

Appendix-37
Resolution No. 27 {27-1 (27-1-6)}

DEPARTMENT OF PSYCHOLOGY
Semester-VI

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DEPARTMENT OF PSYCHOLOGY

Category I

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

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

DISCIPLINE SPECIFIC CORE COURSE DSC 16 HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 16: HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To recognize and appreciate the salient role played by Human Resource Management (HRM) in managing organizations.
- To familiarize students with key concepts, policies, and practices relevant to managing human resources in organizations.
- To orient students to the basics of International HRM.
- To develop an analytical and strategic orientation to addressing HRM issues through course readings, discussions, case studies, and in-class exercises.

Learning Outcomes

By studying this course the student will be able to:

- Understand key concepts, principles, and practices of HRM.
- Develop the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training
- Critically examine organizational policies and practices in the context of new realities of the workforce.

SYLLABUS OF DSC-16

UNIT - I (12 Hours)

Introduction to Human Resource Management (HRM)- HRM and HRD, Strategic and Traditional HRM; HRM Challenges; Overview of International HRM.

UNIT - II (21 Hours)

Staffing and Maintaining High Performance- Recruitment (sources of recruitment) and Selection - Process and Methods (resume, interviews, testing).
Performance Appraisal – Performance Management Systems, Methods.

UNIT - III (12 Hours)

Training Process- Identification of training needs- - Training Need Analysis (TNA);
Techniques of Training, Overview of Training Evaluation.

Practical component (30 Hours)

Suggestive Practicals:

- Identification of research gaps in the field
- Gathering and measuring information
- Evaluate outcomes and work out recommendations for HR managers

Following is the list of illustrative topics on which practicum may be designed :

- Challenges faced by HRM managers (work from home, sexual harassment, downsizing, etc.)
- International HRM
- Recruitment
- Selection
- Performance Appraisal
- Training

Tutorial Component: Nil

Essential/ Recommended Readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning.

Deb, T. (2009). *Managing human resource and industrial relations*. Excel Books India.

De Cenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. John Wiley & Sons.

Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th ed.). New Delhi, India: Pearson Education.

Jex, S.M. & Britt, T.W. (2014). *Organizational psychology: A scientist-practitioner approach* (3rd ed.). New York: Wiley.

Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: policies and practices for multinational enterprises*. Routledge.

Suggestive Readings

Ahuja, K. K. (2021). (In) Sincerely Yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations*, 57(1), 86-98.

Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd ed.). New Delhi: Oxford University Press.

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Chadha, N.K. (2005). *Human resource management: Issues, case studies and experiential exercises*. (3rd edn.) .New Delhi: Sai Printographers.

Smither, R. D. (1988). *The psychology of work and human performance*. NY: Harper & Row

Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E. (2022). Artificial intelligence, robotics, advanced technologies and human resource management: A systematic review. *The International Journal of Human Resource Management*, 33(6), 1237-1266.

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

DISCIPLINE SPECIFIC CORE COURSE – 17: COUNSELLING PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 17: COUNSELLING PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

By studying this course the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

SYLLABUS OF DSC-17

UNIT - I

(9 Hours)

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a Professional Counselor; Status and Practice of Counselling Psychology in India.

UNIT - II

(12 Hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT - III

(24 Hours)

A. Techniques of Counseling- Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

B. Applications: Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

Practical Component:

(30 Hours)

Suggestive Practicals

- Need for Counselling among college students/ children/ adolescents using any standardized test.
- To study the self-efficacy of counsellors using any scale for better understanding of
- personality characteristics of a professional counsellor.
- Information-oriented first interview (Cormier & Hackney, 2008).
- Practical based on any three micro skills (Pre-post design).
- Construction of a Genogram.
- Aptitude & Interest Assessment in Career Counselling.

Tutorial Component: Nil

Essential/ Recommended Readings

Corey, G. (2017). *Theory and practice of counseling And psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M.S. (2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.

Seth, S., Bhatia, H. & Chadha, N.K. (2018). *Counselling skills: Knowing self and others*. Delhi: The Readers Paradise.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive Readings

Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.

- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.
- Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw H

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

DISCIPLINE SPECIFIC CORE COURSE – 18 HEALTH PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 18: HEALTH PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- Understanding Health Psychology and its theoretical perspectives.
- Identifying the characteristics of health behaviours.
- Promoting health enhancing behaviours by using exercise, nutrition and emotional regulation.
- Developing an understanding of interlinkages between culture, health and healing systems.

