

**DEPARTMENT OF PSYCHOLOGY**  
Semester-VI

Sl.No.	Subject	Page No.
1	<b>BA(Hons.) Psychology</b>  1. HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE –DSC 16 2. COUNSELLING PSYCHOLOGY – DSC 17 3. HEALTH AND WELL BEING– DSC 18	2-10
2	<b>Pool of DSE</b>  1. PSYCHOLOGY OF EXCEPTIONAL CHILDREN 2. RESEARCH METHODS IN PSYCHOLOGY 3. EDUCATIONAL PSYCHOLOGY	11-19
3	<b>Pool of GE</b>  1. UNDERSTANDING HUMAN RESOURCES 2. GROUP PROCESSES AND DYNAMICS AT WORK 3. DISABILITY AND REHABILITATION	20-26
4	<b>BA (Prog) with Psychology as Major</b>  1. COUNSELLING PSYCHOLOGY 2. DEVELOPMENTAL PSYCHOLOGY	27-30
5	<b>BA (Prog.) with Psychology as Non-Major</b>  1. COUNSELLING PSYCHOLOGY	31-33
6.	<b>DSE for BA Prog.</b>  1. PSYCHOLOGICAL RESEARCH:PARADIGMS, APPROACHES, AND METHODS 2. ESSENTIALS OF MEDIA PSYCHOLOGY 3. MANAGING HUMAN CAPITAL AT WORKPLACE	34-42

## 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		
<b>DSC- 16: HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE</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 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		
<b>DSC- 17: COUNSELLING 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 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* (7<sup>th</sup> 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

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## 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		
<b>DSC- 18: HEALTH 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

- 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* (9<sup>th</sup>edn.). 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		
<b>DSE- 09: PSYCHOLOGY OF EXCEPTIONAL CHILDREN</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 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

**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 (3<sup>rd</sup> 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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		
<b>DSE- 10 RESEARCH METHODS 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

- 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*(2<sup>nd</sup>ed.). 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 12 <sup>th</sup> 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		
<b>GE 18: UNDERSTANDING HUMAN RESOURCES</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 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		
<b>GE-19 GROUP PROCESSES AND DYNAMICS AT WORK</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

- 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* (14th 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 12 <sup>th</sup> 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 <sup>th</sup>	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* (5<sup>th</sup> 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* (7<sup>th</sup> 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		
<b>DSC-12 Developmental Psychology</b>	4	3	0	1	Passed Class 12 <sup>th</sup>	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		
<b>DSC-11 Counselling Psychology</b>	4	3	0	1	Passed Class 12 <sup>th</sup>	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* (5<sup>th</sup> 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* (7<sup>th</sup>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 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		
<b>DSE-4 Psychological Research: Paradigms, Approaches, and Methods</b>	4	3	0	1	Passed Class 12 <sup>th</sup>	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		
<b>DSE 5: Essentials of Media Psychology</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	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* (5<sup>th</sup>ed.). 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](http://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		
<b>DSE 6: Managing Human Capital at Workplace</b>	4	3	1	0	Passed Class 12 <sup>th</sup>	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.