation, shame attacking exercises)

Cully, J. A., & Teten, A. L. (2008). *A therapist's guide to brief cognitive behavioral therapy.* Department of Veterans Affairs South Central MIRECC, Houston. (For unit 3)

Fleming, J. E. & Kocovski, N. L. (2013). *The mindfulness and acceptance workbook for social anxiety and shyness (A New Harbinger self-help workbook)*. New Harbinger. (Chapters 4,5,6 for unit 2 mindfulness and acceptance facilitation)

Hackney, H.L & Cormier, S. (2009). *The professional counselor: A process guide to helping.* Pearson.

Hough, M. (2010). *Counselling skills and theory* (3rd edition). Hodder education. (Chapter 3 for Unit 4 on psychodynamic skills, Chapter 8 for unit 1, 2, 3)

Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th ed). Sage. (Chapter 21 for Unit 1)

Rao, K.R. & Paranjpe, A.C. (2016). Meditation and Applied Yoga. In Psychology in the Indian Tradition.(p. 229- 260). Springer.

Reddy M. S. (2012). Psychotherapy - insights from bhagavad gita. *Indian journal of psychological medicine*, *34*(1), 100–104. https://pmc.ncbi.nlm.nih.gov/articles/PMC3361835/

Safran, J. D. & Hunter, J. (2020). *Psychoanalysis and Psychoanalytic Therapies (Theories of Psychotherapy Series)*. APA. (Chapter 4 for Unit 4)

Thakur, D., Satish, Thakur, G., Barnwal, S.N., Tripathi, M., Bhawna, Saxena, A., Sumit, Singh, S.S. (2021). Bhagavad Gita as a text of counselling- A methodical study with the association of counselling and Psychotherapeutic techniques. *Turkish Journal of Physiotherapy and Rehabilitation*; 32(3). ISSN 2651-4451 | e-ISSN 2651-446X www.turkjphysiotherrehabil.org 30294

Suggested Readings

Capuzzi, D. & Stauffer, M. D. (Eds.) (2016). *Counselling and Psychotherapy: Theories and Interventions* (6th ed.). APA.

Dryden, W. & Mytton, J. (1999). *Four Approaches to Counselling and Psychotherapy*. Routledge

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases.*5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Chapters 2, 8, 9)

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley and Sons

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

PSYCHOLOGY AND LITERATURE: AN INTRODUCTION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE–REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if Any)
		Lecture	Tutorial	Practical/ Practice		
DSE 26- Psychology and Literature: An Introduction	4	3	0	1	As per university guidelines	NIL

Learning Objectives

The learning objectives of the course are as follows:

- To illustrate how literary writings are used for psychological research and theoretical understanding of human mind and behaviour
- To illustrate how literary works are analysed with psychological theoretical perspectives.
- To illustrate the intimately intertwined and complex relationship of literary narrative and psychological interpretation.

Learning Outcomes

The learning outcomes of the course are as follows:

- Students will learn to understand the interrelationship between literary/creative writings and psychological analysis, and will be able to psychologically analyse literary works.

- Students will be able to better understand self, existence, aesthetics, emotions, trauma, healing, and various other psychological aspects of human life within the realm of literary pursuits.
- Students will learn how creative writings are shaped and influenced by and within social-cultural milieu.
- Students will learn how literature contributes in highlighting social issues and performs as means to bring about social change.

SYLLABUS:

UNIT – I: Psyche and Literature   What is Literature; Literature as a tool to understand Psyche; Use of literary writings in psychological research; Freudian and Jungian Perspective

(13 Hours)

UNIT – II: Self and Literature   Dialogical Self; Influence of creative writing on self-growth and development; Self-reflective and therapeutic use of literature   **(12 Hours)**

UNIT – III: Society and Literature-I   Social Context and literary writings in India with reference to *partition*, Understanding social and cultural foundation of behaviour through literary writings   **(10 Hours)**

UNIT – IV: Society and Literature-II   Exploring the voices from the margins and their empowerment through literature on *Dalit* and gender issues in India   **(10 Hours)**

Practical Components (two practicum)   30 hours

- Psychological Analysis of a literary work of any genre (short novel, long novel, long play/drama, story, mythological stories etc.)
- Socio-cultural analysis of a literary work of any language (reports to be translated in English)

Suggested Readings:

Freud, S. (1959). Creative Writers and Day-Dreaming. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 9). Retrieved from http://books.google.com/books (Original work published 1908)

Jung, C.G. (2006). The Spirit in Man, Art and Literature. London: Routledge & Kegan Paul

Knellwolf C & Norris C (2008) The Cambridge History of Literary criticism, volume 9, Twentieth-Century historical, Philosophical, and Psychological Perspectives

Onder Cakirtas (2019) Literature and Psychology: Writing, Trauma, and the Self , Cambridge Scholars Publishing

Goksen Aras (2015) Personality and Individual Differences: Literature in Psychology-Psychology in Literature ScienceDirect Social and Behavioural Sciences, 185 (2015) 250-257

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