Learning Outcomes

By studying this course the student will be able to:

- Understand the core concepts of Health Psychology
- Apply of Health Psychology theories and concepts (e.g. health behaviour) in everyday life.
- Analyse the role of Ayurveda, Folk healing and Homeopathy in the creation of health.
- Evaluate the efficacy of various health promotion strategies including nutrition, exercise and emotional management.
- Create inter-linkages between culture and health
- Develop readiness to pursue a specialised degree in Health psychology.

SYLLABUS OF DSC-18

UNIT - I

(12 Hours)

Introduction to Health Psychology- Nature, Goals of Health Psychology, Relationship Between Health and Psychology, Models (Bio-medical Model, Bio-Psychosocial Model of Health, Indian Model of Health).

UNIT - II

(12 Hours)

Behaviour and Health- Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behaviour (Health –Belief Model, Theory of Planned Behaviour, Stages of

Change Model).

UNIT - III **(12 Hours)**
Culture, Health and Healing- Cultural Construction of Health, Ayurveda, Folk Healing, Homeopathy.

UNIT – IV **(9 Hours)**
Health Promotion and Management- Exercise, Nutrition and Emotional Regulation.

Practical Component: **(30 Hours)**

Suggestive Practicals:

- Analysis of films and other media sources highlighting health issues.
- Analyzing health based policies of India e.g National Health Policy.
- Using the case study approach to understand relevant health issues.
- Questionnaire based survey on health concerns.
- Practicals based on relevant standardized psychological tests pertaining to health.
- Correlational studies of health based variables.
- Health based interventions of brief duration.

Tutorial Component: Nil

Essential/Recommended Readings

Allen, F. (2011). *Health psychology and behaviour*. Delhi: Tata McGraw Hill.

Dalal, A.K. (2016). *Cultural psychology of health in India*. Delhi: Sage.

Donelli, D. and Antonelli, M (2021) Homeopathy and Psychological Therapies. *Encyclopaedia* 2021, 1(1), 57-64; <https://doi.org/10.3390/encyclopedia1010008>.

Sarafino, E.P., & Smith, T.W. (2016). *Health psychology: Bio- psychosocial interactions* (9thedn.). New York: Wiley.

Scrimshaw, S., & Lane, S. D. (2018). Culture, behavior, and health. In *Global health: Diseases, programs, systems and policies* (4th ed.). Jones & Bartlett.

Song, Y., Lu, H., Hu, S., Xu, M., Li, X., & Liu, J. (2015). Regulating emotion to improve physical health through the amygdala. *Social Cognitive and Affective Neuroscience*, 10 (4), 523-530.

Taylor, S.E. (2017). *Health psychology* (10th ed.). Delhi: Tata McGraw Hill.

Arora, M.K. and Sran, S.K.(2017). *Psychology of health and well being*. New Delhi: Book Age Publications.

Hariharan, M. (2020). *Health psychology: Theory practice and research*. New Delhi: SAGE Publications Incorporated.

Khosla, M.(Ed.) (2022). *Understanding the psychology of health and well-being*. New Delhi: SAGE Texts.

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DISCIPLINE SPECIFIC ELECTIVE COURSE- 9 PSYCHOLOGY OF EXCEPTIONAL CHILDREN

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 09: PSYCHOLOGY OF EXCEPTIONAL CHILDREN	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To develop an understanding of exceptional children.
- To familiarise oneself with the various types/ categories of exceptionalities.
- To understand the differences between children with disabilities, gifted children and twice exceptional children
- To learn methods of assessment of learning disability, giftedness and twice exceptionality.
- To know interventions used with the various areas of exceptionality.

Learning Outcomes

By studying this course the student will be able to:

- Understand the range of potential differences among children with learning disabilities, gifted children and twice exceptional children.
- Screen and identify exceptional children.
- Suggest intervention strategies for exceptional children.

