

**Appendix-35**  
**Resolution No. 27 {27-1 (27-1-6)}**

**DEPARTMENT OF PSYCHOLOGY**  
**Semester-IV**

Sl.No.	Subject	Page No.
1	<b>BA(Hons.) Psychology</b>  1. Understanding Mental Disorders – DSC 10  2. Positive Psychology–DSC 11  3. Inferential Statistics in Psychology– DSC 12	2-9
2	<b>Pool of DSE</b>  1. Advanced Social Psychology 2. Group Dynamics in Organizations 3. Psychodiagnostics	10-19
3	<b>Pool of GE</b>  1. Identifying and Dealing with Psychological Disorders 2. Psychology at the workplace 3. Psychology of Adjustment	20-28
4	<b>BA (Prog.) with Psychology as Major</b> 1. STATISTICAL METHODS AND PSYCHOLOGICAL TESTING 2. EMERGENCE AND GROWTH OF PSYCHOLOGY	29-32
5	<b>BA (Prog.) with Psychology as Minor</b> 1. STATISTICAL METHODS AND PSYCHOLOGICAL TESTING	33-34

**DEPARTMENT OF PSYCHOLOGY****Category I****(B.A. Honours in Psychology in three years)****COURSE CONTENT OF FOURTH SEMESTER****DISCIPLINE SPECIFIC CORE COURSE DSC-10 UNDERSTANDING MENTAL AND BEHAVIOURAL DISORDERS****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

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

**Learning Objectives**

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

**Learning Outcomes**

By studying this course the student will be able to:

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

**SYLLABUS OF DSC-10****UNIT – I****(18 Hours)**

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

**UNIT – II** **(18 Hours)**  
**Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics):**  
Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia;  
Obsessive-Compulsive Disorder

**UNIT – III** **(9 Hours)**  
**Depressive Disorder & Bipolar Disorders Clinical Picture and Dynamics):** Major  
Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

**Practical Component:** **(30 Hours)**

**Suggestive Practicals:**

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

**Tutorial component: Nil**

### Essential/Recommended Readings

- American Psychological Association (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.
- Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17<sup>th</sup>ed.). New Delhi: Pearson.
- Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### Suggestive Readings

- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.
- Singh, A.K. (2016). *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt .Ltd.
- Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

## DISCIPLINE SPECIFIC CORE COURSE DSC -11 POSITIVE PSYCHOLOGY

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 11: POSITIVE PSYCHOLOGY</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12<sup>TH</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

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

### Learning Outcomes

By studying this course the student will be able to:

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

### SYLLABUS OF DSC-11

**UNIT 1: Introduction:** Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Hinduism, Buddhism, Jainism and Islam, Character Strengths and Virtues- Values In Action (VIA) Classification System.  
(12 Hours)

**UNIT 2: Positive States and Processes I:** Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience  
(12 Hours)

**UNIT 3: Positive States and Processes II:** Optimism, Wisdom, Flow, Spirituality  
(12 Hours)

**UNIT 4: Positive psychological interventions:** Positive thinking, Meditation, Gratitude, Kindness  
(9 Hours)

**Practical component –****(30 Hours)****Suggestive Practicals:**

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

**Tutorial component : Nil****Essential/Recommended Readings**

- Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. London, UK: Routledge.
- Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.
- Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.
- Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.
- Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.
- Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

**Suggested Readings**

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

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

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

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

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

## DISCIPLINE SPECIFIC CORE COURSE DSC-12 INFERENCEAL STATISTICS IN PSYCHOLOGY

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC - 12 INFERENCEAL STATISTICS IN PSYCHOLOGY</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

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

### Learning Outcomes

By studying this course the student will be able:

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

### SYLLABUS OF DSC-12

#### UNIT – I

**(15 Hours)**

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



## UNIT – II

(15 Hours)

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

## Unit-III

(15 Hours)

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of  $t$  and  $F$ . *Post Hoc* Comparisons (conceptual understanding).

Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed

Frequencies: Assumptions and calculations.