SYLLABUS OF DSE- 09

UNIT - I

(9 Hours)

Introduction- Neurodiversity, Exceptional children, types and their prevalence, Historical perspectives, Inclusion and integration, Overview of special education, Roles and responsibilities of professionals working with exceptional children

UNIT – II

(12 Hours)

Specific Learning Disorder- Definitions, Prevalence, Causes, Assessment, Psychological and Behavioural Characteristics, Intervention and educational considerations for children and adolescents

UNIT – III

(12 Hours)

Gifted & Talented Children- Definition, Prevalence; Origins of Giftedness (genetic and environmental factors); Screening and identification tools; Physical, psychological and behavioural characteristics; Intervention and educational considerations for children and adolescents

UNIT – IV

(12 Hours)

Twice Exceptional Children- Definition, prevalence, types, Psychological & Behavioural Characteristics, Identifying twice exceptional children, interventions and educational considerations for twice exceptional children

Practical component -

(30 Hours)

Suggestive Practicals

- Case study to understand exceptional children.
- Use of special education assessment tool
- Inclusive or exclusive education for exceptional children
- Interview with caregivers of exceptional children/special educators/professionals working with children to understand challenges they experience and strategies they use to cope.
- Reflections on volunteering in programs for exceptional children
- Development of intervention plans for exceptional children

Tutorial Component: Nil

Essential/Recommended Readings

- Baum, S.M., Schader, R.M. & Owen, S.V. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, ASD, and more (3rd ed.)*. New York: Routledge
- Hallahan, D. P., Kauffman, J. M. (1997). *Exceptional learners: Introduction to special education*. United States: Allyn and Bacon.
- Gallagher, J. J., Coleman, M. R., Kirk, S. A. (2009). *Educating exceptional children*. United States: Wadsworth.
- Kircher-Morris, E. (2022). *Raising twice-exceptional children: A handbook for parents of neurodivergent gifted kids*. New York: Routledge.
- Macintyre, C. (2008). *Gifted and talented children 4–11: Understanding and supporting their development*. Oxon: Routledge.

Porter, L. (2005). *Gifted young children: A guide for teachers and parents (2nd edn.)*. Australia: Allen & Unwin

Suggestive Readings

Gillespie, P. (2021). *A successful self-taught reader with five learning disabilities: A guide for educators and parents*. Independently published.

Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE.

Kurup, A. & Dixit, S. (2016). Gifted with disabilities: The twice-exceptional in India. *Indian Educational Review*, 54 (2).

Pfeiffer, S. I. (2008) *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*. Germany: Springer.

Trail, B.A. (2022). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted student (2nd ed.)*. New York: Routledge.

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DISCIPLINE SPECIFIC ELECTIVE COURSE –10RESEARCH METHODS INPSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 10 RESEARCH METHODS IN PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To present the essential steps, process and considerations of designing research in Psychology
- To introduce the key techniques quantitative and qualitative techniques of data-analysis in psychological research
- To acquaint students with the possibilities in mixed methods research in Psychology

Learning outcomes

After learning the course the student will be able to:

- Understand the utility and key differences of major qualitative data analysis techniques.
- Understand and appreciate the utility and different approaches to mixing methods in psychological research.
- Design an ethically grounded psychological research study and write a proposal for the same

SYLLABUS OF DSE- 10

UNIT – I Introduction to Research Methods in Psychology (10 hours)

Introduction to psychological research and its goals; Common research forms: Exploratory research, Descriptive research and Explanatory research; Delineating Steps of Quantitative and Qualitative Research

UNIT - II Issues of Design in Quantitative and Qualitative Studies (10 hours)

Designing Quantitative and Qualitative Studies: Language of Variables and Hypothesis v/s Language of Cases and Context; Research Question Method Link: Survey, Observation, Interview, Focus Group Discussion; Measurement process in Quantitative and Qualitative Research: Conceptualisation, Operationalisation, Reliability and Validity; Sampling in Quantitative and Qualitative Research: Types and techniques

UNIT – III Approaches to Quantitative and Qualitative Data Analysis (15 hours)

Quantitative Approaches: Correlation and Regression Analysis; Qualitative Approaches: Thematic analysis, Grounded Theory & Narrative Analysis

UNIT – IV Mixed-methods Research (10 hours)

Why mix methods of research? Using quantitative and qualitative methods as complementary modes of inquiry; Mix-method designs: Triangulation Design, Embedded Design, Explanatory Design, Exploratory Design; Mixed-method sampling; Mixing qualitative methods: Pluralistic Qualitative Research (PQR)

Practical Component (30 Hours)

Suggestive Practicals

- Designing and conducting a correlational study using suitable variables, and standardised tools/questionnaires/tests.
- Conducting an interview /observation/ FGD/ case study as a method of data collection and then analyse it using a suitable method of qualitative data analysis such as thematic analysis.
- Designing a mixed-method study (quantitative-qualitative mixed method or pluralistic qualitative research) and writing a detailed research plan/proposal for the same.

Tutorial Component- Nil

Essential/Recommended Readings

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

Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.

Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold

Corbetta, P. (2003). *Social research: Theory, methods and techniques*. United Kingdom: SAGE Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, California, SAGE Publications

Frost, N. (2021). *Qualitative research methods in psychology: Combining core approaches*(2nded.). United Kingdom: McGraw-Hill Education.

Howitt, D., Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thomson/Wadsworth.

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

Willig, C. (2021). *Introducing qualitative research in psychology*. United Kingdom: Open University Press.

Suggestive Readings

- Bielski, P. (2010). *Handbook of emergent methods*. Edited by Sharlene Nagy Hesse- Biber and Patricia Leavy. London. The Guilford Press
- Charmaz, K., McSpadden, E., Anderson, R., McMullen, L. M., Josselson, R., Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. United Kingdom: Guilford Publications.
- Creswell, J. W., Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. United States: SAGE Publications.
- Givens, L.M. (2008) *The SAGE encyclopaedia of qualitative research methods*.UK: SAGE Publications.
- Mertens, D. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th Ed.). SAGE.

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DISCIPLINE SPECIFIC ELECTIVE COURSE 11 – EDUCATIONAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE – 11 EDUCATIONAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- To familiarize students with core concepts of educational psychology
- To foster an understanding of the teaching-learning process and issues with classroom management and assessment
- To create a vision for better educational institutions that practice positive and inclusive education

Learning Outcomes

By studying this course the student will be able to:

- Develop an understanding of the core concepts of educational psychology.
- Gain an insight into various facets of the teaching learning process, and issues with classroom management and assessment.
- Get sensitised towards the need for positive and inclusive educational practices.

SYLLABUS OF DSE- 11

UNIT - I

(9 Hours)

Introduction: Nature and scope of Educational psychology; Contributions of Psychology to Education; Theoretical perspectives (Behavioural, Piaget, Vygotsky, Brofenbrenner)

UNIT - II

(12 Hours)

Teaching-learning Process: Learner: Learner Differences and Learning Needs, Teacher: Characteristics of an Effective Teacher: Empathy, Communication, Perspective taking Skills; Metaphors for Teaching-Learning Process; Teaching Methods and their Applications: Teacher centred and Student centred; Use of ICT: Benefits and challenges.

UNIT - III**(12 Hours)**

Classroom Management and Assessment: Classroom Management, Psychological testing in education, Issues related to Classroom Assessment, Alternatives to traditional assessment

UNIT - IV**(12 Hours)**

Towards Better Educational Institutions: Inclusive Education; Addressing Classroom Diversity: Gender, Socio-Economic Status, Linguistic Diversity, Disability; Issues related to Categorization & Labelling, Positive education

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

- Comparison of two or more teaching methods.
- Intervention based on any aspect(s) of positive education.
- Comparison of assessment methods in education.
- Analysis of data from primary/ secondary sources regarding education in India

Tutorial component- Nil

Essential/Recommended Readings

Badley, K., & Hollabaugh, J. (2012). Metaphors for teaching and learning. In K. Badley and H.V. Brummelen (Eds.), *Metaphors we teach by: How metaphors shape what we do in the classroom*. Oregon: Wipf and Stock Publishers.

Bardach, L., Klassen, R.M., & Perry, N.E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34, 259-300.

Bartlett, S., & Burton, D. (2016). *Introduction to education studies*. Sage.

Santrock, J.W. (2017). *Educational psychology* (6th ed.). London, UK: Mc Graw Hill Education.

Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

Sutherland, M. (1988). *Theory of education*. London: Longman.

Woolfolk, A. (2020). (14th ed.). *Educational psychology*. Pearson.

Suggested Readings

Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sge Publications.

Leicester, M. (2008). *Creating an inclusive school*. Bloomsbury Publishing.