## Suggestive Practicals

(30 Hours)

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

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

## Essential/Recommended Readings:

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

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

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

## Suggestive Readings

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

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-3 ADVANCED SOCIAL PSYCHOLOGY

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

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

#### Learning Objectives

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

#### Learning Outcomes

By studying this course the student will be able:

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

### SYLLABUS OF DSE

#### UNIT – I

(10 hours)

##### Contemporary Perspectives and Methods:

Social Psychology as History, Psychological and Sociological Social Psychology, Symbolic Interactionism, Social representations, Discursive Psychology, Ethnomethodology

#### UNIT – II

(12 hours)

##### Collective Behaviour:

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

#### UNIT – III

(11 hours)

### **Culture and Identity:**

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

### **UNIT – IV**

**(12 hours)**

#### **Inequalities and Social Justice:**

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

**Practical component (if any) - NIL**

### **Tutorial Component**

**(15 hours)**

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

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

### **Essential/Recommended Readings**

- Cassidy, C., Hopkins, N., Levine, M., Pandey, J., Reicher, S., & Singh, P. (2007). Social identity and collective behaviour: Some lessons from Indian research at the Magh Mela at Prayag. *Psychological Studies*, 52(4), 286–292.
- Clayman, S. E. (2015). Ethnomethodology, General. In J.D. Wright (Ed.) *International Encyclopedia of the Social & Behavioral Sciences*, 203–206. doi:10.1016/b978-0-08-097086-8.44020-1
- Crawford, L. A., & Novak, K. B. (2018). *Individual and society: Sociological social psychology*. Routledge.
- Elcheroth, G., Reicher, S., Elcheroth, G., & Reicher, S. (2017). Riots, religion and the mobilisation of communal hatred in India (with-Rakshi Rath). *Identity, violence and power: Mobilising hatred, demobilising dissent*, 155-181.

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

### **Suggestive Readings**

- Babu, N., Prakash, A. & Bharadwaj, I.U. (Eds.), (2021). *Understanding vulnerabilities in contemporary society. Psychological insights and reflections*. New Delhi: SAGE.
- Darley, J., Tyler, T.R., & Bilz, K. (2003). Enacting Justice: The Interplay of Individual and Institutional Perspectives. In M. Hogg & J.M. Cooper (Eds.) *The SAGE Handbook of Social Psychology*. SAGE Publications.
- Hollander, J. A., & Howard, J. A. (2000). Social psychological theories on social inequalities. *Social Psychology Quarterly*, 338-351.
- Jena, S.P.K..(2020) *Homelessness: Research, practice and policy*. Routledge (Taylor Francis).
- Kakar, S. (1996). *The colors of violence: Cultural identities, religion, and conflict*. University of Chicago Press.

- Lester, J. N., & O'Reilly, M. (2021). The social construction of stigma: Utilizing discursive psychology for advancing the conceptualization of stigma in mental health. *Stigma and Health*, 6(1), 53–61.
- Krishnan, L. (2004). Attitudes, social cognition and justice. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline, Vol. 3. Applied social and organisational psychology* (pp. 19–68). Sage Publications, Inc.
- Maynard, D. W., & Clayman, S. E. (2003). Ethnomethodology and conversation analysis. In L.T. Reynolds & N.J. Herman-Kinney (Eds). *Handbook of symbolic interactionism*, 173-202.
- Nandy, A. (1989). *Intimate enemy*. Oxford: Oxford University Press.
- Sambaraju, R. (2020). “I would have taken this to my grave, like most women”: Reporting sexual harassment during the #MeToo movement in India. *Journal of Social Issues*, 76(3), 603-631.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-4 GROUP DYNAMICS IN ORGANIZATIONS

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE- 4 GROUP DYNAMICS IN ORGANIZATIONS</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

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

### Learning Outcomes

By studying this course the student will be able to:

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

## SYLLABUS OF DSE- 4

### UNIT - I

**(12 Hours)**

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

### UNIT - II

**(12 Hours)**

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

### UNIT - III

(12 Hours)