Morris, B. (1966). The Contribution of Psychology to the Study of Education. In J. Tibble (Ed.) *The study of education*. London: Routledge & Kegan Paul.

Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147-161.
doi:10.5502/ijw.v3i2.2

Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K. and Linkins, M. (2009) Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293-311.

Smith, M. (1977). *The underground and education: A Guide to the alternative Press*. London: Methuen & Co. Ltd.

Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

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

GENERIC ELECTIVE COURSE – 18: Understanding Human Resources

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 18: UNDERSTANDING HUMAN RESOURCES	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

Learning outcomes

By studying this course the student will be able to:

- Develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- Effectively manage and plan key human resource functions within organisations.
- Integrate the knowledge of HR concepts to take correct business decisions.

SYLLABUS OF GE-18

UNIT - I

(13 Hours)

Acquisition of Human Resources- Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

UNIT - II

(9 Hours)

Development of Human Resources- Training: Process, Training Need Analysis, Training methods; Career Development and Planning: Career Development and Life Stages, Career Self –Management.

UNIT - III **(11Hours)**

Rewarding Human Resources- Performance Appraisal: Process, Methods: Behaviour Oriented Methods (Absolute- Critical Incidents, Forced Choice, Behaviourally Anchored Rating Scales, BARS and Relative- Forced Distribution, Individual, Paired Comparison); Result Oriented Appraisal; 360 degrees feedback; Creating Performance Management Systems.

UNIT - IV **(12 Hours)**

HRM and IHRM- Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

Practical component - Nil

Tutorial Component **(15 Hours)**

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

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Discussion of case Study on relevant Human Resource Management concerns

Essential/Recommended Readings

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: policies and practices for multinational enterprises* (3rd ed.). New York: Routledge.

De Cenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of human resource management*. (14th edn.). NY: Wiley.

Harzing, A. W. (2011). *International human resource management*. SAGE.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Suggestive Readings

Deb, T. (2006). *Strategic approach to human resource management: Concept, Tools & application*. Atlantic Publisher

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

GENERIC ELECTIVE: 19 GROUP PROCESSES AND DYNAMICS AT WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-19 GROUP PROCESSES AND DYNAMICS AT WORK	4	3	0	1	Class 12th Pass	Nil

Learning Objectives

- Equip students with an understanding of the principles and processes of group dynamics and interactions from a psychological perspective.
- Facilitate everyday application of various aspects of group dynamics including group interactions, decision-making, communication, and leadership.

Learning Outcomes

By studying this course the student will be able to:

- Demonstrate an understanding of the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics influence group interactions and decision-making processes.
- Identify and analyze the dynamics of communication and reflect on strategies to improve communication in organizations.
- Demonstrate an understanding of various psychological perspectives on leadership in organizations; reflect upon contemporary leadership roles; and apply best practices to group leadership.

SYLLABUS OF GE- 19

UNIT - I

(9 Hours)

Groups and Teams: Basic features of groups (status, norms, roles, cohesiveness); Differences between groups and teams; Stages of Group Development (Tuckman Model); Team-building.

UNIT - II **(12 Hours)**

Group Processes and Decision Making: Group Interaction (facilitation, loafing); Group Decision Making (Brainstorming, Group think; Polarization) .

UNIT - III **(12 Hours)**

Organizational communication: Objectives of Communication; Communication model; Direction of communication; Grapevine; Barriers to effective communication; Enhancing Communication Effectiveness.

UNIT - IV **(12 Hours)**

Leadership in the Contemporary World: Overview to early approaches to leadership (trait, behavioural), Contingency (Fiedler’s contingency model), Contemporary issues in leadership- Charismatic, Transformational & Transactional Leadership; Implicit leadership; Authentic leadership; Contemporary leadership roles (Mentoring, Self-leadership, Online leadership); Indian Perspective (Nurturant Task Leadership).

(30 Hours)

Practical Component:

Suggestive Practicals

- Design and roll out a team building intervention
- Compare the effectiveness of individual vs group decision making OR Identify the dynamics of group decision making- group think and/or group polarization using textual/film/experiential analysis
- Assess your own leadership style using any one standardized tool of leadership / Analyze leadership style of any one leader using archival research.

Tutorial Component: Nil

Essential/ Recommended Readings

Forsyth, D. R. (2018). *Group dynamics*. Cengage Learning.

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

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

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

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behavior*. Pearson Education India.

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

Suggestive Readings

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of psychology*, 60, 421-449.

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

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

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

GENERIC ELECTIVE– 20: DISABILITY AND REHABILITATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-20 DISABILITY AND REHABILITATION	4	3	1	0	Class 12th Pass	Nil

Learning Objectives

- To orient students to the concept of disability and rehabilitation
- To impart information related to models practiced in disability and rehabilitation
- To develop an understanding of ethics, policies and psychosocial aspect of disability and rehabilitation

Learning Outcomes

By studying this course the student will be able to:

- Understand the concept of disability and rehabilitation
- Learn about the skill development and employment perspective
- Apply the policies and acts in welfare of disability and rehabilitation

SYLLABUS OF GE-20

UNIT - I

(12 Hours)
24

Introduction- Basic overview of Disability (Terminology, types and Neurodiversity); Impairment, Activity and Participation; Disability in India; Basic overview on Rehabilitation (Terminology and types); Role of a Rehabilitation Professional

UNIT - II

(12 Hours)

Models of Disability and Rehabilitation- *Models of Disability-* Medical Model, Social Model, Overview of Charity and Empowerment Models ; *Models of Rehabilitation-* Psycho-social Model, Community Based Rehabilitation Model, Brief orientation to other models: Home Based Rehabilitation Model, Institute Based Rehabilitation Model; Assessment and Certification of Disability in India.

UNIT – III

(12 Hours)

Psycho-Social Aspects of Rehabilitation- Accessibility and Advocacy; Social support- Family, Self help groups etc; Skill Development and Employment.

UNIT – IV

(9 Hours)

Provision and Ethics- Rehabilitation ethics; Rehabilitation policies and Acts- The Rights of Persons with Disabilities Act , 2016; Mental Health Care Act, 2017; Rehabilitation Council of India Act,1992; Provision and Schemes.

Practical component – Nil

Tutorial Component:

(15 Hours)

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

- Analysing the review for disability research and making research based student presentations
- Participation in Self- help groups for understanding Community Based Rehabilitation
- Analysing films on disability to promote inclusivity.
- Analysis of Case-Studies related to Disability Rehabilitation
- Study of Government initiatives for education and rehabilitation of children with disabilities
- Study of Policy documents on issues of disability

Essential/Recommended Readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the indian context: different disorders speak different stories*. New Delhi: Prestige Publications.

Caplan, A. L. Is medical care the right prescription for chronic illness? In: S. Sullivan and M. E. Lewin (eds.) *The economics and ethics of long term care and disability*(pp. 73-89) Lanham, Md.:University Press of America .

Dalal, A .K., & Misra,G. (2010). *The core and context of Indian psychology; Psychology and Developing Societies*, 22(1), 121–155.

Ghai, A. (2015). *Rethinking disability in India*; New Delhi: Routledge.

Markowitz, G., and Rosner, D. (1989). The illusion of medical certainty: Silicosis and the politics of industrial disability, 1930–1960. *Milbank Quarterly* 9; 67 Suppl 2 Part 1, 228-253.

Mohopatra C. S., 2004 ‘*Disability management in India*’ National Institute for the Mentally Handicapped (NIMH).

Nagi, S. Z. *Some conceptual issues in disability and rehabilitation*In: M. OCR for page 32

Linton, S. (1995). *Claiming disability: Knowledge and identity* NY: New York University Press, 199 pp.

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

The Mental Healthcare Act, 2017 (No. 10 Of 2017). (2017). Ministry of Law and Justice (Legislative Department) <https://egazette.nic.in/WriteReadData/2017/175248.pdf>

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

Suggestive Readings

Aberecht, G. (2006). (Ed.). *Encyclopedia of disability*. Chicago: Sage Publications.

Berkowitz, E., & Fox, D. (1989). The politics of social security expansion: Social security disability insurance, 1935–1986. *Journal of Policy History* 1(3):233-260.

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

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 – 11: COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

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

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC- 11

Unit – I (9 hours)

Introduction- Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India.

Unit – II (12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

Unit – III (24 hours)

C. **Techniques of Counseling-** Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-Centered Therapy; Cognitive Therapy.