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

### UNIT - IV

(9 Hours)

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

**Practical Component: Nil**

**Tutorial Component:**

**(15 Hours)**

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

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

### Essential/ Recommended Readings

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

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

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

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

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

### **Suggestive Readings**

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

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

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

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

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

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

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

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

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## DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-5 PSYCHODIAGNOSTICS

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE: 5 PSYCHODIAGNOSTICS</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

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

### Learning Outcomes

By studying this course the student will be able to:

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

## SYLLABUS OF DSE-5

### UNIT – I

**(12 Hours)**

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

### UNIT - II

**(12 Hours)**

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

### UNIT - III

**(6 Hours)**

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

### Practical component:

**(60 Hours)**

### Suggestive Practicals:

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

**Tutorial Component: Nil**

### Essential/Recommended readings:

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

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

Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J.-I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (Eds.). (2013). *APA handbook of testing and assessment in psychology: (Vol. 2): Testing and assessment in clinical and counselling psychology*. American Psychological Association.

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

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

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

**Suggestive Readings:**

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

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

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

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE- 12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

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

### Learning Outcomes

By studying this course the student will be able:

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

## SYLLABUS OF GE -12

### UNIT – I

**(15 Hours)**

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

### UNIT – II

**(21 Hours)**

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

### UNIT – III

**(9 Hours)**

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

**Practical component**

**(30 Hours)**

**Suggestive Practicals**

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

**Tutorial component : Nil**

**Essential/Recommended Readings**

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

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

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

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

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

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

**Suggestive Readings**

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

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

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

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

## GENERIC ELECTIVE COURSE GE- 13 PSYCHOLOGY AT THE WORKPLACE

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE:13 PSYCHOLOGY AT THE WORKPLACE</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

#### Learning Objectives

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

#### Learning Outcomes

By studying this course the student will be able to:

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

#### SYLLABUS OF GE- 13

##### UNIT - I

**(9 Hours)**

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

**UNIT - II****(9 Hours)**

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

**UNIT - III****(12 Hours)**

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

**UNIT - IV****(15 Hours)**

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

**Practical Component: Nil**

**Tutorial Component:**

**(15 Hours)**

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

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

**Essential/ Recommended Readings**

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

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



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

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

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

### **Suggestive Readings :**

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

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

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

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

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

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

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

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

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

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

## GENERIC ELECTIVE COURSE GE- 14 PSYCHOLOGY OF ADJUSTMENT

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

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE:14 PSYCHOLOGY OF ADJUSTMENT</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12<sup>th</sup> Pass</b>	<b>Nil</b>

#### Learning Objectives

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

#### Learning Outcomes

By studying this course the student will be able to:

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

### SYLLABUS OF GE- 14

#### UNIT – I

(9 Hours)

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

#### UNIT – II

(12 Hours)

**Adjustment in Relationships-** Self in a Relational Context (need to belong, affiliation, isolation, social exclusion), Strategies for Adjustment in Varied Relational Contexts: Familial Contexts (Dealing with Family Dynamics, Negotiating Autonomy and Agency), Friendships (Peer Pressure, Bullying, and Social exclusion), Romantic Relationships (Identity, Intimacy & Isolation and Equity), Conflict Management; Dealing with Loss: Dissolution of Relationships and Bereavement.

#### UNIT – III

(12 Hours)

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

#### UNIT – IV

(12 Hours)

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

**Practical Component:** NIL

#### Tutorial Component

(15 Hours)

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

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

#### Essential/ Recommended Readings

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

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

Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.

Rathus, S. A., & Nevid, J. S. (2019). *Psychology and the challenges of life: Adjustment and growth*. John Wiley & Sons.

Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). *Mental health in the workplace: Strategies and tools to optimize outcomes*. Springer.