D. **Applications:** Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

Practical component – (30 Hours)

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of Personality characteristics of a professional counsellor.
3. Information-oriented first interview (Cormier & Hackney, 2008).
4. Practical based on any 3 micro skills (Pre-post design).
5. Construction of a Genogram.
6. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M.S. (2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counselling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.

Sharf, R.S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

Belkin, G.S. (1998). *Introduction to counselling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D.R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.). New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L. (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

DISCIPLINE SPECIFIC CORE COURSE – 12: DEVELOPMENTAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To assist students in understanding how developmental psychology plays a role in their own lives and future careers.
- Connect students to current research and real- world application.
- To gain insight in understanding, explaining and applying key human development issues in real life setting.
- To foster awareness about the socio-cultural context of human development.

Learning Outcomes

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

- Critically evaluate theories of lifespan development.
- Assess the biological cognitive, emotional and social factors that influence development.
- Discuss methodological approaches used to study development.
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC- 12

Unit- I

(15 Hours)

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

Unit- II

(15 Hours)

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

Unit- III

(15 Hours)

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

Practical component –**(30 Hours)**

Suggestive list of practicals:

1. Study on child-rearing practices using test/ case study.
2. Impact of family environment on socio-emotional development/ cognitive growth.
3. Application of Piaget's theory of cognitive development.
4. Assessment of moral development using test/ dilemmas.
5. Language assessment using Multilingual Assessment Instrument for Narratives (MAIN).
6. Assessment of attachment style and socio-emotional development.

Essential/recommended readings

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. (Unit 3: Chapter12).

Feldman,R.S.& Babu, N.(2011). *Discovering the life- span*. New- Delhi: Pearson. (Unit1: Chapter1, 2to 8).

Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi. Oxford University Press (Unit 3).

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi:Tata McGraw-Hill. (Unit 1 to3)

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence* Indian reprint: Thomson Wadsworth (Unit 2: Chapter 7 to 10, Unit 3:Chapter11,15 &16)

Sharma,N. & Chaudhary, N. (2009). *Human development: Contexts and processes* In G. Misra (ed) *Psychology in India*, Vol 1: Basic psychological processes and human development.India: Pearson.(Unit 3)

Suggestive readings

Georgas,J., John W. Berry.,vande Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga,Y.P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*.Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development:Theory, Research and Applications*. New Delhi:Sage Publications.

Srivastava,A.K.(1997).*Child Development: An Indian Perspective*. New Delhi.

Patra,S.(2022).*Adolescence in India: Issues, Challenges and Possibilities*. New Delhi: Springer

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

Category III

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

DISCIPLINE SPECIFIC CORE COURSE – 11: COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

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

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC- 11

Unit – I

(9 hours)

Introduction- Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India.

Unit – II (12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

Unit – III (24 hours)

E. Techniques of Counseling- Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-Centered Therapy; Cognitive Therapy.

F. Applications: Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

Practical component – (30 Hours)

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of Personality characteristics of a professional counsellor.
3. Information-oriented first interview (Cormier & Hackney, 2008).
4. Practical based on any 3 micro skills (Pre-post design).
5. Construction of a Genogram.
6. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M.S. (2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counselling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.

Sharf, R.S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

Belkin, G.S. (1998). *Introduction to counselling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D.R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th ed.). New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7thEd.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L. (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VI:

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

DSE 5: Essentials of Media Psychology

DSE 6: Managing Human Capital at Workplace

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 4: PSYCHOLOGICAL RESEARCH: PARADIGMS, APPROACHES, AND METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Psychological Research: Paradigms, Approaches, and Methods	4	3	0	1	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the paradigmatic foundations of psychological research.
- To understand the differences between the quantitative and qualitative traditions of research in psychology.
- Present the essential considerations of research in Psychology.
- Introduce the process, designs and techniques of data-analysis in the quantitative and qualitative research tradition.

Learning Outcomes

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

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology.
- Appreciate the nuances of quantitative and qualitative traditions of research in Psychology and select an appropriate research tradition for their own research problems.
- Understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.

- Design a quantitative and qualitative research and select an appropriate method of data collection and analysis.

SYLLABUS OF DSE - 4

Unit – I

(18 hours)

Essential considerations of Psychological Research

Paradigmatic considerations: Positivist, Post-positivist, Interpretivist, Critical Paradigm, and Constructivist.

Psychological research: Goals of research; Steps of Research - Problem identification, Hypothesis formulation, Designing the research, Data collection, Data analysis, and Interpretation; Common research forms - exploratory, descriptive and explanatory; Quantitative and Qualitative research traditions- overview, and differences.

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non sampling error), Types of Probability and Non-probability sampling.

Unit – II

(12 hours)

Quantitative Research Techniques

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments; True experimental and quasi-experimental design; Within-subject design, Between subject design, Pre and Post designs.

Survey Research: The logic and types of survey; Designing a survey questionnaire.

Issues of ethics and rigour in quantitative research.

Unit – III

(15 hours)

Qualitative Research Techniques

Methods of data gathering: Interview, Focus group discussion, Case study, Observational Method, Using secondary data sources.

Techniques of qualitative analysis: content analysis and thematic analysis

Issues of ethics and rigour in qualitative research.

Orientation to Mixed Methods Research: Combining quantitative and qualitative approaches

Practical component –

(30 hours)

Suggestive list of practicals:

1. To identify and illustrate the basic assumptions of paradigms using different research works.
2. Designing a true experimental or quasi-experimental study using any designs such as between-subjects, within-subjects, or pre-post designs.
3. Conducting a survey which may involve designing a questionnaire, collecting and analysing the data.
4. Conducting an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained

may be analysed using a suitable method of data analysis such as thematic or content analysis.

5. Designing a mixed-method study and writing a detailed research plan/proposal for the same.

Essential/recommended readings

- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, California, SAGE Publications
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thomson/Wadsworth.
- Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.
- Willig, C. (2021). *Introducing Qualitative Research in Psychology*. United Kingdom: Open University Press.

Suggestive readings

- Givens, L.M. (2008). *The SAGE Encyclopaedia of Qualitative Research Methods*. United Kingdom: SAGE Publications.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 5: ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5: Essentials of Media Psychology	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To educate learners about media and its impact
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media

Learning outcomes

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

- Understand the concept of media and its interface with psychology
- Distinguish between fantasy and reality
- Analyse the relationship between advertising and persuasion
- Critically examine the psychosocial influences of media

SYLLABUS OF DSE-5

Unit – I (9 Hours)

Introduction to Media Psychology- - Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology

Unit – II (12 Hours)

Media and the User- Fantasy and reality; Expressing self and identity through social media; Finding communities (Fandoms, virtual communities); Use and abuse of internet

Unit – III (12 Hours)

Social Impact of Media- Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (social comparisons, body image, substance use); Advertising and persuasion (Advertising appeals, AIDAS Model)

Unit – IV

(12 Hours)

Critical Issues in Media Psychology- Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and sexuality, religious minorities, disability); Ethics and Media

Tutorial component

(15 Hours)

Suggestive Tutorial Activities

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Practical component (if any) - NIL

Essential/recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi Dorling Kindersley (India).

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and mass persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

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

Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.

Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge

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

Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.

Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.

Mc Mahon, C. (2019). *The psychology of social media*. Routledge.

- McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.
- Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*. 4 (3): 221–227
- Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.
- Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive readings

- Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org
- Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.
- Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity. Wiley
- Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).
- Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1), 1-18.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 6: MANAGING HUMAN CAPITAL AT WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Managing Human Capital at Workplace	4	3	1	0	Passed Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

After completing this course, the student will be:

- Able to understand the different processes and practices related to human capital.
- Able to understand issues, functioning and challenges of managing human capital at workplace.
- Able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

SYLLABUS OF DSE- 6

Unit – I

(15 Hours)

Job Analysis and Talent Management

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

Unit – II

(15 Hours)

Attraction and Socialization: An Organizational Perspective

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit– III (15 Hours)

Counterproductive Behavior at workplace

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

Tutorial component (15 Hours)

Suggestive Tutorial Activities:

- Case study on an Indian Organization based on primary/secondary data, on Job Analysis/ Talent management
- Case study on an Indian Organization based on Organizational socialization, diversity in organizations
- Role play on Counterproductive Work Behavior.

Practical component (if any) - NIL

Essential/recommended readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)

Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist–Practitioner Approach*, John Wiley & Sons

Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.

Rao, V.S.P. (2009). *Human Resource Management*. 2nd ed. Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Ed) New Delhi: Sage.

Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.

Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

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