- Rozkwitalska, M., Sułkowski, Ł., & Magala, S. (2017). *Intercultural interactions in the multicultural workplace*. Springer: Cham, Switzerland.
- Sinha, J. B. (2009). *Culture and organizational behaviour*. SAGE Publications India.
- Takahashi, T. (2016). Creating the self in the digital age: young people and mobile social media. *The good life in Asia's digital 21st Century. Digital Asia Hub, Hong Kong*, 44-50.
- Tuli, M., & Chaudhary, N. (2010). Elective interdependence: Understanding individual agency and interpersonal relationships in Indian families. *Culture & Psychology*, 16(4), 477-496.
- Weinstein, E. C., Selman, R. L., Thomas, S., Kim, J. E., White, A. E., & Dinakar, K. (2016). How to cope with digital stress: The recommendations adolescents offer their peers online. *Journal of Adolescent Research*, 31(4), 415-441.
- Weiten, W. (2021). *Psychology: Themes and variations*. Cengage Learning
- Weiten, W., Dunn, D. & Hammer, E. (2018). *Psychology applied to modern life*. Cengage Learning

### **Suggestive Readings**

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

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

# PSYCHOLOGY

## COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

### Category II

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

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning Outcomes

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

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

#### SYLLABUS OF DSC- 7

##### Unit- I

(10 Hours)

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon).

##### Unit- II

(10 Hours)

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores.

### **Unit- III (15 Hours)**

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications.

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores.

### **Unit- IV (10 Hours)**

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

### **Practical component – (30 Hours)**

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

### **Essential/recommended readings**

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

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

Murphy, K.R. &Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

### **Suggestive readings**

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

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

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

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

## DISCIPLINE SPECIFIC CORE COURSE – 8: EMERGENCE AND GROWTH OF PSYCHOLOGY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite Of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-8 Emergence and Growth of Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class 12<sup>th</sup></b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are:

- To understand the key tenets and historical and contemporary relevance of different schools of Psychology.
- Critically evaluate the limitations of underlying assumptions of psychological theories and principles.

### Learning Outcomes

By studying the course students will be able to:

- Appreciate the changing nature and of subject matter and methodologies in the evolution of the discipline.
- Apply psychological concepts and principles in a more informed manner in diverse settings

### SYLLABUS OF DSC- 8

#### Unit– I

**(9 Hours)**

Early Schools of Psychology- Structuralism, Functionalism and Gestalt Psychology (tenets and contributions), Core and Context of Indian Psychology.

#### Unit– II

**(12 Hours)**

Behaviourism - Watsonian Behaviourism, Skinnerian Behaviourism; Emergence of Information Processing Approach of Cognitive Psychology.

**Unit– III****(12 Hours)**

Psychoanalysis - Classical Freudian Approach (Models and Critique), Adlerian Perspective (Central concepts), Feminist Critique of Freudian Psychoanalysis: Contributions of Karen Horney.

**Unit– IV****(12 Hours)**

Third Force Psychology- Rogerian Self Psychology, Maslow's Hierarchy of Needs, Existentialism (Tenets and Contributions).

**Tutorial Component –****(15 Hours)****Suggestive Tutorial Activities:**

- Role playing a psychologist
- Turncoat debate on debates in psychology
- Position paper on perspectives in psychology
- Group discussion on applications in psychological theories

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

Dalal, A. K. & Mishra G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22, 1 (2010): 121-155.

Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London: Wadsworth, Cengage Learning.

Lawson, R.B., Anderson, E.D., & Cepeda-Benito, A. (2017). *A History of Psychology: Globalization, Ideas, and Applications* (2<sup>nd</sup> edition). New York: Routledge

Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.

**Suggestive readings**

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. London, UK: Pearson Education.

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



### Category III

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

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

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

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

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

#### **Learning Outcomes**

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

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

### **SYLLABUS OF DSC- 7**

#### **Unit- I**

**(10 Hours)**

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon).

#### **Unit- II**

**(10 Hours)**

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores.

### **Unit- III**

**(15 Hours)**

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications.

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores.

### **Unit- IV**

**(10 Hours)**

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

### **Practical component –**

**(30 Hours)**

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

### **Essential/recommended readings**

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

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

Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

### **Suggestive readings**

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

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

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

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